Department of Education & Workforce

OHIO'S INTEGRATED MTSS FOR LANGUAGE AND LITERACY IN EARLY CARE AND EDUCATION

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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 IS…

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

OHIO'S INTEGRATED MTSS IS A FRAMEWORK FOR

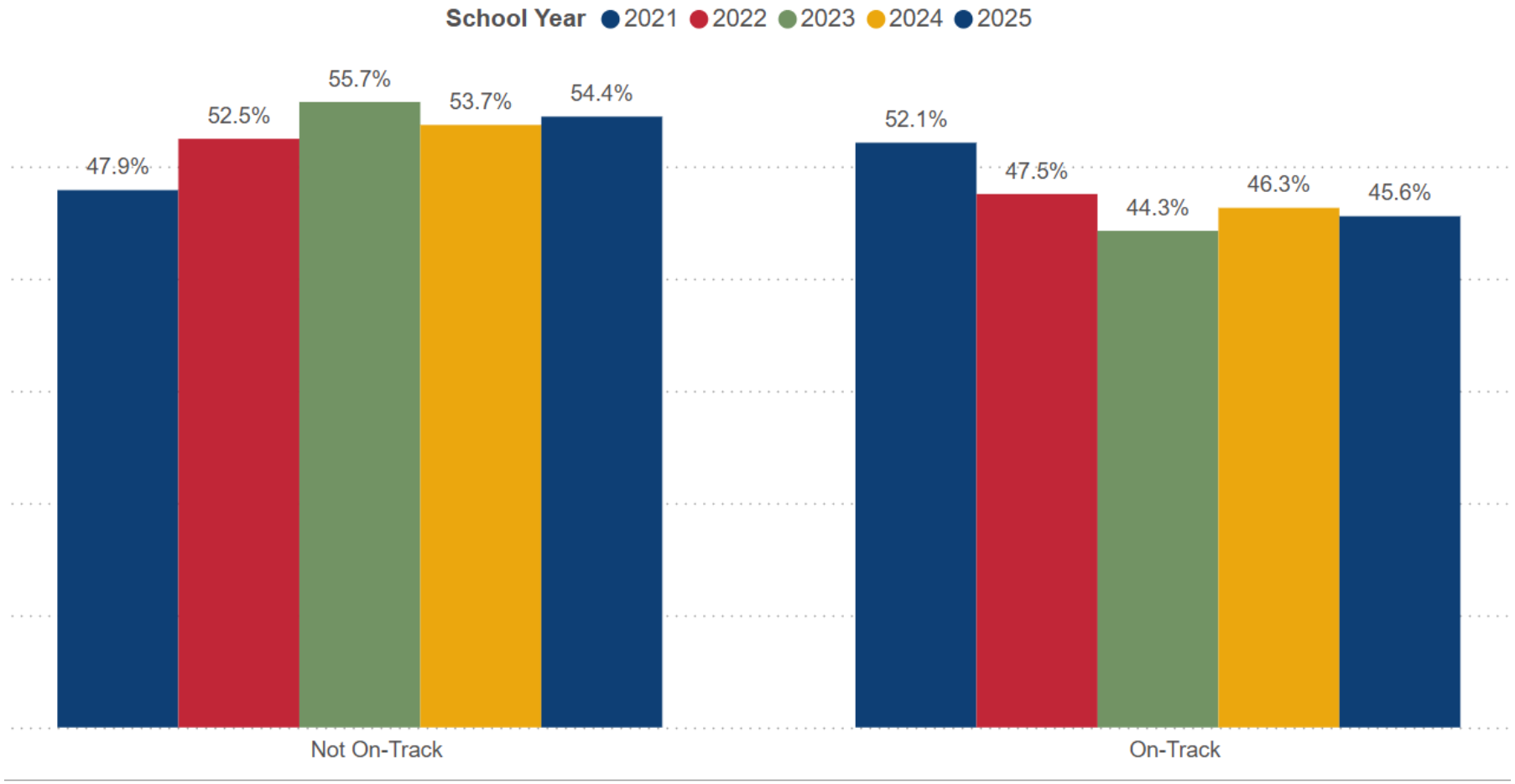
CHILD SUCCESS.

- Effective instruction is provided to all children through academic and non-academic supports.
- An integrated multi-tiered system of supports is the framework 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 children have access to effective instruction and supports. • Inclusive of both academic and non-academic contexts.	• A pathway to identifying children for special education services. • Solely focused on providing intervention supports to identified children. • Only for districts and schools who are identified as needing school improvement supports.	• Allow districts, schools, and early care and education programs to integrate and align services and supports for all students. • Inform, support, enhance, and improve the current work in districts, schools, and early care and education programs across Ohio.	• District, school, and program leaders • Building leaders • Building-level staff • Families/ Caregivers

LANGUAGE AND LITERACY – KRA-R



	2021	2022	2023	2024	2025
Not On-Track	43,228 children	61,113 children	62,497 children	59,811 children	59,935 children
On-Track	47,040 children	55,330 children	49,629 children	51,579 children	49,327 children

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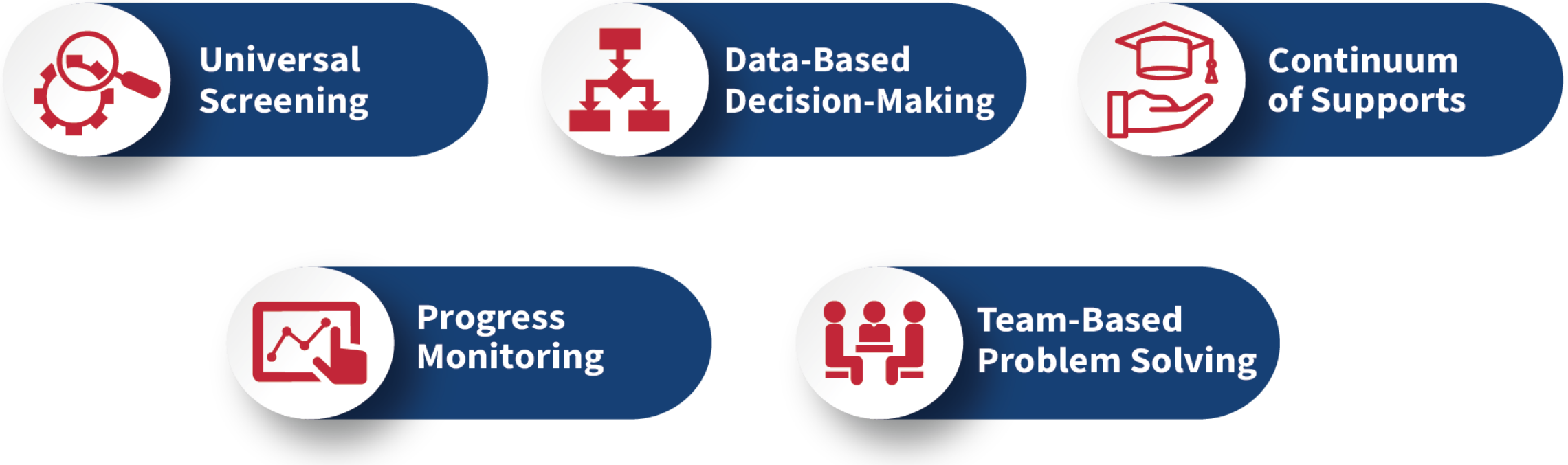
OHIO'S INTEGRATED MTSS FRAMEWORK
STUDENT LEARNING COMPONENTS



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:
LANGUAGE & LITERACY IN EARLY CARE AND EDUCATION

Developmental Screening

- Ages and Stages Questionnaire: ASQ-3 and ASQ: Social Emotional

Language and Literacy Screening

- Acadience Reading Pre-K: PELI

THINK

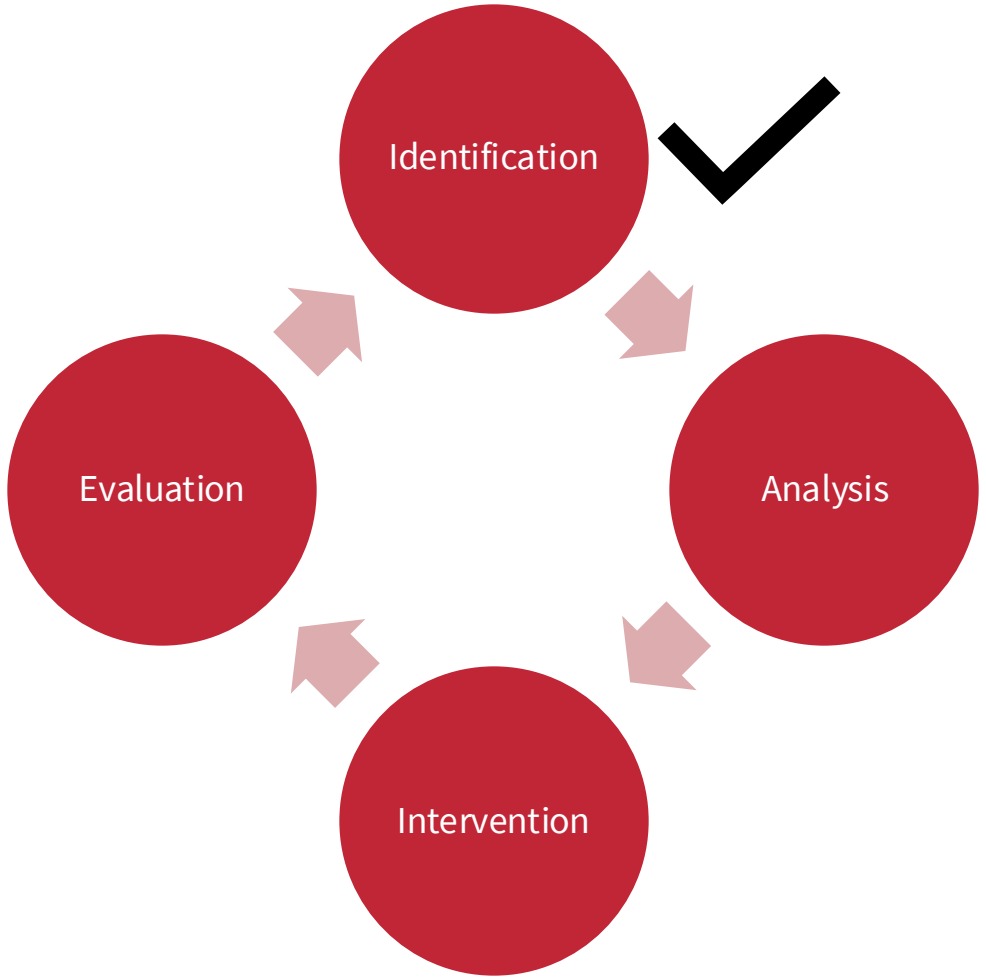
- What screening tools do you utilize with your children?
- What information is collected?
- Why?

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: LANGUAGE & LITERACY IN EARLY CARE AND EDUCATION



THINK

- What data sources do you have in early care and education?
- How do you use the data?
- What decisions are made with child data? Classroom level data? Building level data?

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: LANGUAGE & LITERACY IN EARLY CARE AND EDUCATION

Core Instruction (Tier 1)

- Evidence-based language and literacy instructional practices implemented with integrity

Strategic & Targeted Instruction (Tier 2)

- Evidence-based language and literacy intervention practices implemented with fidelity

Intensive Instruction (Tier 3)

- Individualized evidence-based language and literacy intervention practices implemented with fidelity

THINK

- Describe Tier 1 language and literacy instruction
- Describe Tier 2 language and literacy instruction
- Describe Tier 3 language and literacy instruction

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: LANGUAGE & LITERACY IN EARLY CARE AND EDUCATION

- Determines whether children have demonstrated growth on targeted skills
  - In response to additional instructional support

THINK

- How do teachers monitor language and literacy progress in the early care and education classroom?

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: LANGUAGE & LITERACY IN EARLY CARE AND EDUCATION

Collaborative Problem-Solving Teams

- Used throughout early childhood teaming structures to **ensure effective implementation** and to **make the program or instructional decisions**

THINK

- What teams and processes are in place to ensure implementation of instruction?
- What teams and processes are in place to make programmatic or instructional decisions?

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.

PROFESSIONAL CAPACITY

OHIO'S INTEGRATED MTSS

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

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.

THINK

What structures or processes are in place to support:

- Shared leadership
- Professional capacity
- Communication and collaboration

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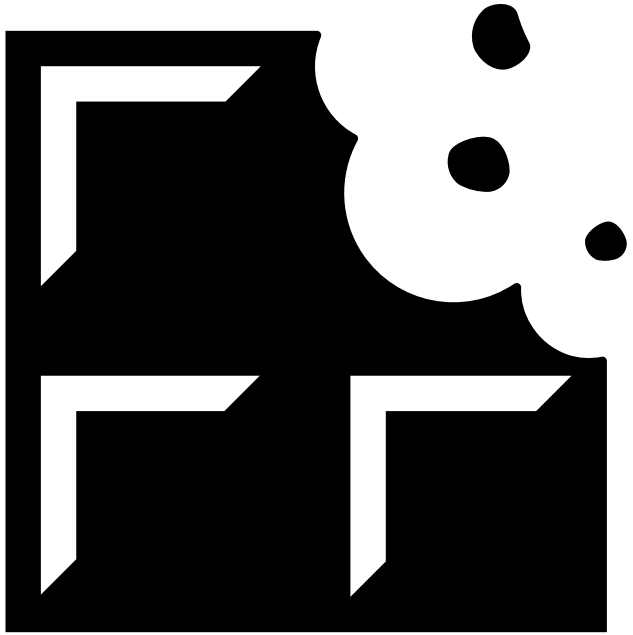
BITE-SIZE COMMITMENT



- What is one small thing you can commit to ensure early care and education classrooms begin or expand language and literacy decision making at the child, classroom, and/or program level?

QUESTIONS?

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