

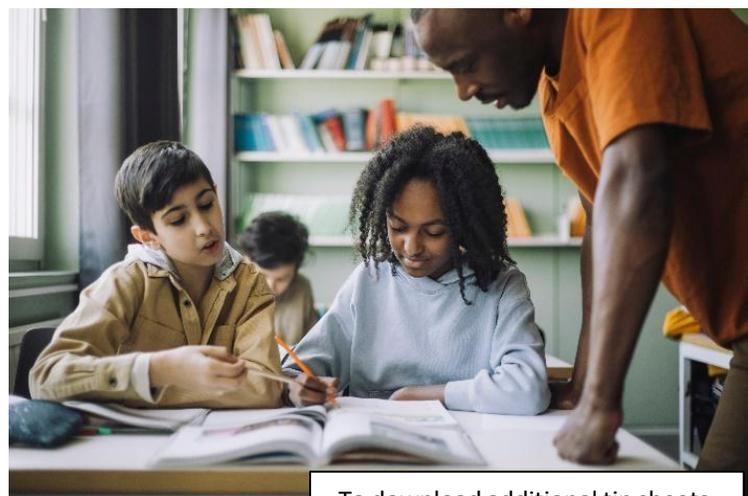
Connecting Advanced Learning Opportunities in Mathematics to Integrated Multi-Tiered Systems of Support

REQUIREMENTS UNDER LAW

Districts that offer advanced learning opportunities in mathematics are required by [state law](#) to offer those advanced learning opportunities to every student who achieves an advanced level of skill on a mathematics achievement assessment or end-of-course examination. Advanced learning opportunities provide academic content or rigor that exceeds the local curriculum for the student's grade level. These opportunities can go as far as instruction in a mathematics course that is up to two grades above the student's current level. For example, a grade 7 student enrolling in an Algebra 1 (or Math 1) course.

It is a local decision whether the district offers advanced learning opportunities to students who achieve less than an advanced level of skill on a mathematics achievement assessment or end-of-course exam.

Parents or guardians of a student who qualifies may submit a written request for their student to opt out of the advanced learning opportunities or enrollment in an advanced course. The Department has an [Advanced Learning Opportunities in Mathematics Parent/Guardian Opt-Out](#) Form for districts. Districts may choose to create their own opt-out forms to use. When parents or guardians opt their student out, the district is not required to provide that student with advanced instruction.

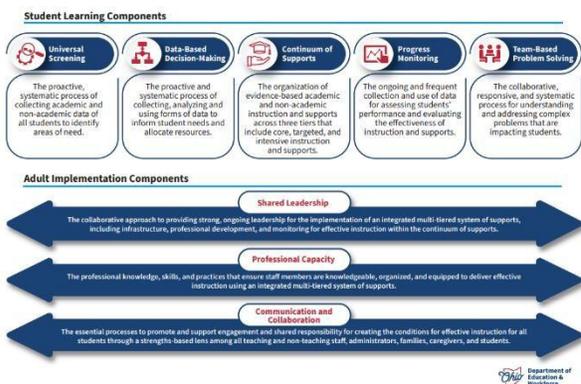


To download additional tip sheets, visit [Advanced Learning Opportunities in Mathematics](#).

INTEGRATED MULTI-TIERED SYSTEMS OF SUPPORTS (INTEGRATED-MTSS)

Ohio's Integrated Multi-Tiered System of Supports

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



As identified in [Ohio's Plan for K-12 Mathematics](#), an integrated multi-tiered system of supports framework (Integrated MTSS) is designed to accelerate all students' rate of learning and proactively address obstacles to learning. It is a structure that is strongly supported by research (Student Achievement Partners, n.d.; TNTP, 2018; NCSM Leadership in Mathematics Education, n.d.). An Integrated MTSS is characterized by universal access to grade-level core instruction (known as Tier 1). This includes the usage of high-quality instructional materials, evidence-based programs and practices, and research-based practices that align to grade level expectations and standards; and the use of effective and efficient academic and non-academic supports that assist students in accessing and engaging with core instruction. Meanwhile, some students will need additional support via targeted enrichment and/or intensive extensions.

For more information about Ohio's Integrated-MTSS, visit education.ohio.gov/I-MTSS

Tier 1 Core instruction is provided to all students; uses high-quality instructional materials, evidence-based programs and practices, and research-based practices that align to grade level expectations and standards; and includes the use of effective and efficient academic and non-academic supports that assist students in accessing and engaging with core instruction.

Differentiated instruction allows students to access the same high-quality classroom curriculum by providing:

- Multiple entry points
- Appropriately challenging tasks
- Processes that can be expanded or compacted
- Rich content to build on
- Outcomes that are tailored to students' needs

Enrichment is provided to students demonstrating proficiency to cause them to experience greater depth and complexity of grade-level expectations and to prevent underachievement in academic areas; included targeted use of high-quality instructional materials and evidence-based programs and practices; and includes the use of effective and efficient academic and non-academic supports that assist students in accessing and engaging with targeted instruction.

Intensive Extensions are provided to students demonstrating proficiency to prevent underachievement in academic areas; includes the intensified use of high-quality instructional materials and evidence-based programs and practices; and includes use of effective and efficient academic and non-academic supports that assist students in accessing and engaging with intensified instruction.

SPECIFIC INSTRUCTION AND SUPPORT

All students must have the opportunity to engage in grade-level or course-level core instruction, regardless of their ability. Through local data collection and delivery of high-quality core instruction, it may be determined that some students are capable of advanced learning opportunities **that extend** beyond their core instruction. Specific instruction and support are those services and curricular modifications in mathematics for students who can move deeper and/or more quickly through content. These opportunities should be determined locally, using data-based decision criteria to challenge, master the full range of mathematical content, and develop appropriate skills without omitting critical areas of focus and/or topics.

Specific instruction and supports include services or curricular modifications in mathematics, which provide additional [rigor](#) or challenge, and may include:

- Differentiated instruction
- Differentiated curriculum
- Flexible pacing
- Flexible grouping
- Extended learning time
- Higher cognitive complexity tasks
- Interdisciplinary work opportunities

Many students may be capable of specific instruction and support around some but not all topics. Students can be identified for specific instruction and support opportunities using local pre- and formative assessment data, either at the beginning of or during a unit of instruction. Teachers can use their local data collection tools to integrate specific instruction and support around a common task, lesson, or unit. These opportunities should allow for regular reset points as student learning progresses into new topics throughout the school year.

An integrated multi-tiered system of support permits students who demonstrate strengths to receive more advanced instruction at the outset, expanding students' knowledge and skills beyond what is delivered in core instruction. All students receive differentiated core instruction, and some students receive specific instruction and support.