Department of Education & Workforce

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LITERACY WITHIN OHIO'S INTEGRATED MTSS

KELSI EDRINGTON
Literacy MTSS Coordinator, ODEW

June 4, 2026

OHIO'S INTEGRATED MULTI-TIERED SYSTEM OF SUPPORTS IN THE CONTEXT OF LITERACY

OVERVIEW OF OHIO'S INTEGRATED MULTI-TIERED SYSTEM OF SUPPORTS

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 MTSS IS A FRAMEWORK FOR

STUDENT SUCCESS.

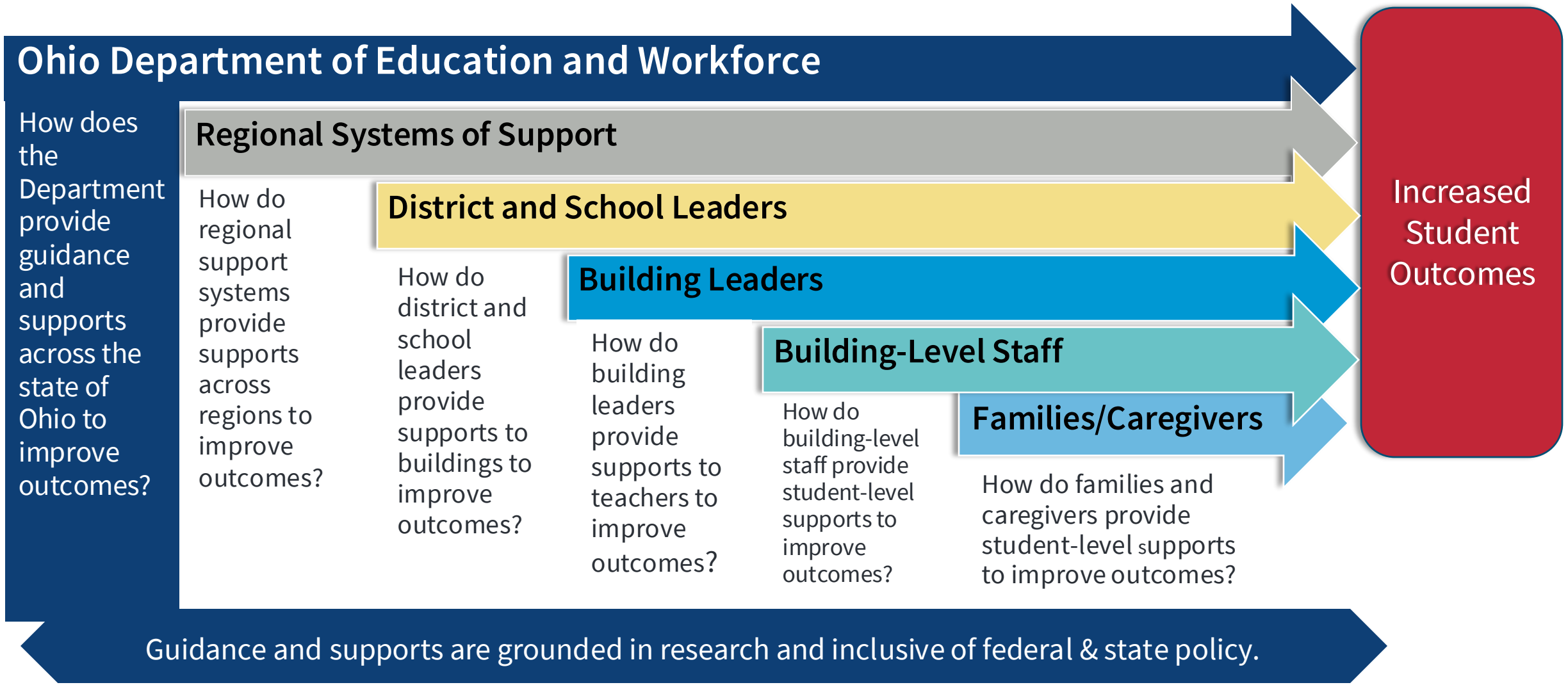
An integrated multi-tiered system of supports:

- Ensures effective instruction for all students through academic and non-academic supports.
- Establishes the framework and process for delivering effective instruction.

OHIO'S INTEGRATED MULTI-TIERED SYSTEM OF SUPPORTS

IS	IS NOT	WILL	SERVES
• Grounded in research • A proactive approach to ensure ALL students have access to effective instruction and supports • Inclusive of both academic and non-academic contexts	• A pathway to identifying students for special education services • Solely focused on providing intervention supports to identified students • Only for districts and schools who are identified as needing school improvement supports	• Allow districts and schools to strategically integrate and align services and supports for all students • Inform, support, enhance, and improve the current work in districts and schools across Ohio	• District and school leaders • Building leaders • Building-level staff • Families/ Caregivers

COLLECTIVE RESPONSIBILITY



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

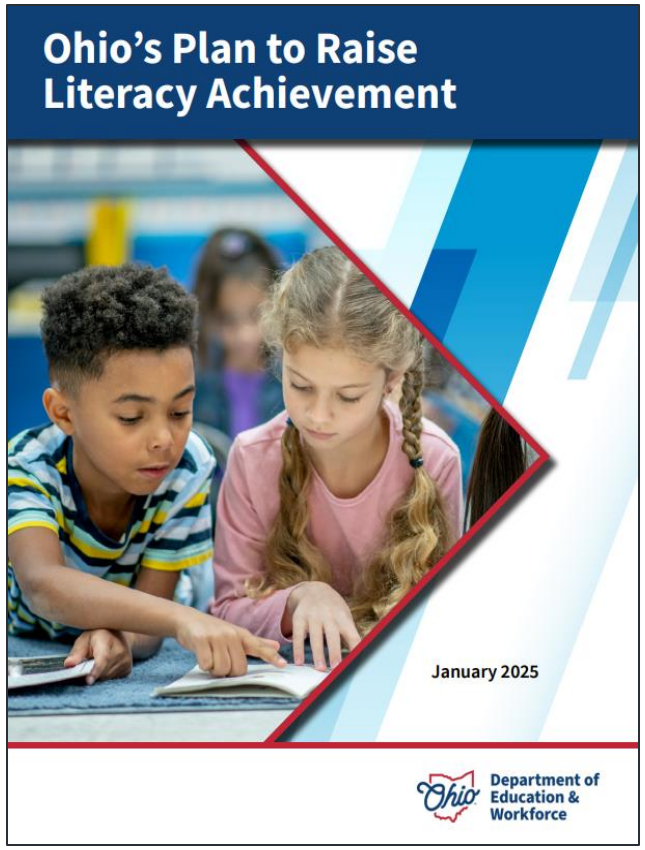
The professional knowledge, skills, and practices that ensure staff members are knowledgeable, organized, and equipped to deliver effective instruction using an integrated multi-tiered system of supports.

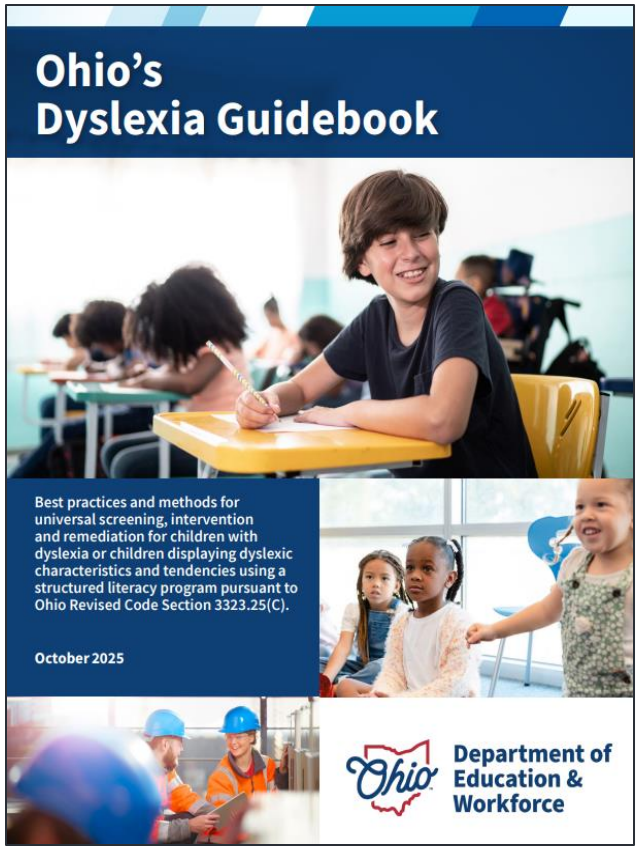
Communication and Collaboration

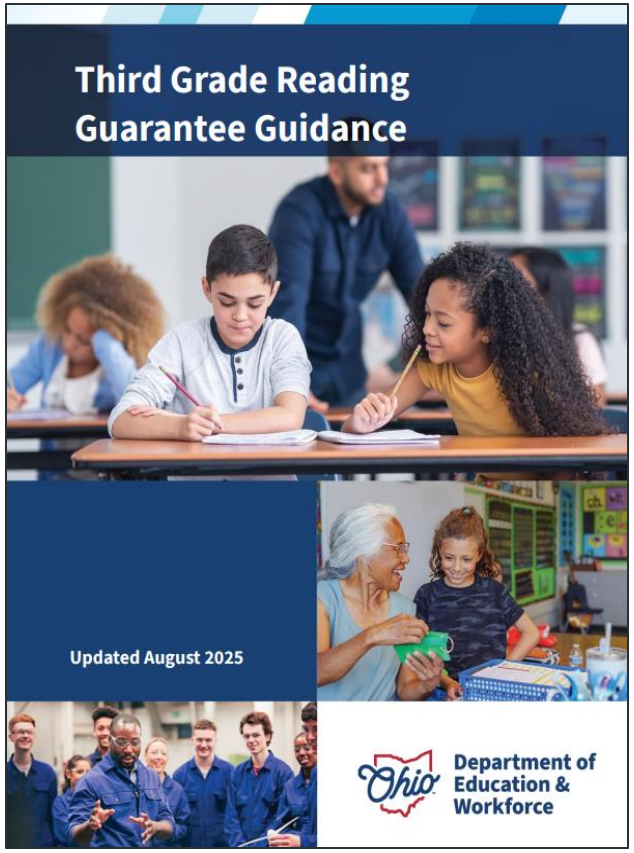
The essential processes to promote and support engagement and shared responsibility for creating the conditions for effective instruction for all students through a strengths-based lens among all teaching and non-teaching staff, administrators, families, caregivers, and students.

ANCHORING OHIO'S INTEGRATED MTSS FRAMEWORK: LITERACY CONTEXT

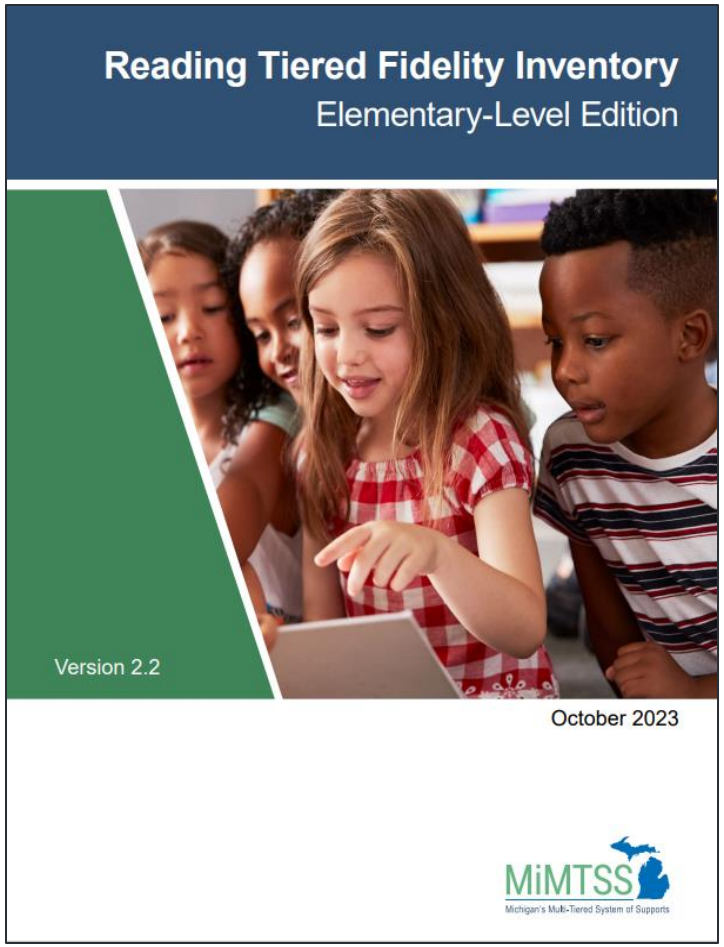
ANCHORING OHIO'S INTEGRATED MTSS FRAMEWORK
WITHIN THE CONTEXT OF LITERACY

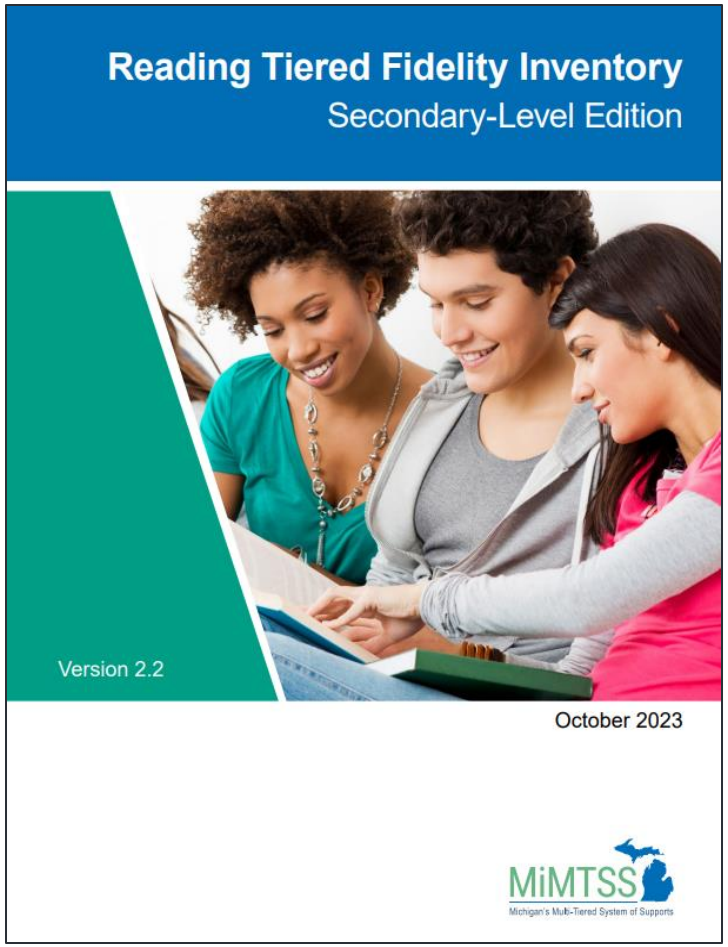






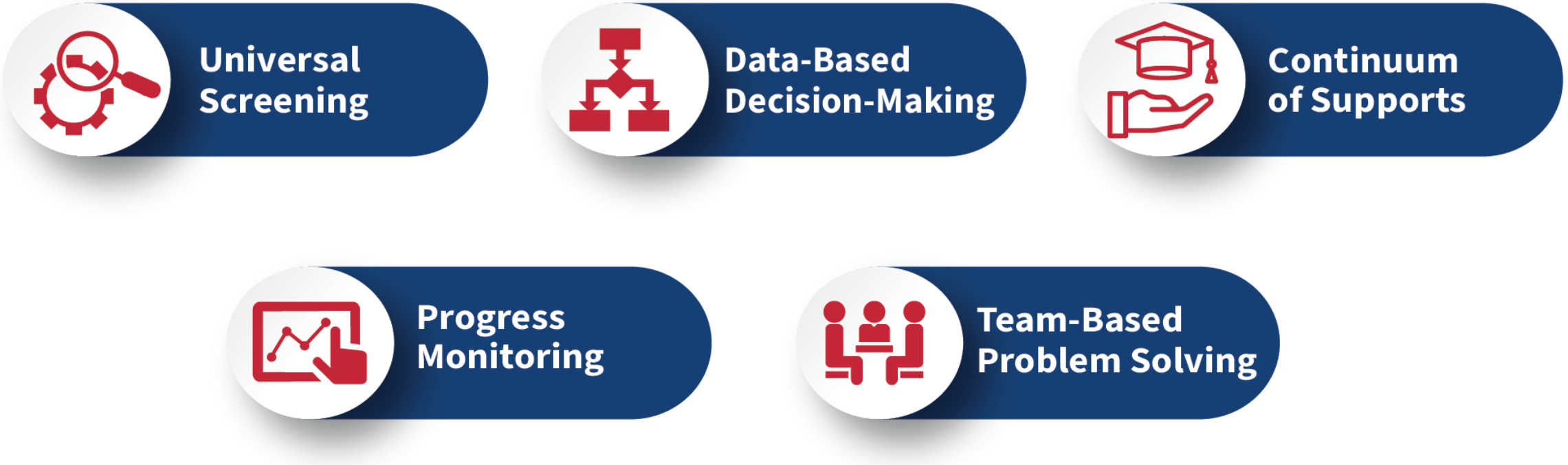
ANCHORING OHIO'S INTEGRATED MTSS FRAMEWORK WITHIN THE CONTEXT OF LITERACY





STUDENT LEARNING COMPONENTS

OHIO'S INTEGRATED MTSS FRAMEWORK
STUDENT LEARNING COMPONENTS



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

IN THE CONTEXT OF LITERACY - OVERVIEW

Universal Screening: Who needs support?			
Who?	**How often?**	**For what purpose?**	**Characteristics of CBMs**
Universal screeners are administered to **all** students. Universal screeners should be a curriculum-based measure (CBM).	It is best practice to screen 3x/year (BOY, MOY, EOY) in grades preK-6.	They are used to identify which students may be at-risk and may require supplemental or intensive intervention.	•Reliable and valid •Quick and efficient •High priority skills •Predict later outcomes •Production responses •Measure automaticity

**Also known as a Tier 1 Dyslexia Screener*

Adapted from Hosp, 2024

UNIVERSAL SCREENING

IN THE CONTEXT OF LITERACY - MIDDLE SCHOOL PRACTICES

Grade 6	Grade 7	Grade 8
Look at Early Warning Indicators (EWIs). **Screen all students (3x/year).** Use end of grade 6 benchmark to do grade 7 universal screening and intervention planning.	**Look at Early Warning Indicators (EWIs).** **Use multiple gating system** to efficiently assess and place students into appropriate interventions.	**Look at Early Warning Indicators (EWIs).** **Use multiple gating system** to efficiently assess and place students into appropriate interventions.

Adapted from Diamond, 2022

UNIVERSAL SCREENING

IN THE CONTEXT OF LITERACY - HIGH SCHOOL PRACTICES

Grade 9	Grades 10, 11, and 12
Look at Early Warning Indicators (EWIs). **Use multiple gating procedure** to efficiently assess and place students into appropriate interventions.	**Look at Early Warning Indicators (EWIs).** **Follow up with identified students** with individual skills screening as needed. Use a CBM and diagnostic measures. **Use multiple gating procedure with new students and those who are underperforming** in content area classes.

Adapted from Diamond, 2022

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**

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.

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

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

IN THE CONTEXT OF LITERACY

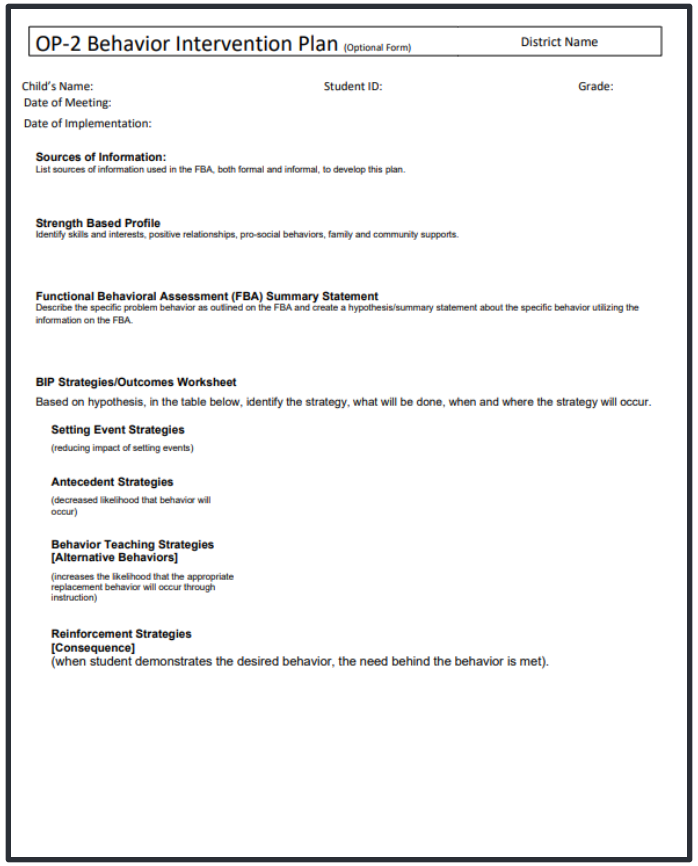
Progress Monitoring: Is the student improving?			
Who?	**How often?**	**For what purpose?**	**Characteristics**
Progress monitoring assessments are administered to **few** students	Often individualized (e.g., 2-4x/month) More intensive needs necessitate more frequent progress-monitoring	It determines whether students are responding to instruction. It drives instructional decisions to improve student outcomes (e.g., intensifying or modifying instruction quickly) • Appropriate "match" • Quality of program and instruction • Fidelity of implementation • Frequency and duration • Need for more data (diagnostic)	• Reliable and valid • Quick and efficient • High priority skills • Given frequently • Sensitive to growth • Drives instructional decisions • Requires production • Measures automaticity • Uses equivalent measures so that comparisons may be made over time

Adapted from Hosp, 2024

PROGRESS MONITORING

IN THE CONTEXT OF LITERACY – STATE REQUIRED MONITORING

Progress Monitoring



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.

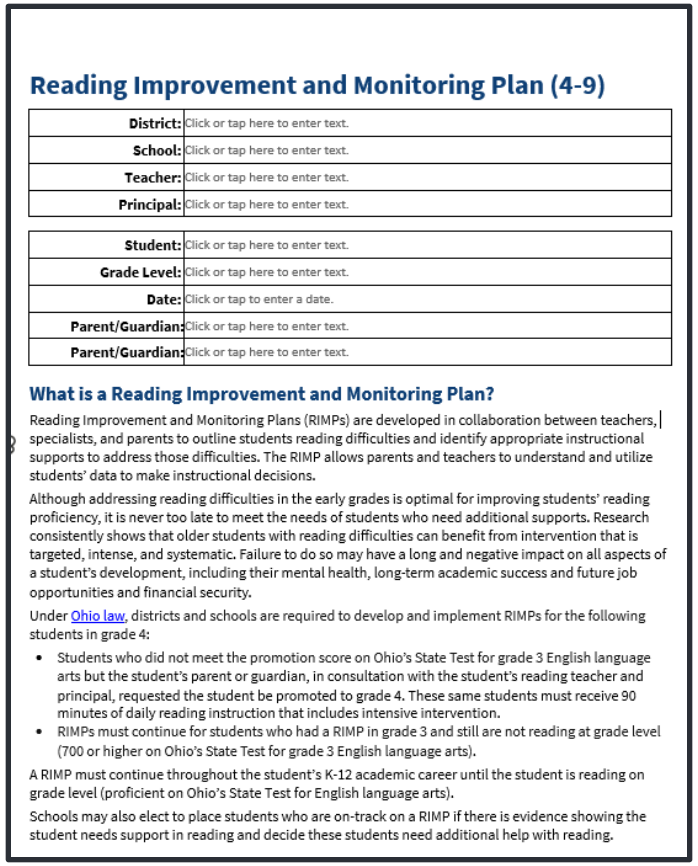
Setting Event Strategies
(reducing impact of setting events)

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



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.

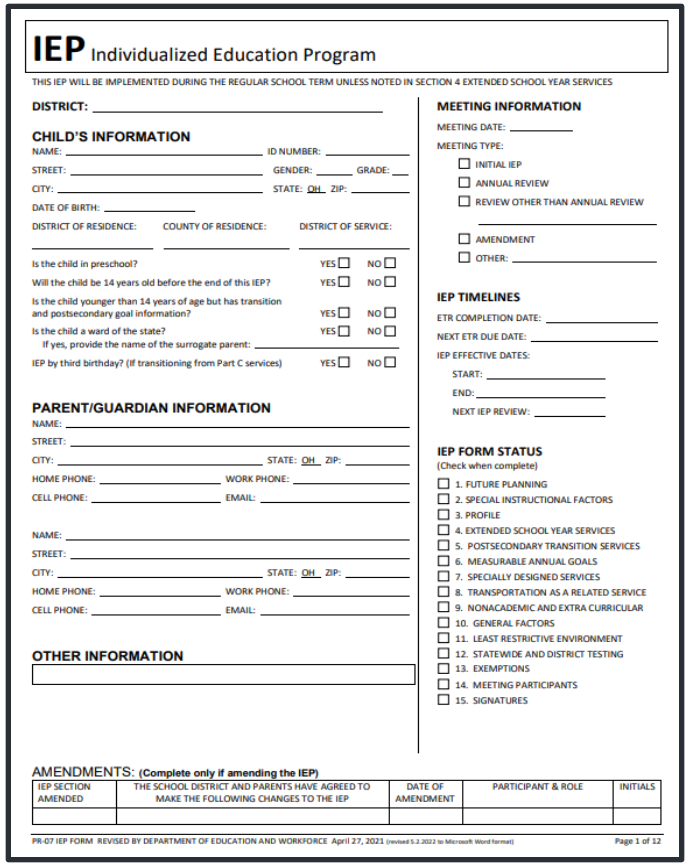
Under Ohio law, districts and schools are required to develop and implement RIMPs for the following students in grade 4:

- 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



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

TEAM BASED PROBLEM SOLVING

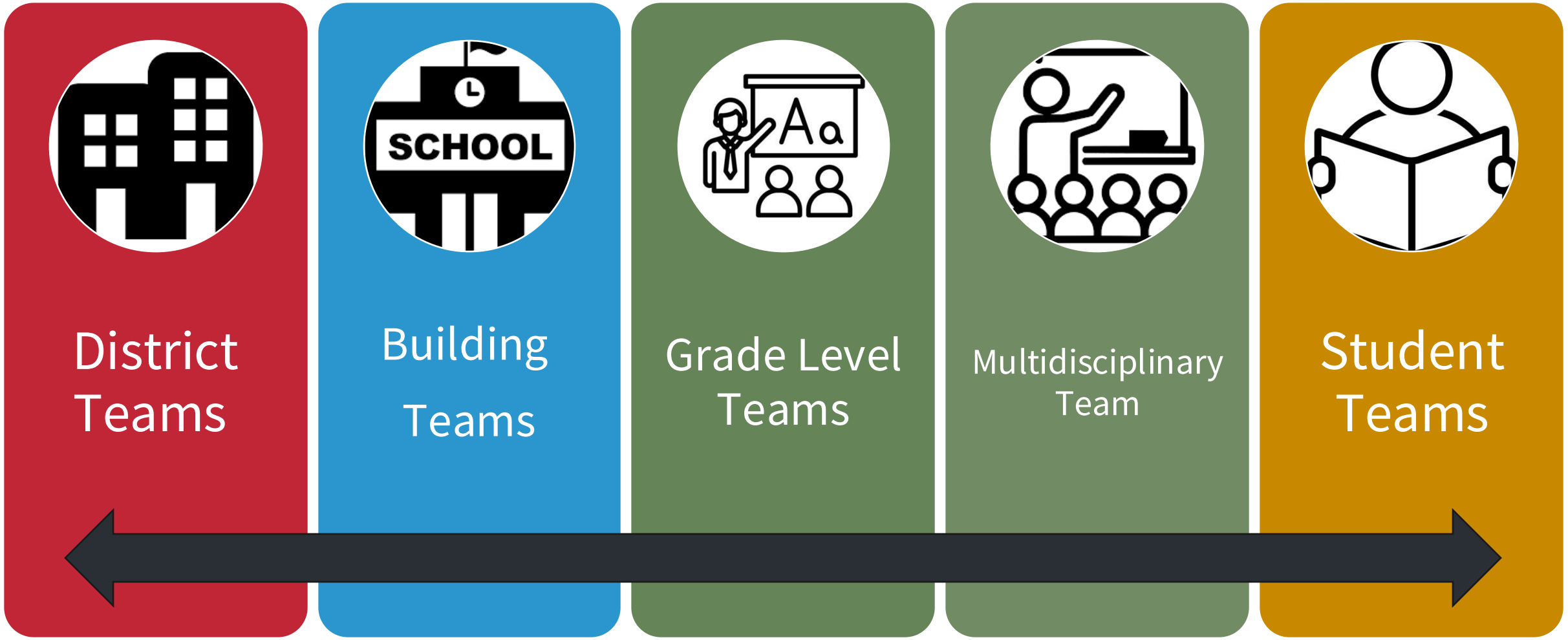
OHIO'S INTEGRATED MTSS

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

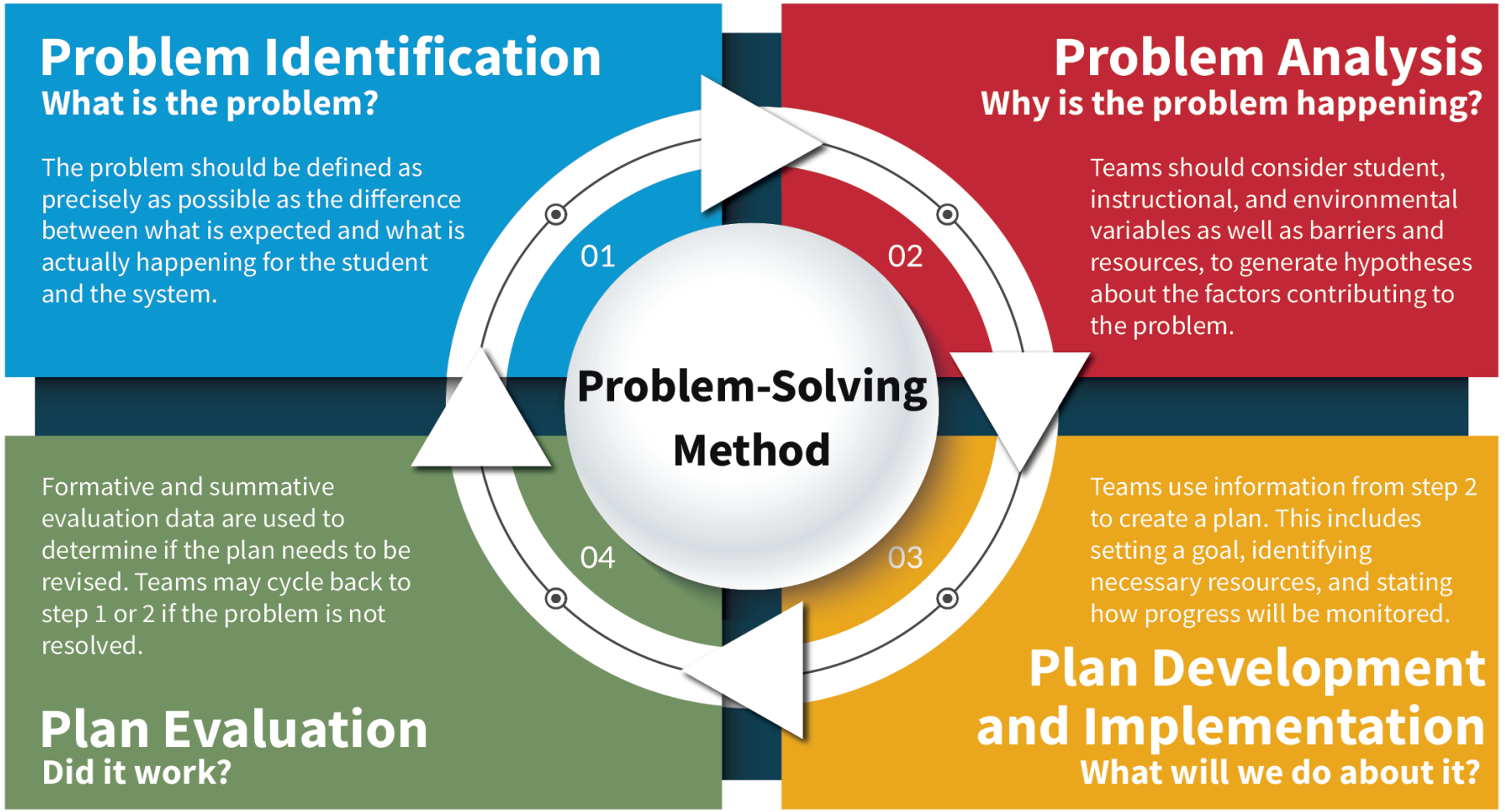


(Ohio's Dyslexia Guidebook, p. 19)

TEAM BASED PROBLEM SOLVING

IN THE CONTEXT OF LITERACY

Team-Based Problem Solving



Ohio's Plan to Raise Literacy Achievement, 2025

ADULT IMPLEMENTATION COMPONENTS

OHIO'S INTEGRATED MTSS FRAMEWORK
ADULT IMPLEMENTATION COMPONENTS

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

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

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

IN THE CONTEXT OF LITERACY – A CYCLICAL PROCESS

PROFESSIONAL CAPACITY

IN THE CONTEXT OF LITERACY – TERMINOLOGY

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.

For Ohio's CLSD grant, **Intervention-Based Professional Learning (IBPL)** denotes CBPL that is anchored in intervention programs vetted and approved as High-Quality Instructional Materials (HQIM).

Research Partnership for Professional Learning, 2025

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

IN THE CONTEXT OF LITERACY – COMMUNICATION LOOP

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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