



I-MTSS

INTEGRATED MULTI-TIERED SYSTEM OF SUPPORTS

Wednesday, January 21, 2026



ANNOUNCEMENTS

Smartsheet Data Updates: Agency Referrals

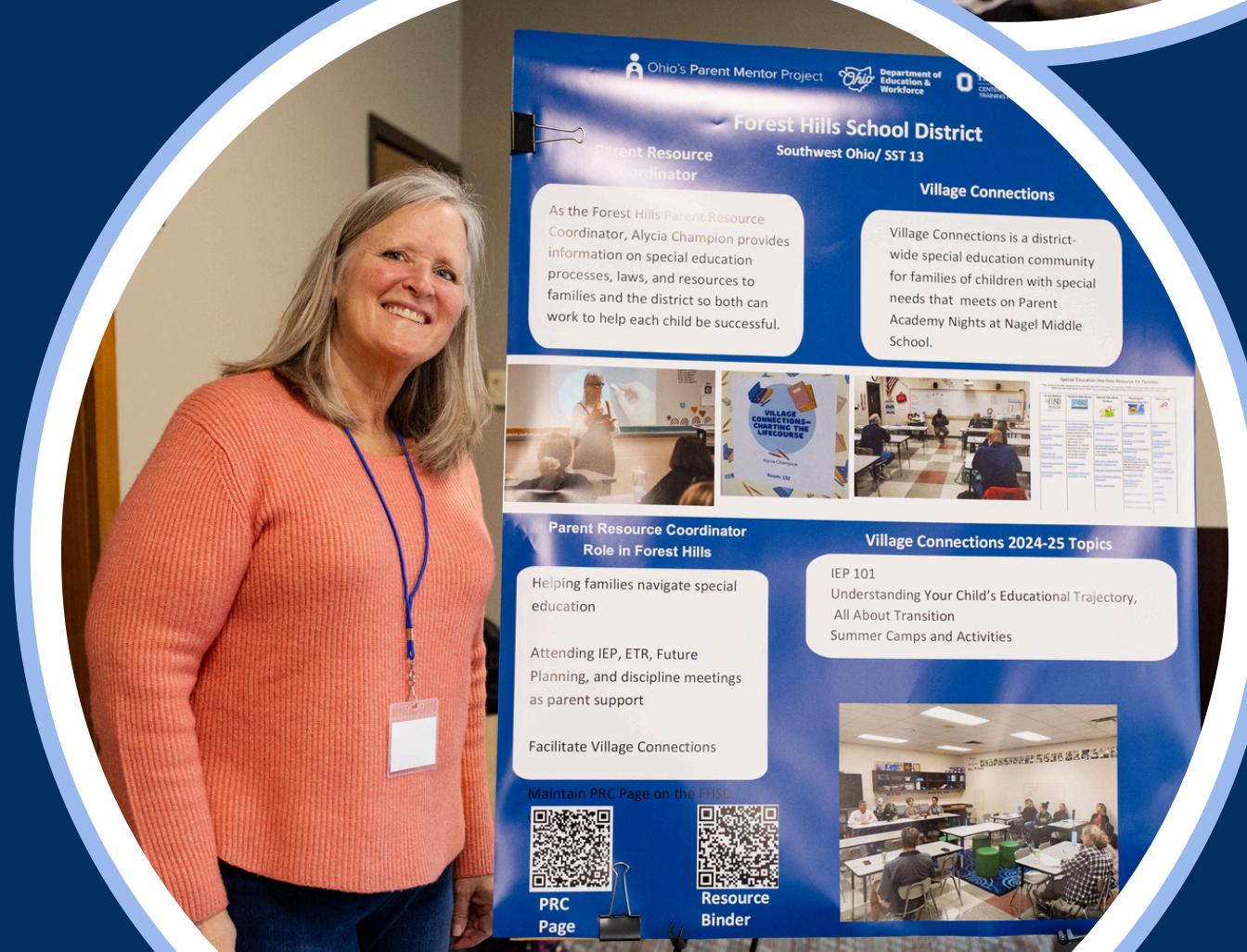
- This is when you refer a family out to an agency or organization
- This is not capturing agencies that refer families to you for Parent Mentor services

Spring Conference Registration Open Until February 27th

- Link to register is in the newsletter
- Explore Whova and Conference Website
- Conference hotel block available at \$139 per night
- Pre-Conference Mix and Mingle - Thursday, 5:00 to 7:00 pm

Family Survey and Needs Assessment

- Family Survey still pending - Thank you for your feedback!
- Parent Mentors and EA Representatives will complete the annual needs assessment survey - More information to come





**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.

OEC Updates

Kelly Churchwright

Urban Support Team – Cincinnati Public Schools

(614) 542-9651

Kelly.Churchwright@education.ohio.gov

SWD AND DEW PRIORITIES

Literacy – every SWD reading at or above grade level

Learning acceleration – every SWD accelerates their learning in math and literacy through evidence-based practices

Student wellness – every SWD experiences a safe and supportive learning environment and is engaged in learning

Workforce readiness – every SWD transitions successfully from the K-12 system ready for the next step in their career pathway

Today's Updates

Supports and Monitoring

Literacy

Integrated MTSS

Supports and Monitoring



**Department of
Education &
Workforce**

2025-2026 IDEA Monitoring Processes

Special Education Indicator Reviews

Educational agencies with required actions through the Special Education Profile.

Desk Reviews

The Supports and Monitoring team created an IDEA Desk Review to pilot in the 2025-2026 school year. All educational agencies will be required to complete this review every 6 years.

Supportive Technical Assistance Reviews

Educational agencies with a special education rating of **Needs Intervention** will be selected for a Supportive Technical Assistance Review (STAR).

Comprehensive Reviews

Educational agencies with a special education rating of **Needs Substantial Intervention**, have been referred or have credible allegations will be selected for a Comprehensive Review. CTCs, ESCs, and DDs are randomly selected for a Comprehensive Review.



UNIVERSAL SUPPORT MATERIALS HAVE BEEN UPDATED!

Universal Support Materials are free and open to the public.

No OHID needed to access the materials.

Offerings include:

ETR

IEP

Secondary Transition

Internal Monitoring Process

[Universal Support Materials | Ohio Department of Education and Workforce](#)



[Home](#) > [Special Education](#) > [IDEA Monitoring Process](#) > [IDEA Comprehensive Review](#) > [Universal Support Materials](#)

QUICK LINKS

- » [Ohio's System of General Supervision](#)
- » [IDEA Comprehensive Review Supports and Monitoring Information Session \(SAMIS\)](#)
- Universal Support Materials
- » [Ohio's Special Education Determination](#)
- » [Supportive Technical Assistance Review \(STAR\)](#)
- » [Special Education Desk Review](#)

Universal Support Materials

This page contains universal support materials that provide guidance for completing the ETR and IEP forms and other basic IDEA guidance. Preschool uses a different set of [Preschool Special Education Support Materials](#).

Evaluation Team Report (ETR)

[Evaluation Team Report \(ETR\)](#)
[Printable Version of PPT](#)
[Transcript](#)

Individualized Education Program (IEP)

[Individualized Education Program \(IEP\)](#)
[Printable Version of PPT](#)
[Transcript](#)

Secondary Transition

[Secondary Transition Plan](#)
[Printable Version of PPT](#)
[Transcript](#)

Internal Monitoring Process

[Establishing Internal Monitoring Process](#)
[Transcript](#)
[Internal Monitoring Process Template](#)

[Evaluation Team Report](#)
[Transcript](#)

[Post Secondary Transition Plan](#)
[Transcript](#)

[Individualized Education Program](#)
[Transcript](#)

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**Department of
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Literacy

HQIM Requirements for ELA Core Curriculum and Reading Intervention Programs

Implementation should have started this fall with materials and programs from the [Department's approved lists](#):

- Core curriculum and instructional materials in ELA for grades PreK through 5
- Reading intervention programs for grades PreK through 12

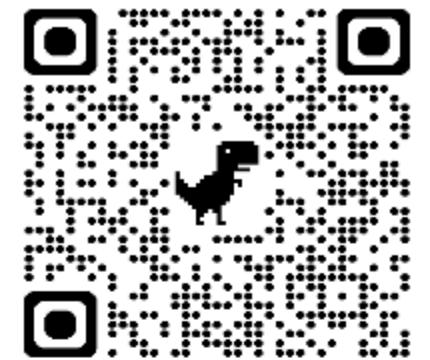


Read Ohio Updates



- **K-3 Reading Diagnostics: Application for Approved Assessments**
- Under a recent change to Ohio law, the Department of Education and Workforce must revise its current approved list of K-3 reading diagnostic assessments to include no more than five reading diagnostic assessments for administration in the 2026-2027 school year.
- **I-Ready Assessment**
- **NWEA MAP Growth**
- **Acadience Reading K-6/Acadience Reading K-6 (formerly DIBELS Next)**
- **Work is being done to include assessments that truly offer access to ALL**

Reading Tips for Families



- RTFF was created with the OCECD through the 2017-2022 SPDG
- It initially included tips and video resources for ages birth -2, 3-5, K-1, Elementary, Middle and High school.
- New content and categories are consistently being discussed. Tips if your child struggles and a category for additional languages added. **COMING SOON MATH will be added!**

Home About Us Reading Tips and Activities ▾ Video Resources ▾ Glossary Additional Languages Q



Reading Tips for Families

WELCOME!



This website was developed to help Ohio's families learn more about reading.

Visit the website often to see new fun and engaging activities. These activities will be archived in one of the tabs at the top of website. You can also search the website using the Search feature to find information of interest to you.

Translate



Q To search type and hit enter

 **Reading Tips For Families**
DOWNLOAD OUR BROCHURE

[English Version](#) | [Spanish Version](#)



Resources

2025-2026 SAMIS Sessions

FIRST THURSDAY - 1PM-2PM [CLICK LINK](#) TO JOIN THE MONTHLY SESSION

10/2- Common Noncompliance in the ETR

11/6- Overview of Phase 2 of the Desk Review

12/4- Common Noncompliance in the IEP

FYI: 1/8 (PRIVATE: Desk review session for schools participating)

2/5- Enriching the IEP and Transition Process Through Charting the Life Course

3/5- Overview of Phase 3 of the Desk Review

4/2- Bridging Literacy and Special Education for Student Success

5/7- Overview of Phase 4 of the Desk Review



OEC Office Hours

- Last Wednesday of every month at 3pm
- Geared to anyone in special education
- PowerPoint & Recording Available

Select Language 

[Login](#) | [State Agencies](#) | [Employees](#) 

 **Department of Education & Workforce**

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[Home](#) > [Special Education](#) > Office for Exceptional Children Contact Information

LATEST NEWS

[List of Approved Assessments for 2025-2026 Announced](#)

[View All News](#)

Office for Exceptional Children Contact Information

The Office for Exceptional Children provides leadership, assistance and oversight to school districts and other entities that provide differentiated instruction for students with disabilities.

Among its responsibilities, the office administers state and federal funds; coordinates and administers programs to improve outcomes for students with disabilities; implements a statewide monitoring and complaint-resolution system designed to assess district/educational agency compliance with applicable federal and state laws and regulations; and provides technical assistance to districts and educational agencies around issues of compliance with the Individuals with Disabilities Education Improvement Act (IDEA).

OEC Office Hours

The Office for Exceptional Children will hold monthly Office Hours. These monthly meetings will occur the last Wednesday of every month at 3pm and will be geared to anyone in special education. Please reach out to [Beth Arledge](#) with any questions.

The Ohio Department of Education and Workforce is committed to providing access and inclusion and reasonable accommodation in its services, activities, programs, and employment opportunities in accordance with the Americans with Disabilities Act (ADA) and other applicable laws. To request a reasonable accommodation due to a disability, please contact Katie Barnes, ADA coordinator, at ADAaccommodation@education.ohio.gov or (614) 387-7716 (voice) no later than three business days (72 hours) before your event date. Requests submitted less than 72 hours before the event may not be accommodated, though the Department will make every effort to provide accommodations if possible.



Integrated MTSS



Department of
Education &
Workforce

I-MTSS to improve outcomes for all students

Ohio's Integrated Multi-Tiered System of Supports



- Guidance and supports that are grounded in research and inclusive of federal and state policy.
- Provide clear, consistent guidance and communication of the Ohio Integrated MTSS framework.
- Allocate and align resources across sections and offices.
- Use the framework as a model for continuous school improvement efforts.
- Support and provide Ohio educators and regional partners with implementation of Ohio's Integrated MTSS framework that include strategies to improve student outcomes, including students with disabilities.

Practicing Metaphors Activity

What image do you relate to the most when thinking about supporting schools and districts with an Integrated Multi-Tiered System of Supports (IMTSS)?

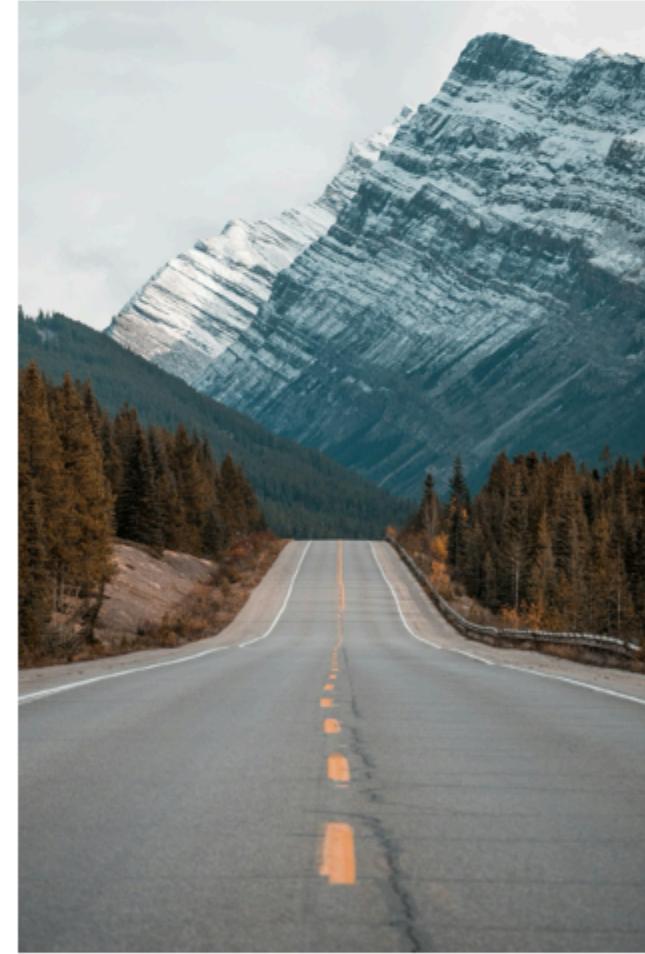
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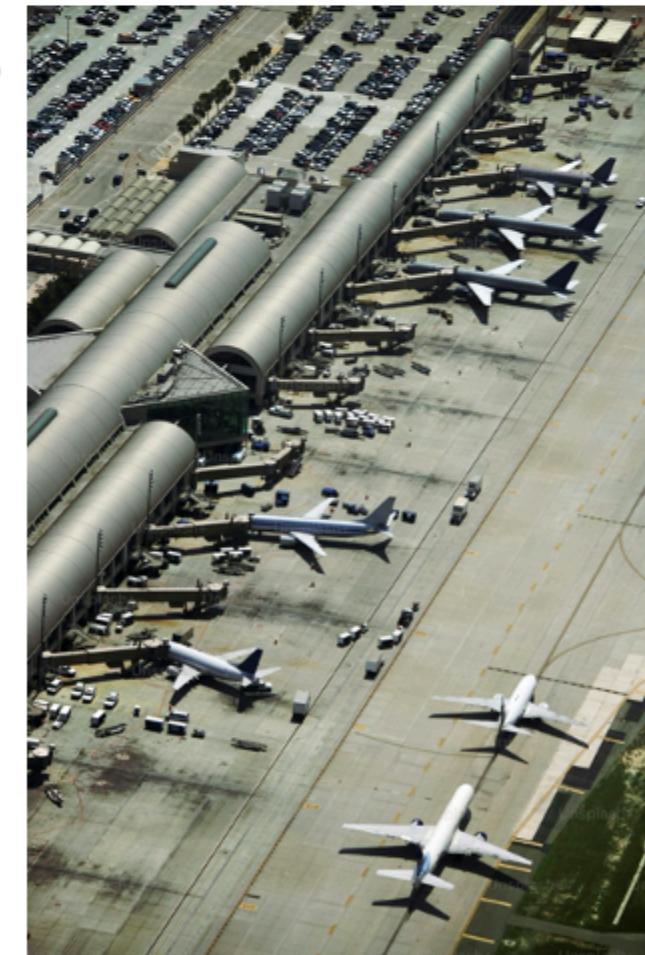
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Ohio's Integrated MTSS is...

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

Learning Goals

Why?

- Why is an integrated framework needed?

How?

- How will the framework serve each level of the education system?

What?

- What are the framework components?

Why is an integrated framework needed?

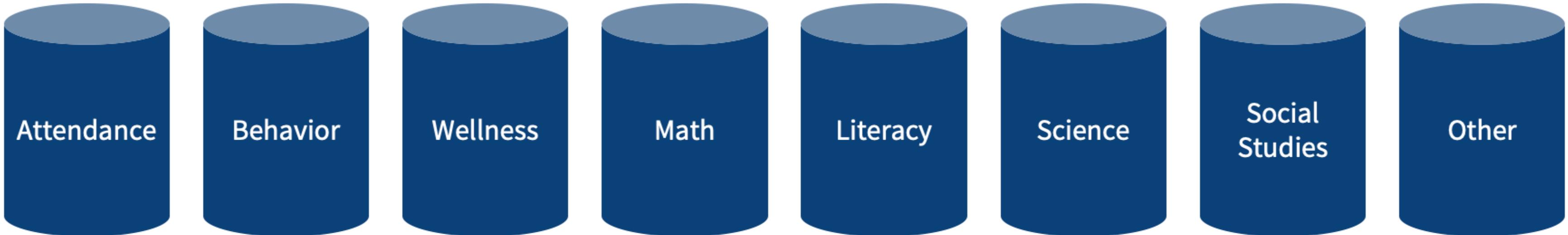
Ohio's Integrated MTSS is a framework for

STUDENT SUCCESS.

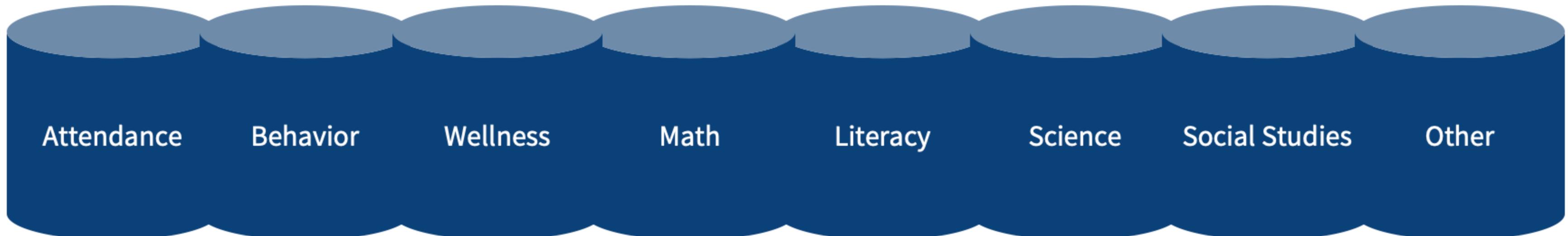
- Effective instruction is provided to all students through academic and non-academic supports.
- An integrated multi-tiered system of supports is the framework for delivering effective instruction.

Improve instructional coherence.

- Academic and non-academic domains are never completely siloed.

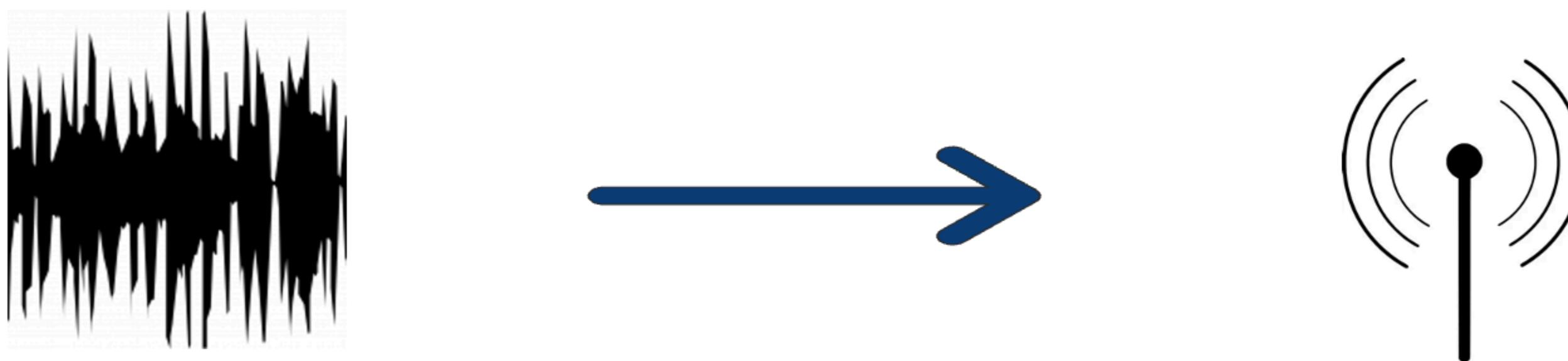


- Provide for effective instruction and supports within and across domains.



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 will the framework serve each level of the educational system?

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 outcomes?

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.



What are the framework 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



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



Learn More

Ohio's Integrated Multi-Tiered System of Supports



UNIVERSAL SCREENING

OHIO'S INTEGRATED MTSS



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: how it looks in mathematics and science



Math

- K-3 Diagnostic (2026-2027)
- Benchmark assessments
- Vendor tools

Science

- Pretesting
- Practices focused
- Benchmark or short-cycle assessments

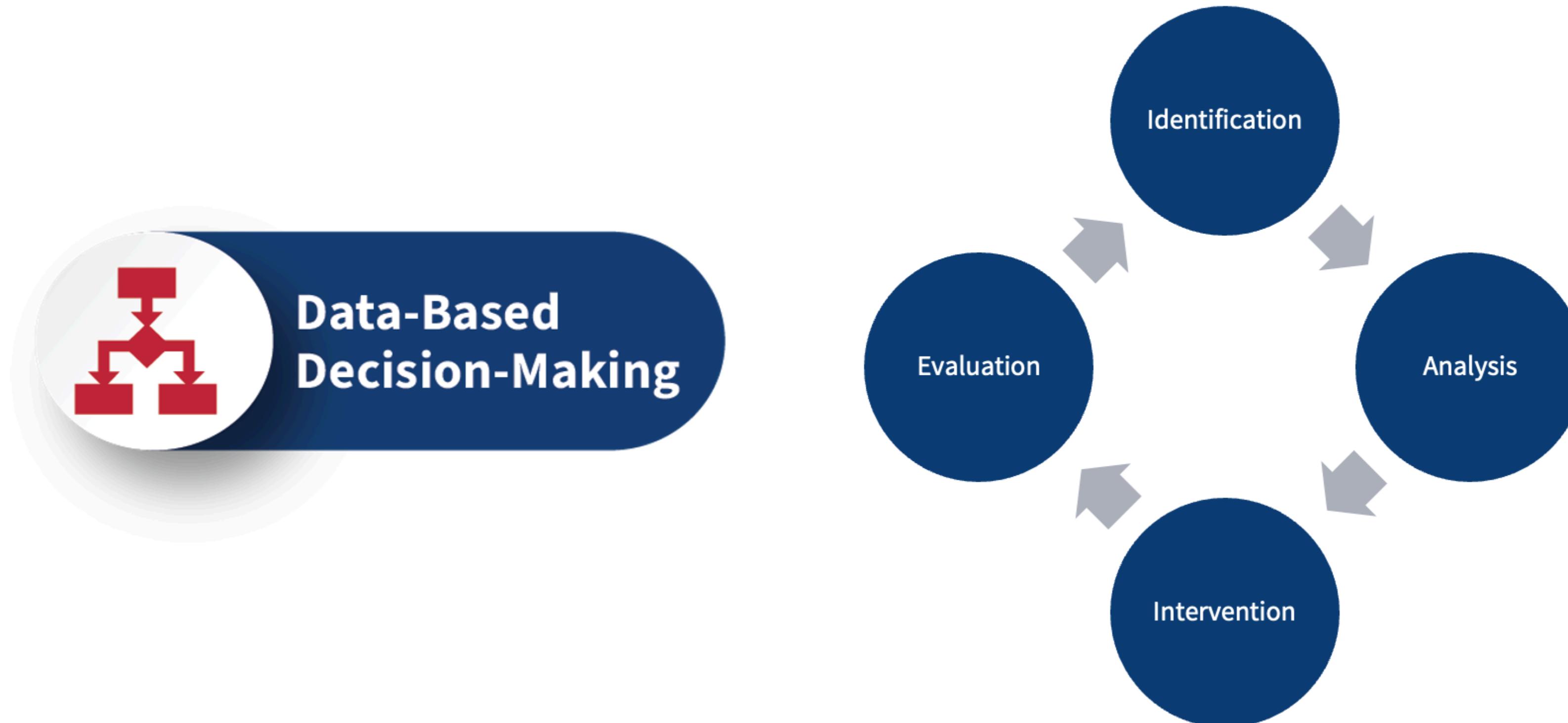
DATA-BASED DECISION MAKING

OHIO'S INTEGRATED MTSS



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: how it looks in mathematics and science



CONTINUUM OF SUPPORTS

OHIO'S INTEGRATED MTSS



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: how it looks in mathematics and science



Core Instruction (Tier 1)

- High quality core instruction using high quality instructional materials and evidence-based instructional practices aligned to grade level expectations and standards and implemented with integrity
- Provided to all students

Strategic & Targeted Instruction (Tier 2)

- Targeted use of high-quality instructional materials and evidence-based programs and practices implemented with fidelity
- Provided to (a) at risk students to cause them to catch up to grade-level expectations and standards, and (b) students demonstrating proficiency to cause them to experience greater depth and complexity of grade-level expectations and to prevent underachievement in academic areas.

Intensive Instruction (Tier 3)

- Intensified use of high-quality instructional materials and evidence-based programs and practices
- Provided to (a) at risk students to address severe and persistent learning difficulties in academic areas, and (b) students demonstrating proficiency to prevent underachievement in academic areas.

PROGRESS MONITORING

OHIO'S INTEGRATED MTSS



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: how it looks in mathematics and science



Math

- Formative assessments and work samples to track progress
- Instructional walkthroughs using a math-specific tool; revisit strategies monthly

Science

- Might be universal
- Can be simple (exit tickets, classroom observations, conversations)
- Monitoring progress on practices, lab experiences, or skills

TEAM BASED PROBLEM SOLVING

OHIO'S INTEGRATED MTSS



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: how it looks in mathematics and science



Collaborative Problem-Solving

Teams

- Used to analyze data, collaborate, and address complex problems that may be hindering effective implementation and improved student outcomes.

REFLECTION

- What does MTSS look like in your district? How are student needs met?
- What do adult supports for student learning components look like in your district?
- How does your role interact with MTSS structures in your district?

Ohio's Integrated-MTSS Framework

ADULT IMPLEMENTATION Components



SHARED LEADERSHIP

OHIO'S INTEGRATED MTSS



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

OHIO'S INTEGRATED MTSS



Professional
Capacity

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



Communication
& Collaboration

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.

Think

What structures or processes are in place to support:

- Shared leadership
- Professional capacity
- Communication and collaboration



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, consistent guidance and communication of the framework.

QUESTIONS?

EDUCATION.OHIO.GOV



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Thank you!

A copy of today's slides will be made
available on the Parent Mentor website

**Please do not hesitate to reach out for support.
We're here to help!**

-  cete-parentmentor@osu.edu
-  parentmentors@education.ohio.gov
-  parentmentor.osu.edu