



**Department of
Education &
Workforce**

Using Integrated MTSS to Inform District, School, and Building One Needs Assessments and One Plans, Part 1

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**Department of
Education &
Workforce**

Agenda

WHAT

- What is the relationship between ED STEPS and Integrated MTSS?

HOW

- How can the One Needs Assessment process reveal opportunities for improving the delivery of effective instruction for students?

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.

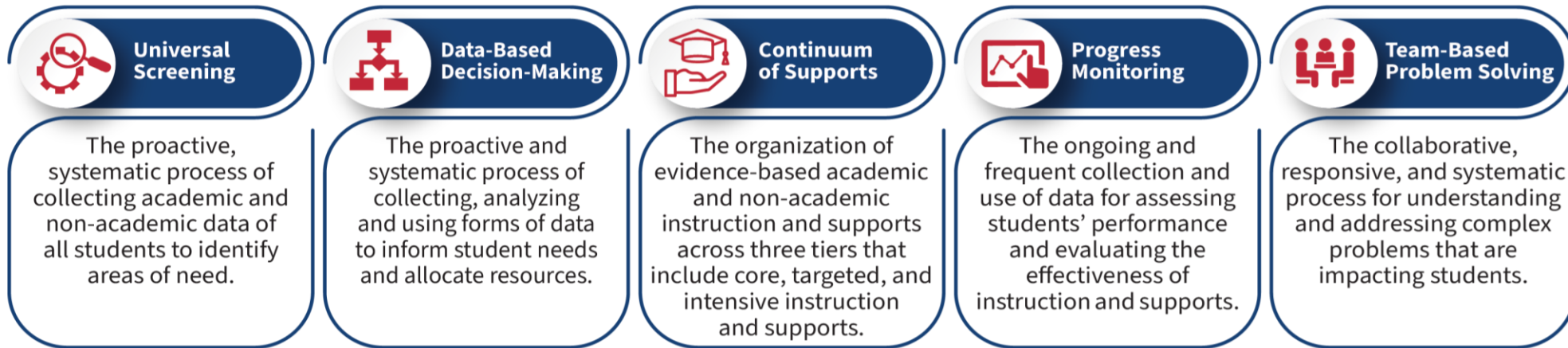


Organizational Effectiveness: Delivering high-quality services and resources to strengthen Ohio's education community.

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 ED STEPS and Integrated MTSS?

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**.

EFFECTIVE INSTRUCTION

- 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.
- Students attend school.
- Students feel welcome and are engaged in school.

ED STEPS VISION

A system that enables educational entities to efficiently and effectively assess needs, plan, and leverage funds to prepare students for a successful future.

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.

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.

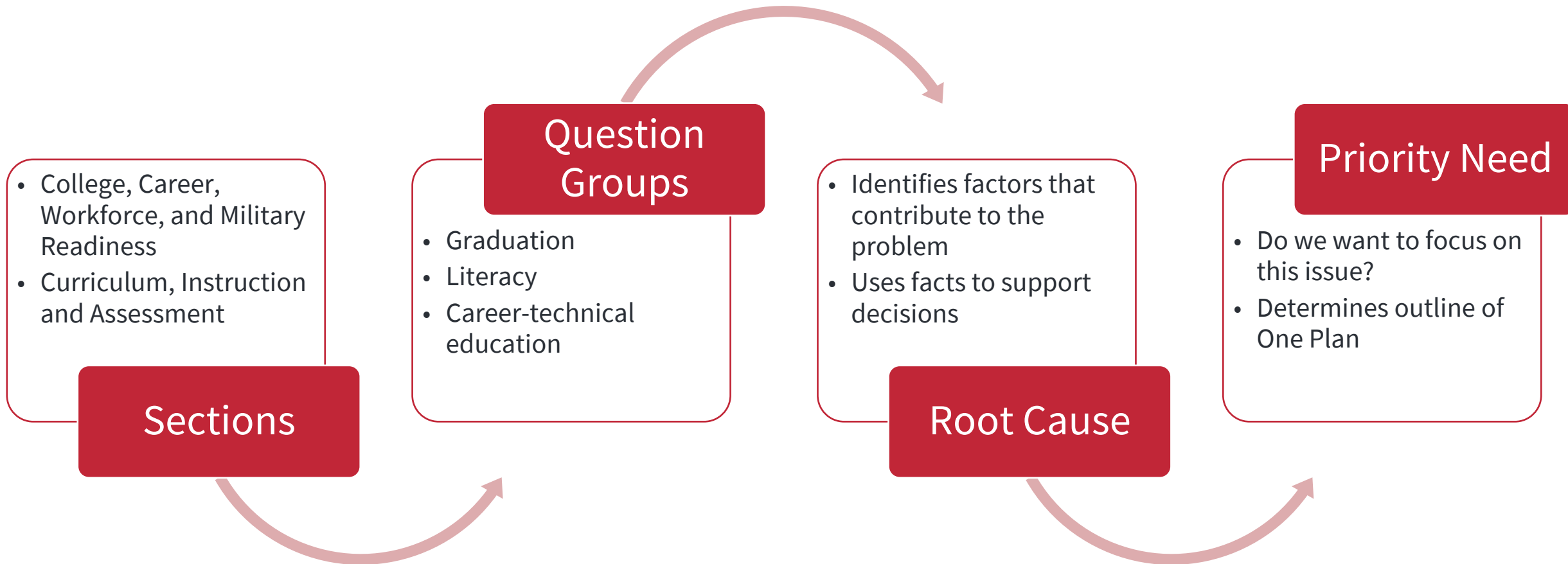
Improve system coherence.

- A coherent system is one where priorities, roles, structures, processes, and supports are all tightly aligned and, therefore, have a powerful impact on outcomes.
- A coherent system moves us from noise to a clear and powerful signal.



How can the One Needs Assessment process reveal opportunities for improving the delivery of effective instruction for students?

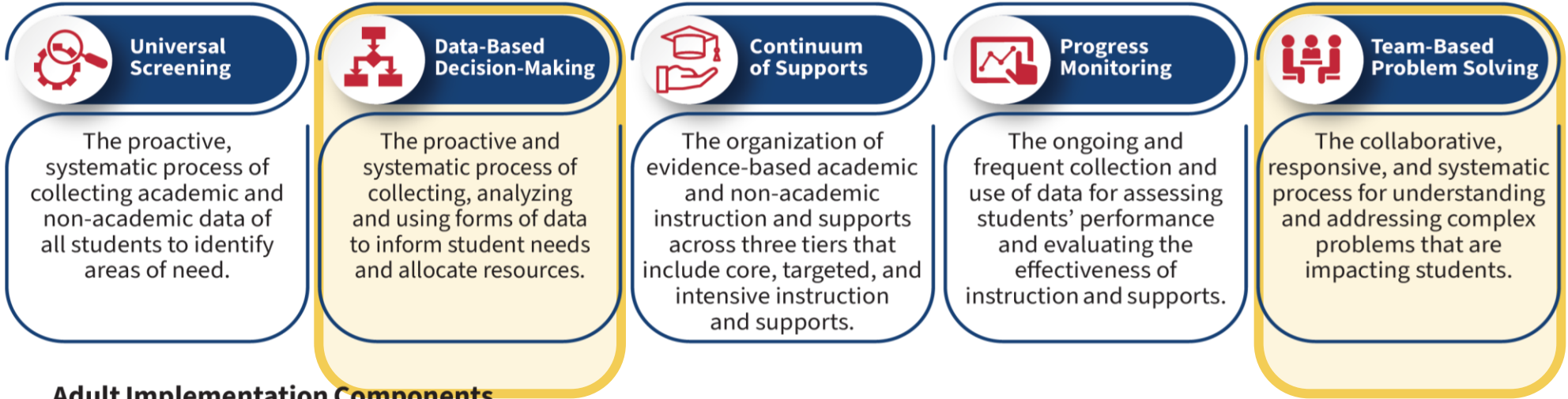
OUTLINE OF THE ONE NEEDS ASSESSMENT



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



SHARED LEADERSHIP

OHIO'S INTEGRATED MTSS

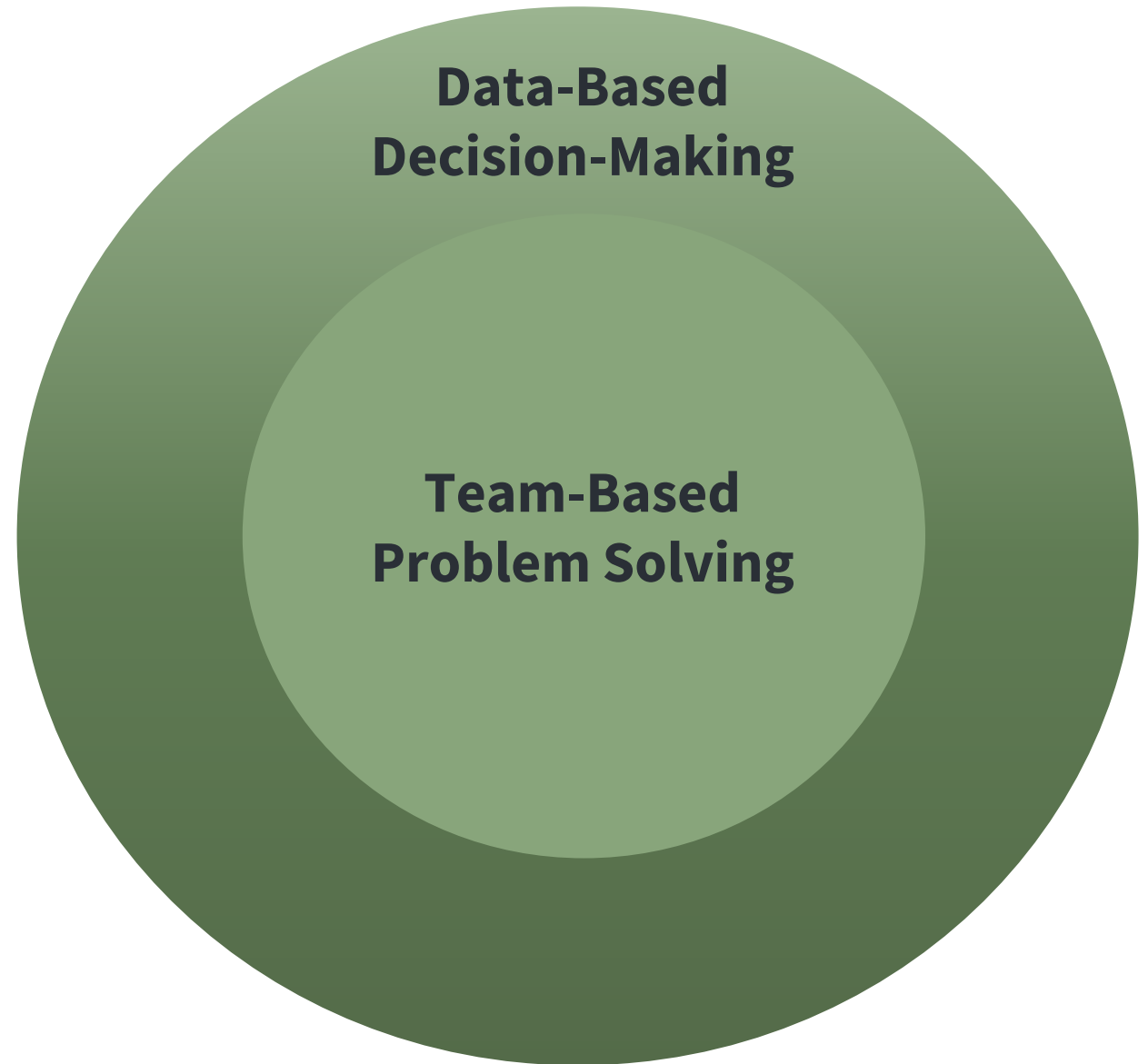


The collaborative approach to providing strong, ongoing leadership for the implementation of an integrated multi-tiered system of supports including infrastructure, professional development, and monitoring for effective instruction within the continuum of supports.

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

DEFINITION



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 Process

Identify

- Problems are identified with precision before discussing solutions.

ONA Questions

**ONA
Root Cause
Analyses**

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.

One Plan

DATA-BASED DECISION MAKING

DEFINITION



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 Process

Identify

- Who needs help?
- Where is help needed?

ONA Questions

ONA
Root Cause
Analyses

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?

One Plan

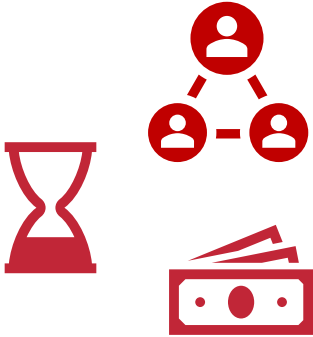
Adult Implementation Components detail how the adults in the system create the conditions for success that ensure the delivery of effective instruction.



Buy-In



Knowledge



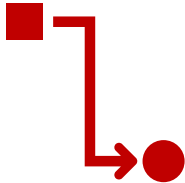
Resource Allocation



Collaboration



Monitoring



Evaluation

When using data to deliver effective instruction

- 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.

One Needs Assessment Example

Section: Literacy

- **Data Source(s):** Ohio State Tests, Readiness Assessments, reading diagnostics, Dyslexia screeners, Early Learning Assessments, Special Education Profile Indicator 3b, and Benchmark Assessments.

Analyze the results of **disaggregated student performance data** from sources including, but not limited to: (a) Ohio's State Tests for English Language Arts (grades 3-8, English 1 and 2); (b) Kindergarten Readiness Assessment (language and literacy area); (c) K-3 reading diagnostic assessments/screeners; (d) Dyslexia screeners; (e) Early Learning Assessments, (f) Benchmark assessments; and (g) Special Education Profile indicator 3b, as applicable. Summarize the results of that analysis below.

One Needs Assessment Example

Section: Literacy

- **Source(s) of Evidence:** Walkthrough data, use of approved instructional material, completion of professional development, Reading Tiered Fidelity Inventory, coaching data, etc.

Explain how **adult implementation data** was used to inform ongoing implementation of evidence-based strategies and improvement.

One Needs Assessment Example

Section: Literacy

- **Root Cause Analysis:** Based on the data analysis above, use a root cause analysis tool (e.g., Fishbone Diagram, Five Whys, or Driver Diagram) to identify key contributing factors and determine the underlying cause(s) of the challenge, if any. Focus on causes within the organization's control that relate to potential changes in adult behavior. Summarize the identified root cause(s).

Categories of Assessment Tools/Data Sources

Student Level

Screening

- Identify students who may need additional academic and non-academic supports beyond Tier 1.

Diagnostic

- Gather more information on current skill level and specific needs for targeted or intensive instruction.

Progress Monitoring

- Assess whether students are making adequate growth.

Source: McIntosh, K., & Goodman, S. (2016). Integrated multi-tiered systems of support: Blending RTI and PBIS. Guilford Press.

Categories of Assessment Tools/Data Sources

System Level

Outcome Measures

- Assess the overall academic and non-academic health of the building as well as the grade, classroom, and student.

Adult Implementation

- Assess whether practices are implemented as designed to rule out inadequate implementation as a reason for poor student performance.

Source: McIntosh, K., & Goodman, S. (2016). Integrated multi-tiered systems of support: Blending RTI and PBIS. Guilford Press.

One Needs Assessment Questions and Integrated MTSS

One Needs Assessment

Curriculum, Instruction and Assessment -
Content Areas > Literacy

- Based on adult implementation data, what areas of literacy or grade levels need **additional assistance** to ensure complete fidelity of implementation of evidence-based practices?

Integrated MTSS

Continuum of Supports > Professional Capacity

- All staff **are trained** in the implementation of high-quality instructional materials, evidence-based programs and practices, and research-based practices as designed within the three tiers of the continuum of supports.

One Needs Assessment Questions and Integrated MTSS

One Needs Assessment

School Climate and Supports > Behavioral Supports

- What is the relationship between attendance patterns and achievement, and attendance patterns and disciplinary data?

Integrated MTSS

Data-Based Decision-Making > Shared Leadership

- An integrated data system is provided that allows users to document and access individual student-level academic and non-academic data that are represented visually or graphically.

Use of Integrated Data Systems

- Analyzing data in an integrated fashion maximizes the benefits of treating academic and non-academic data as interrelated.
- Access to and use of the integrated data system should be easy for educators.
- Data from academic and non-academic domains should be viewable together to assess student success across domains.
- To ease data analysis, an integrated data system should produce charts and graphs that can show quickly what is happening.

Source: McIntosh, K., & Goodman, S. (2016). Integrated multi-tiered systems of support: Blending RTI and PBIS. Guilford Press.

INTEGRATED DATA SYSTEM

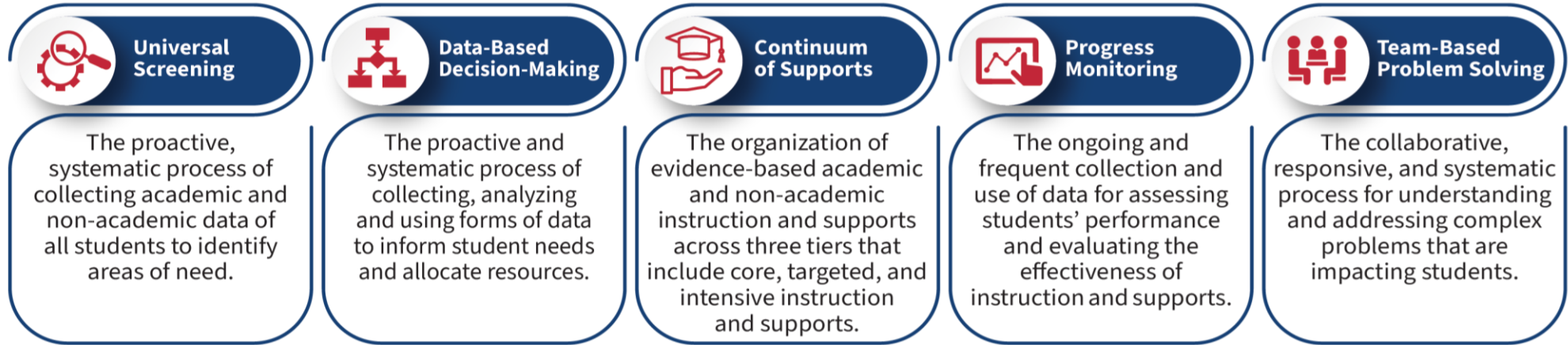
Testing Window	Student	SpEd	504	Gifted	Acadience Composite Risk	i-Ready Overall	Math Overall	Behavior	Attendance
Fall 24-25	1	Y			At Benchmark	1 Grade Level Below	Early On Grade Level	At or around average	At Risk
Fall 24-25	2				Below Benchmark	1 Grade Level Below	Early On Grade Level	Above average	Severe 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



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



Ohio's Integrated MTSS is a framework for

STUDENT SUCCESS.

- Effective instruction is provided to all students through academic and non-academic supports.
- An integrated multi-tiered system of supports is the framework for delivering effective instruction.

WEBINAR SERIES

- Feb. 26: Using Ohio's Integrated MTSS to Inform District, School, and Building One Needs Assessments and One Plans (part 2) | [Register](#)

The webinar will take place from 3:30-4:30 p.m.

EXPLORE THE WEBPAGE

Ohio's Integrated Multi-Tiered System of Supports



Provide Feedback

Integrated MTSS Final Reflection
and Feedback



QUESTIONS?

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