Department of Education & Workforce

Welcome!

OEC Office Update Sessions

- Last Wednesday of the month
- 3:00-4:00pm
- Variety of topics
- Audience: all stakeholders

Check website for updated topics and sessions!

https://education.ohio.gov/Topics/Special-Education/Office-of-Exceptional-Children-Contact-Information

Participation Information

- Mics and cameras off
- Comments/questions in the Q&A section
- If you have questions that DO NOT pertain to today's topic, please add them to the session evaluation survey

Ohio's Integrated Multi-Tiered System of Supports

Kerry Martinez

- *Administrator, Office of Instructional Coherence and Impact*

Kelly Churchwright

- *Education Program Specialist, Office for Exceptional Children*

Department of Education & Workforce

Agenda

Why?	• Why is a state framework needed?
What?	• What are the essential features of the student learning components?
How?	• How do adults create the conditions for success?

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
• 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.	• 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.	• 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.	• District and school leaders • Building leaders • Building-level staff • Families/ Caregivers

OHIO'S INTEGRATED MTSS

Ohio's Integrated MTSS is a framework for

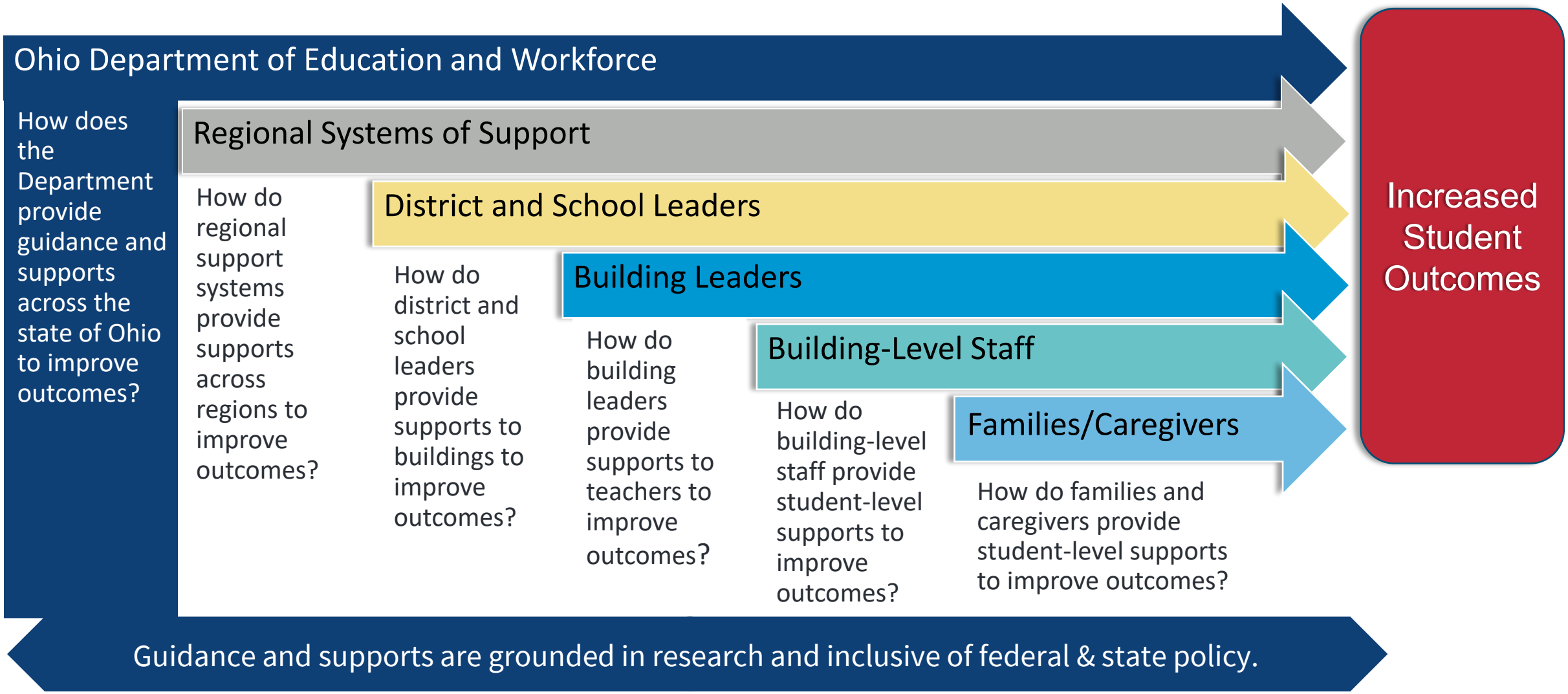
STUDENT SUCCESS.

- 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.

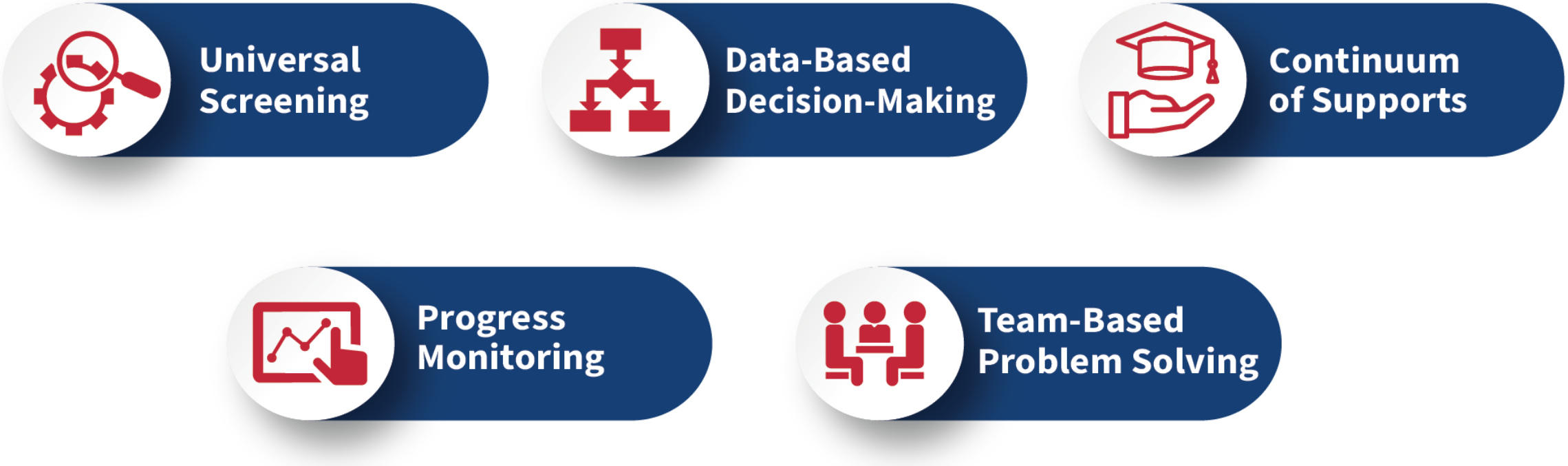
OPPORTUNITIES TO REFINE EXISTING SYSTEMS.

- Align priorities that may be competing with one another.
- Ensure coherence at both the system and instructional level.
- Make explicit connections between research, federal & state policy, and an integrated multi-tiered system of supports.
- Provide clear and consistent messaging.

COLLECTIVE RESPONSIBILITY



OHIO'S INTEGRATED-MTSS FRAMEWORK
STUDENT LEARNING COMPONENTS



OHIO'S INTEGRATED-MTSS FRAMEWORK
ADULT IMPLEMENTATION COMPONENTS

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.

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.
- "Visible"

CONDITIONS FOR SUCCESS

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

CONTINUUM OF SUPPORTS

DEFINITION

The organization of evidence-based supports within three tiers of intensity that includes core, targeted, and intensive instruction, structures, and services and remains fluid, flexible, and responsive to allow for students to receive supports at all tiers according to need.

CONTINUUM OF SUPPORTS

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.

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.

See Department webpage for complete list.

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

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.

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.

See Department webpage for complete list.

UNIVERSAL SCREENING

DEFINITION

The proactive, systematic process of collecting academic and non-academic data to identify students who may be at risk for not meeting grade level expectations as well as those who may be ready for instruction beyond grade level expectations.

UNIVERSAL SCREENING

ESSENTIAL FEATURES

CONDITIONS FOR SUCCESS

Shared Leadership

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

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

Professional Capacity

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

Communication & Collaboration

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

See Department webpage for complete list.

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

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.

See Department webpage for complete list.

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.

PROGRESS MONITORING

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.

See Department webpage for complete list.

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.

Learn More

Ohio's Integrated Multi-Tiered System of Supports

Session Evaluation

https://forms.office.com/g/a5GSAjWXAC

QUESTIONS?

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

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