ACCELERATING LITERACY FOR ALL STUDENTS: ROLE OF THE OHIO's INTEGRATED MTSS FRAMEWORK

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PROGRESS Center
at the American Institutes for Research®

Dr. Tessie Bailey – Who am I?

National Center on
INTENSIVE INTERVENTION
at the American Institutes for Research®

Center on Multi-Tiered System of Supports

Transforming State Systems to Improve Outcomes for Children with Disabilities

What is progress?

Did you know?

Tiered system of supports are meant to ***enhance*** the effects of general school programming, not ***replace*** it.

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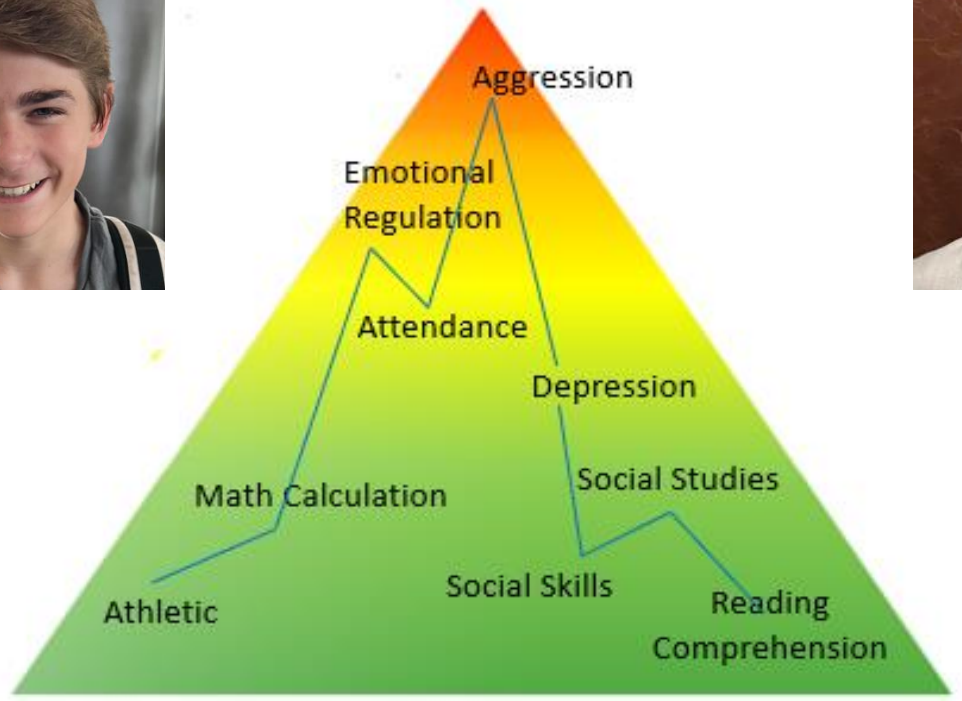
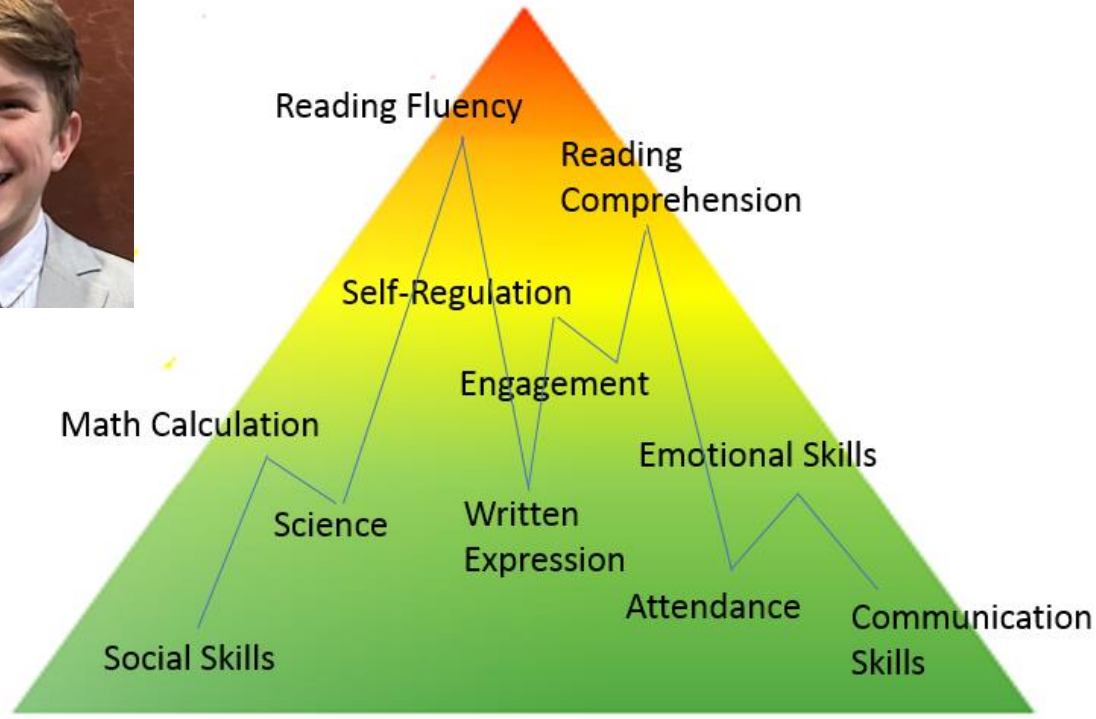
Ask a question anytime!

Tale of two students: How integrated MTSS builds collective efficacy to meet the needs of all learners.





Collective Efficacy is Necessary for Student Success

There is no way a **single teacher**

has all the **time**,

all the **knowledge**,

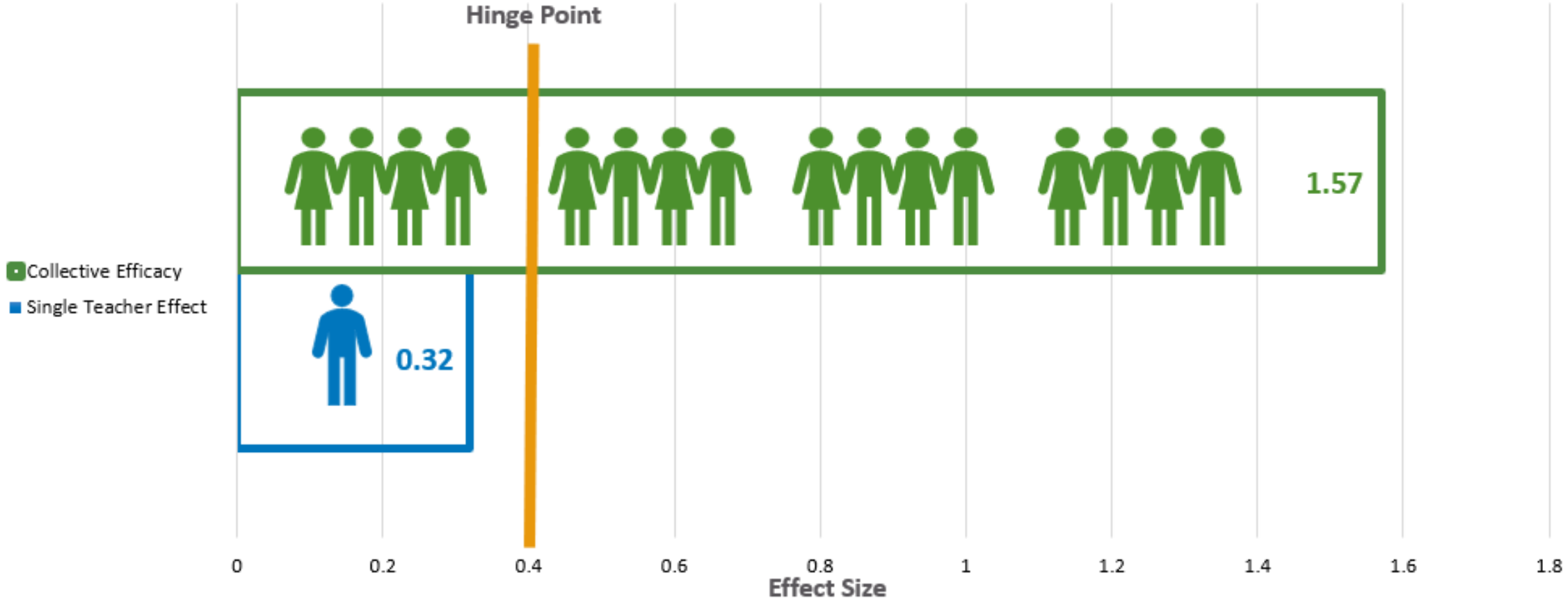
and all the **skills**

to meet all the needs of

every child in his or her class(es).

Source: Buffman et al., 2009

The Impact of Collective Efficacy



Sources: Eells, 2011; Hattie, 2017

Collective Efficacy Starts With the **Right** Questions!

- What do we want for our students, educators, and families?
- What is the current reality?
- What do our students and educators need to be successful?
- How can we maximize our resources and leverage MTSS to support students and educators?

Pair and Share

- **Pair** with 1-2 neighbors
- **Share**
  - What do you want for your students? In other words, what would be indicators that they were successful?
  - What is the currently reality?

Collective Efficacy Starts With the **Right** Questions!

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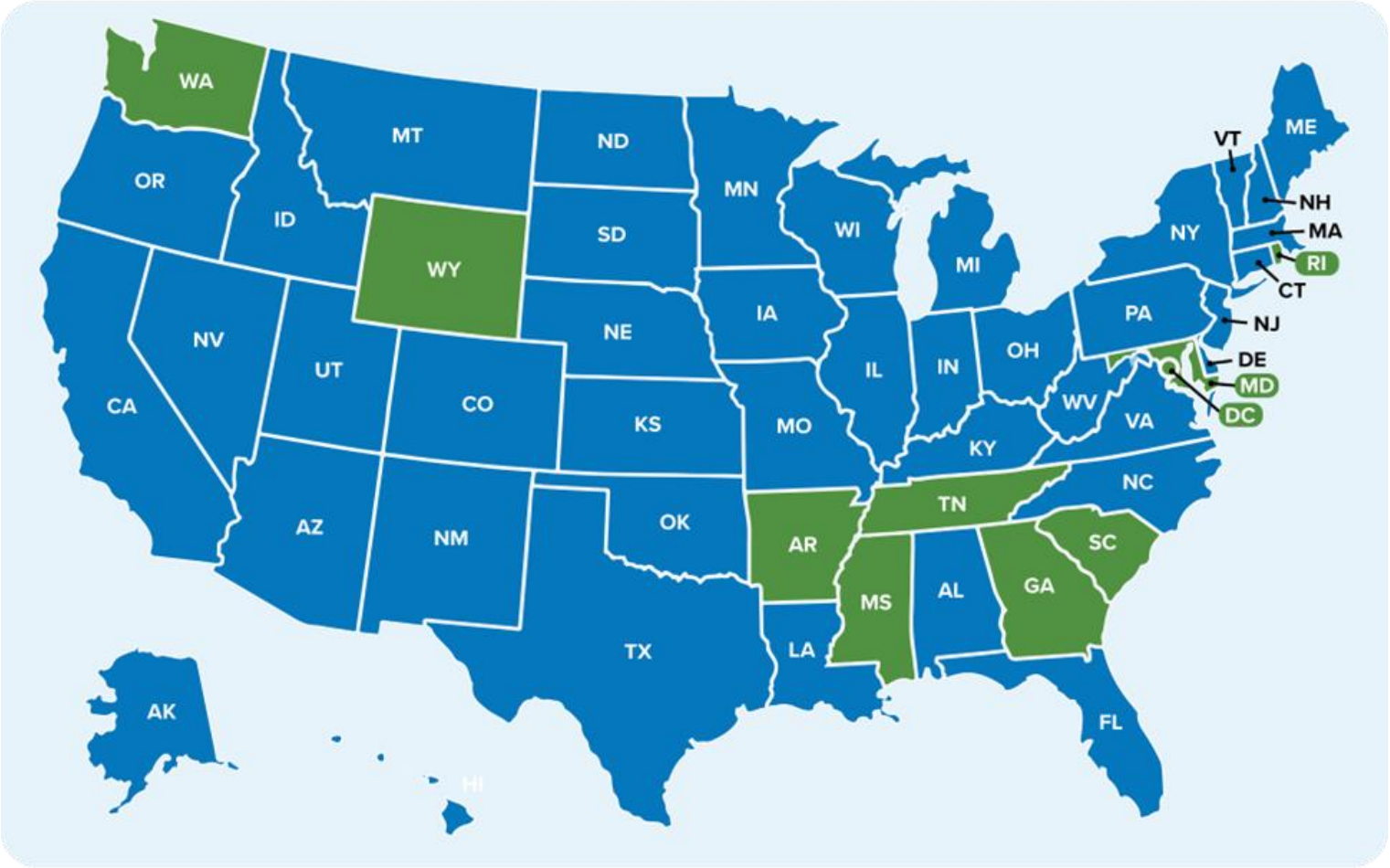
States Included in School-Level BTO Analysis Based on NAEP Reading and Math Performance



Note. NAEP = National Assessment for Educational Progress. Green states were included in our school-level quantitative data analysis, and blue states were not included.

What does it look like to beat the odds in reading and math, grades 3-5 (School D)?

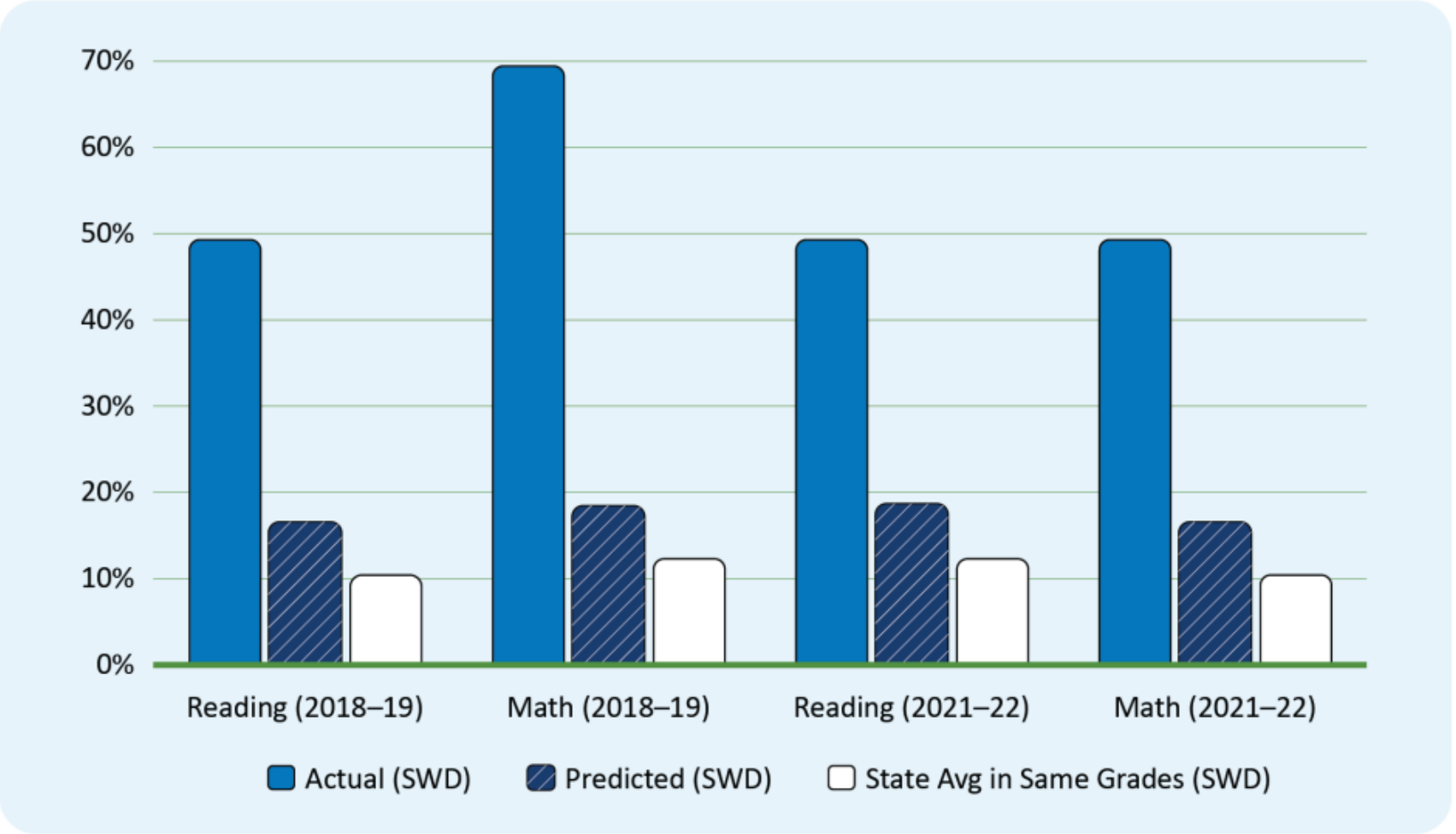
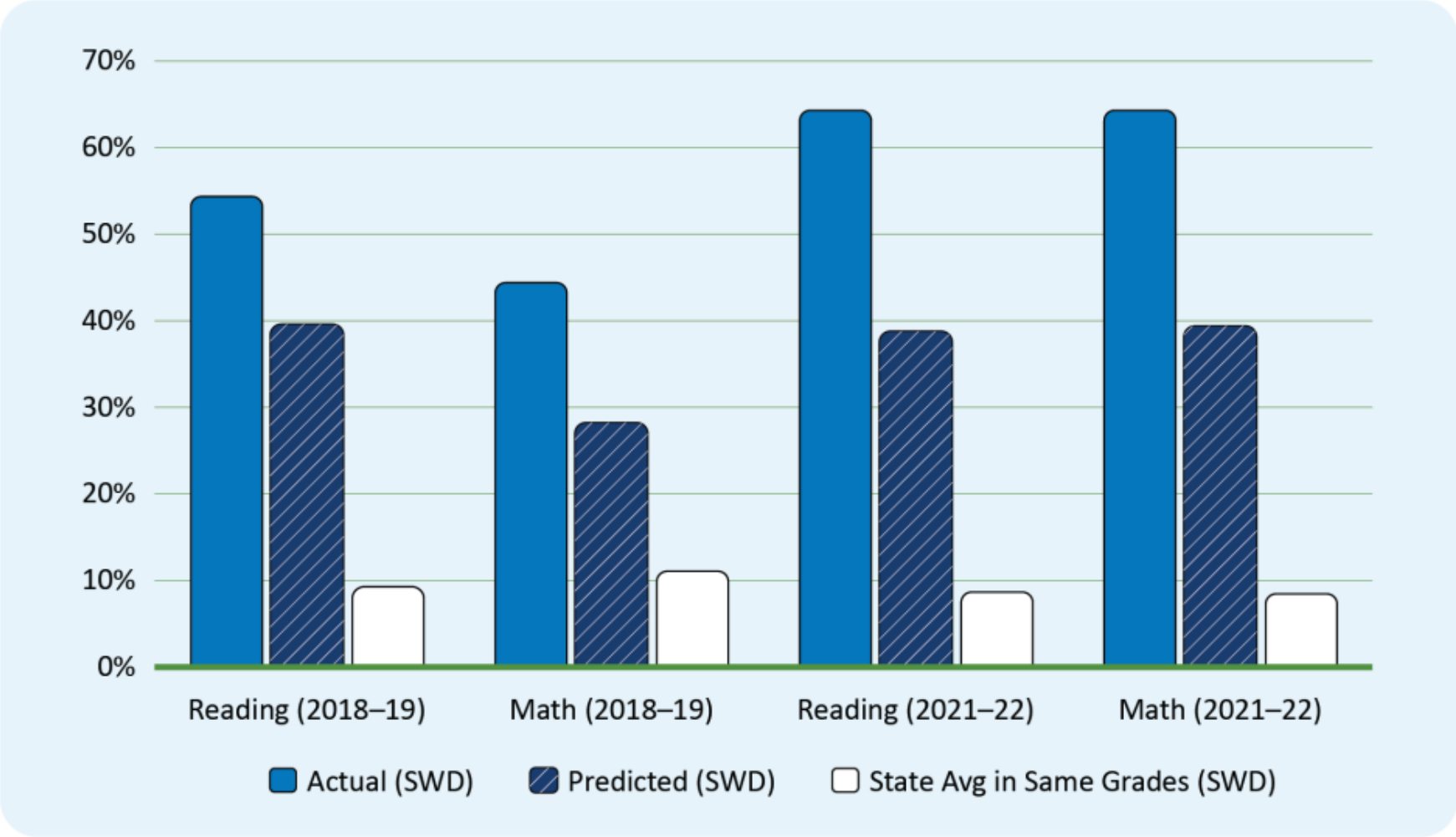


Exhibit Note. Predicted value is based on multiple regression methods as described in Appendix A. Schools were identified as "BTO" if they were one of the top performers in their state, relative to their predicted value. Specifically, we created lists of the top 20 schools in terms of the difference between their actual and predicted values. SWD = students with disabilities. Reading tests are inclusive of Reading and Language Arts.

What does it look like to beat the odds in reading and math, grades 3-5 (School C)?



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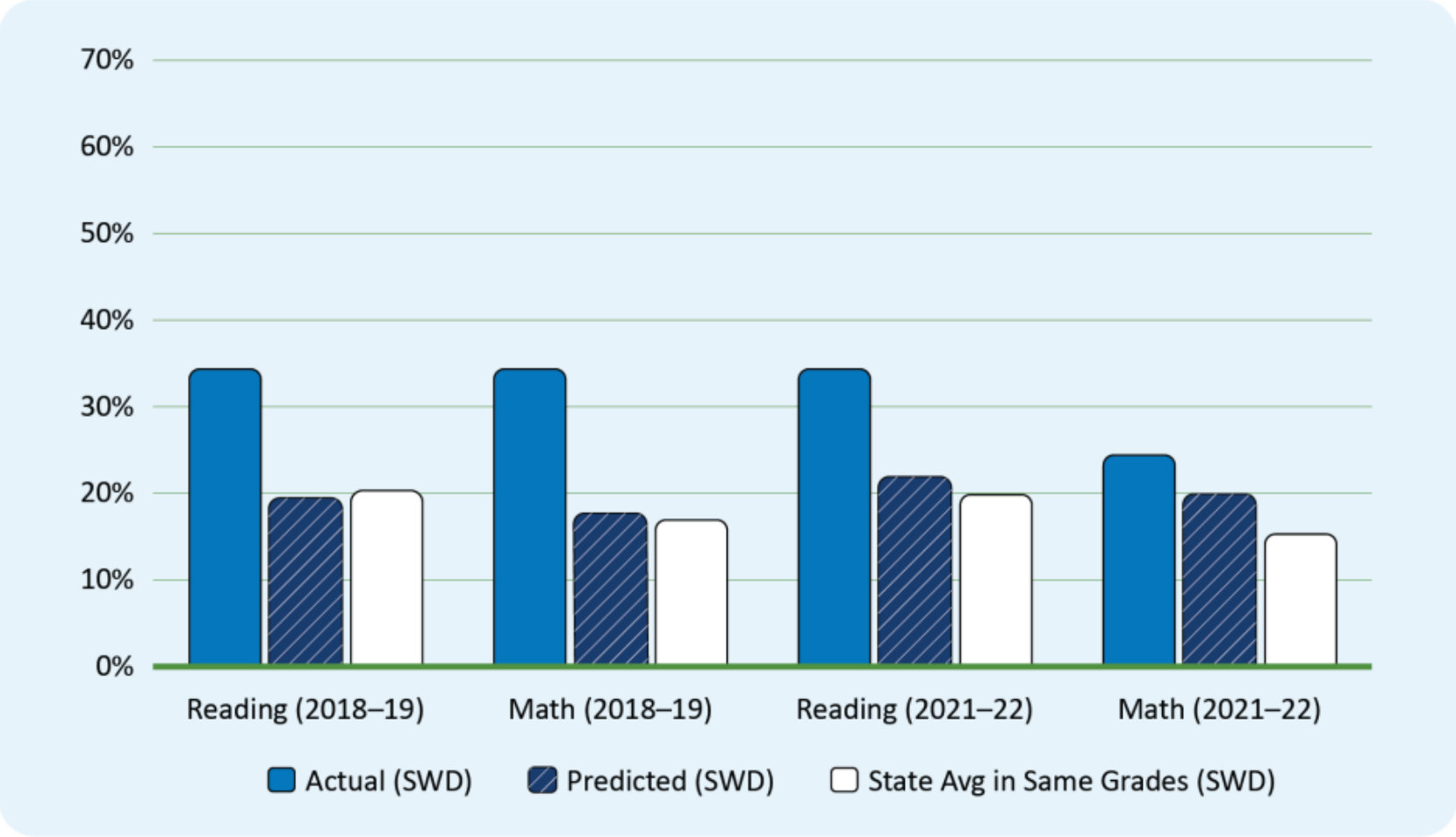
What does it look like to beat the odds in reading and math, grades 6-8 (School E)?



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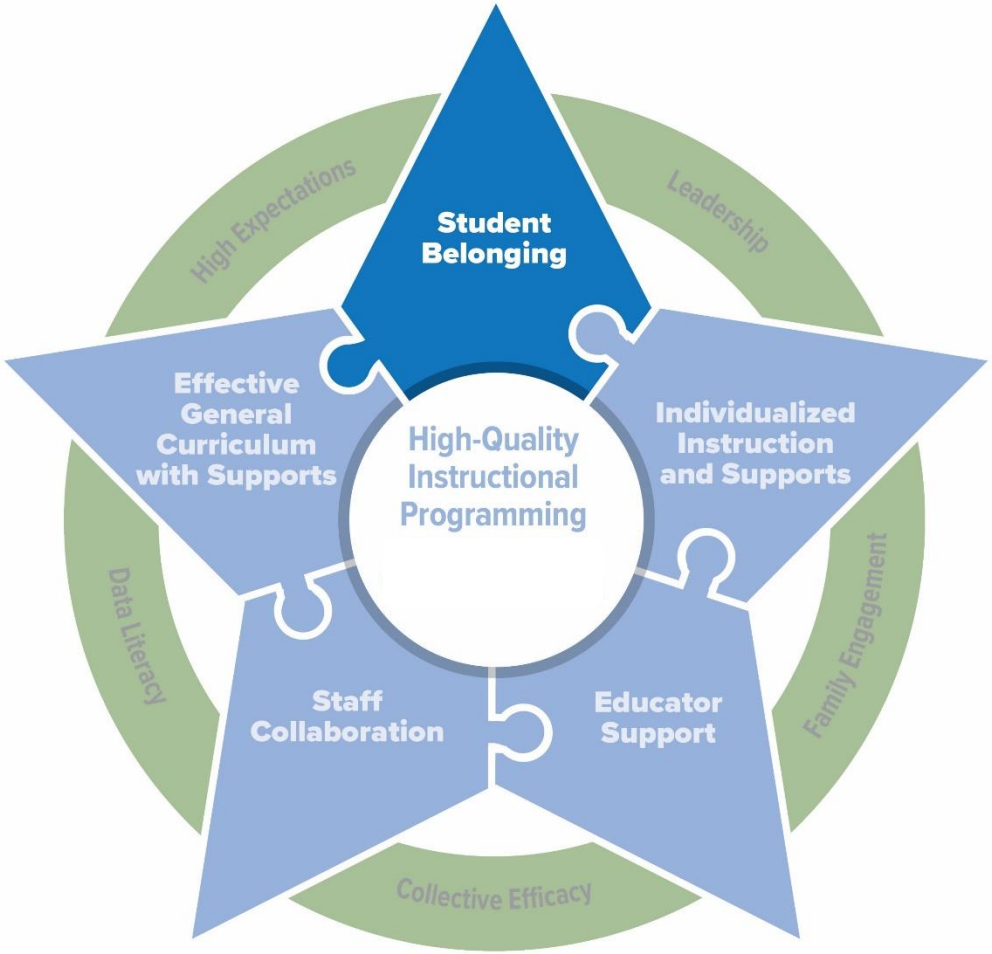
List-Pair-Share

- Individually, **list up to 3 school elements** you believe are essential for schools to beat the odds or promote progress.
- **Pair** with 1-2 neighbors.
- **Share** your list and provide context as needed.
- As a team, **come to consensus about at least three school elements** your group believes is essential for students to make progress.

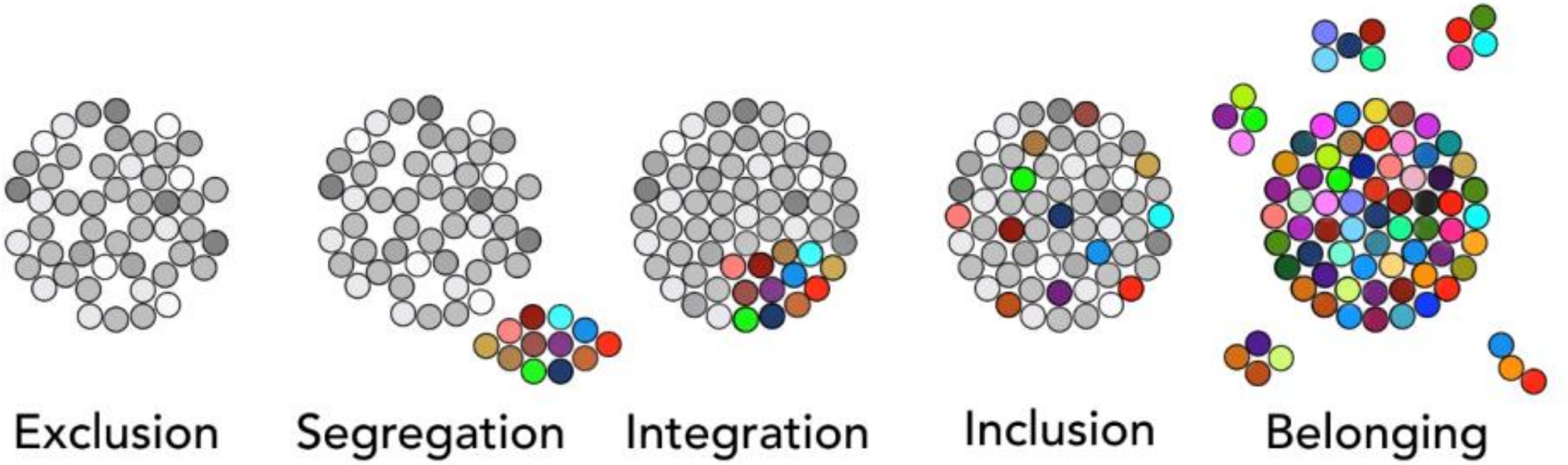
Essential Elements for Sustainable School Systems

The ***5 Essential Elements*** **in schools** that support high-quality instructional programming that promote progress.

Element 1: Student Belonging



What is Belonging?



What do educators need to know to promote belonging?

- Belonging—the experience of being accepted and respected—is a pre-requisite for learning.
- It requires intentional policies, practices, and systems that respect students' identities, recognize their agency, and affirm their ability to succeed.
- Belonging is more than positive relationships.

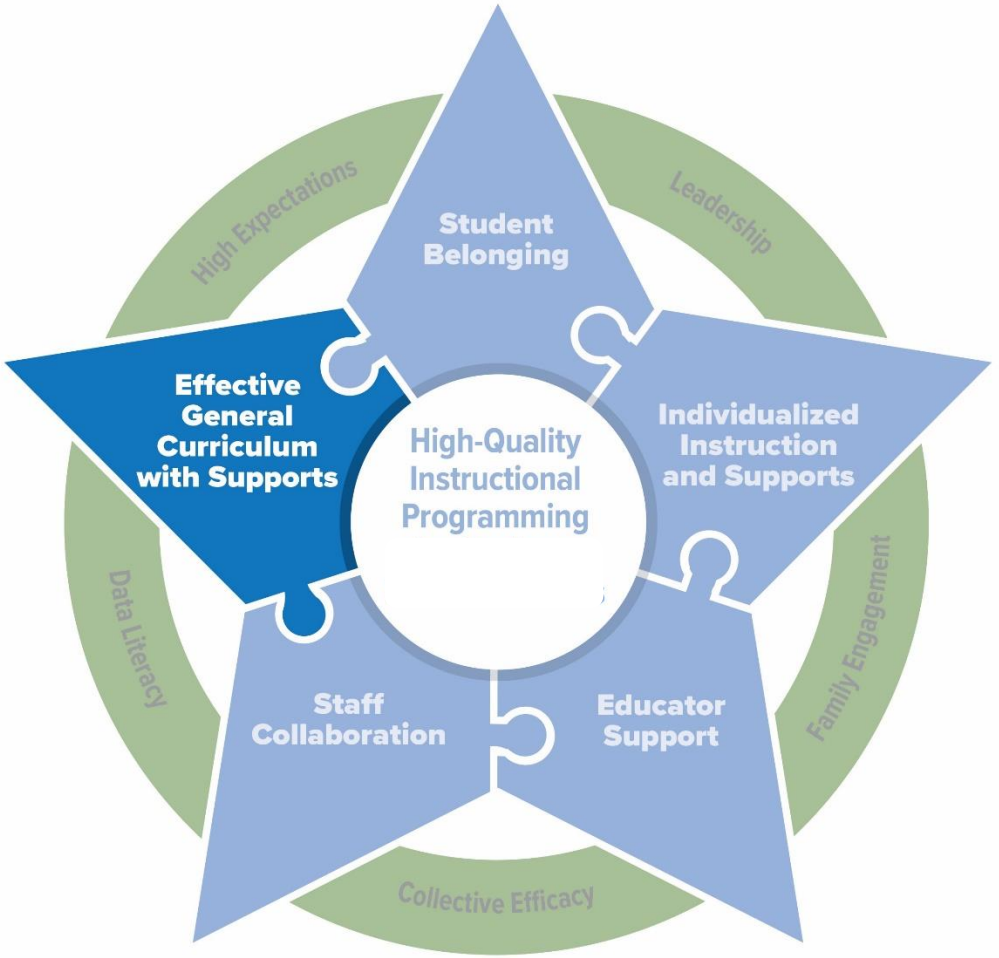
Sources: Carter, 2021; Carter & Biggs, 2021; Biggs & Carter, 2017; Carter, 2021; Carter & Biggs, 2021; Cerda et al., 2018; Cullinane, 2020; Nepi et al., 2013; PROGRESS Center, 2024; TNTP, 2025; SWIFT Center, 2025; PROGRESS Center, 2025; Immordino-Yang, M. H., Darling-Hammond, L., & Krone, C. R. (2019).

Leveraging Integrated MTSS to Promote Belonging: What Does the Research Say?

- **Screen and set goals** for indicators of belonging data (e.g., 95% participation in an extracurricular activity, School Belongingness Scale).
- **Explicitly teach** as part of the general curriculum communication and social behaviors necessary for school and postschool success.
- **Prioritize and provide opportunities** for students connect with others, including clubs, unstructured and structures social experiences, or connection to community activities.
- **Provide intensive intervention and supports** to students who need additional instruction and practice opportunities to engage with others.

Felten, & Lambert, 2020; Nelson et al., 2022

Element 2: Effective General Curriculum and Supports ("Tier 1")



PROGRESS Center, 2024

What have we learned from national research?

Effective general instruction and supports depends on…

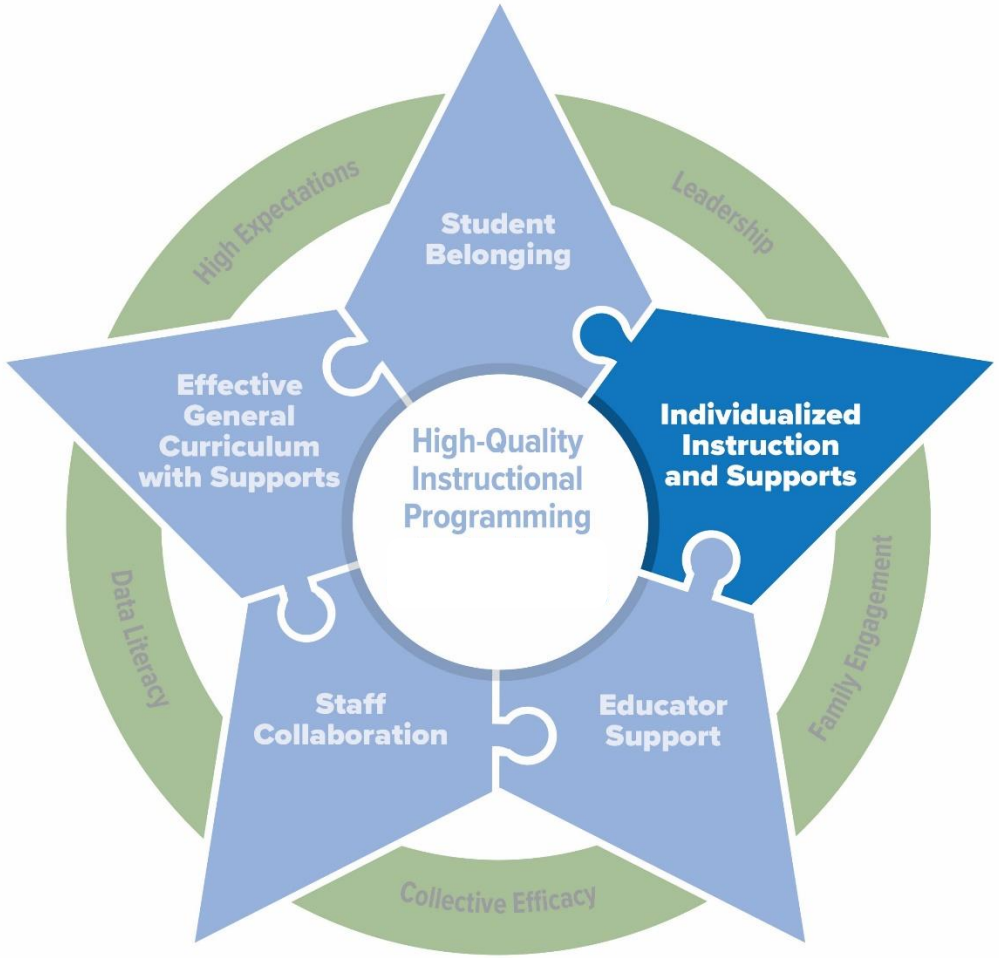
- **Consistency**: Delivering consistently good teaching and grade-level content for all students.
- **Coherence**: Building a unified instructional program and setting priorities that are clear to all.

TNTP, 2025; SWIFT Center, 2025; PROGRESS Center, 2025

Requirements for Effective Instruction

- Students feel welcome and are engaged in school
- Students attend school.
- Use of high-quality instructional materials.
- High-quality instructional materials are delivered as designed.
- Instruction is delivered effectively, ensuring content is accessible to each learner.

Element 3: Individualized Instruction and Supports (Tiers 2-3)



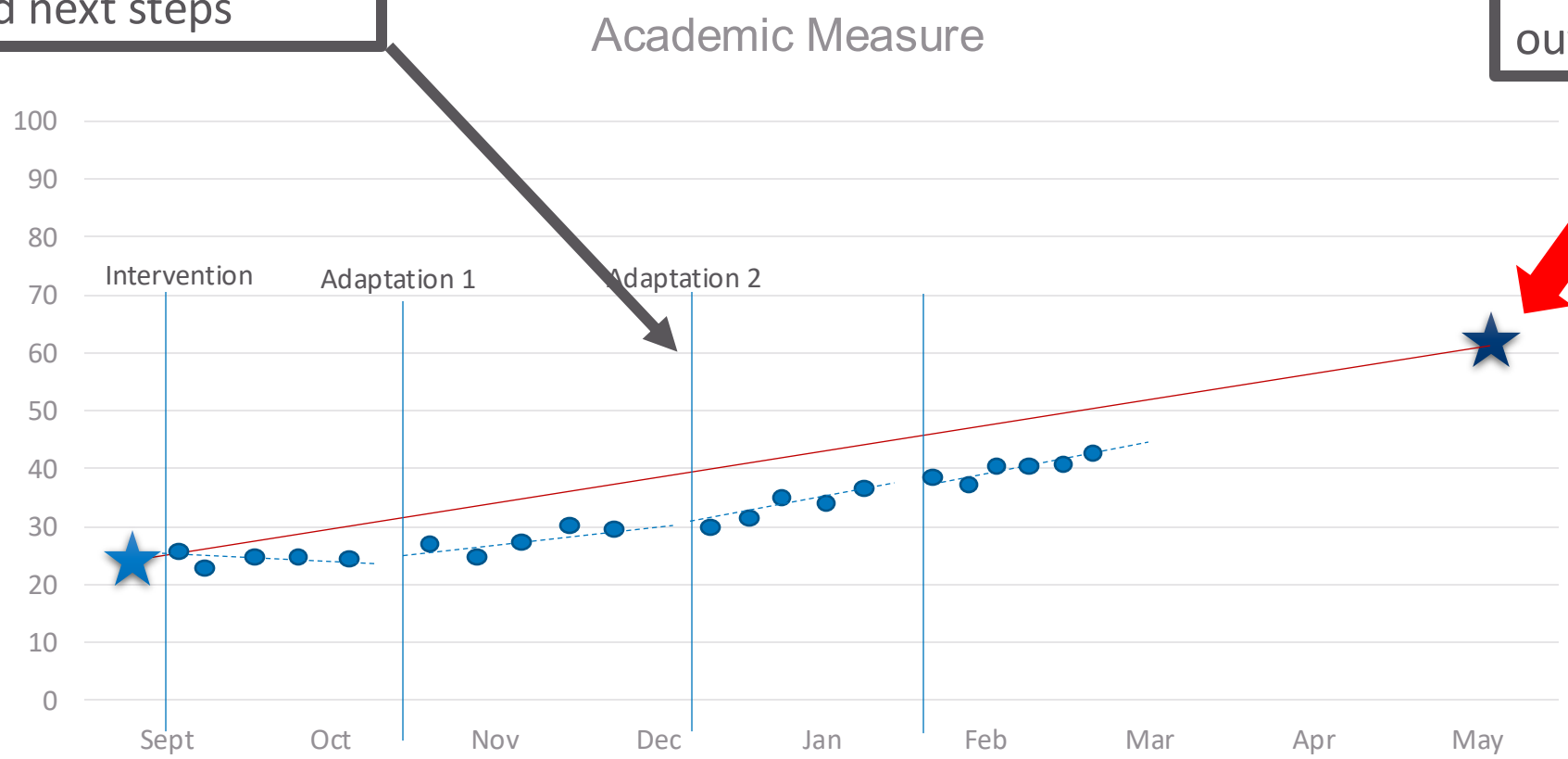
What educators need to know about individualized instruction?

- Individualized instruction is **always supplemental** to effective core programming.
- Supports should **target functional and academic needs** that prevent the student from accessing and progressing in the general curriculum (not specific grade-level standards).
- Interventions must be **evidence-based** and selected to match the student's identified needs.
- Students receiving individualized instruction must **also receive adequate support in core programming** to ensure continued participation and success in the general curriculum.
- Individualized supports should be **limited to roughly 15–20%** of the student population to ensure sustainability and maximize impact.

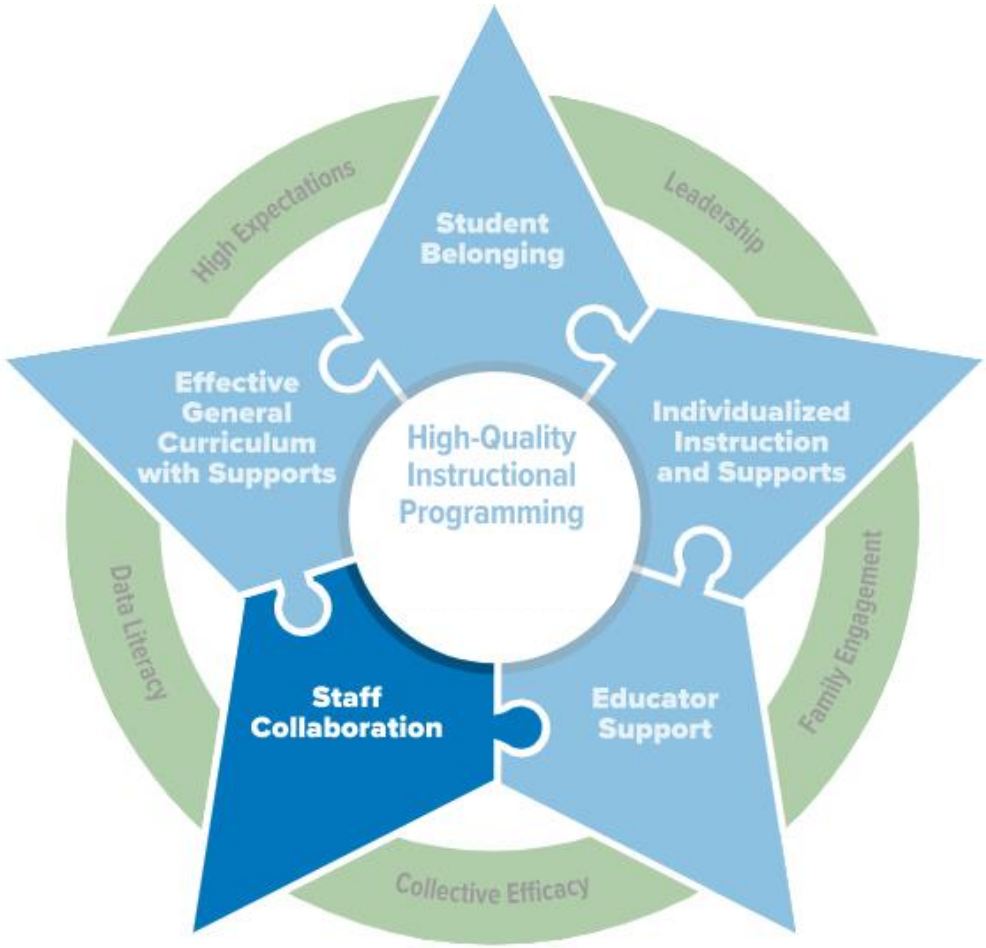
Leveraging Integrated MTSS to Provide Individualized Supports: What Does the Research Say Assessment?

Collaboration opportunities to identify need and next steps

Learning outcome goal



Element 4: Staff Collaboration & Teaming



	MTSS Teaming	Staff Collaboration
Focus	Systems-level problem solving.	Classroom-level planning.
Role	Examines trends.	Designs lessons and instructional strategies.
Data	Universal screening, progress monitoring, and fidelity.	Classroom formative assessments.
Decisions	MTSS implementation or student interventions.	Daily general instruction (e.g., access, quality, delivery).
Staff	Team typically includes school or teacher leaders.	Collaboration mainly between general and special educators.

Learn more, https://youtu.be/_QplQXzCH-0

Leveraging Integrated MTSS to Support Staff Collaboration: What Does the Research Say?

- **Establish regular team co-planning time**. Set aside dedicated time for teachers to plan lessons, review student progress, and coordinate supports together.
- **Ensure shared language and instructional frameworks (e.g., UDL, HLP, instructional routines).** Working from common models helps educators align expectations, instructional approaches, and intervention practices.
- **Maintain ongoing communication systems**. Utilize shared digital tools, brief check-ins, and consistent documentation to ensure both teachers stay informed and aligned on student needs.

Garton, 2022; Rosselli, 2024; Sweezey, 2024; Zhang, et al., 2023

Element 5: Educator Support

What is Educator Support?

Ongoing access to **professional development and coaching**

Access to **instructional materials** and resources

Supportive and collaborative **working conditions** (staff belonging).

Mentoring opportunities for struggling and novice educators.

Schedule that ensures adequate instruction time.

Macheca, Fuxman, & Lipton, 2024; PROGRESS Center, 2025

Leveraging Integrated MTSS for Educator Supports: What Does the Research Say?

- Focus professional learning on high quality educational programming (e.g., data literacy, instructional design and implementation), rather than the components of MTSS.
- Start with the why, rather than the how.
- Provide role specific MTSS training.

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.

Collective Efficacy Starts With the **Right** Questions!

- What do we want for our students, educators, and families?
- What is the current reality?
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- How can we maximize our resources and leverage MTSS to support students and educators?

Role of Ohio's Integrated in Developing Sustainable and Successful School Systems

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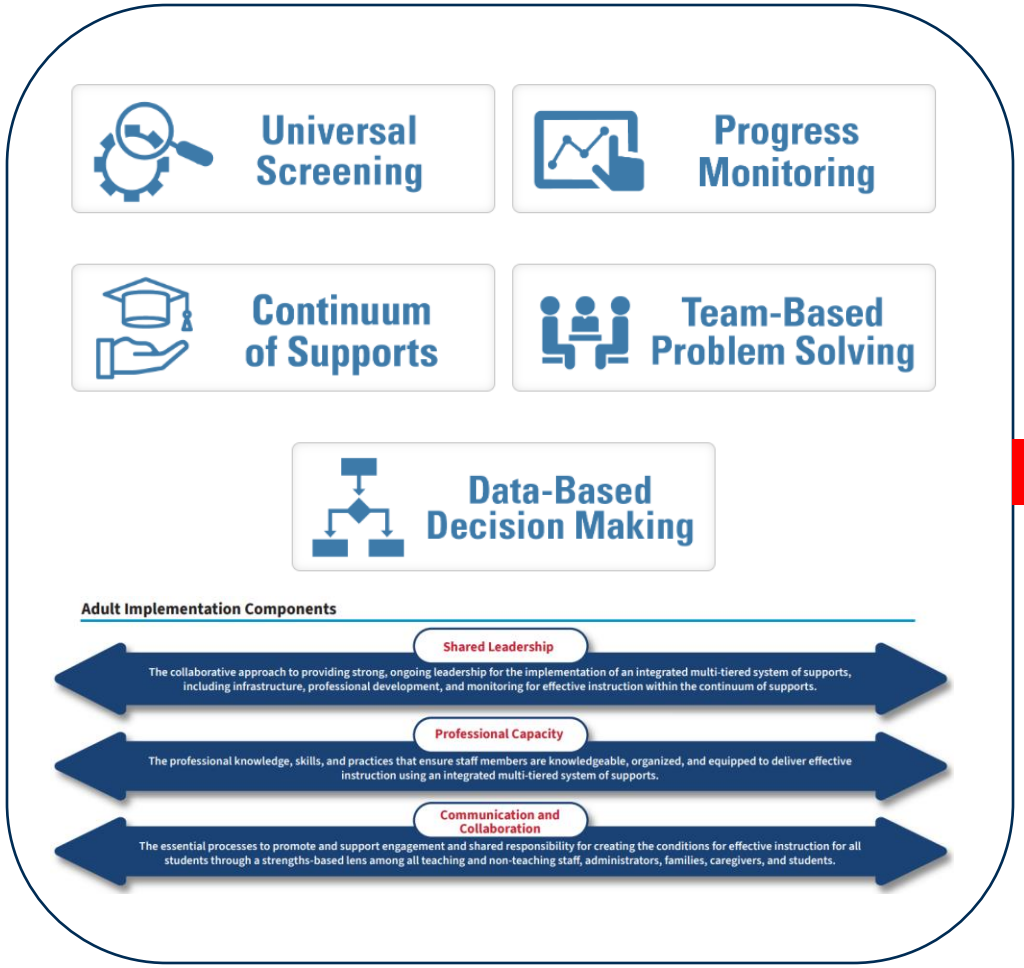
OHIO'S INTEGRATED MTSS IS...

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**.

Integrated MTSS to Implement the Essential Elements for Sustainable School Systems



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.

Table Talk

- *Reflect*: To what extent are the essential elements of school success in place in my site?
- *Discuss and share*:
  - How can we maximize our resources and leverage Ohio's Integrated MTSS to ensure these elements are in place?
  - What do we need to do to move this knowledge to practice?

What Next?

We Need to Simplify and Prioritize

"People often limit their creativity by continually **adding** new features to a design **rather than removing** existing ones" – Kwon, 2021

https://www.scientificamerican.com/article/our-brain-typically-overlooks-this-brilliant-problem-solving-strategy/

Join Us for a Live Q&A Session

Ask anything!

- With Integrated MTSS, do I need really need a screener for each area?
- What structures or routines have you seen districts implement that create shared responsibility for literacy outcomes across academic and nonacademic teams?
- What are practical ways to align multiple initiatives into one integrated MTSS framework so the work feels coherent and sustainable?

THANK
YOU

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