



**Department of  
Education &  
Workforce**

# Understanding Data-Based Decision-Making within Ohio's Integrated Multi-Tiered System of Supports

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**Department of  
Education &  
Workforce**

# Agenda

**What?**

- What are the essential features and conditions for success of data-based decision-making within an integrated MTSS?

**How?**

- How does data-based decision-making assist in planning for and providing effective instruction?

# POLL QUESTION

**What is your current understanding of an integrated multi-tiered system of supports?**

# Vision

*Ohio students are prepared for success in the real world.*



# Mission

The Ohio Department of Education and Workforce supports Ohio's students, families, and educators to ensure every student gains the knowledge and life skills needed for the future.

# EDUCATION PRIORITIES



**Literacy:** Building a foundation for lifelong success by ensuring every student is reading at or above grade level.



**Accelerating Learning:** Advancing academic achievement for all students through statewide implementation of high-quality instruction, assessments, and supports.



**Student Wellness:** Fostering safe and supportive environments where students feel engaged and equipped to reach their full potential.



**Workforce Readiness:** Preparing students for success in life and careers through real-world knowledge, skills, and experiences.



**Organizational Effectiveness:** Delivering high-quality services and resources to strengthen Ohio's education community.

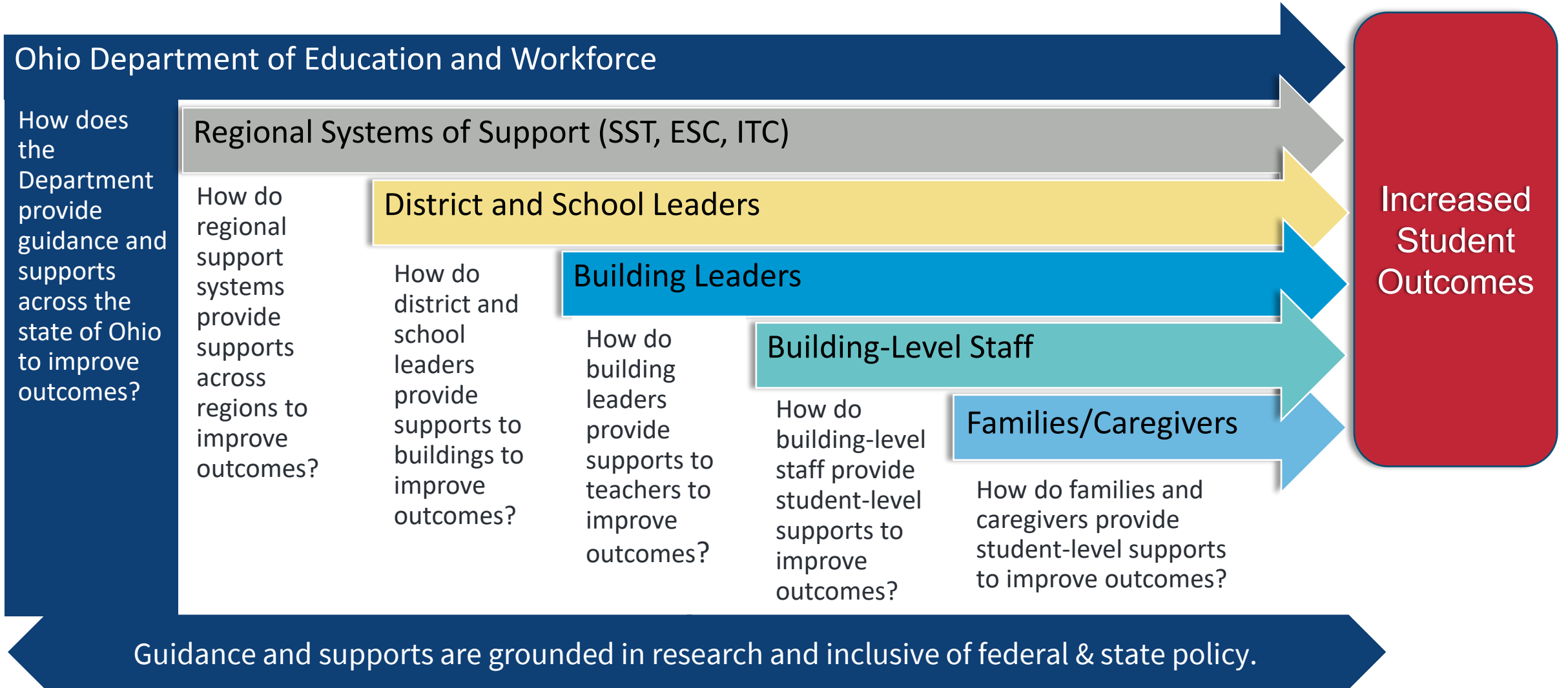
# OHIO'S INTEGRATED MTSS IS...

Designed to assist districts and schools in developing a local integrated multi-tiered system of supports for providing **effective instruction** that meets the **academic and non-academic** needs of **all students**.

# OHIO'S INTEGRATED MULTI-TIERED SYSTEM OF SUPPORTS

IS	IS NOT	WILL	SERVES
<ul style="list-style-type: none"> <li>• Grounded in research.</li> <li>• A proactive approach to ensure ALL students have access to effective instruction and supports.</li> <li>• Inclusive of both academic and non-academic contexts.</li> </ul>	<ul style="list-style-type: none"> <li>• A pathway to identifying students for special education services.</li> <li>• Solely focused on providing intervention supports to identified students.</li> <li>• Only for districts and schools who are identified as needing school improvement supports.</li> </ul>	<ul style="list-style-type: none"> <li>• Allow districts and schools to strategically integrate and align services and supports for all students.</li> <li>• Inform, support, enhance, and improve the current work in districts and schools across Ohio.</li> </ul>	<ul style="list-style-type: none"> <li>• District and school leaders</li> <li>• Building leaders</li> <li>• Building-level staff</li> <li>• Families/ Caregivers</li> </ul>

# COLLECTIVE RESPONSIBILITY



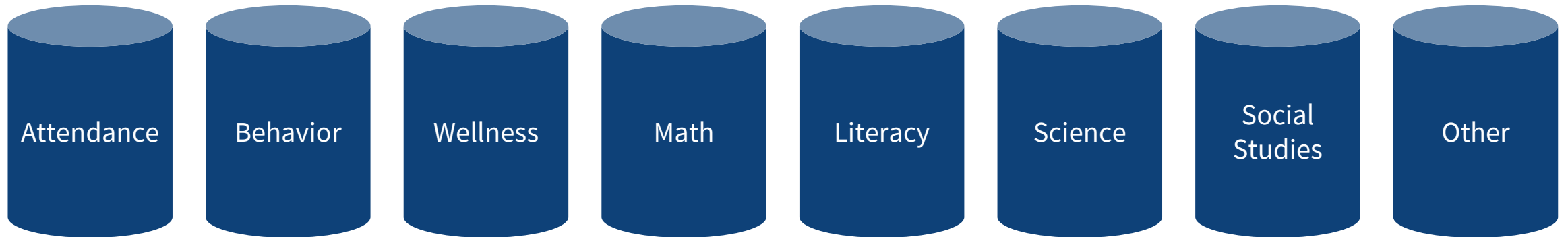
Ohio's Integrated MTSS is a framework for

# STUDENT SUCCESS.

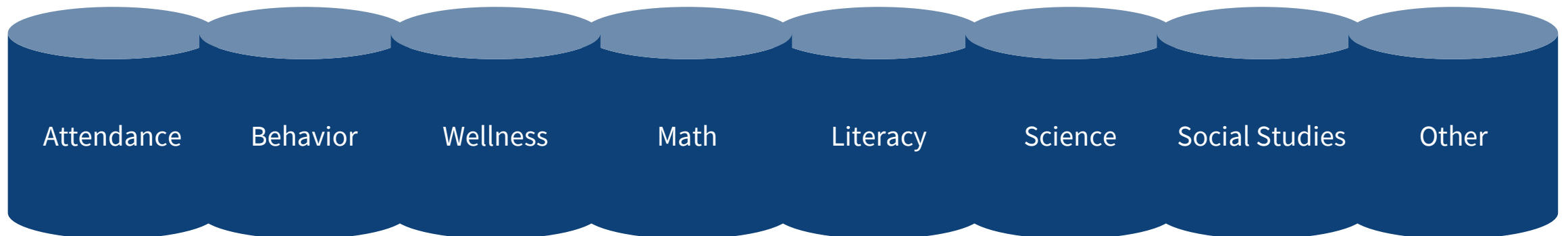
- Effective instruction is provided to all students through academic and non-academic supports.
- An integrated multi-tiered system of supports is the framework for delivering effective instruction.

# Improve instructional coherence.

- Academic and non-academic domains are never completely siloed.



- Provide for effective instruction and supports within and across domains.



# Improve system coherence.

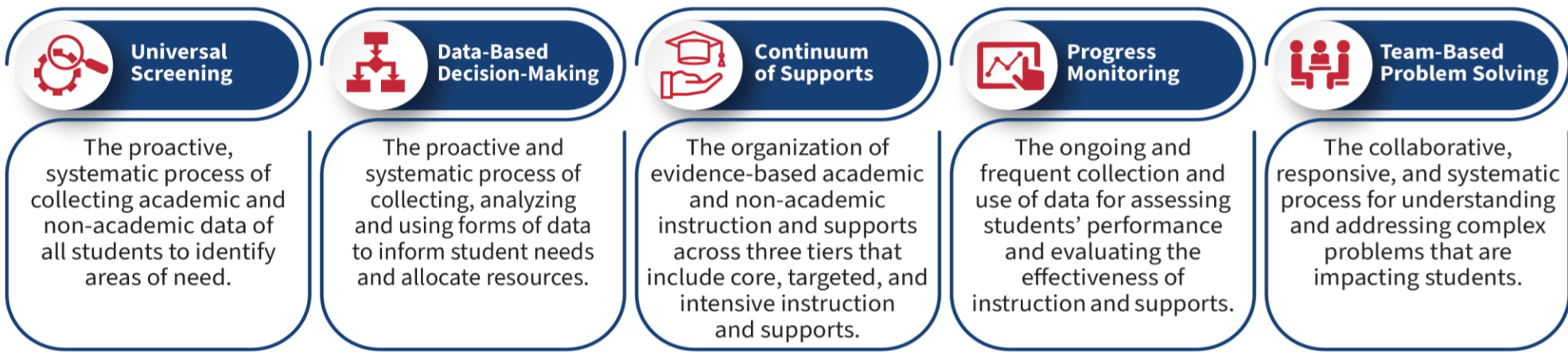
- A coherent system is one where priorities, roles, structures, processes, and supports are all tightly aligned and, therefore, have a powerful impact on outcomes.
- A coherent system moves us from noise to a clear and powerful signal.



# Ohio's Integrated Multi-Tiered System of Supports

Providing effective instruction for all students through academic and non-academic supports.

## Student Learning Components



## Adult Implementation Components



# UNDERSTANDING THE TERMINOLOGY OF OHIO'S INTEGRATED MTSS FRAMEWORK

## COMPONENTS

- Components represent actions that occur to deliver effective instruction to students.
- Components are not linear and not siloed.

## DEFINITIONS

- Subpage definitions provide a concise summary of the overall purpose of the component.

## ESSENTIAL FEATURES

- Essential features detail the distinct characteristics required in each component for increasing student outcomes.

## CONDITIONS FOR SUCCESS

- Conditions for success explain the adult actions needed to fully implement the essential features of each of the student learning components.

# EXPLORE THE WEBPAGE

Ohio's Integrated Multi-Tiered System of Supports





# What

**are the essential features and conditions for success of data-based decision-making to deliver effective instruction?**

# Ohio's Integrated MTSS Framework

## STUDENT LEARNING COMPONENTS



# OHIO'S INTEGRATED MTSS FRAMEWORK

## ADULT IMPLEMENTATION COMPONENTS

### Shared Leadership

The collaborative approach to providing strong, ongoing leadership for the implementation of an integrated multi-tiered system of supports, including infrastructure, professional development, and monitoring for effective instruction within the continuum of supports.

### Professional Capacity

The professional knowledge, skills, and practices that ensure staff members are knowledgeable, organized, and equipped to deliver effective instruction using an integrated multi-tiered system of supports.

### Communication and Collaboration

The essential processes to promote and support engagement and shared responsibility for creating the conditions for effective instruction for all students. Through a strengths-based lens among all teaching and non-teaching staff, administrators, families, caregivers, and students.

# CHAT QUESTION

**How do you see your work intersecting with Ohio's Integrated MTSS framework?**

# CONTINUUM OF SUPPORTS

## *DEFINITION*



The organization of evidence-based supports within three tiers of intensity that includes core, targeted, and intensive instruction, structures, and services and remains fluid, flexible, and responsive to allow for students to receive supports at all tiers according to need.

# CONTINUUM OF SUPPORTS

## ESSENTIAL FEATURES



- Tiers represent instruction within a continuum of supports that intensify according to student need. Tiers do not represent a type of student or a location for instruction.
- Includes the use of effective and efficient academic and non-academic supports that assist students in accessing and engaging with core instruction

### TIER 1 CORE INSTRUCTION

Provided to all students

### TIER 2 TARGETED INSTRUCTION

Provided to (a) at risk students to cause them to catch up to grade-level expectations and standards, and (b) students demonstrating proficiency to cause them to experience greater depth and complexity of grade-level expectations and to prevent underachievement in academic areas

### TIER 3 INTENSIVE INSTRUCTION

Provided to (a) at risk students to address severe and persistent learning difficulties in academic areas, and (b) students demonstrating proficiency to prevent underachievement in academic areas

See [Department webpage](#) for complete list.



# CONTINUUM OF SUPPORTS

## ESSENTIAL FEATURES

- Tiers represent instruction within a continuum of supports that intensify according to student need. Tiers do not represent a type of student or a location for instruction.
- Includes the use of effective and efficient academic and non-academic supports that assist students in accessing and engaging with core instruction



### TIER 1 CORE INSTRUCTION

Uses high-quality instructional materials, evidence-based programs and practices, and research-based practices that align to grade level expectations and standards

### TIER 2 TARGETED INSTRUCTION

Targeted use of high-quality instructional materials and evidence-based programs and practices

### TIER 3 INTENSIVE INSTRUCTION

Intensified use of high-quality instructional materials and evidence-based programs and practices

# CONTINUUM OF SUPPORTS



## ESSENTIAL FEATURE

Includes the use of effective and efficient academic and non-academic supports that assist students in accessing and engaging with core instruction.



## CONDITIONS FOR SUCCESS

Non-teaching staff members are involved in providing academic and non-academic supports for students within an integrated multi-tiered system of supports.

All staff are trained in the implementation of high-quality instructional materials, evidence-based programs and practices, and research-based practices as designed within the three tiers of the continuum of supports.

A collaborative team systematically documents and evaluates the extent to which high-quality instructional materials, evidence-based programs and practices, and research-based practices are delivered as designed in academic and non-academic areas.

See [Department webpage](#) for complete list.



# DATA-BASED DECISION MAKING

## *DEFINITION*



The proactive, systematic process of collecting, analyzing, and using screening, progress monitoring, and other forms of data to inform student needs and allocate resources at the individual, classroom, building, and system level.

# DATA-BASED DECISION MAKING

## ESSENTIAL FEATURES



A written comprehensive assessment plan is in place and used for collecting various types of assessment data.

An integrated data system is in place and used to document and access student-level academic and non-academic data — represented visually or graphically — and support teams in using and analyzing data together (such as analyzing literacy data alongside attendance data) to inform decision-making.

A written, iterative data-based decision-making process is in place and used for analyzing and using assessment data at the individual, classroom, building, and system levels.

- Who may need help? Where is help needed?
- What kind of help is needed?
- What instruction, supports, and resources will address the identified need?
- Are the selected instructional materials, supports, and resources effectively meeting the need?

# DATA-BASED DECISION MAKING



## ESSENTIAL FEATURE

An integrated data system is in place and used to

- document and access student-level academic and non-academic data — represented visually or graphically — and
- support teams in using and analyzing data together (such as analyzing literacy data alongside attendance data) to inform decision-making.



## CONDITIONS FOR SUCCESS

Staff are provided time to collaborate frequently.

Staff are trained in the collection, interpretation, and use of assessment data.

Data-based decision rules are developed and provided for academic and non-academic areas and are consistent across buildings.



# How

**does data-based decision-making assist in  
planning for and providing effective instruction?**

# Supporting Adult Implementation

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Collaborative leadership at all levels provides for ongoing and focused professional learning that is structured for all staff to examine, reflect on, and refine core instructional practices, data-based decision-making, and the delivery of intervention and supports within an integrated multi-tiered system of supports.

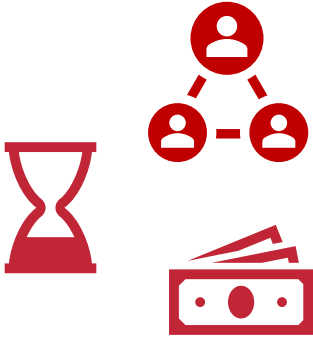
Adult Implementation Components detail how the adults in the system create the conditions for success that ensure the delivery of effective instruction.



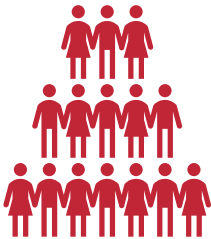
**Buy-In**



**Knowledge**



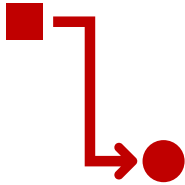
**Resource Allocation**



**Collaboration**



**Monitoring**



**Evaluation**

# Data-Based Decision-Making Process

## Identify

- Who needs help?
- Where is help needed?

## Define

- What kind of help is needed?

## Implement

- What instruction, supports, and resources will address the identified need?

## Evaluate

- Are the selected instructional materials, supports, and resources effectively meeting the need?

## When using data to deliver effective instruction-

- Use both academic and non-academic data to determine needs.
- Determine needs for all students, including
  - Students who are at risk for not meeting grade level expectations.
  - Students who are demonstrating readiness for instruction beyond grade level expectations.

# CONDITIONS FOR SUCCESS

## Responsiveness

*Do staff follow decision rules and use progress monitoring data when examining responsiveness?*



*Are decision-making criteria implemented consistently?*

## Integrated Data System

*Can users document and access individual student-level data and instructional decisions?*



*Are data entered in a timely manner?*



*Are data represented graphically?*

## Decision-Making Process

*Is the process data-driven?*



*Are appropriate personnel involved with decision making authority?*



*Are there guidelines for setting goals?*



*Are there agreed-upon decision rules?*

# Categories of Assessment Tools

## Student Level

### Screening

- Identify students who may need additional academic and non-academic supports beyond Tier 1.

### Diagnostic

- Gather more information on current skill level and specific needs for targeted or intensive instruction.

### Progress Monitoring

- Assess whether students are making adequate growth.

Source: McIntosh, K., & Goodman, S. (2016). Integrated multi-tiered systems of support: Blending RTI and PBIS. Guilford Press.

# Categories of Assessment Tools

## System Level

### Outcome Measures

- Assess the overall academic and non-academic health of the building as well as the grade, classroom, and student.

### Adult Implementation

- Assess whether practices are implemented as designed to rule out inadequate implementation as a reason for poor student performance.

Source: McIntosh, K., & Goodman, S. (2016). Integrated multi-tiered systems of support: Blending RTI and PBIS. Guilford Press.

# Use of Integrated Data Systems

- Analyzing data in an integrated fashion maximizes the benefits of treating academic and non-academic data as interrelated.
- Access to and use of the integrated data system should be easy for educators.
- Data from academic and non-academic domains should be viewable together to assess student success across domains.
- To ease data analysis, an integrated data system should produce charts and graphs that can show quickly what is happening.

Source: McIntosh, K., & Goodman, S. (2016). Integrated multi-tiered systems of support: Blending RTI and PBIS. Guilford Press.

# INTEGRATED DATA SYSTEM

Testing Window	Student	SpEd	504	Gifted	Acadience Composite Risk	i-Ready Overall	Math Overall	Behavior	Attendance
Fall 24-25	1	Y			At Benchmark	1 Grade Level Below	Early On Grade Level	At or around average	At Risk
Fall 24-25	2				Below Benchmark	1 Grade Level Below	Early On Grade Level	Above average	Severe Chronic Absenteeism
Fall 24-25	3				Above Benchmark	Early On Grade Level	Early On Grade Level	Above average	Satisfactory
Fall 24-25	4		Y		Well Below Benchmark	1 Grade Level Below	1 Grade Level Below	Above average	Satisfactory
Fall 24-25	5	Y			Well Below Benchmark	2 Grade Levels Below	3 or More Grade Levels Below	Below average	Moderate Chronic Absenteeism
Fall 24-25	6				Above Benchmark	1 Grade Level Below	1 Grade Level Below	Below average	At Risk
Fall 24-25	7			Y	Above Benchmark	Mid or Above Grade Level	1 Grade Level Below	At or around average	Moderate Chronic Absenteeism
Fall 24-25	8	Y			Well Below Benchmark	1 Grade Level Below	2 Grade Levels Below	Above average	Satisfactory



# TEAM BASED PROBLEM SOLVING

## *DEFINITION*

The collaborative, responsive, and systematic process for understanding and addressing complex problems that are impacting students at the individual, classroom, building, and system level.



# POLL QUESTION

**If you are collaborating with an ESC, in which of the following areas would you seek support?**

# DATA-BASED DECISION MAKING

## GRADE 4 CASE STUDY



To understand the specific nature of students' needs, teachers collected additional data for students at risk in one or more areas. This process involved administering diagnostic data in academic areas which provided specific insight on various skills such as phonics, vocabulary, computation, and problem solving. The process also involved collecting data in non-academic areas such as reviewing historical and current attendance and discipline data. Non-academic data were reviewed alongside academic data to determine how missed instruction or disengagement may be impacting overall academic performance.

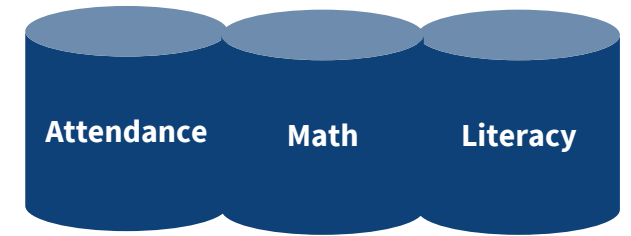
The Teacher-Based Team (TBT) analyzed the data collaboratively at a recent meeting and found three prominent groups of students with similar profiles:

- Group A: Students below benchmark in both decoding and computation, with 3-5 absences
- Group B: Students on grade level in math but needed vocabulary and comprehension support
- Group C: Students meeting academic benchmarks but showing off-task or unproductive behavior

These data-informed profiles became the foundation for group creation.



# EFFECTIVE INSTRUCTION THROUGH A LOCAL INTEGRATED MTSS



Integrated MTSS Component	Essential Features- Present/Needs Refinement	Essential Features- Not Present/Needs Developed	Conditions for Success- Adult Implementation Actions
Continuum of Supports			
Universal Screening			
Data-Based Decision-Making			
Progress Monitoring			
Team-Based Problem Solving			

# OHIO'S INTEGRATED MTSS IS...

Designed to assist districts and schools in developing a local integrated multi-tiered system of supports for providing **effective instruction** that meets the **academic and non-academic** needs of **all students**.

# CHAT QUESTION

**What are three actionable first steps that you can implement after this presentation?**

# USE THESE MATERIALS

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## Opportunities

- Participants can use today's materials with colleagues, districts, and schools to deepen knowledge of the essential features of data-based decision-making within a local integrated MTSS.
- Participants can use today's materials with districts and schools to support the use of integrated academic and non-academic data to improve student outcomes.

# WEBINAR SERIES

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- Jan. 29: Using Ohio's Integrated MTSS to Inform District, School, and Building One Needs Assessments and One Plans (part 1) | [Register](#)
- Feb. 26: Using Ohio's Integrated MTSS to Inform District, School, and Building One Needs Assessments and One Plans (part 2) | [Register](#)

Each webinar will take place from 3:30-4:30 p.m.

# QUESTIONS?

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[IntegratedMTSS@education.ohio.gov](mailto:IntegratedMTSS@education.ohio.gov)



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# Provide Feedback

01.16.26 Integrated MTSS Final  
Reflection and Feedback





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