IMPLEMENTING INTEGRATED SYSTEMS OF SUPPORT

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Literacy Achievement and Academic Success

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WORKSHOP AGENDA

- Ohio's Integrated MTSS Framework
- Case Study: Jamal
- Creating a Strong Integrated System
- Workshop Wrap-Up

OHIO'S 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.

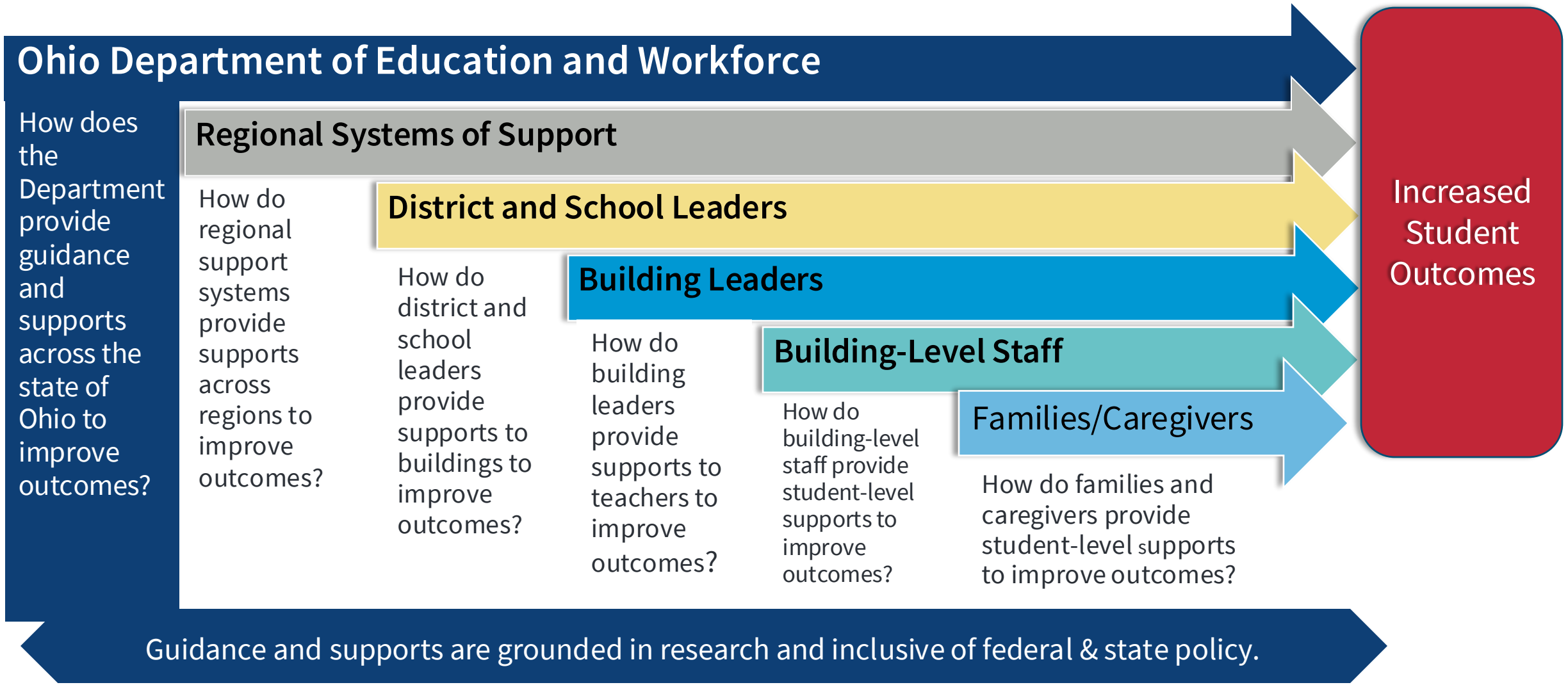
Accelerating Learning: Advancing academic achievement for all students through statewide implementation of high-quality instruction, assessments, and supports.

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.

COLLECTIVE RESPONSIBILITY



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

Universal Screening

The proactive, systematic process of collecting academic and non-academic data of all students to identify areas of need.

Data-Based Decision-Making

The proactive and systematic process of collecting, analyzing and using forms of data to inform student needs and allocate resources.

Continuum of Supports

The organization of evidence-based academic and non-academic instruction and supports across three tiers that include core, targeted, and intensive instruction and supports.

Progress Monitoring

The ongoing and frequent collection and use of data for assessing students' performance and evaluating the effectiveness of instruction and supports.

Team-Based Problem Solving

The collaborative, responsive, and systematic process for understanding and addressing complex problems that are impacting students.

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.

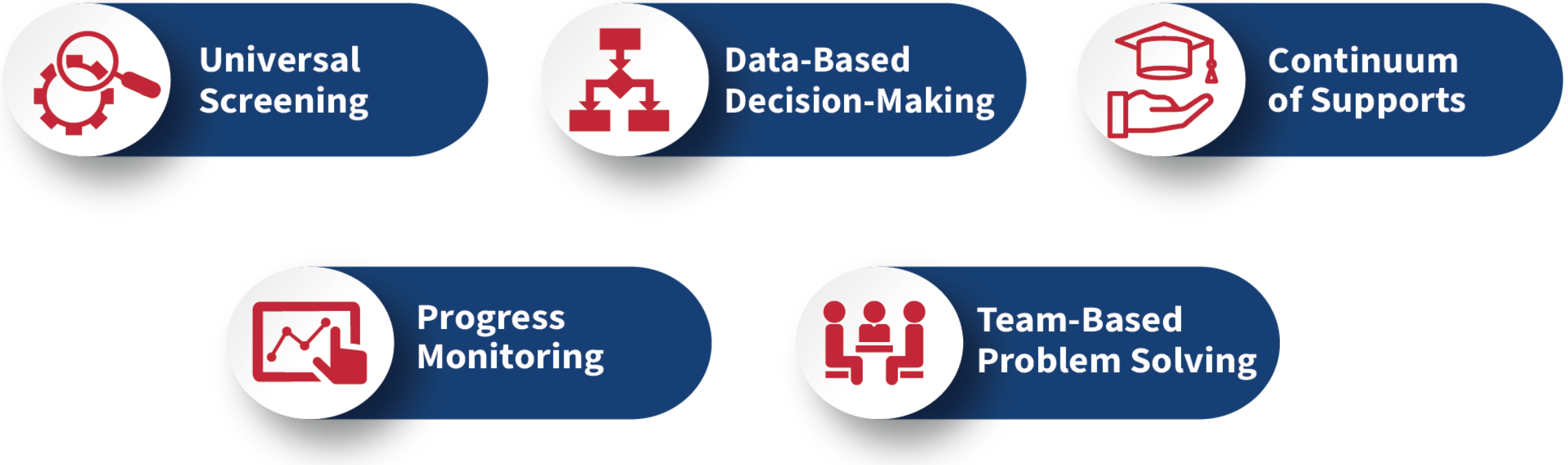
Professional Capacity

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.

OHIO'S INTEGRATED MTSS FRAMEWORK
STUDENT LEARNING COMPONENTS



OHIO'S INTEGRATED MTSS FRAMEWORK
ADULT IMPLEMENTATION COMPONENTS

A WHOLE CHILD, WHOLE SYSTEM APPROACH

Ohio's Integrated MTSS framework is a mechanism for aligning academic and nonacademic supports within one coherent system.

Literacy is one critical academic priority within this system.

It is important to surface the specific non-academic factors that may be constraining student growth and achievement.

SHIFTING FROM PARALLEL TO INTEGRATED SYSTEMS

Parallel Systems ☹	Integrated Systems 😀
Decision-making happens within grade levels, departments, or service areas with limited cross-team coordination.	Decision-making is shared across roles within a unified team structure focused on student needs.
Success is often defined by program compliance or implementation within a single initiative.	Success is defined by improved student outcomes across academic, behavioral, attendance, and wellness indicators.
Staff responsibility is divided and reflects sentiments like “this is my group of students” or “this is my program area.”	Shared ownership of all students, with collective responsibility for outcomes and problem-solving.
Communication with families may be fragmented, with different staff sharing different or mixed messages.	Families receive a coherent, coordinated picture of their child's strengths, needs, and supports.

CASE STUDY: JAMAL

MEET JAMAL

Literacy

Jamal is a 11-year-old 5th grader at an urban intermediate school in Ohio. His foundational literacy skills have been below benchmark since kindergarten entry. He reads haltingly, avoids reading aloud, and has made inconsistent progress despite receiving supplemental Tier 2 intervention in grades K-4.

Attendance

MEET JAMAL

Jamal's attendance has recently been disrupted by instability at home. Due to a widespread fire in their apartment complex in September, they lived with family friends until January, when they were able to move into a new apartment. Jamal transitioned to a different school within the district at that time.

MEET JAMAL

Behavior

Since August, Jamal has had 10 behavioral referrals — two for classroom disruption, one for a hallway altercation, two for stealing packed lunches, and six for falling asleep in class. Each was handled at the building level as a conduct issue.

Wellness

MEET JAMAL

His teachers describe Jamal as inquisitive, funny, and socially perceptive. They also report that he seems to be chronically sleep deprived, appears to be dysregulated in the afternoon, and has mentioned not having eaten on several occasions. He routinely wears an insulin pump to manage his Type I diabetes.

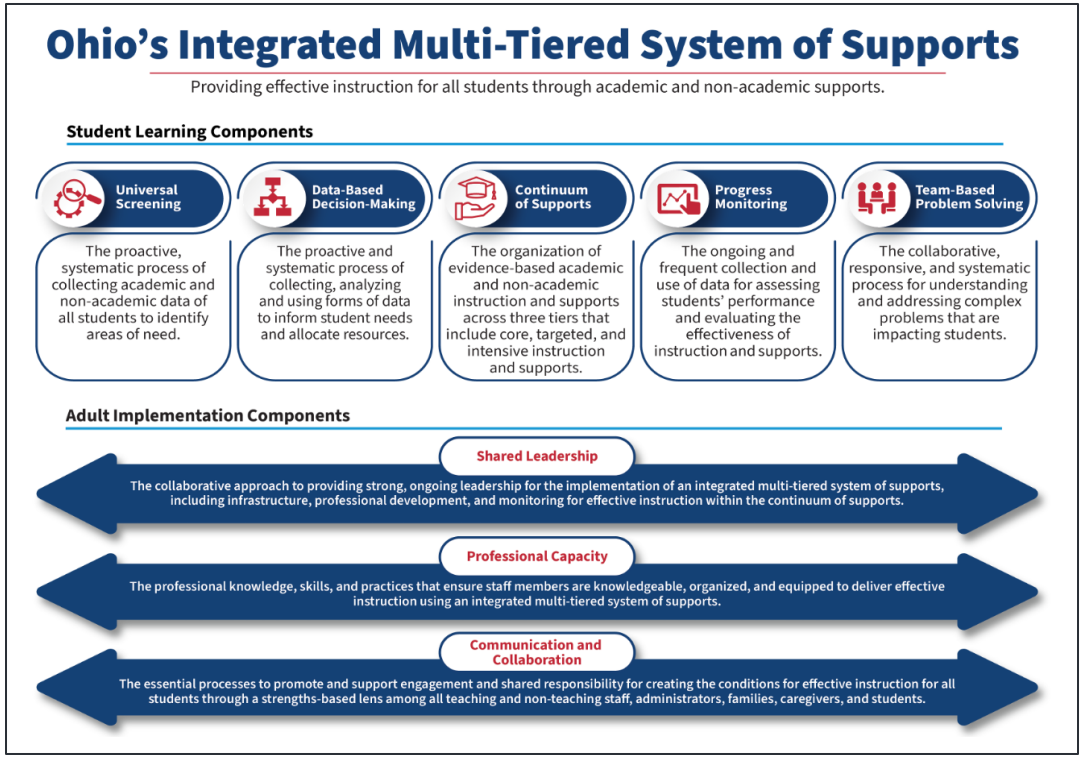
LET'S TALK ABOUT JAMAL

If we only looked at Jamal's case through a literacy lens and we committed to strengthening literacy assessments, materials, and practices, why might this still be insufficient to fully remediate Jamal's reading difficulties? Can you surface any other limitations of this approach?

THE NEED FOR AN INTEGRATED MTSS FRAMEWORK

Jamal's needs are the result of compounding academic and non-academic challenges.

Without integrated planning across academic and non-academic domains, Jamal is at elevated risk for widening academic gaps, increasing disengagement, escalating behavioral responses, and elevating health risks.



CREATING A STRONG INTEGRATED SYSTEM

UNIVERSAL SCREENING

OHIO'S INTEGRATED MTSS

The proactive, systematic process of collecting academic and non-academic data to identify students who may be at risk for not meeting grade level expectations as well as those who may be ready for instruction beyond grade level expectations.

UNIVERSAL SCREENING

Screening tools should be brief.

They should be valid and reliable.

They should accurately identify student risk status.

Benefits and limitations should be understood and articulated by staff.

American Institute for Research, 2025

UNIVERSAL SCREENING PROCESS

Screening should be conducted for all students.

Screening should occur more than once per year (ideally 3x).

The process should limit disruptions to learning or instruction.

Procedures should be in place to ensure consistent and accurate administration.

American Institute for Research, 2025

SCREENING TOOLS

Universal Screening

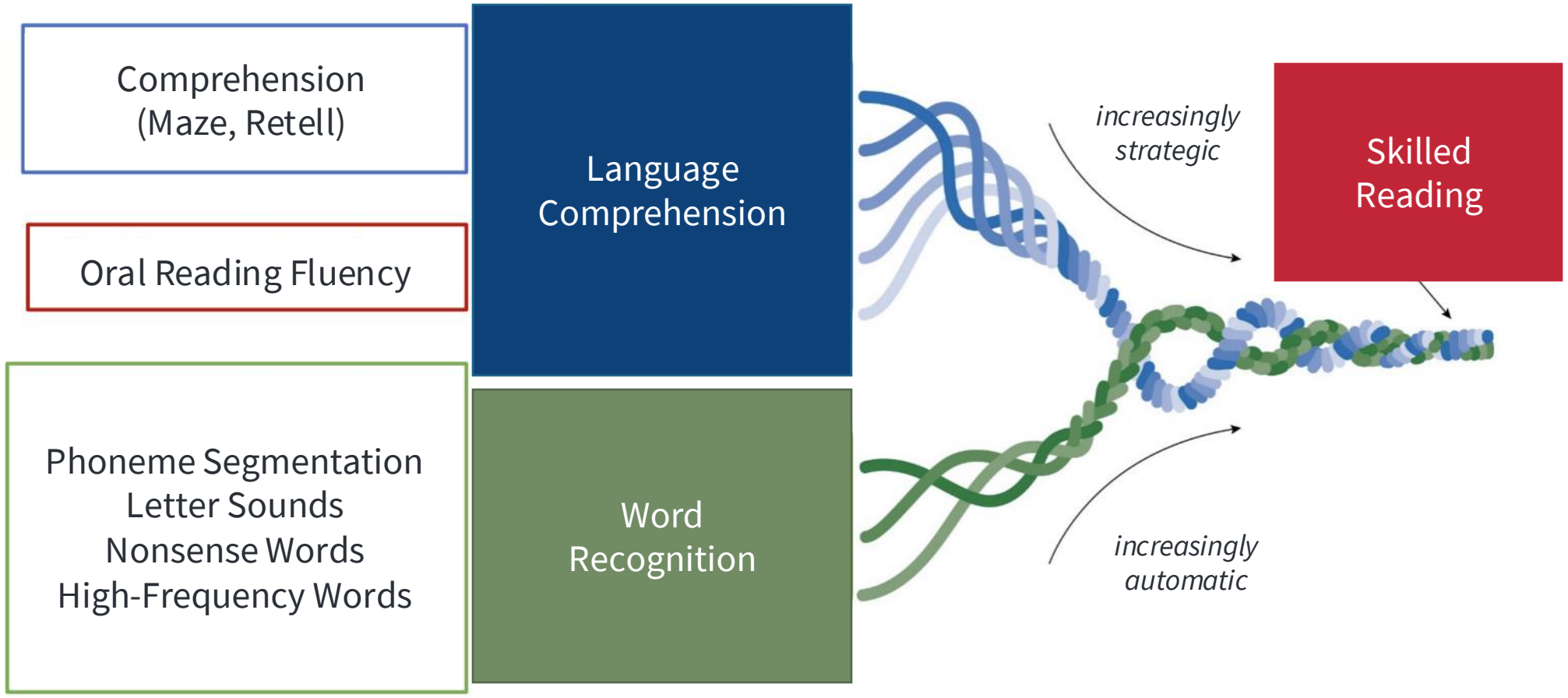
Reading Rockets, n.d.

COMPARING SCREENING ASSESSMENTS

Curriculum-Based Measures (CBMs)	Computer Adaptive Tests (CATs)
CBMs are standardized. Material is controlled for grade level difficulty.	CATs individualize, or adapt, assessments to each students' skill level.
Timed	Not Timed
Emphasis is on early literacy skills.	Emphasis is on a range of skills which vary depending on the child.

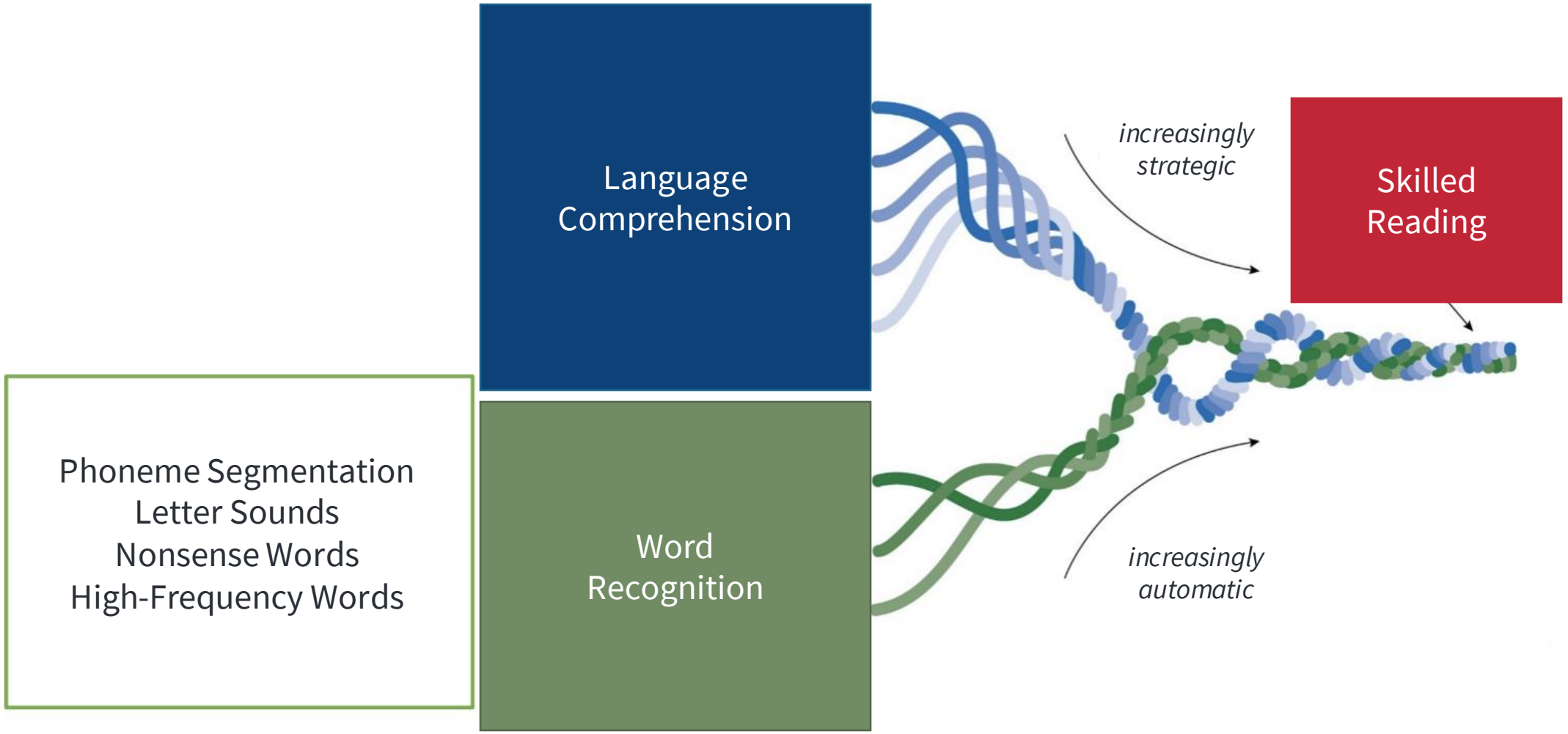
Reading Rockets, n.d.

CURRICULUM-BASED MEASURES FOR UNIVERSAL SCREENING



Hosp, 2024; Scarborough, 2001

CURRICULUM-BASED MEASURES FOR SKILL SCREENING



Hosp, 2024; Scarborough, 2001

RISK VERIFICATION

Universal Screening

- A Attendance
- B Behavior
- C Credits
- G Grades
- E ELA
- M Math
- NS New Student
- W Wellness

Screening data are used with at least two other appropriate data sources/ early warning indicators (EWIs) to verify decisions about risk status.

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UNIVERSAL SCREENING

Purpose:	*Identify the strength of Tier 1 core instruction or universal expectations and indicate which students are at risk*	
Area:	**Academics**	**Behavior**
Measure:	•Curriculum-based measures of reading and math 3 times a year •Computer-adaptive tests	•Universal screener, 3 times a year •Quick rating scales (~1 minute per student) •Existing data sources (e.g., ODR)
Questions:	•What percentage of students meet the learning benchmark? •What skill gaps are common across most students? •What changes to core instruction are needed? •Which students show significant risk?	•What expectations are not being met across most students? •What changes to Tier 1 instruction are needed? •What students are at risk for or already experiencing difficulty in a particular area (e.g., social skills, self-regulation)?

Brown-Chidsey & Wilkinson, 2026

LET'S CHAT ABOUT JAMAL

Universal Screening

How is this an example of strong universal screening?

Screening data and early warning indicators were shared when Jamal transitioned schools, prompting review of his reading performance, attendance, and office referrals as indicators of both academic and non-academic risk. The team identified an integrated response, including continued reading intervention, a coordinated wellness plan addressing diabetes management and food insecurity, and a behavior support plan designed to reduce need-driven behaviors (e.g., stealing food, falling asleep in class) by ensuring access to basic needs and teaching appropriate help seeking and regulation strategies.

STOP & JOT

Take a moment to reflect on your own system:

- Do you have screening infrastructure for the whole child, or just for literacy?

CONTINUUM OF SUPPORTS

OHIO'S INTEGRATED MTSS

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.

TIER 1 CORE PRIORITIES

- Phonological and Phonemic Awareness
- Phonics and Word Study
- Fluency
- Vocabulary
- Comprehension
- Writing
- Critical Instructional Elements
- Purposeful Differentiation
- Non-Academic Supports

Reading Tiered Fidelity Inventory, 2019

TIER 1 CORE PROGRAMMING

Teaching and learning objectives are well articulated from one grade to another and within grade levels.

The materials are both evidence-based for the student population and student groups and aligned with state standards.

Tier I instruction meets all of the following:

- delivered using agreed-upon evidence-based instructional practices
- led by staff trained in curriculum materials
- includes adequate time to teach the content and provide sufficient opportunity for students to respond, practice, and receive feedback
- has procedures in place to ensure consistent use

All staff use student to design and differentiate instruction to meet the needs of students on, below, and above grade level. data

American Institute for Research, 2025

TIER 2 SUPPLEMENTAL INTERVENTION

Tier 2 interventions are standardized, matched to student needs, and evidence-based for the target content areas, grade-levels, and student population.

Tier 2 intervention aligns with Tier 1 programming and incorporate foundational skills that support Tier 1 learning objectives.

Tier 2 interventions meet all of the following conditions:

- delivered using evidence-based instructional practices
- led by staff trained according to intervention requirements
- the group size and dosage are optimal for the age and needs of students (e.g., sufficient opportunity to respond, practice and receive feedback on skills)
- implemented consistently

Tier 2 interventions are always provided in addition to Tier 1.

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TIER 3 INTENSIVE INTERVENTION

Tier 3 interventions are both individualized based on student data (diagnostic data) and more intensive relative to Tier 2.

Tier 3 interventions meet all of the following conditions:

- delivered using evidence-based instructional practices
- led by staff experienced in intensifying instruction based on student data
- the group size and dosage are optimal for the age and needs of students (e.g., sufficient opportunity to respond, practice and receive feedback on skills)
- implemented consistently

Both conditions are met:

- decisions regarding student participation in both Tier 1 and Tier 3 are made on a case-by-case basis
- Tier 3 interventions address the general education curriculum in an appropriate manner for students

American Institute for Research, 2025

CONTINUUM OF SUPPORTS

IN THE CONTEXT OF LITERACY – OHIO DEFINITIONS

Core Curriculum and Instructional Materials

- High-quality instructional materials used within the general education setting to provide instruction to all students, through either a core comprehensive program or a coherent set of core and foundational skills programs.

Intervention Programs

- Systematic and targeted instructional materials used to teach language and literacy skills in small groups or individually at a particular grade level that match the specific individual needs of students, aligned with evidence-based practices for language and literacy instruction; these programs are systematic, involving carefully planned instructional sequences and progress monitoring.
- They include ways to intensify instruction to provide more instructional time, practice, and opportunities for individualized or specific feedback to students who are at risk so they will catch up to grade-level expectations at an accelerated rate.

High-Quality Instructional Materials in ELA

CONTINUUM OF SUPPORTS

IN THE CONTEXT OF LITERACY – HQIM MATERIALS

Core comprehensive program

Core foundational skills program

Core no foundational skills instructional program

Intervention program

LET'S CHAT ABOUT JAMAL

Continuum of Supports

How is this an example of a strong continuum of supports?

After Jamal transferred schools, instructional continuity was preserved through district-wide use of a common Tier 1 HQIM, shared pacing map, and transparent data systems. The sending school provided detailed intervention records, including the specific program, group placement, and exact lesson sequence he was currently on. With this information, the receiving school placed him directly into the same intervention at the same instructional point, eliminating the need for re-assessment or re-placement and ensuring uninterrupted continuity of instruction within the system.

STOP & JOT

Take a moment to reflect on your own system:

- Where in your system do students experience seamless movement and alignment across core instruction, intervention, and additional non-academic supports? Across buildings?
- Where do those supports still operate in isolation from one another?

PROGRESS MONITORING

OHIO'S INTEGRATED MTSS

The ongoing, frequent collection and use of formal data for assessing students' performance, quantifying students' rate of improvement or responsiveness to instruction, and evaluating the effectiveness of instruction and supports.

PROGRESS MONITORING TOOLS

Progress monitoring tools should be brief.

They should be valid and reliable.

They should be sensitive to growth.

They should allow for repeated measurement.

They should have typical growth rates and end-of-year benchmarks.

Benefits and limitations should be understood and articulated by staff.

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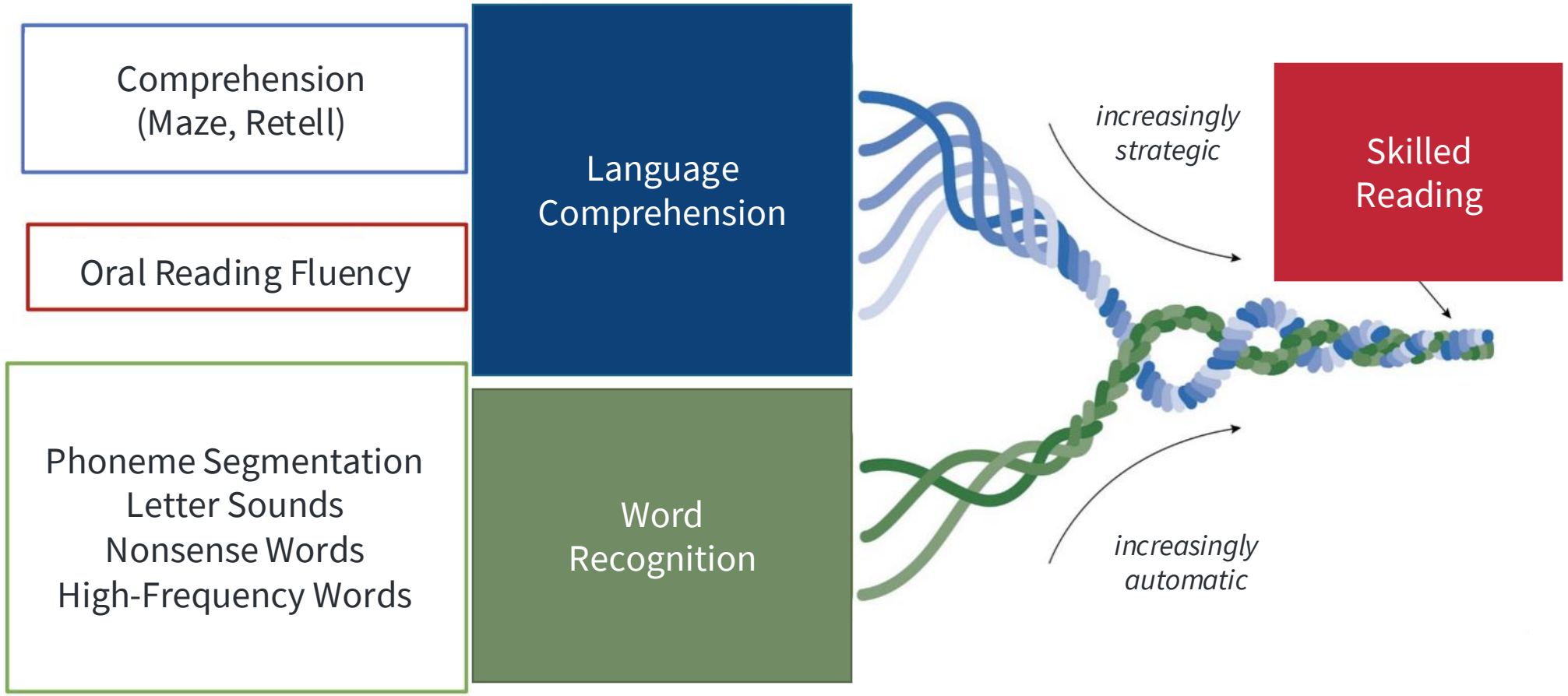
CURRICULUM-BASED MEASURES FOR PROGRESS MONITORING



Hosp, 2024; Scarborough, 2001

MONITORING EARLY WARNING INDICATORS

Progress Monitoring

- **A** Attendance
- **B** Behavior
- **C** Credits
- **G** Grades
- **E** ELA
- **M** Math
- **NS** New Student
- **W** Wellness

Relevant academic and non-academic early warning indicators should be monitored alongside reading specific measures (e.g., oral reading fluency).

American Institute for Research, 2025

PROGRESS MONITORING PROCESS

Progress monitoring occurs at least biweekly for students receiving Tier 2.

Progress monitoring occurs at least weekly for students receiving Tier 3.

Procedures are in place to ensure consistent and accurate administration.

American Institute for Research, 2025

PROGRESS MONITORING

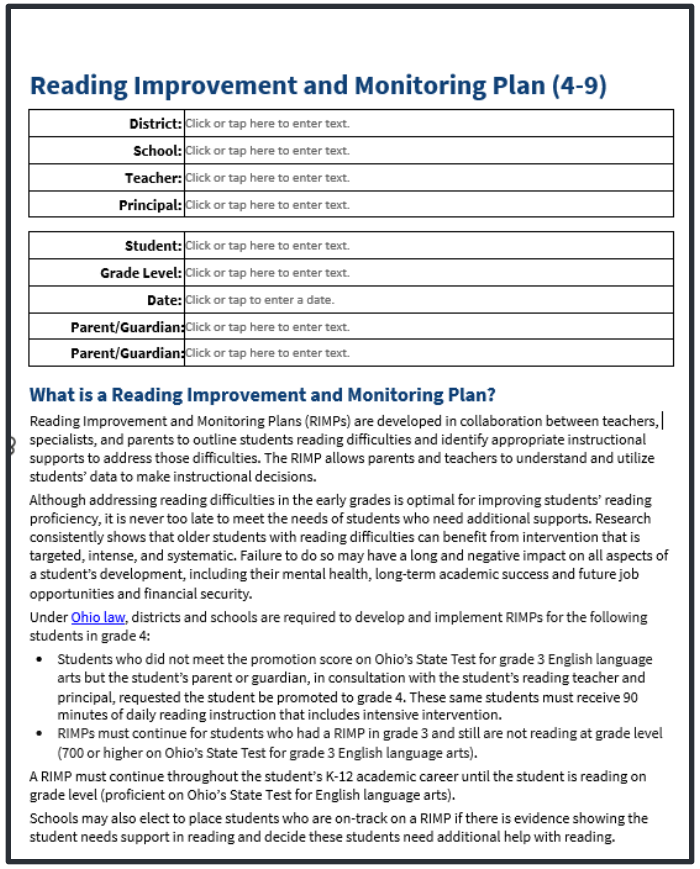
Purpose	*Document student's improvement in relation to a specific learning goal*	
Area	**Academics**	**Behavior**
Measure	•Curriculum-based measure matched to the target skill (weekly to monthly)	•Typically systematic direct observation or quick rating scales (e.g., DBR) •Ongoing data collection (e.g., daily to weekly) and frequent review (e.g., weekly to monthly)
Questions	•What is the student's rate of improvement (ROI)? •When is the student likely to reach the learning goal? •If the student is not likely to reach the goal this year, how can the intervention be intensified?	•Has a change in behavior occurred? •Is the student likely to meet their goal? •Does the intervention need to be intensified or faded?

Brown-Chidsey & Wilkinson, 2026

PROGRESS MONITORING

IN THE CONTEXT OF LITERACY – STATE REQUIRED MONITORING

Progress Monitoring



Reading Improvement and Monitoring Plan (4-9)

District:	Click or tap here to enter text.
School:	Click or tap here to enter text.
Teacher:	Click or tap here to enter text.
Principal:	Click or tap here to enter text.

Student:	Click or tap here to enter text.
Grade Level:	Click or tap here to enter text.
Date:	Click or tap to enter a date.
Parent/Guardian:	Click or tap here to enter text.
Parent/Guardian:	Click or tap here to enter text.

What is a Reading Improvement and Monitoring Plan?

Reading Improvement and Monitoring Plans (RIMPs) are developed in collaboration between teachers, specialists, and parents to outline students reading difficulties and identify appropriate instructional supports to address those difficulties. The RIMP allows parents and teachers to understand and utilize students' data to make instructional decisions.

Although addressing reading difficulties in the early grades is optimal for improving students' reading proficiency, it is never too late to meet the needs of students who need additional supports. Research consistently shows that older students with reading difficulties can benefit from intervention that is targeted, intense, and systematic. Failure to do so may have a long and negative impact on all aspects of a student's development, including their mental health, long-term academic success and future job opportunities and financial security.

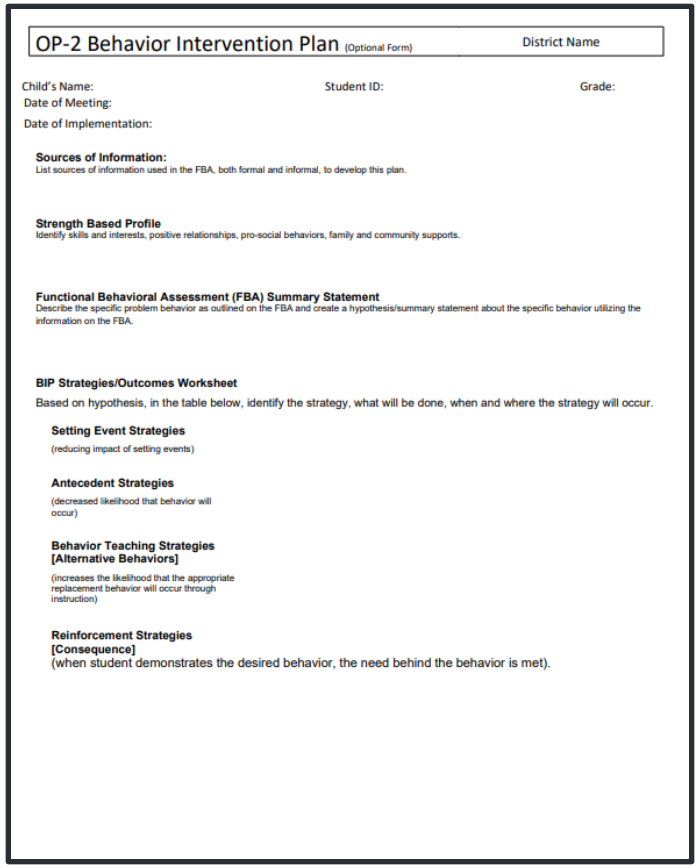
Under Ohio law, districts and schools are required to develop and implement RIMPs for the following students in grade 4:

- Students who did not meet the promotion score on Ohio's State Test for grade 3 English language arts but the student's parent or guardian, in consultation with the student's reading teacher and principal, requested the student be promoted to grade 4. These same students must receive 90 minutes of daily reading instruction that includes intensive intervention.
- RIMPs must continue for students who had a RIMP in grade 3 and still are not reading at grade level (700 or higher on Ohio's State Test for grade 3 English language arts).

A RIMP must continue throughout the student's K-12 academic career until the student is reading on grade level (proficient on Ohio's State Test for English language arts).

Schools may also elect to place students who are on-track on a RIMP if there is evidence showing the student needs support in reading and decide these students need additional help with reading.

RIMP Template



OP-2 Behavior Intervention Plan (Optional Form) District Name

Child's Name: Student ID: Grade:
Date of Meeting:
Date of Implementation:

Sources of Information:
List sources of information used in the FBA, both formal and informal, to develop this plan.

Strength Based Profile
Identify skills and interests, positive relationships, pro-social behaviors, family and community supports.

Functional Behavioral Assessment (FBA) Summary Statement
Describe the specific problem behavior as outlined on the FBA and create a hypothesis/summary statement about the specific behavior utilizing the information on the FBA.

BIP Strategies/Outcomes Worksheet

Based on hypothesis, in the table below, identify the strategy, what will be done, when and where the strategy will occur.

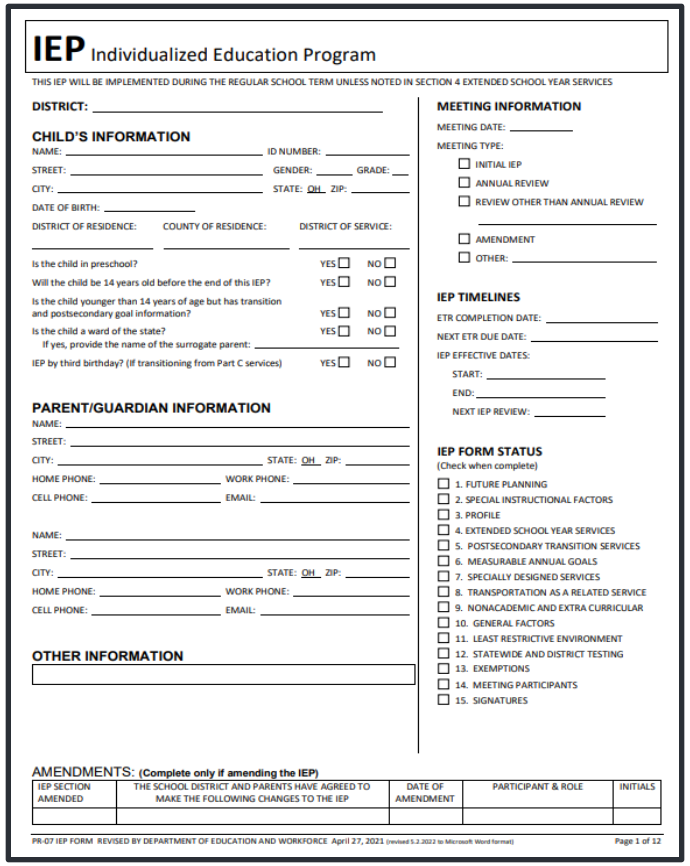
Setting Event Strategies
(reducing impact of setting events)

Antecedent Strategies
(decreased likelihood that behavior will occur)

Behavior Teaching Strategies [Alternative Behaviors]
(increases the likelihood that the appropriate replacement behavior will occur through instruction)

Reinforcement Strategies [Consequence]
(when student demonstrates the desired behavior, the need behind the behavior is met).

Behavior Template



IEP Individualized Education Program

THIS IEP WILL BE IMPLEMENTED DURING THE REGULAR SCHOOL TERM UNLESS NOTED IN SECTION 4 EXTENDED SCHOOL YEAR SERVICES

DISTRICT:

CHILD'S INFORMATION
NAME: ID NUMBER:
STREET: GENDER: GRADE:
CITY: STATE: OH ZIP:
DATE OF BIRTH:
DISTRICT OF RESIDENCE: COUNTY OF RESIDENCE: DISTRICT OF SERVICE:

Is the child in preschool? YES NO
Will the child be 14 years old before the end of this IEP? YES NO
Is the child younger than 14 years of age but has transition and postsecondary goal information? YES NO
Is the child a ward of the state? YES NO
If yes, provide the name of the surrogate parent:
IEP by third birthday? (If transitioning from Part C services) YES NO

PARENT/GUARDIAN INFORMATION
NAME:
STREET:
CITY: STATE: OH ZIP:
HOME PHONE: WORK PHONE:
CELL PHONE: EMAIL:

NAME:
STREET:
CITY: STATE: OH ZIP:
HOME PHONE: WORK PHONE:
CELL PHONE: EMAIL:

OTHER INFORMATION

MEETING INFORMATION
MEETING DATE:
MEETING TYPE:
☐ INITIAL IEP
☐ ANNUAL REVIEW
☐ REVIEW OTHER THAN ANNUAL REVIEW
☐ AMENDMENT
☐ OTHER:

IEP TIMELINES
ETR COMPLETION DATE:
NEXT ETR DUE DATE:
IEP EFFECTIVE DATES:
START:
END:
NEXT IEP REVIEW:

IEP FORM STATUS
(Check when complete)
☐ 1. FUTURE PLANNING
☐ 2. SPECIAL INSTRUCTIONAL FACTORS
☐ 3. PROFILE
☐ 4. EXTENDED SCHOOL YEAR SERVICES
☐ 5. POSTSECONDARY TRANSITION SERVICES
☐ 6. MEASURABLE ANNUAL GOALS
☐ 7. SPECIALLY DESIGNED SERVICES
☐ 8. TRANSPORTATION AS A RELATED SERVICE
☐ 9. NONACADEMIC AND EXTRA CURRICULAR
☐ 10. GENERAL FACTORS
☐ 11. LEAST RESTRICTIVE ENVIRONMENT
☐ 12. STATEWIDE AND DISTRICT TESTING
☐ 13. EXEMPTIONS
☐ 14. MEETING PARTICIPANTS
☐ 15. SIGNATURES

AMENDMENTS: **(Complete only if amending the IEP)**

IEP SECTION AMENDED	THE SCHOOL DISTRICT AND PARENTS HAVE AGREED TO MAKE THE FOLLOWING CHANGES TO THE IEP	DATE OF AMENDMENT	PARTICIPANT & ROLE	INITIALS

PR-07 IEP FORM REVISED BY DEPARTMENT OF EDUCATION AND WORKFORCE April 27, 2021 (revised 5.2.2022 to Microsoft Word format) Page 1 of 12

IEP Template

LET'S CHAT ABOUT JAMAL

Progress Monitoring

How is this an example of strong progress monitoring?

Over a 5-week intervention period, Jamal's progress-monitoring data indicated an inconsistent, slightly declining trend with no clear evidence of a positive response. The team considered how irregular attendance, fatigue resulting in sleep during afternoon intervention, and office referrals may have reduced actual instructional dosage. They also reviewed implementation fidelity data to determine whether intervention delivery had been consistent over time, recognizing that both reduced access and variability in implementation could be contributing to the lack of progress.

STOP & JOT

Progress Monitoring

Take a moment to reflect on your own system:

- Are relevant non-academic factors (e.g., attendance, behavior, wellness) tracked alongside reading data?
- How might integrating these factors deepen our understanding of a student's response to instruction and intervention?

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

DATA-BASED DECISION MAKING

IN THE CONTEXT OF LITERACY

Universal Screening Assessment	Diagnostic Assessment	Progress Monitoring Assessment	Outcome Assessment
Who needs support? *Which scores or sub-scores indicate a potential need for intervention or enrichment?*	What support is needed? *Which skills have already been mastered? What is the next logical goal in the learning progression?*	Is the support working? *Does the support match the student's strengths, needs, pace of learning, and interests? Are they mastering content?*	Has the support increased student outcomes? *Are students demonstrating growth and at- or above-level achievement on tests like the OST?*

Problem Identification → **Problem Analysis** → **Plan Development and Implementation** → **Plan Evaluation**

DIAGNOSTICS

Data-Based Decision-Making

Purpose	*Identify why a student is struggling*	
Area	**Academics**	**Behavior**
Measure	•Survey level assessment with CBM •Specific assessments of skills	•Functional behavioral assessment (FBA)
Questions	•What is the grade level of the student's current skills? •What types of errors does the student make? •How consistent are the student's errors?	•What is the function of the student's behavior? •What environmental factors contribute to the student's behavior? •What skills do the student need to learn (e.g., academic, social, emotional, executive functioning)?

Brown-Chidsey & Wilkinson, 2026

PLACEMENT ASSESSMENTS

Data-Based Decision-Making

Purpose	*Determine where in an instruction program or sequence a student should begin*	
Area	**Academics**	**Behavior**
Measure	•Program-based assessment of skills covered	•Based on the Functional Behavioral Assessment (FBA) •Determine priority for intervention (i.e., dangerous > destructive > disruptive > distracting)
Questions	•Based on the student's current skills, where in the program should the student begin? •What groups of students should be placed together for instruction?	•Which intervention(s) align with the function of the student's behavior? •What skills instruction does the student require? •Where will interventions and instruction take place?

Brown-Chidsey & Wilkinson, 2026

SUMMATIVE/OUTCOME ASSESSMENTS

Data-Based Decision-Making

Purpose	*Determine if student has met broad learning expectations (e.g., standards, IEP goals)*	
Area	**Academics**	**Behavior**
Measure	•Chapter and unit tests •State-sponsored annual assessment	•Comprehensive assessments •End of year data (e.g., ODRs, attendance) •End of intervention data (e.g., skill-based scale)
Questions	•What percentage of students met the standards? •How do the results compare with prior years? •What standards are students not meeting and how can instruction be improved?	•How well are students meeting school-wide behavior expectations? •Did the intervention work to improve student behavior?

Brown-Chidsey & Wilkinson, 2026

DECISION-MAKING PROCESS

Decision-making is data-driven.

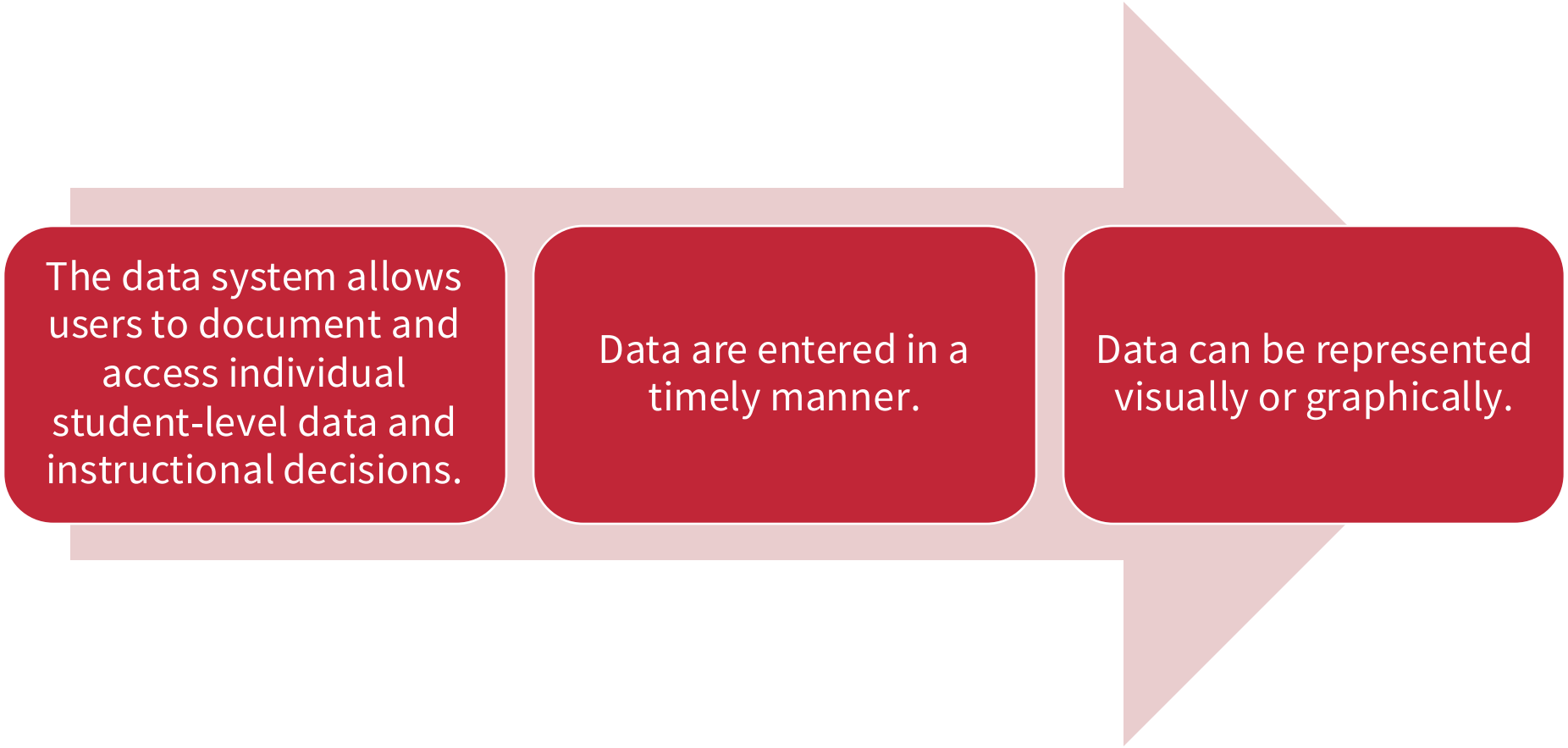
It involves appropriate personnel with relevant decision-making authority.

There are guidelines for setting goals.

There are agreed-upon decision rules.

American Institute for Research, 2025

DATA SYSTEM



American Institute for Research, 2025

RESPONSIVENESS TO TIER 2 AND TIER 3 INTERVENTION

All staff apply decision rules to progress monitoring data when examining responsiveness to instruction/intervention.

Procedures are in place to ensure consistent use of decision-making criteria.

American Institute for Research, 2025

DATA TRANSPARENCY IN SERVICE OF DECISION-MAKING

Develop unified data views that bring together reading and math performance, attendance patterns, behavior referrals, and wellness indicators (e.g., nurse visits, counseling supports).

Establish consistent data routines where teams review these data together to identify patterns and connections.

Ensure all roles have access and shared ownership of data, so decision-making is collaborative, not siloed.

LET'S CHAT ABOUT JAMAL

Data-Based Decision-Making

How is this a strong example of data-based decision-making?

The MDT confirmed data integrity and instructional fidelity, then reviewed existing data within the district's intervention platform, applying established decision rules for rate of improvement and performance relative to benchmark over the designated time study window. Jamal's oral reading fluency trend line showed inconsistent performance with no meaningful response to intervention across multiple data points. Using defined entrance and exit criteria for Tier 2 supports, the team determined that he had not met expected response thresholds. They integrated academic, attendance, behavior, and wellness data to further contextualize the data.

STOP & JOT

Take a moment to reflect on your own system:

- When engaging in data-based decision-making, how often do you look at literacy data alongside non-academic factors like attendance, behavior, and wellness?
- What blind spots might exist if this is not part of your routine practice?

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.

TEAM BASED PROBLEM SOLVING

IN THE CONTEXT OF LITERACY

Team-Based Problem Solving

"Collaborative problem-solving is a structured decision-making process for using data to answer questions about systems and students. **Multiple teams work in parallel at the district, building, grade and student levels**".

(K-5 Implementation Guide, p. 6; 6-12 Implementation Guide, p. 7)

TEAM BASED PROBLEM SOLVING

IN THE CONTEXT OF LITERACY

Team-Based Problem Solving

District Teams

Building Teams

Grade Level/ Department Teams

Multidisciplinary Team

Student Teams

Ohio's Dyslexia Guidebook, 2025, p. 19)

ASSEMBLING TEAMS

Define the unique lens each role brings to the table:

- **Classroom teachers** contribute deep knowledge of day-to-day academic performance and engagement
- **Interventionists** bring insight into skill development and responsiveness to targeted support
- **Attendance staff** contribute patterns of access and barriers to attendance
- **Behavior specialists** offer understanding of regulation, triggers, and environmental factors
- **Wellness staff** speak to physical and mental health influences

COLLABORATING WITHIN TEAMS

Use a shared problem-solving process that considers academics, attendance, behavior, and wellness together:

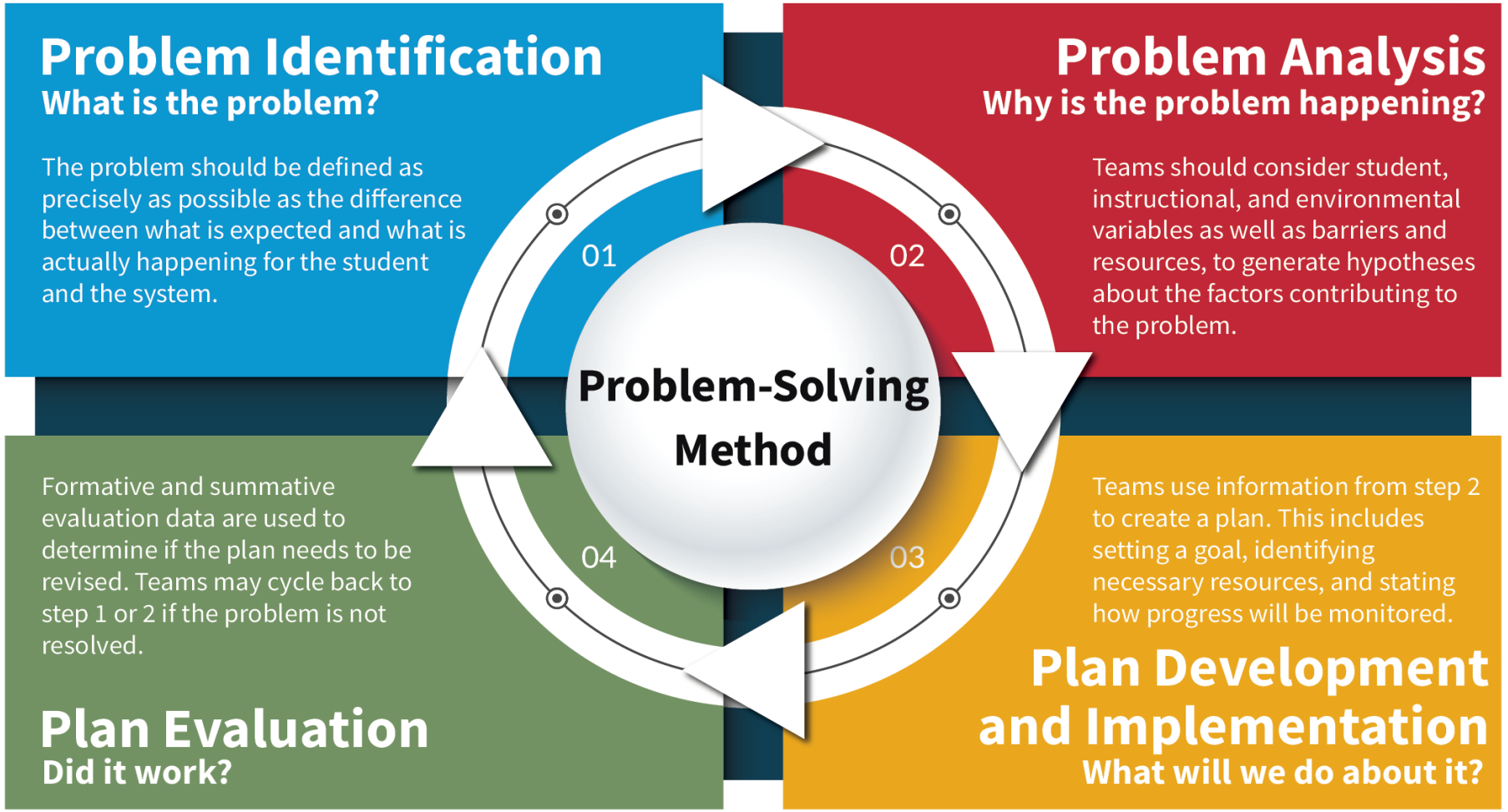
- What are the student's strengths and needs across these areas?
- How are these factors interacting?
- What supports will address root causes, not just symptoms?

Design coordinated supports. For example, pairing literacy intervention with attendance supports and relationship-building strategies, rather than treating each need separately.

TEAM BASED PROBLEM SOLVING

IN THE CONTEXT OF LITERACY

Team-Based Problem Solving



Ohio's Plan to Raise Literacy Achievement, 2025

TEAM BASED PROBLEM SOLVING

Ideally, the work accomplished by teams will be guided by aligned plans at each level of the system:

District Teams	Building Teams	Grade Level Teams	Multidisciplinary Teams	Student Level Teams
• One Plan • Reading Plan (e.g., Reading Achievement Plan; Local Literacy Plan)	• School-wide Implementation Plan	• Grade-Level Implementation Plan • Departmental Implementation Plan	• Intervention Implementation Plan	• Student-Level Plan (e.g., RIMP, IEP)

Collaborative Problem-solving and Effectiveness Monitoring

LET'S CHAT ABOUT JAMAL

Team-Based Problem Solving

How is this a strong example of team-based problem solving?

The MDT strategized next steps together. Instructional logs indicated the intervention was delivered as intended when he was present; however, attendance and intervention data showed reduced instructional dosage. Behavior and wellness data highlighted fatigue, food insecurity, and diabetes-related barriers. They determined Tier 2 support was insufficient under current conditions and recommended movement to a more intensive Tier 3 intervention with increased frequency and individualization, paired with coordinated wellness and behavior supports to stabilize access and maximize learning time.

STOP & JOT

Team-Based Problem Solving

Take a moment to reflect on your own system:

- To what extent are your data-based decision-making protocols designed as an integrated process that includes literacy, other academic skills, attendance, behavior, and wellness indicators?

SHARED LEADERSHIP

OHIO'S INTEGRATED MTSS

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.

SHARED LEADERSHIP ACROSS TEAMS

District leaders and teams

- Set vision, align resources, monitor district-wide outcomes

Building leaders and teams

- Translate vision, enable conditions, monitor building-wide Tier 1 outcomes

Teacher teams

- Implement HQIM with integrity, collaborate, use data

Multidisciplinary teams

- Translate vision, enable conditions, monitor building-wide Tier 2/3 outcomes

Student level teams

- Implement interventions with fidelity, collaborate, use individual student data

SHARED LEADERSHIP

IN THE CONTEXT OF LITERACY

Establishes a unified vision for literacy

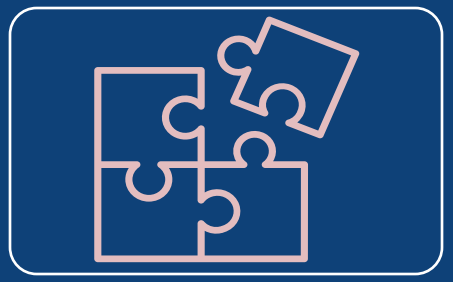
Shares responsibility for student literacy outcomes

Uses data to drive collective decision-making

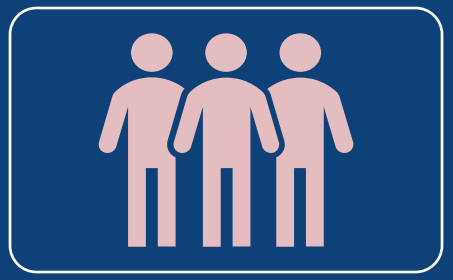
Aligns resources and professional learning

Monitors implementation and adjusts supports

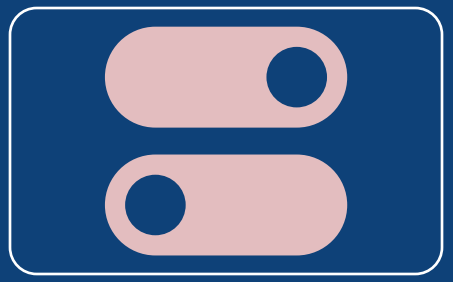
SHARED LEADERSHIP



Structure team conversations so these perspectives are intentionally surfaced and integrated, building a more complete picture of the student across academics, attendance, behavior, and wellness.



Establish norms where team members step forward to lead with their expertise when the data or problem aligns to their lens, while others listen, question, and connect their own perspectives.



Position leadership as dynamic and situational—shifting within the meeting as different aspects of the student's experience are explored.

LET'S CHAT ABOUT JAMAL

Shared Leadership

How is this a strong example of shared leadership?

Classroom teachers led interpretation of instructional engagement data, interventionists guided analysis of response to intervention, attendance staff highlighted patterns affecting access, and behavior and wellness staff contextualized fatigue, food insecurity, and health related barriers. Leadership shifted fluidly based on the focus of discussion, with each member stepping forward when their expertise aligned to the issue . This shared, situational leadership enabled a more complete understanding of Jamal's needs and supported coordinated decision-making..

STOP & JOT

Take a moment to reflect on your own system:

- When your teams engage in problem solving, whose data is consistently represented, whose expertise is leveraged, and where might important perspectives be missing that would help strengthen your services and supports?

PROFESSIONAL CAPACITY

OHIO'S INTEGRATED MTSS

The professional knowledge, skills, and practices that ensure that staff is knowledgeable about, organizes, and delivers effective instruction.

PROFESSIONAL CAPACITY

Systems Level Coaching

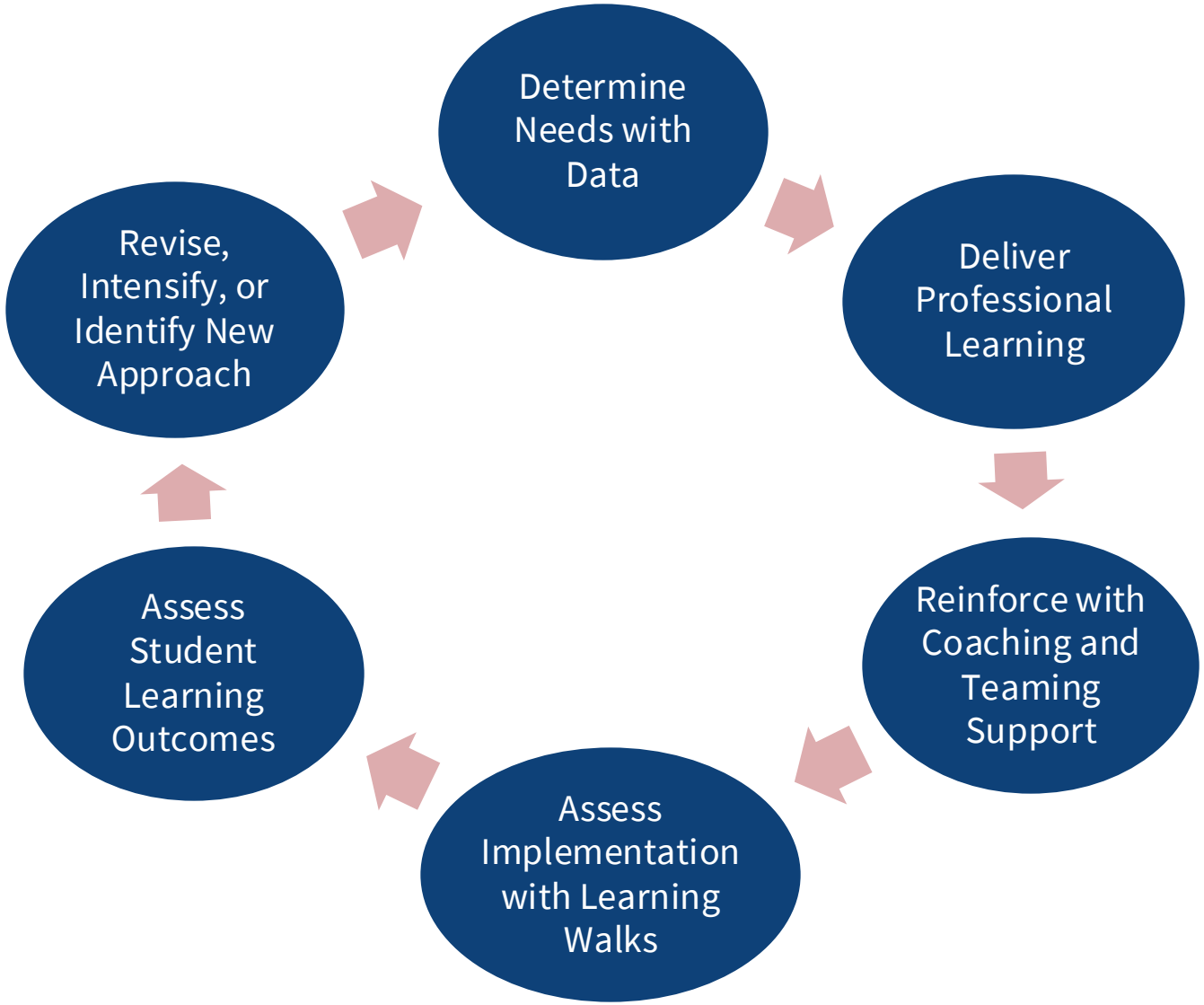
Instructional Coaching

Ongoing Professional Learning

Intervention Supports (Tiers 2/3)

Intervention Fidelity Monitoring

PROFESSIONAL CAPACITY



Professional Capacity

PROFESSIONAL CAPACITY

High-Quality Professional Learning (HQPL):

Provides educators with evidence-based and relevant learning opportunities that directly improve teaching effectiveness and student learning outcomes.

High-Quality Instructional Materials (HQIM):

Are vetted and organized around a clear scope and sequence that includes specific learning goals and sets of standards-aligned, detailed lessons and unit plans that provide teachers with clear guidance and content to facilitate effective teaching and learning.

Curriculum-Based Professional Learning (CBPL):

Is HQPL that supports the implementation and sustained use of specific HQIM to ensure that teachers can effectively use these materials in their classrooms.

CBPL is HQPL that is anchored to HQIM.

Research Partnership for Professional Learning, 2025

LET'S CHAT ABOUT JAMAL

Professional Capacity

How is this a strong example of communication and collaboration?

To ensure high-quality implementation in the classroom, Jamal's teachers participated in ongoing curriculum-based professional learning focused on the school's Tier 1 HQIM and Tier 2/3 intervention programs. This learning was reinforced through embedded coaching cycles. General education teachers, interventionists, and coaches worked together to ensure consistency between Tier 1 instruction and Tier 2 intervention, so that Jamal's supports were tightly aligned and responsive over time.

STOP & JOT

Take a moment to reflect on your own system:

- How do professional learning and coaching build staff knowledge, skills, and practices to deliver effective instruction and non-academic wraparound supports?

COMMUNICATION AND COLLABORATION

OHIO'S INTEGRATED MTSS

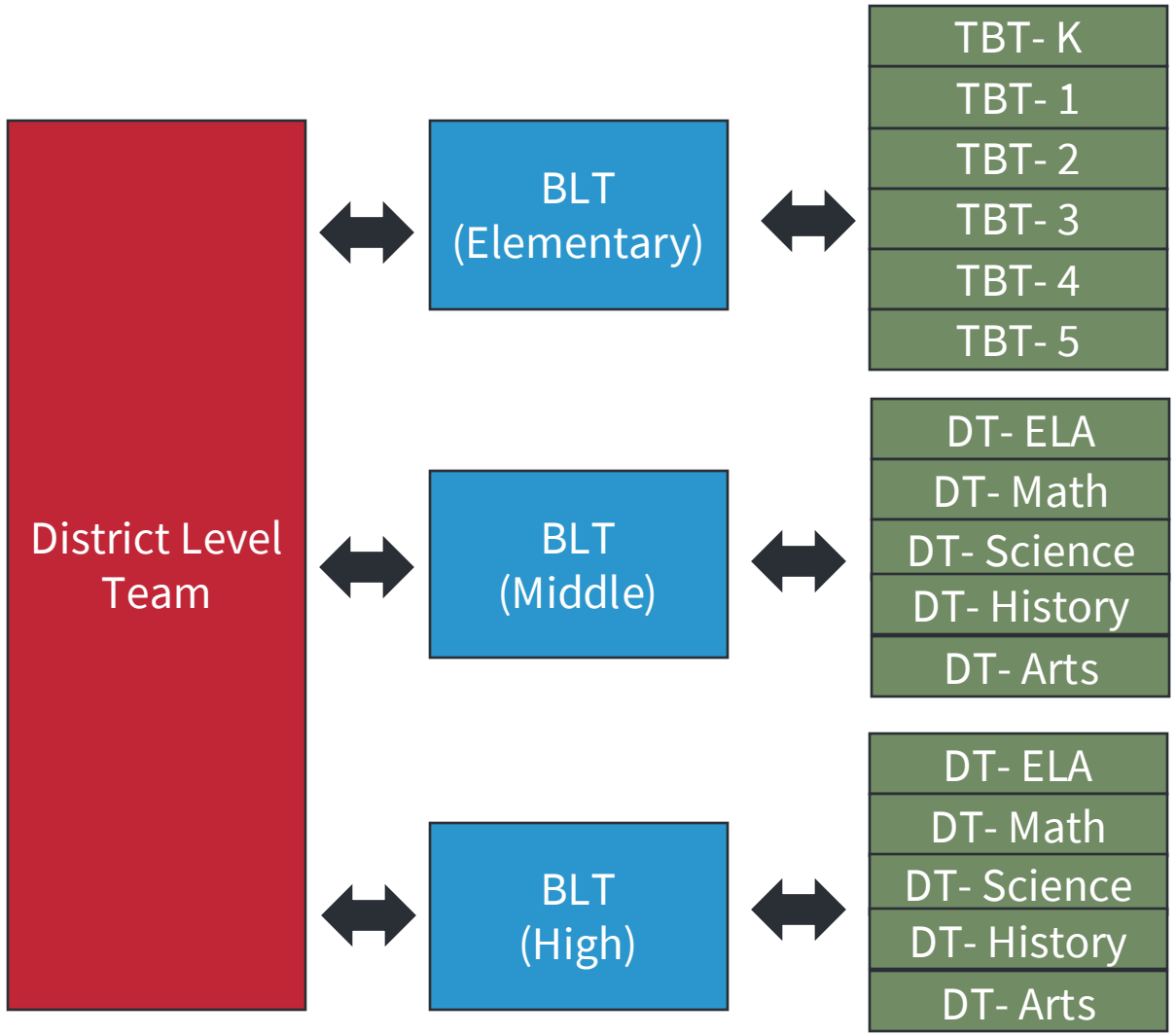
The essential processes to promote and support engagement and shared responsibility for prevention and problem-solving among all teaching and non-teaching staff, administrators, families, caregivers, and students.

COMMUNICATION AND COLLABORATION

FEEDBACK LOOPS

COMMUNICATION AND COLLABORATION

TIER I SYSTEM



BLT COMMUNICATION

TIER 1

The BLT should have an effective process for communicating to district and teacher teams about:

- Accomplishments
- Challenges impeding implementation efforts that require assistance
- Suggestions for ways to address challenges
- MTSS-R Implementation Plan updates
- Resources needed to support implementation efforts

STATUS REPORT

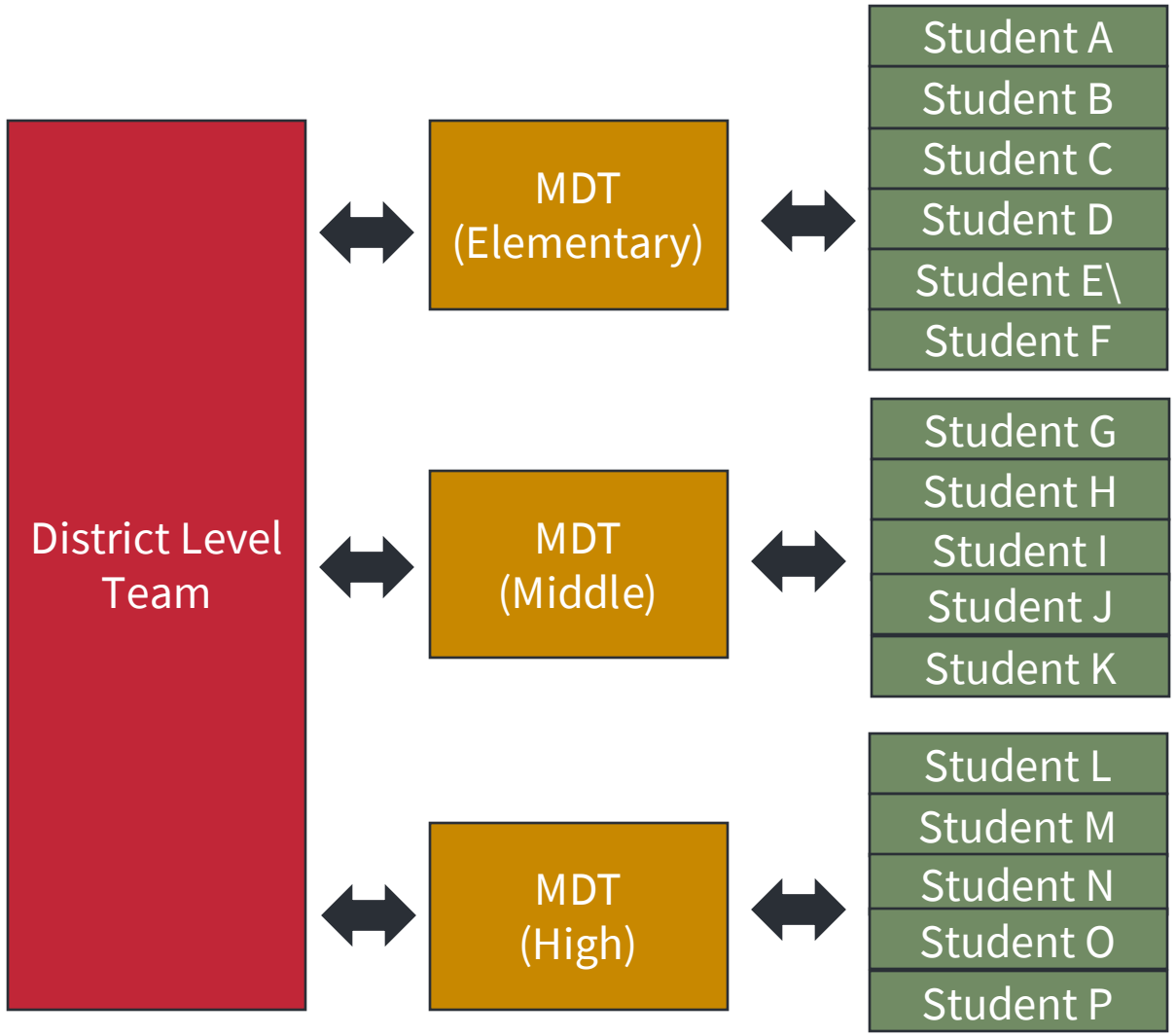
TIER 1

The BLT shares an annual written report or presentation to district and teacher teams summarizing:

- **School-level student outcome data** (e.g., distribution across performance levels, disaggregated subgroup data, progress toward goals, and access to and effectiveness of interventions)
- **School-level adult implementation data** (e.g., fidelity of practices, instructional shifts, and use of supports)

COMMUNICATION AND COLLABORATION

TIER I SYSTEM



TIER 2 FAMILY REPORTS

SUPPLEMENTAL INTERVENTION

Provide written notification of the intervention supports that are available to students (i.e., intervention focus, frequency, duration, time of instruction).

Parents and caregivers have the opportunity to meet with the school to discuss Tier 2 intervention supports and receive written documentation of the shared decisions about intervention supports within 48 hours following the meeting.

Engage in bi-directional communication to partner with parents and caregivers.

TIER 3 MDT/FAMILY COLLABORATION

INTENSIVE INTERVENTION

The MDT engages parents, caregivers, and students in individualized intensive intervention planning using:

- Student voice
- Diagnostic data
- Collaborative dialogue
- Progress-monitoring data
- Implementation fidelity data
- Decision rules

LET'S CHAT ABOUT JAMAL

Communication & Collaboration

How is this a strong example of communication and collaboration?

After revisiting Jamal's RIMP, the family and school agreed on specific literacy goals, intervention frequency, and how progress would be monitored and shared in a clear, transparent format. They also aligned on a wraparound supports to reduce undesirable behaviors and barriers to instruction. This involved a plan to address transportation challenges impacting attendance and a simple diabetes management routine, with ongoing two-way communication between home and school.

STOP & JOT

Take a moment to reflect on your own system:

- To what extent does your system ensure consistent, two-way communication and collaboration with families to support instruction and aligned wraparound supports?

SESSION WRAP-UP

Learn More

Ohio's Integrated Multi-Tiered System of Supports

IntegratedMTSS@education.ohio.gov

QUESTIONS?

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