



**Department of
Education &
Workforce**

Using Integrated MTSS to Inform District, School, and Building One Needs Assessments and One Plans, Part 2

Kerry Martinez

❖ *Administrator, Office of Instructional Coherence and Impact*

Rachel Hand

❖ *Program Manager, ED STEPS Unit*

Tricia Coutts-Everett

❖ *Assistant Administrator, Office of Instructional Coherence and Impact*



**Department of
Education &
Workforce**

Agenda

WHAT

- What is the relationship between the One Plan and Ohio's Integrated MTSS framework?

HOW

- How can the One Plan serve to improve the delivery of effective instruction through an integrated MTSS?

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.

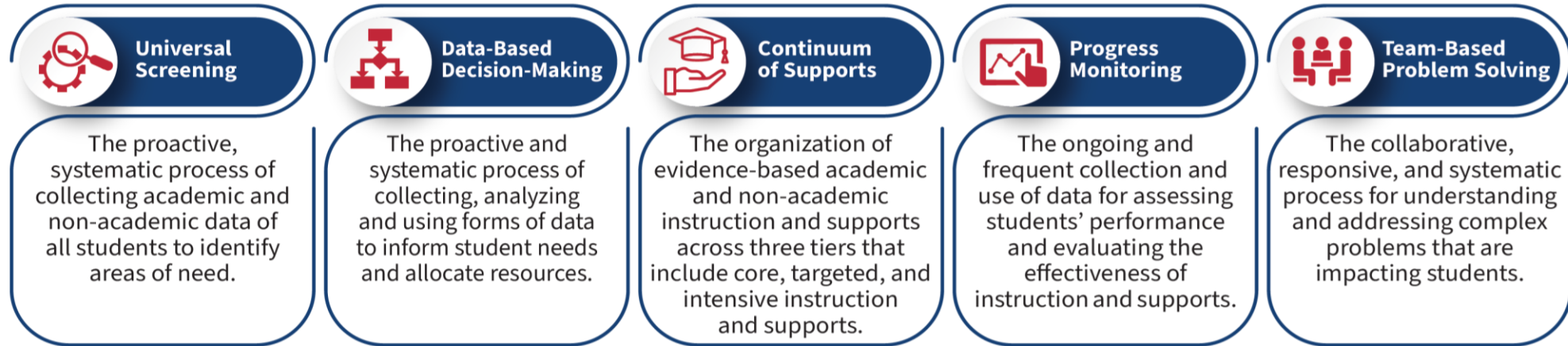


Organizational Effectiveness: Delivering high-quality services and resources to strengthen Ohio's education community.

Ohio's Integrated Multi-Tiered System of Supports

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

Student Learning Components



Adult Implementation Components



What is the relationship between the One Plan and Ohio's Integrated MTSS framework?

ED STEPS DASHBOARD

ED STEPS Dashboard

Planning Dashboard ▾

Reports ▾



Organization

Ohio Department of Education and Workforce



One Needs Assessment

Comprehensive data-driven pre-planning Tool



One Plan

Comprehensive Improvement Plan

ED STEPS AND OHIO'S INTEGRATED MTSS

The alignment between Ohio's Integrated MTSS and ED STEPS is rooted in **data-driven decision-making**, **tiered supports**, and **coordinated planning cycles**:

- **Integrated MTSS Framework:** Facilitates the delivery of effective, data-informed academic and non-academic instruction and supports to all students.
- **ED STEPS:** Provides the infrastructure for planning, resource allocation, and progress monitoring through tools like the One Needs Assessment (ONA) and One Plan to support all students.

ED STEPS AND OHIO'S INTEGRATED MTSS

The alignment ensures that **Integrated MTSS implementation is embedded within the ED STEPS planning cycle**, allowing districts to:

- Use ONA to identify needs aligned with Ohio's Integrated MTSS framework.
- Set goals and strategies in the One Plan that reflect Integrated MTSS priorities.
- Monitor adult implementation and student outcomes using ED STEPS dashboards and templates

ALIGNMENT

- **Integrated MTSS** is a framework for delivering effective instruction to all students.
- **ED STEPS** is the system to efficiently and effectively assess needs, plan, and leverage funds to prepare students for a successful future.

Effective instruction ensures that students are prepared for a successful future.

SHARED LEADERSHIP

OHIO'S INTEGRATED MTSS

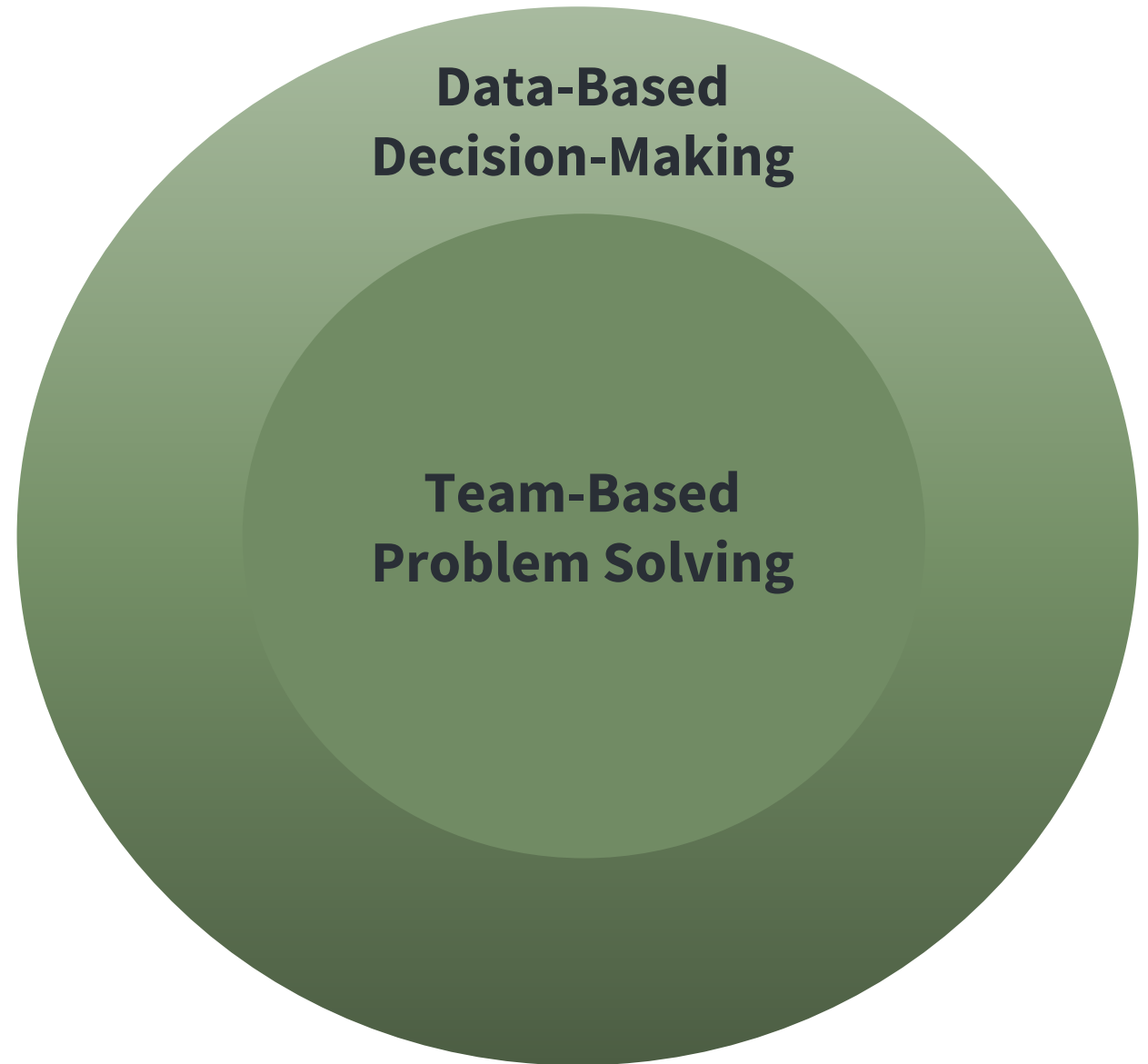


The collaborative approach to providing strong, ongoing leadership for the implementation of an integrated multi-tiered system of supports including infrastructure, professional development, and monitoring for effective instruction within the continuum of supports.

IMPROVING INSTRUCTION FOR STUDENTS

Data-Based Decision-Making is used to inform student needs and allocate resources at the individual, classroom, building, and system levels.
(proactive and responsive)

Team-Based Problem Solving is used to address complex problems at the individual, classroom, building, and system levels that are impacting students.
(responsive)



Team-Based Problem-Solving Process



Identify

- Problems are identified with precision before discussing solutions.

Define

- The link between solutions implemented and positive student outcomes is clear.

Implement

- A few targeted and specific solutions are identified and implemented, rather than too many that overextend capacity and sustainability resources.

Evaluate

- Fidelity data are a component of evaluating outcomes of solution implementation.

**ONA
Questions**

**ONA
Root Cause Analyses**

One Plan

EFFECTIVE INSTRUCTION HAPPENS WHEN

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

Adult Implementation Components detail how the adults in the system create the conditions for success that ensure the delivery of effective instruction.



Buy-In



Knowledge



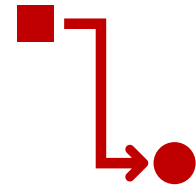
**Resource
Allocation**



Collaboration



Monitoring



Evaluation

How can the One Plan serve to improve the delivery of effective instruction through an integrated MTSS?

One Needs Assessment: Pre-Planning

Priority Needs

Hide Instructions

Please choose the Priority Needs that will be a part of the One Plan.

• SMART Goal Areas create Goals, while Strategy Areas create Strategies.

• Select Additional Strategy Areas to create additional Strategy prompts within a Goal.

• When complete, change the dropdown menu to "Sent to One Plan."

• Log into the plan to complete the One Plan Goals, Strategies, and Action Steps.

Resources: Navigating the One Needs Assessment

Last Sent

N/A

Completion Status

Sent to One Plan

3

5

Go To One Plan

Priority Needs List

SMART Goal Area (From Priority Need)	Root Cause(s)	Primary Strategy Area (Section)	Additional Strategy Areas	Send To Planning Tool
Attendance	Engaging and Relevant Curriculum - School Climate and Culture - Family and Community Involvement - Health and Well-being - Socioeconomic Factors (transportation assistance, housing assistance, providing access to basic needs such as food and clothing and financial aid - Early Intervention and Support - Awareness of school attendance policies, practices and expectations	School Climate and Supports	Select Improvements	☐
Educator Equity	District data from the Equitable Access Analysis Tool indicates equitable access gaps in 41 schools where teachers are identified as "Not Yet Effective" with regard to "Students Learning English". Our English Language Learners have the highest number of not yet effective teachers because our teachers have not received the support needed to implement best practices to address the diverse populations within our classrooms.	Professional Capital	Curriculum, Instruction and Assessment	☒
English Language Arts	The historical lack of evidence-based teacher training, insufficient prioritization of literacy at the district level, and challenges in integrating literacy into educational planning and decision-making constitute one set of root causes. Moreover, the use of multiple curricula for Tier I instruction is another root cause, driven by schools choosing resources without fidelity and influenced by external factors such as unreliable sales tactics and personal preferences.	Curriculum, Instruction and Assessment	Select Improvements	☐
Graduation	Our students are not reaching competency scores in Algebra and ELA II at a rate of completion that supports increased graduation rates. If students are competent in Algebra and ELA II when they take the course, they will have more time in their high school career to take electives, build skills, explore AP/CCP/CTE courses that will lead to more academic engagement. Engagement in AP/CCP/CTE courses shows a higher likelihood of graduating. Not being competent in Algebra I and ELA II on time+ is a detriment to accessing these courses.	College and Career Readiness	Select Improvements	☐
Literacy	The historical lack of evidence-based teacher training, insufficient prioritization of literacy at the district level, and challenges in integrating literacy into educational planning and decision-making constitute one set of root causes. Moreover, the use of multiple curricula for Tier I instruction is another root cause, driven by schools choosing resources without fidelity and influenced by external factors such as unreliable sales tactics and personal preferences.	Curriculum, Instruction and Assessment	Leadership, Administration, Governance	☒
Mathematics	The root causes of low math proficiency are the following: - Lack of implementation of evidence-based practices observed in our district walkthrough tool. - Insufficient focus on foundational math skills. This hinders students' ability to develop procedural fluency and conceptual understanding. - Misalignment between instructional practices and Ohio's Mathematics Learning Standards highlights the need for teachers to implement their high-quality instructional math materials. Addressing these root causes requires a comprehensive approach that includes implementation of evidence-based practices, strengthening foundational skills, utilizing tasks that promote reasoning and problem solving, and the utilization of district math curriculum.	Curriculum, Instruction and Assessment	Select Improvements	☒

Display Selected Items

Send To Planning Tool

18

What is included in the One Plan?

- It is recommended that a One Plan have 3 SMART GOALS*.
- Each goal has several components that must be completed in this order in the ED STEPS system:
 - SMART Goal
 - Student Measure
 - Strategy 1
 - Action Steps
 - Strategy 2
 - Action Steps
 - Adult Measure
 - Resources (if district level plan)

Webinar Focus Area

Literacy

- SMART Goal
- Student Measure
- Strategy 1
 - Action Steps
 - Adult Implementation Measure(s)
- Strategy 2
 - Action Steps
 - Adult Implementation Measure(s)
- Resources (if district level plan)

Math

- SMART Goal
- Student Measure
- Strategy 1
 - Action Steps
 - Adult Implementation Measure(s)
- Strategy 2
 - Action Steps
 - Adult Implementation Measure(s)
- Resources (if district level plan)

Look-fors

Strategies

- Evidence-based
- Include academic and non-academic

Action Steps

- Alignment with Integrated MTSS Conditions for Success

Adult Implementation Measures

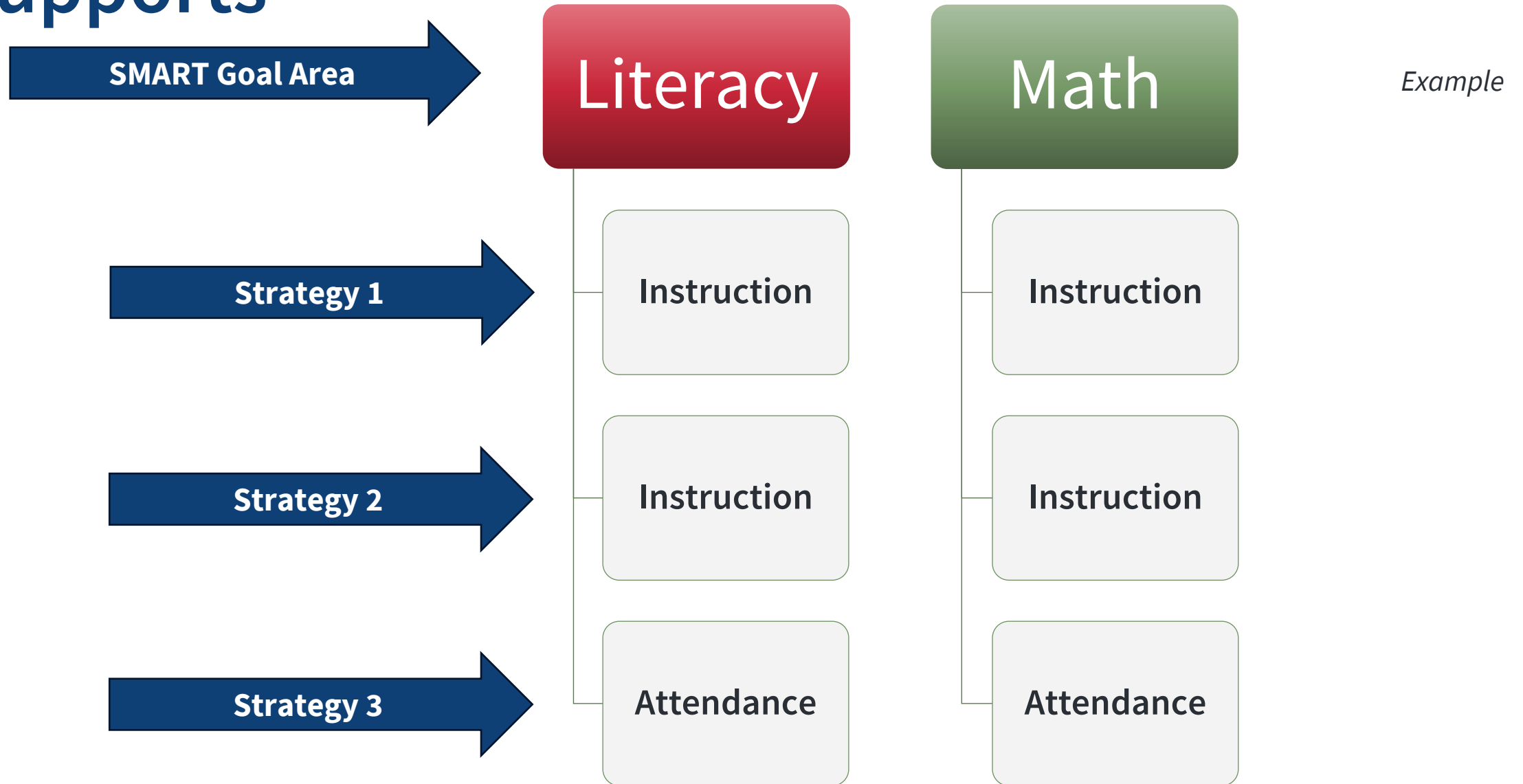
- Serves to evaluate the implementation of academic and non-academic high-quality instructional materials and evidence-based programs/practices within the continuum of supports prior to concluding that students are not responsive to One Plan strategies.
- Includes adult behavior that will improve student outcomes.

Evidence-Based Strategies, ED STEPS FAQ

Do strategies in the plan need to be evidence-based?

- ESSA states that strategies for interventions and improvements need to be evidence-based. Some of the strategies in the plan must be a level 1-3 evidence-based strategy. However, most of the strategies will fall in the level 4 evidence-base strategy category. When possible, educational entities should use the resources listed below to create new strategies and modify existing strategies. If there is no evidence for a specific strategy, then the organization must evaluate the strategy's effectiveness in their organization and provide evidence of the evaluation for future planning.

Integrating Academic and Non-Academic Supports



Integrating Academic and Non-Academic Supports

SMART Goal Area

Literacy

Math

Example

Strategy 1

Instruction

Instruction

Strategy 2

Instruction

Assessment

Strategy 3

Attendance

Attendance

Integrating Academic and Non-Academic Supports

SMART Goal Area

Literacy

Math

Example

Strategy 1

Instruction

Instruction

Strategy 2

Instruction

Instruction

Strategy 3

Attendance

Assessment

Behavioral
Supports

Attendance

Integrating Academic and Non-Academic Supports

SMART Goal Area

Literacy

Math

Example

Strategy 1

Instruction

Instruction

Strategy 2

Attendance

Attendance

Strategy 3

Behavioral
Supports

Behavioral
Supports

Strategy - Instruction

Strategy - Instruction (Literacy)



ESSA Tier 1 Strong Evidence

- Teach students to decode words, analyze word parts, and write and recognize words.

Aligns to Integrated MTSS Essential Feature

- Tier 1 Core Instruction: Use of high-quality instructional materials, evidence-based programs and practices, and research-based practices that align to grade level expectations and standards.

Strategy - Instruction (Math)



ESSA Tier 1 Strong Evidence

- Systematic Instruction: Provide systematic instruction during intervention to develop student understanding of mathematical ideas.

Aligns to Integrated MTSS Essential Feature

- Tier 2 Targeted Instruction: Targeted use of high-quality instructional materials and evidence-based programs and practices.

Adult Implementation Measure (Instruction)



Literacy Strategy - Instruction

- 100% of teachers **use high-quality instructional materials as designed** to teach students to decode words, analyze word parts, and write and recognize words.

Math Strategy - Instruction

- 100% of teachers **use evidence-based practices and/or programs with fidelity** to provide systematic instruction during Tier 2 targeted intervention to develop student understanding of mathematical ideas.

Action Steps – Instruction (Literacy, Math)



ED STEPS Action Data Base

- Provide professional development...
- Develop a Walk-Through/Monitoring Tool...

Integrated MTSS Conditions for Success

- All staff are trained in the implementation of high-quality instructional materials and evidence-based programs and practices.
- A collaborative team systematically monitors and evaluates the extent to which high-quality instructional materials, evidence-based programs and practices, and research-based practices in academic and non-academic areas are delivered as designed, and this data is reviewed prior to concluding that a student is not responsive to instruction or not engaging with instruction.

Strategy - Attendance

Strategy- Attendance (Literacy, Math)



Attendance Works, “Key Ingredients for Systemic Change”

- Implement a positive, not punitive, approach to absenteeism that is centered on belonging and engagement, and help everyone to understand why daily attendance matters in PreK-12th grade.
 - ***Integrated MTSS Essential Feature***
 - A strengths-based lens and mutual respect underpin all communication and collaboration.
 - A collaborative team selects, provides, organizes, and supports high-quality instructional materials, evidence-based programs and practices, and research-based practices in academic and non-academic areas within the three tiers of the continuum of supports.
 - All staff, including teaching and non-teaching staff, share responsibility for student progress/outcomes in both academic and non-academic areas.

Adult Implementation Measure (Attendance)



Literacy Strategy – Attendance

- 100% of teachers use positive, proactive attendance supports **that assist students in accessing and engaging with core instruction.**

Math Strategy - Attendance

- 100% of teachers use positive, proactive attendance supports **that assist students in accessing and engaging with core instruction.**

Action Steps – Attendance (Literacy, Math)



ED STEPS Action Data Base

- Create systems and structures at the school, district and community levels for people to work together to improve student attendance.
- Provide professional development to district and school staff and community partners so they have the skills and knowledge they need to take a data-driven, positive, problem-solving and [multi-tiered](#) approach to supporting student attendance, participation and engagement.

Integrated MTSS Conditions for Success

- A collaborative team selects, provides, organizes, and supports high-quality instructional materials, evidence-based programs and practices, and research-based practices in academic and non-academic areas within the three tiers of the continuum of supports.
- All staff are trained in the implementation of high-quality instructional materials and evidence-based programs and practices.

Data-Based Decision-Making Process



Identify

- Who needs help?
- Where is help needed?

Define

- What kind of help is needed?

Implement

- What instruction, supports, and resources will address the identified need?

Evaluate

- Are the selected instructional materials, supports, and resources effectively meeting the need?

ONA
Questions

ONA
Root Cause Analyses

One Plan

PROGRESS MONITORING

DEFINITION

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.



When using data to deliver effective instruction

TA1

- Use both academic and non-academic data to determine needs.
- Determine needs for all students, including
 - Students who are at risk for not meeting grade level expectations.
 - Students who are demonstrating readiness for instruction beyond grade level expectations.

INTEGRATED DATA SYSTEM

Testing Window	Student	SpEd	504	Gifted	Acadience Composite Risk	i-Ready Overall	Math Overall	Behavior	Attendance
Fall 24-25	1	Y			At Benchmark	1 Grade Level Below	Early On Grade Level	At or around average	At Risk
Fall 24-25	2				Below Benchmark	1 Grade Level Below	Early On Grade Level	Above average	Severe Chronic Absenteeism
Fall 24-25	3				Above Benchmark	Early On Grade Level	Early On Grade Level	Above average	Satisfactory
Fall 24-25	4		Y		Well Below Benchmark	1 Grade Level Below	1 Grade Level Below	Above average	Satisfactory
Fall 24-25	5	Y			Well Below Benchmark	2 Grade Levels Below	3 or More Grade Levels Below	Below average	Moderate Chronic Absenteeism
Fall 24-25	6				Above Benchmark	1 Grade Level Below	1 Grade Level Below	Below average	At Risk
Fall 24-25	7			Y	Above Benchmark	Mid or Above Grade Level	1 Grade Level Below	At or around average	Moderate Chronic Absenteeism
Fall 24-25	8	Y			Well Below Benchmark	1 Grade Level Below	2 Grade Levels Below	Above average	Satisfactory



Adult Implementation



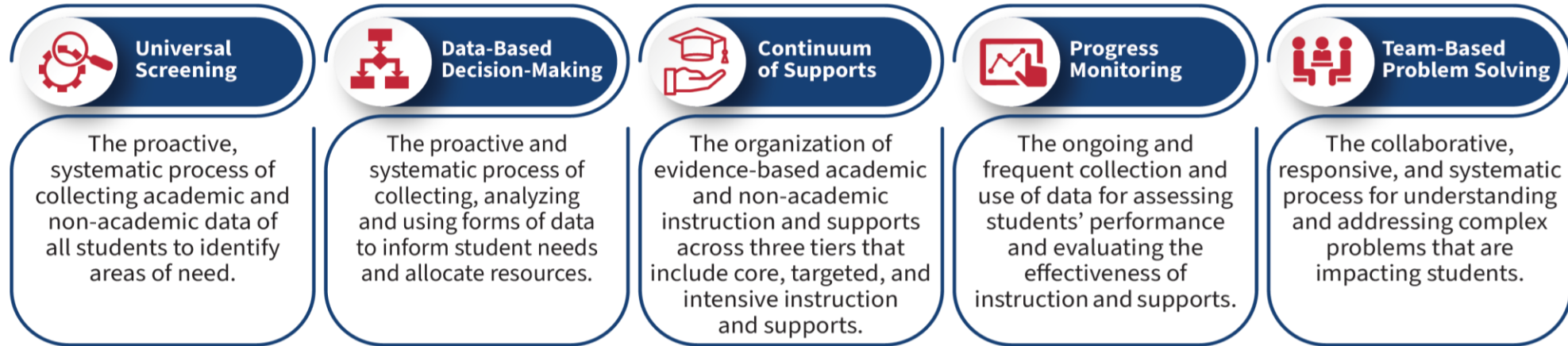
Condition for Success

- Fidelity and progress monitoring data in academic and non-academic areas are analyzed in a timely manner and used to inform instructional supports based on need and the effectiveness of instruction.

Ohio's Integrated Multi-Tiered System of Supports

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

Student Learning Components



Adult Implementation Components



TAKING ACTION

In what ways will explicitly connecting the strategies and action steps in your One Plan to Integrated MTSS be beneficial?

What is one next step you will take in writing an efficient and effective One Plan?

EXPLORE THE WEBPAGE

Ohio's Integrated Multi-Tiered
System of Supports



Provide Feedback

Integrated MTSS Final Reflection
and Feedback



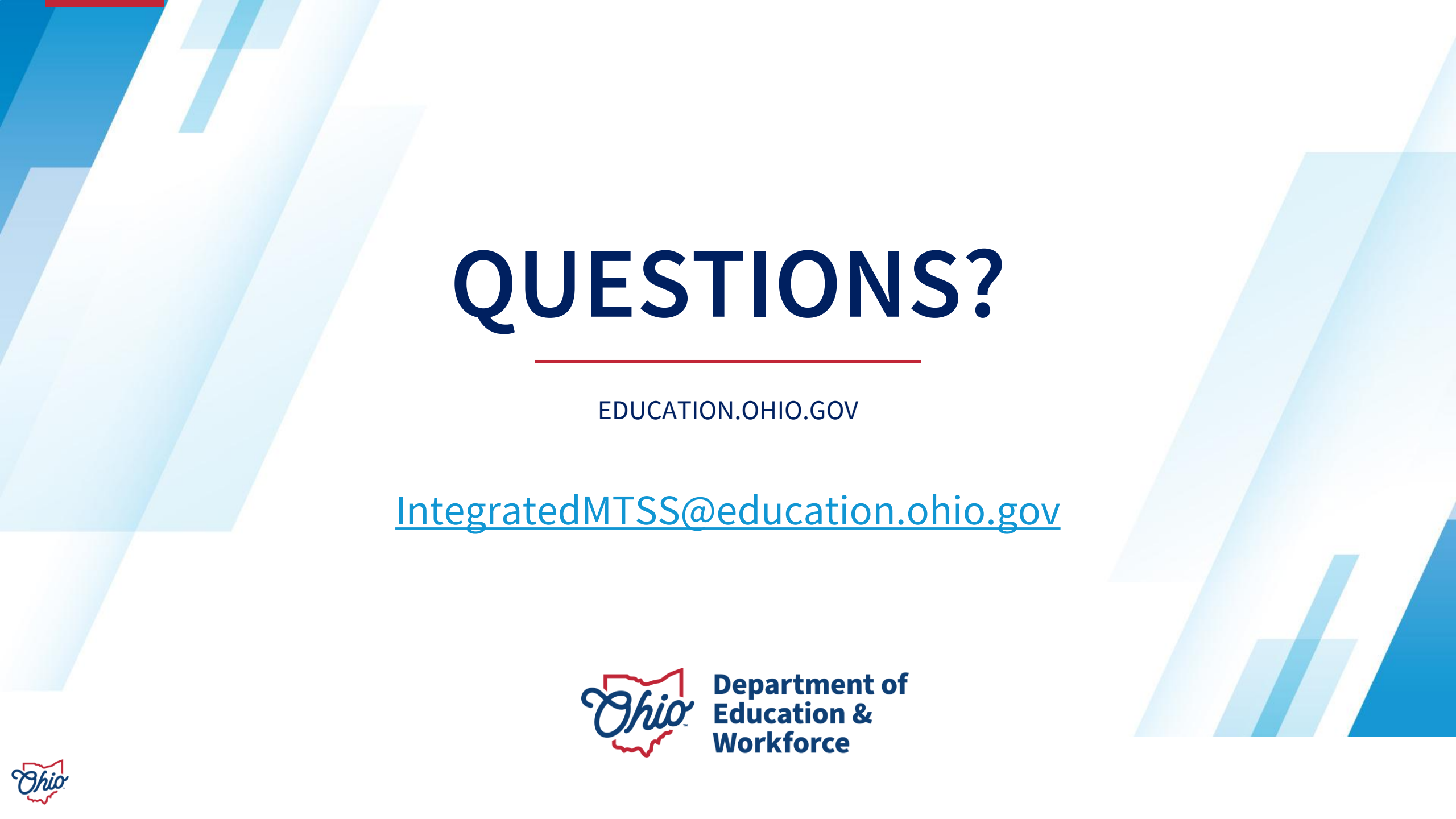
QUESTIONS?

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IntegratedMTSS@education.ohio.gov



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