AUDIT, ALIGN, ACT:
DESIGNING COHERENT DATA SYSTEMS FOR DECISION-MAKING

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SESSION AGENDA

Audit your assessments.

Align your teams.

Act on your data.

Cultivating Coherent, Integrated Data Systems (Padlet)

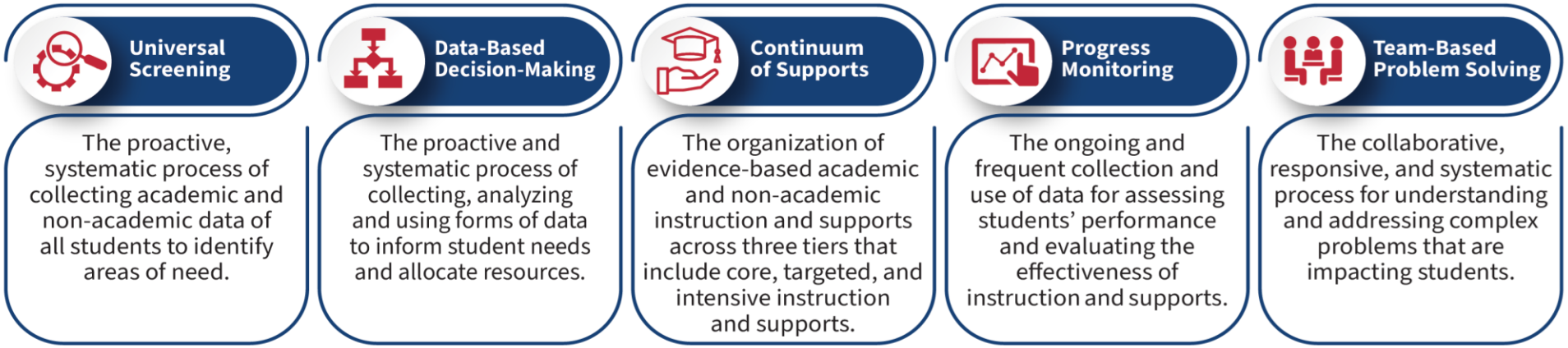
OHIO'S INTEGRATED MTSS IS…

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

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

Student Learning Components



Adult Implementation Components

DATA-BASED DECISION MAKING

OHIO'S INTEGRATED MTSS

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

IN THE CONTEXT OF LITERACY - PURPOSE-DRIVEN ASSESSMENT

Data-Based Decision-Making

Assessments answer different questions.

Who needs support?	**What support is needed?**	**Is the support working?**	**Did the support improve student outcomes?**

Ohio's Dyslexia Guidebook, 2025

DIFFERENT ASSESSMENTS FOR DIFFERENT PURPOSES

Question	Type	Who	When
Who needs support?	Universal screening	All	3x/year
What general area does a student need support in?	Skill screening	All/few	3x/year or as needed
Which specific skills does a student need support learning?	Diagnostics	Few	As needed
Which lesson should I start on?	Placement	All	As needed
Is the student improving?	Progress Monitoring	Few	2-4x/month
Did the student learn the grade level curriculum?	Summative/ Outcome	All	1x/year

Adapted from Hosp, 2024

COMPREHENSIVE ASSESSMENT AUDIT

Data-Based Decision-Making

Activity 1
Current Assessments

Directions: Review your current assessments and list the function (purpose) that each one serves. Looking at your current assessment practices, consider where there may be overlap across assessment purposes or assessment purposes that are not being addressed. Then, with a partner, discuss what assessments might be removed and what purposes for assessment are not currently covered.

Assessment	Which domain?	Type of Assessment	Notes
	Academic- Rea...	Screening	
	Academic- Rea...	Screening	
	Academic- Rea...	Screening	
	Academic- Rea...	Screening	
	Academic- Rea...	Screening	
	Academic- Rea...	Screening	
	Academic- Rea...	Screening	
	Academic- Rea...	Screening	
	Academic- Rea...	Screening	
	Academic- Rea...	Screening	
	Academic- Rea...	Screening	
	Academic- Rea...	Screening	

1. **Where is there overlap across domains and/or assessment purposes?**
2. **What domains and/or assessment purposes are not currently being addressed?**
3. **What do we intend to do about it?**

Tool to Take Back:
Audit your comprehensive assessment platform across all instructional tiers and domains (e.g., reading, math, behavior, other).

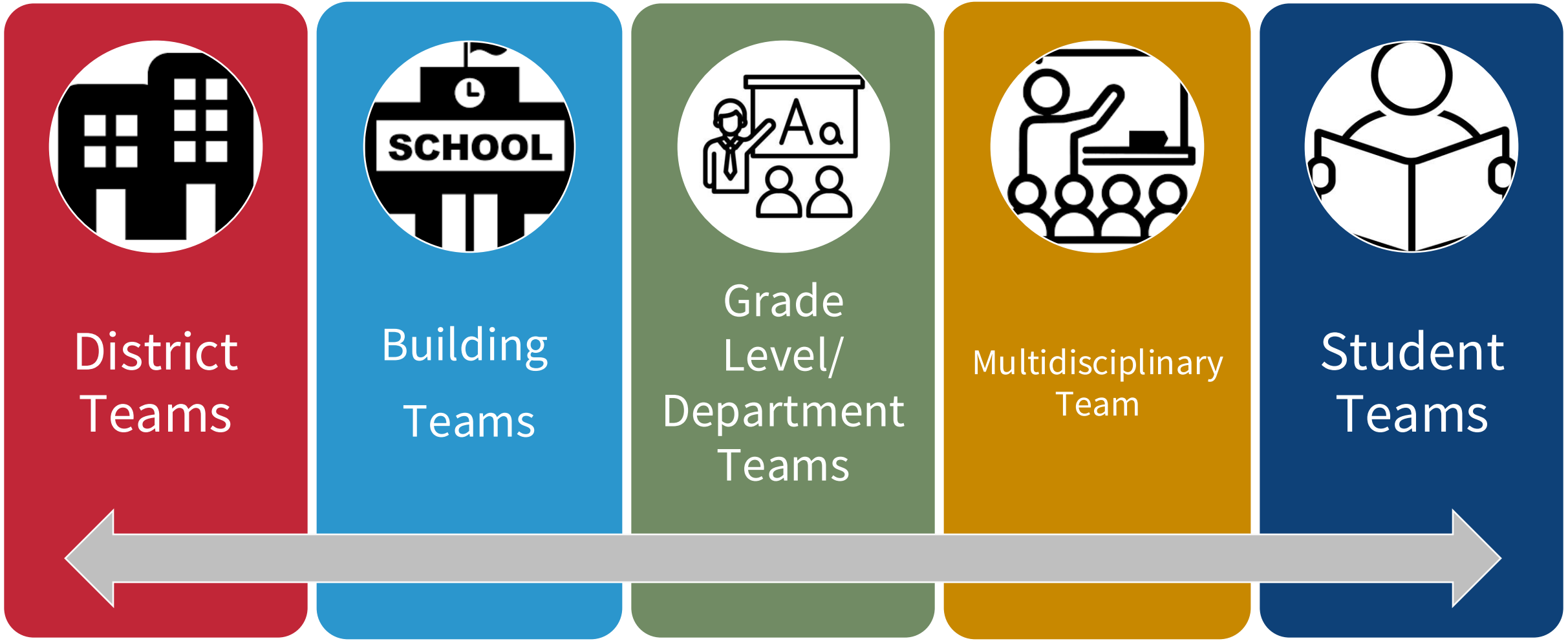
TEAM-BASED PROBLEM-SOLVING

TEAM-BASED PROBLEM SOLVING

OHIO'S INTEGRATED MTSS

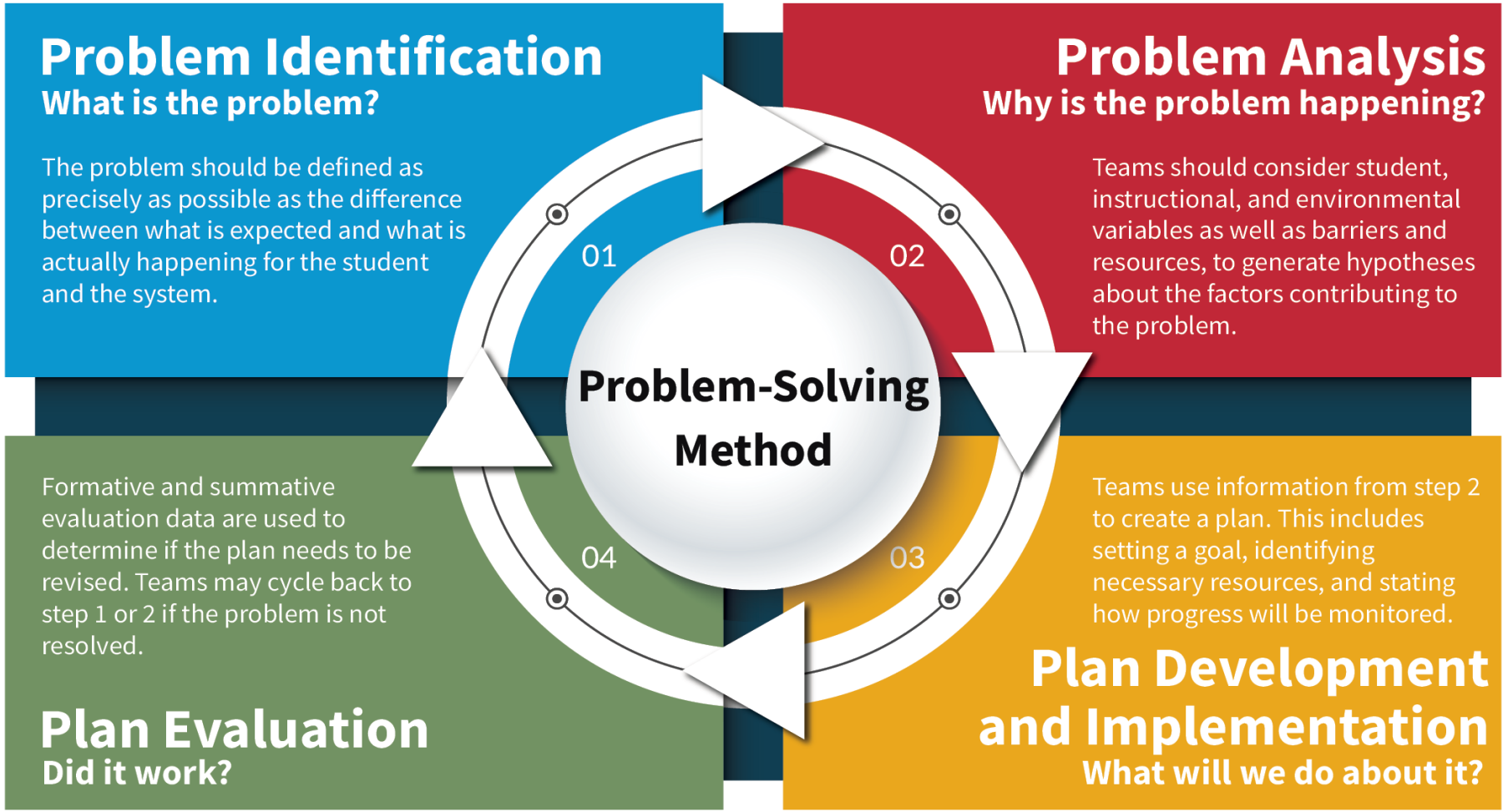
The collaborative, responsive, and systematic process for understanding and addressing complex problems that are impacting students at the individual, classroom, building, and system level.

WORKING IN PARALLEL



Ohio's Dyslexia Guidebook, 2025, p. 19

COLLABORATIVE PROBLEM-SOLVING PROCESS



Ohio's Plan to Raise Literacy Achievement, 2025

DISTRICT LEADERSHIP TEAM MEMBERS

Members of the leadership team should include individuals with key positions at various levels of the organization.

These individuals may include, but are not limited to:

- Superintendent/CEO/lead administrator/director
- Local school board member
- Treasurer
- Building-level administrators
- Teacher leaders and coaches
- Specialists and related service providers
- Program directors and supervisors
- Family and community engagement team members
- Union representatives

QUESTIONS ASKED BY THE DLT

- Are curriculum, assessment, and intervention systems aligned and integrated district-wide?
- Which schools need additional implementation support or coaching?
- Do schools have the staffing, resources, and scheduling structures needed?
- What professional learning priorities should be addressed on district PL days?
- Are student outcomes improving across schools and student groups?
- Are implementation and outcome data used consistently and effectively district-wide?

DATA USED BY THE DLT

DISTRICT LEADERSHIP TEAM

The DLT uses district-wide data in the collaborative problem-solving process to develop, enact, and monitor district-wide improvement plans.

Student Data

- Districtwide screening trends
- OST performance across schools
- Growth and trends across groups
- Graduation/course completion trends

Attendance & Access

- Attendance and behavioral data
- District demographic data
- Academic and non-academic supports
- Feedback surveys

Implementation Integrity

- Teacher retention & attendance
- Coaching and PL participation rates
- Learning walk trends across schools
- R-TFI trends across schools

Resource and Capacity Data

- Staffing allocations and vacancies
- Intervention access across schools
- PL and coaching needs data
- Budget and resource allocation data

Note. *This is not an exhaustive list.*

DLT: FROM DATA TO DECISIONS

DATA	DECISION
Learning walk + coaching data show schools with stronger HQIM implementation have stronger literacy outcomes.	Scale coaching supports and implementation structures used in higher-performing schools.
Districtwide screening data show comprehension outcomes decline significantly between elementary and middle school.	Adopt materials aligned with the elementary HQIM and provide aligned PL and coaching.
Attendance + achievement data show schools with chronic absenteeism also demonstrate lower reading growth.	Strengthen district attendance systems and integrate attendance supports into MTSS planning.
R-TFI data show schools with consistent collaborative teaming structures demonstrate stronger implementation fidelity.	Establish district expectations and supports for collaborative team processes.

BUILDING LEADERSHIP TEAM MEMBERS

Members of the building leadership team should include individuals representative of

These individuals may include, but are not limited to:

- Building-level administrators
- School psychologist
- School counselor
- Coaches
- General education teacher from each grade
- Specialists and related service providers
- Non-certificated staff (e.g., paraprofessional)
- Family and community engagement team members
- Union representative

QUESTIONS ASKED BY THE BLT

- Is Tier 1 strong enough for most students?
- Are systems operating consistently across classrooms and grades?
- Are screening and assessment systems functioning as intended?
- Are intervention systems aligned to Tier 1?
- Where are implementation gaps?
- What professional learning or coaching is needed?
- Are outcomes improving over time?

DATA USED BY THE BLT

BUILDING LEADERSHIP TEAM

The BLT uses building data in the collaborative problem-solving process to develop, enact, and monitor the school-wide implementation plan.

Student Data

- Building universal screening trends
- Building OST results
- Common assessment data
- Course completion / GPA trends

Attendance & Access

- Attendance and behavioral data
- Building demographic data
- Academic and non-academic supports
- Feedback surveys

Implementation Integrity

- Teacher attendance and retention
- Building learning walk data
- Collaborative planning artifacts
- Pacing and lesson completion

Resource and Capacity Data

- Staffing allocations and vacancies
- PL and coaching needs
- Budget and resource allocation
- Instructional time allocation

Note. *This is not an exhaustive list.*

BLT: FROM DATA TO DECISIONS

DATA	DECISION
Learning walk + coaching data show teachers consistently modeling skills, but guided practice opportunities vary across classrooms.	Prioritize coaching and collaborative planning focused on guided practice routines.
Universal screening data show Grade 1 foundational skill outcomes remain below other grade levels.	Prioritize Grade 1 foundational skills support within the school implementation plan.
Attendance + behavior data show students with frequent absences are overrepresented among students below benchmark.	Strengthen attendance supports and problem-solving processes within the MTSS framework.
Master schedule + teacher surveys show intervention time is reducing access to science and social studies instruction.	Revise schedules to better protect access to core instruction across content areas.

TEACHER TEAMS

Team-Based Problem Solving

Grade-Level Teams

Grade level teams(often called teacher-based teams or TBTs) ensure use of high-quality instructional materials and evidence-based practices **within their grade level**.

Department Teams

Department teams collaborate to ensure consistent use of high-quality instructional materials and/or evidence-based practices **within their content area**.

Cross-Department Teams

Cross-department teams collaborate to ensure consistent use of evidence-based strategies **across content areas.**

QUESTIONS ASKED BY TEACHER TEAMS

- Which students are on track?
- Which students might need targeted or intensive support?
- Do knowledge or skills need to be reviewed, retaught, or compacted?
- Which Tier 1 supports should be differentiated or adjusted?
- Is instruction producing desired outcomes?
- What do we need to do to ensure consistent and coherent implementation?

DATA USED BY TEACHER TEAMS

TEACHER TEAMS

Teacher teams use classroom, student performance, and adult implementation data to monitor and support Tier 1 effectiveness through the grade-level or department implementation plans.

Student Data

- Grade-level universal screening data
- Subgroup breakdowns by grade & classroom
- Student work analysis data
- Skill mastery/checkpoint data

Attendance and Access

- Attendance and behavioral data
- Grade-level demographic data
- Academic and non-academic supports
- Feedback surveys

Implementation Integrity

- Coaching service delivery plans
- Grade-level learning walk data
- Collaborative planning artifacts
- Pacing and lesson completion

Resource and Capacity Data

- Coaching effectiveness
- PL effectiveness
- Teacher requests for support
- Grade-Level/Department Implementation Plans

Note. *This is not an exhaustive list.*

TEACHER TEAMS: FROM DATA TO DECISIONS

DATA	DECISION
Team implementation data show classrooms consistently using common instructional routines have stronger student engagement.	Increase consistency of agreed-upon and HQIM-derived instructional routines across classrooms.
Common assessment + student work data show students can decode accurately but struggle with vocabulary and comprehension.	Use a lesson preparation protocol to ensure teachers understand vocabulary and comprehension routines.
Classroom participation + behavior data show several students disengage during independent work tasks.	Increase structured partner practice and teacher-guided support opportunities.
Small-group data show one student group is mastering skills more quickly than anticipated.	Accelerate instructional pacing and provide opportunities for more complex extensions.

MULTIDISCIPLINARY TEAM MEMBERS

Members of the multidisciplinary team should be representative of stakeholders with expertise across systems and supports.

These individuals may include, but are not limited to:

- Building-level administrators
- School psychologist
- School counselor
- Coaches
- General education teacher
- Specialists and related service providers
- Non-certificated staff (e.g., paraprofessional)
- Family and community engagement team members
- Union representative

QUESTIONS ASKED BY THE MDT

- Do we have effective Tier 2 and Tier 3 intervention structures?
- Are students being matched consistently and appropriately to interventions?
- Are decision-rules used to enter, transition between, or exit interventions?
- Are intervention groups, schedules, and dosage appropriate across the school?
- Are interventions implemented with fidelity across providers?
- Do staff have sufficient training, coaching, and materials?
- Are Tier 2 and Tier 3 assessment and decision-making systems functioning effectively?

DATA USED BY THE MDT

MULTI-DISCIPLINARY TEAM

The MDT uses systems and intervention data to coordinate, monitor, and improve the effectiveness of Tier 2 and Tier 3 interventions.

Progress and Response Data

- PM trends across interventions
- Rate of improvement patterns
- Tier movement data
- Intervention success rates

Assessment System Data

- Decision rules usage
- Assessment training survey data
- Data review timeline/procedures
- Assessment administration accuracy

Implementation Fidelity Data

- Implementation fidelity and quality
- Dosage and attendance data
- Coaching and support logs
- Intervention training survey data

Intervention System Data

- Intervention placement data
- Intervention group sizes/scheduling
- Tier distribution across grades
- Intervention access trends

Note. *This is not an exhaustive list.*

MDT: FROM DATA TO DECISIONS

DATA	DECISION
Intervention fidelity + coaching data show interventionists receiving ongoing coaching demonstrate stronger implementation.	Expand intervention coaching and implementation support structures through a leveled coaching model.
Progress-monitoring data show students receiving earlier intervention support demonstrate stronger rates of growth.	Strengthen systems for timely intervention placement following screening windows.
Attendance + intervention data show students missing intervention sessions demonstrate slower progress.	Develop systems to improve intervention attendance and continuity of support.
Intervention grouping data show several groups contain students with varied instructional needs.	Reorganize intervention groups to improve alignment between student needs and intervention focus.

STUDENT TEAM MEMBERS

Team-Based Problem Solving

Members of a student level team should be representative of stakeholders who support that individual student.

These individuals may include, but are not limited to:

- Building-level administrators
- School psychologist
- School counselor
- General education teacher
- Specialists and related service providers
- Non-certificated staff (e.g., paraprofessional)
- Parents/Guardians
- Student (when appropriate)

QUESTIONS ASKED BY STUDENT TEAMS

- Is the student responding adequately to intervention?
- What are this student's strengths and needs?
- Why is this student struggling despite high-quality instruction and intervention?
- Does the intervention need to be intensified or individualized?
- What academic or non-academic factors may be affecting the student’s progress?
- What additional diagnostic information is needed?
- What individualized supports or next steps are appropriate for this student?

DATA USED BY STUDENT TEAMS

STUDENT TEAMS

Student teams use student data to identify strengths and needs, problem-solve barriers, and plan, adjust, intensify, or fade supports for individual students.

Student Data

- Screening data
- Diagnostic assessment data
- Progress-monitoring data
- Outcome/classroom performance data

Intervention Response

- Attendance and behavioral data
- Dosage and intensity
- Skill-specific error analysis
- Teacher attendance and fidelity

Intervention Fidelity

- Attendance / dosage logs (minutes per week)
- Adherence and intensity data
- Quality of delivery (learning walk notes)
- Curriculum placement accuracy

Student Context

- Attendance patterns
- Behavioral referrals linked to academic needs
- EL, SPED, gifted status considerations
- Family input and strengths data

Note. *This is not an exhaustive list.*

STUDENT TEAMS: FROM DATA TO DECISIONS

DATA	DECISION
Learning walks + intervention fidelity data show the student responds best during highly structured explicit instruction.	Increase consistency of instructional routines and scaffolds across settings.
Diagnostic assessment + progress-monitoring data show strong word reading growth but limited fluency growth.	Add repeated reading and connected-text fluency practice to supports.
Attendance + engagement data show the student participates more consistently during morning instruction blocks.	Adjust intervention scheduling to align with stronger engagement periods.
Student self-reflection + classroom performance data show the student can explain strategies but struggles with application.	Increase guided practice and self-monitoring supports to build independent application of skills.

WORKING SMARTER, NOT HARDER

Team-Based Problem Solving

Tool to Take Back:
Identify the teams that exist within your LEA and evaluate their alignment.

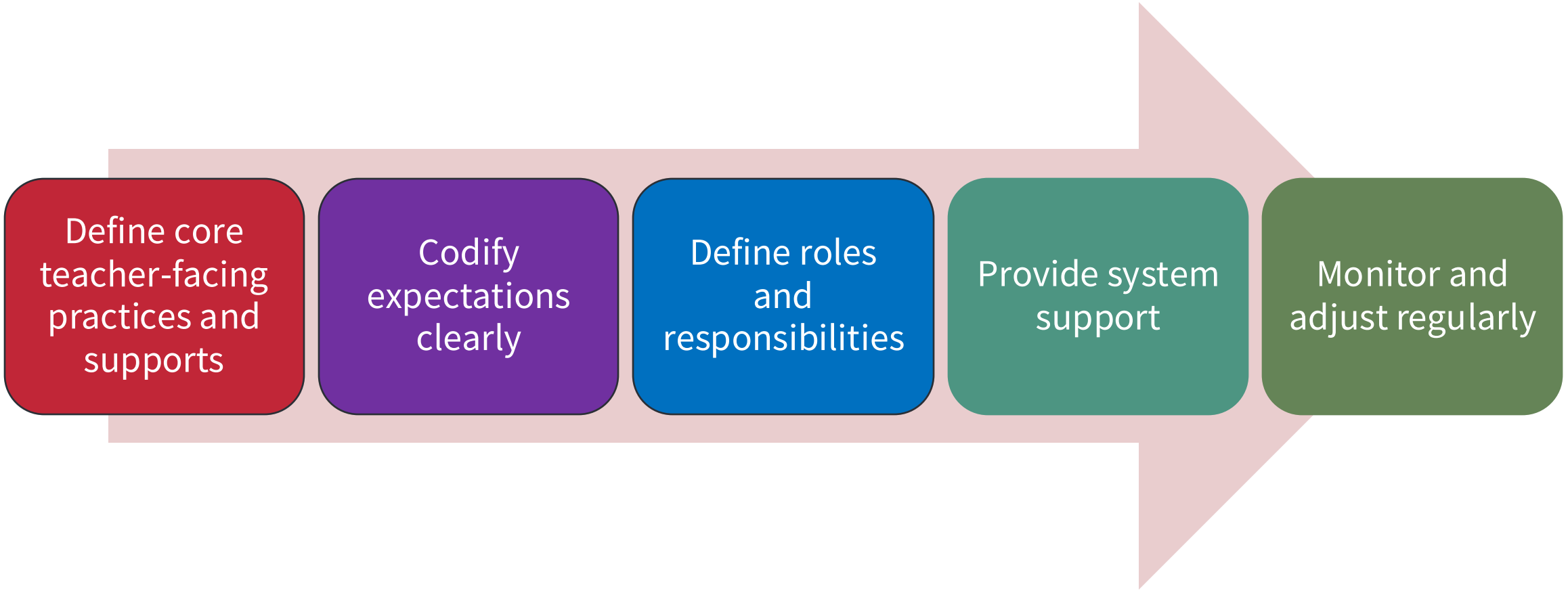
Activity 2
Working Smarter, Not Harder

Directions: Identify the teams that currently exist in your LEA. For each, identify the team's purpose, what data they review, and who is a part of the team. Then, consider whether the team is aligned with the school or district mission/values, how important the team is to the school, and whether the team's work overlaps (fully or in part)with the work of any other team(s).

(Adapted from www.pbis.org. More information, including an example of a completed chart) is available here: https://www.pbis.org/resource/the-working-smarter-matrix-group-self-assessment-and-action-planning-tool)

Team Name	Purpose and Types of Decisions Made	Outcomes and Data Sources Reviewed	Team Members (by role)	Aligned with School or District Mission or Values	Priority (1 = Low, 5 = High)	Overlaps with...
				Yes	1	
				Yes	1	
				Yes	1	
				Yes	1	
				Yes	1	
				Yes	1	
				Yes	1	

ACTION STEPS TO SUPPORT IMPLEMENTATION



Instruction Partners, 2026

DEFINE CORE TEACHER-FACING PRACTICES AND SUPPORTS

Agree on core practices and supports every educator will receive:

- High-quality instructional materials
- Collaborative planning
- Regular coaching and feedback

DEFINING WHAT "GREAT COLLABORATION" LOOKS LIKE

Purpose

- Improve implementation integrity and student outcomes

Frequency

- **District Leadership Team:** Quarterly
- **Building Leadership Teams:** Monthly
- **Teacher Teams:** Weekly to Bi-weekly
- **Multidisciplinary Team:** Monthly to Quarterly
- **Student Teams:** As needed

Required artifacts (examples)

- Team meeting agendas, relevant protocols, and implementation plans

Minimum expectations and quality indicators

- *These will be specific to your team, materials, and stage of implementation*

ROLES AND RESPONSIBILITIES

Level	Plan(s)	Purpose/Scope
State Team	• Ohio's Plan to Raise Literacy Achievement	• Statewide vision, expectations, and policy infrastructure
District Team	• One Plan • Reading Achievement Plan (RAP) • Local Literacy Plan (LLP)	• Aligned districtwide vision and infrastructure
Building Team	• School-wide Literacy Plan	• Contextualized school-wide infrastructure
Grade Level Team	• Grade-Level Literacy Implementation Plans	• Consistent grade level implementation
Department Team	• Departmental Literacy Implementation Plans	• Consistent discipline-specific implementation of literacy practices
Multidisciplinary Team	• Intervention & Assessment Platforms	• Intervention protocols and processes
Student-Level Team	• Student-Level Plans	• Individualized academic and non-academic supports
Coaching Team	• Coaching Service Delivery Plan(s)	• Coaching Supports

BUILDING COHERENCE ACROSS THE YEAR

Ensure high-quality HQIM implementation is the throughline

Ensure alignment between professional learning, coaching, and teacher collaboration

Prioritize enactment cycles (planning, teaching, reflecting) with coaching and leadership support

Coherence ≠ Uniformity

A defined set of non-negotiables mark the boundaries of shared work across teams while allowing for flexibility.

MONITOR ROUTINES, NOT JUST RESULTS

Are teams meeting regularly (e.g., weekly)?

Are protocols being used effectively?

Are the artifacts meeting expectations?

Are implementation plans aligned with school- and district-plans and priorities?

EXPECT TRANSFER TO INSTRUCTION

Are learning walks focused on meeting the team's established SMART goals?

Are collaboratively planned practices and priorities enacted during instruction?

ACTION PLANNING AND NEXT STEPS

Team-Based Problem Solving

Tool to Take Back:
Identify next steps to ensure alignment and coherence across plans.

Activity 3
Action Planning and Next Steps

Directions: Identify the actions that your LEA needs to take to develop aligned plans across collaborative teams. Add additional rows as needed. Then, identify 1–2 concrete next steps you will take in this process.

Plan	Action Item	Specific Action(s)	Person(s) Responsible	By When	Status
One Plan					Not Star...
					Not Star...
					Not Star...
Reading Achievement Plan or Local Literacy Plan					Not Star...
					Not Star...
					Not Star...
School-wide Implementation Plans					Not Star...
					Not Star...
					Not Star...
Grade-Level Implementation Plans					Not Star...
					Not Star...

THREE STEPS TO STRENGTHEN DATA USE ACROSS TEAMS

1

Audit Your Assessments

Map every assessment your school uses to its purpose (screening, diagnostic, PM, outcome). Identify gaps and redundancies. Stop collecting data you don't use to make decisions.

Use the Comprehensive Assessment Audit template (Activity 1).

2

Align Your Teams

Each team should know exactly which data it owns and what decisions it is empowered to make. Eliminate redundant meetings where multiple teams review the same data without clear decision authority.

Use the Working Smarter, Not Harder template (Activity 2).

3

Act on Your Data

Every data review should result in a documented decision and action plan. Teams use data not merely to analyze performance, but to determine next steps, assign responsibilities, monitor implementation, and evaluate impact over time.

Use the Action Planning and Next Steps template (Activity 3).

Learn More

Ohio's Integrated Multi-Tiered System of Supports

IntegratedMTSS@education.ohio.gov

QUESTIONS?

- ReadOhio@education.ohio.gov
- ThirdGradeGuarantee@education.ohio.gov
- Dyslexia@education.ohio.gov
- Tutoring@education.ohio.gov

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