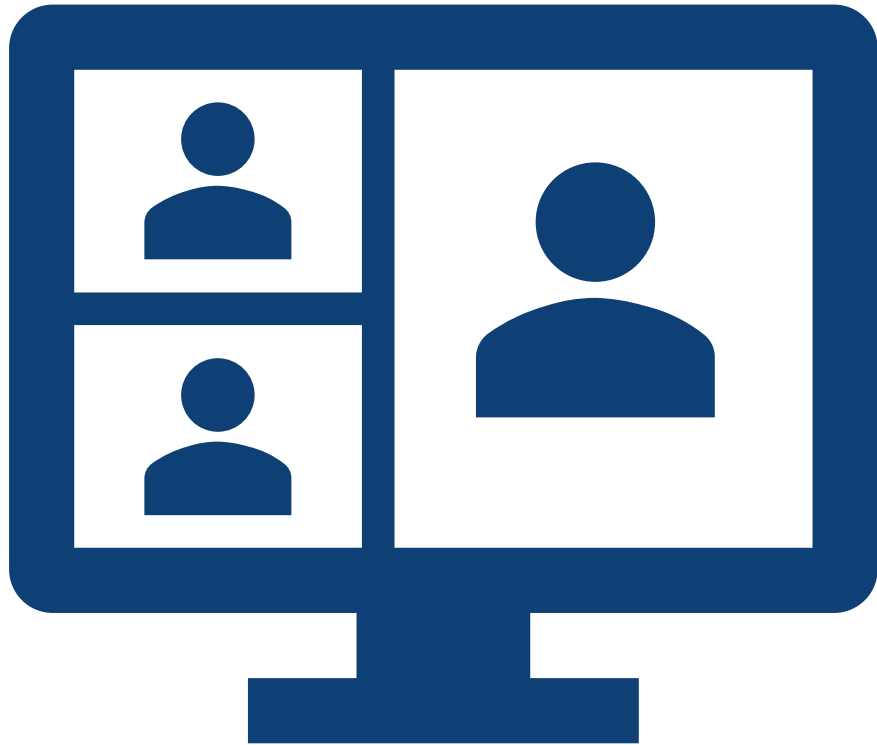




**Department of
Education &
Workforce**

WELCOME



Thank you
for joining us today!

We will begin
today's session
at 3:30 p.m.

Understanding the Adult Implementation Components within Ohio's Integrated Multi-Tiered System of Supports

Kerry Martinez

❖ *Associate Administrator, Unit of Integrated Systems of Academic Supports*

Tricia Coutts-Everett

❖ *Assistant Administrator, Unit of Integrated Systems of Academic Supports*



**Department of
Education &
Workforce**

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 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**.

OHIO'S INTEGRATED MULTI-TIERED SYSTEM OF SUPPORTS

IS	IS NOT	WILL	SERVES
<ul style="list-style-type: none"> • Grounded in research. • A proactive approach to ensure ALL students have access to effective instruction and supports. • Inclusive of both academic and non-academic contexts. 	<ul style="list-style-type: none"> • A pathway to identifying students for special education services. • Solely focused on providing intervention supports to identified students. • Only for districts and schools who are identified as needing school improvement supports. 	<ul style="list-style-type: none"> • Allow districts and schools to strategically integrate and align services and supports for all students. • Inform, support, enhance, and improve the current work in districts and schools across Ohio. 	<ul style="list-style-type: none"> • District and school leaders • Building leaders • Building-level staff • Families/ Caregivers

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



Agenda

Why?

- Why are adult implementation components included in Ohio's Integrated MTSS framework?

What?

- What are the essential features of the adult implementation components?

How?

- How do adult implementation components drive the effectiveness of the student learning components?



Why

are adult implementation components included in Ohio's Integrated MTSS framework?

COLLECTIVE RESPONSIBILITY

Ohio Department of Education and Workforce

How does the Department provide guidance and supports across the state of Ohio to improve outcomes?

Regional Systems of Support

How do regional support systems provide supports across regions to improve outcomes?

District and School Leaders

How do district and school leaders provide supports to buildings to improve outcomes?

Building Leaders

How do building leaders provide supports to teachers to improve outcomes?

Building-Level Staff

How do building-level staff provide student-level supports to improve

Families/Caregivers

How do families and caregivers provide student-level supports to improve outcomes?

Increased Student Outcomes

Guidance and supports are grounded in research and inclusive of federal & state policy.



ADULT IMPLEMENTATION IS ABOUT...

- Creating the conditions for success to allow districts and schools to implement a coherent system to improve student outcomes.
- Creating the conditions for success to ensure students receive effective instruction.

OHIO'S INTEGRATED MTSS

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.

What

are the essential features of the adult implementation components?

OHIO'S INTEGRATED MTSS FRAMEWORK

Adult Implementation Components



ADULT IMPLEMENTATION IS ABOUT CREATING THE CONDITIONS FOR SUCCESS THAT ENSURE THE DELIVERY OF EFFECTIVE INSTRUCTION.



Buy-In



Knowledge



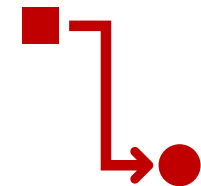
**Resource
Allocation**



Collaboration



Monitoring



Evaluation

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.**

UNDERSTANDING THE TERMINOLOGY OF OHIO'S INTEGRATED MTSS FRAMEWORK

COMPONENTS

- Components represent actions that occur to deliver effective instruction to students.
- Components are not linear and not siloed.

DEFINITIONS

- Subpage definitions provide a concise summary of the overall purpose of the component.

ESSENTIAL FEATURES

- Essential features detail the distinct characteristics required in each component for increasing student outcomes.

CONDITIONS FOR SUCCESS

- Conditions for success explain the adult actions needed to fully implement the essential features of each of the student learning components.

EXPLORE THE WEBPAGE.

Ohio's Integrated Multi-Tiered
System of Supports



- **Shared Leadership**
- **Professional Capacity**
- **Communication & Collaboration**





How

**do adult implementation components
drive the effectiveness of the student
learning components?**

Ohio's Integrated MTSS Framework

Student learning COMPONENTs



Universal Screening



Data-Based Decision-Making



Continuum of Supports



Progress Monitoring



Team-Based Problem Solving

OHIO'S INTEGRATED MTSS FRAMEWORK

Adult Implementation Components



COMPONENT ANALYSIS

1

Assess the Essential Features.

Use the Department's Student Learning Component webpages to identify:

- *Essential Features that are present*
- *Essential Features that may need refinement*
- *Essential Features that are not yet present*

2

Select the Conditions for Success.

Use the Department's Student Learning Component webpages to determine:

- *Conditions for Success that will support the Essential Features in need of refinement or development.*

CONTINUUM OF SUPPORTS



ESSENTIAL FEATURES

Includes the **use** of effective and efficient academic and non-academic supports that assist students in accessing and engaging with core instruction.

Instruction and supports **are delivered** as designed and differentiated according to student need.

The implementation of academic and non-academic high-quality instructional materials and evidence-based programs and practices within the continuum of supports **is evaluated** prior to concluding that a student is not responsive to instruction.



CONDITIONS FOR SUCCESS

Non-teaching staff members **are involved** in providing academic and non-academic supports for students within an integrated multi-tiered system of supports.

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.

A collaborative team systematically **documents and evaluates** the extent to which high-quality instructional materials, evidence-based programs and practices, and research-based practices are delivered as designed in academic and non-academic areas.

CONTINUUM OF SUPPORTS

ACTIVITY: COMPONENT ANALYSIS



Tier	Math Supports	Literacy Supports	Attendance Supports	Behavior Supports
Tier 1 (Core)	Conceptual math instruction using visual models	Explicit instruction, guided practice, and embedded vocabulary	Schoolwide recognition for attendance, consistent daily routines	Expectations taught, modeled, and reinforced
Tier 2 (Targeted)	Targeted math fact fluency and problem-solving	30-minute small group (at least 3x/week)	Attendance mentor check-ins 2x/week	Check-In/Check-Out focusing on engagement
Tier 3 (Intensive)	Individualized CRA (Concrete-Representational-Abstract) math intervention	1:1 decoding and connected text for comprehension	Family attendance partnership plan	Functional behavior support plan with daily feedback

DATA-BASED DECISION MAKING



ESSENTIAL FEATURES

General education teachers, special education teachers, and specialized support staff share responsibility for student progress and outcomes in both academic and non-academic areas.

Staff **have** written roles and responsibilities regarding the administration, collection, interpretation, and use of data.

Staff **use** data-based decision rules for academic and non-academic areas that are consistent across buildings.



CONDITIONS FOR SUCCESS

Staff collaborate frequently.

Staff **are trained** in the collection, interpretation, and use of assessment data.

Data-based decision rules **are developed and provided** for academic and non-academic areas and are consistent across buildings.

DATA-BASED DECISION MAKING

ACTIVITY: COMPONENT ANALYSIS



Teachers collected additional data for students at risk in one or more areas. This process involved administering diagnostic data in academic areas which provided specific insight on various skills such as phonics, vocabulary, computation, and problem solving. The process also involved collecting data in non-academic areas such as reviewing historical and current attendance and discipline data. Non-academic data were reviewed alongside academic data to determine how missed instruction or disengagement may be impacting overall academic performance.

The Teacher-Based Team (TBT) analyzed the data collaboratively at a recent meeting and found three prominent groups of students with similar profiles:

- Group A: Students below benchmark in both decoding and computation, with 3-5 absences
- Group B: Students on grade level in math but needed vocabulary and comprehension support
- Group C: Students meeting academic benchmarks but showing off-task or unproductive behavior

UNIVERSAL SCREENING



ESSENTIAL FEATURES

A written process is in place and used for the interpretation and use of universal screening data.



CONDITIONS FOR SUCCESS

A written process is developed and provided for the interpretation and use of universal screening data.

Staff are trained in the collection, interpretation, and use of universal screening data.

Staff collaboratively review universal screening data and apply written data-based decision rules to inform decision-making.

PROGRESS MONITORING



ESSENTIAL FEATURES

A written process is in place and used to ensure students are progress-monitored, scores are accurate, and data-based decision rules are applied consistently.



CONDITIONS FOR SUCCESS

A written process is developed and provided to ensure students receiving targeted and intensive instruction are progress-monitored, scores are accurate, and decision-making rules are applied consistently in both academic and non-academic areas.

Staff are trained in progress monitoring, ensuring that processes are followed as designed.

Staff collaboratively review progress monitoring data and apply written data-based decision rules to inform decision-making.



TEAM-BASED PROBLEM SOLVING



ESSENTIAL FEATURES

An integrated teaming structure is in place, including:

- Engagement of multiple perspectives within a structured team dialogue
- Regular attendance and roles assigned so that members know what is expected
- Predictability of meetings so that members know when tasks are due and next meetings are scheduled



CONDITIONS FOR SUCCESS

Teams understand and apply the rationale of building a collaborative culture to increase collective responsibility and efficacy.

Teams collaborate frequently in solving complex problems.

Creating schedules (including at building, grade, and classroom levels) that clearly prioritize the components of an integrated multi-tiered system of supports.

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



LOOKING AHEAD...

WEBINAR SERIES

- Jan. 29: Using Ohio's Integrated MTSS to Inform District, School, and Building One Needs Assessments and One Plans (part 1) | [Register](#)
- Feb. 26: Using Ohio's Integrated MTSS to Inform District, School, and Building One Needs Assessments and One Plans (part 2) | [Register](#)

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

Recordings and presentation slides will be uploaded to the webpage.

Provide Feedback

11.19.25 Integrated MTSS Final
Reflection and Feedback



QUESTIONS?

EDUCATION.OHIO.GOV

SST Directors and Consultants, please contact: regional.support@education.ohio.gov
All other inquiries: IntegratedMTSS@education.ohio.gov



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