

Department of Education & Workforce

Integrated Multi-Tiered System of Supports

Melissa M. Weber-Mayrer, Ph.D.

Chief Academic Officer

OCTEO Conference

October 9, 2025



Department of Education & Workforce



Progress Toward Our Education Priorities



LITERACY: Literacy remains a top priority.

English language arts proficiency rates have seen a slight dip while Ohio schools are in the early stages of Science of Reading implementation. However, the statewide Performance Index has reached a five-year high, with students in the highest performance categories continuing to excel.



ACCELERATING LEARNING: Math proficiency is on the rise, with improvement at nearly every grade level.

Statewide math achievement has reached its highest level in five years. Continued focus on expanding access to high-quality math instruction is essential to sustaining growth and driving higher levels of student success.



STUDENT WELLNESS: Chronic Absenteeism is decreasing statewide.

Strengthening supports for students' well-being and addressing barriers to consistent attendance are central to ensuring academic progress.



WORKFORCE READINESS: More graduates earned industry credentials, college credit, and technical skills.

For the first time, the College, Career, Workforce, and Military Readiness is a rated component, and 61.4% of the Class of 2024 met at least one of the state's 11 readiness measures—an increase from 56.3% the year before.



Statewide Proficiency Rates by Subject and Test Level

Subject	Test Level	2022-2023	2023-2024	2024-2025	
	3 rd Grade	62.3%	64.5%	61.3%	-3.2
	4 th Grade	58.9%	64.1%	61.9%	-2.2
English	5 th Grade	67.5%	70.6%	67.7%	-2.9
Language	6 th Grade	55.0%	55.2%	54.6%	-0.6
Arts	7 th Grade	64.8%	61.7%	62.9%	+1.2
	8 th Grade	57.5%	49.4%	54.4%	+5.0
	HS: ELA II	60.8%	61.4%	60.4%	-1.0
	3 rd Grade	62.2%	62.1%	64.4%	+2.3
	4 th Grade	66.8%	67.3%	69.1%	+1.8
	5 th Grade	56.6%	57.5%	56.7%	-0.8
Mathematics	6 th Grade	50.0%	50.1%	51.9%	+1.7
Mathematics	7 th Grade	47.6%	49.0%	50.0%	+1.0
	8 th Grade	46.4%	46.3%	47.6%	+1.3
	Algebra	53.0%	55.9%	59.4%	+3.5
	Geometry	41.8%	39.9%	42.8%	+3.0
	5 th Grade	63.9%	64.0%	63.4%	-0.6
Science	8 th Grade	64.0%	62.1%	63.0%	+0.9
	Biology	63.7%	62.9%	65.4%	+2.6
Social	US History	69.7%	68.6%	71.2%	+2.6
Studies	US Govn't	72.0%	69.2%	72.6%	+3.4

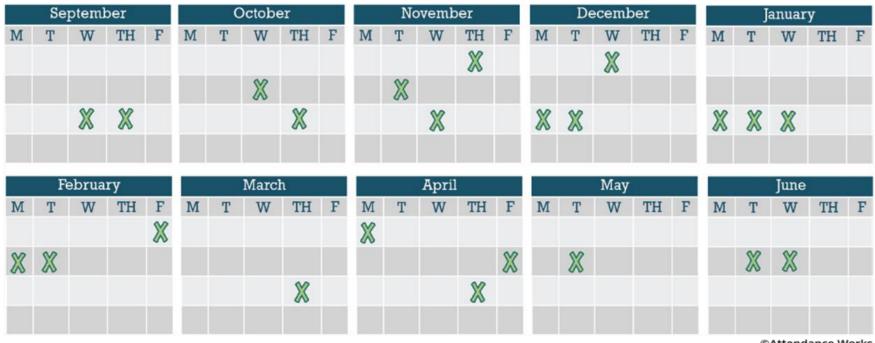


Statewide Proficiency by Demographic Group and Year

		2022-2023	2023-2024	2024-2025	
All students	English Language Arts	60.9%	60.9%	60.4%	-0.5
	Mathematics	53.0%	53.5%	55.3%	+1.8
Economic	English Language Arts	44.8%	47.0%	49.1%	+2.1
Disadvantaged	Mathematics	35.7%	38.3%	43.5%	+5.2
Students with	English Language Arts	21.9%	21.9%	21.3%	-0.7
Disabilities	Mathematics	19.2%	19.6%	20.6%	+1.0
English Learner	English Language Arts	38.4%	42.4%	39.4%	-3.1
Eligusii Learliei	Mathematics	35.9%	38.1%	40.7%	+2.5
White, Non-Hispanic	English Language Arts	69.2%	69.0%	68.9%	-0.1
white, Non-Hispanic	Mathematics	62.6%	63.0%	64.4%	+1.4
Black, Non-Hispanic	English Language Arts	35.2%	36.4%	36.3%	-0.1
	Mathematics	23.0%	24.7%	28.9%	+4.3
Hispanic	English Language Arts	45.8%	45.4%	43.6%	-1.9
пізрапіс	Mathematics	37.9%	37.7%	39.9%	+2.2
Multiracial	English Language Arts	55.8%	56.6%	55.4%	-1.1
Muttifaciat	Mathematics	45.4%	46.2%	47.8%	+1.6
Asian or Pacific Islander	English Language Arts	73.8%	73.6%	72.2%	-1.4
	Mathematics	72.2%	72.1%	73.7%	+1.5
Alaskan Native or	English Language Arts	52.9%	52.7%	52.6%	-0.1
American Indian	Mathematics	42.7%	43.7%	45.7%	+1.9



Absences Add Up!



©Attendance Works

Missing just 2 or 3 days a month can lead to chronic absence.

10% of the school year = 18 days of absence



Why Focus on Attendance Data?

Students who were never chronically absent were 3x more likely to be proficient in ELA.

Students who were never chronically absent were 3.9x more likely to be proficient in Math.



Chronic Absenteeism = Lower Proficiency Rates

Т	est	Economically Disadvantaged		Not Economically Disadvantaged			
Grade	Subject	Not CA	CA	Difference	Not CA	CA	Difference
03	ELA	56.7%	41.2%	-15.5%	82.6%	68.5%	-14.1%
04	ELA	55.7%	39.5%	-16.2%	82.6%	71.0%	-11.6%
05	ELA	63.5%	47.3%	-16.2%	87.6%	76.3%	-11.3%
06	ELA	46.0%	28.4%	-17.6%	76.0%	58.6%	-17.4%
07	ELA	53.6%	34.7%	-18.9%	82.6%	65.2%	-17.4%
08	ELA	39.8%	24.0%	-15.8%	70.7%	53.0%	-17.7%
HS	ELA2	55.1%	34.5%	-20.6%	82.1%	64.9%	-17.2%



Chronic Absenteeism = Lower Proficiency Rates

٦	Test Not Economically Disadvantaged		Economically Disadvantaged				
Grade	Subject	Not CA	CA	Difference	Not CA	CA	Difference
03	Math	81.8%	64.8%	-17%	53.9%	33.9%	-20%
04	Math	87.7%	72%	-15.7%	59.6%	36.9%	-22.7%
05	Math	80.1%	60.9%	-19.2%	48.5%	26.7%	-21.8%
06	Math	74.4%	51.3%	-23.1%	39.9%	19.9%	-20%
07	Math	73.5%	50.4%	-23.1%	39.8%	21.2%	-18.6%
08	Math	70.4%	48.3%	-22.1%	40.3%	21.5%	-18.8%

^{*}Students who were <u>never chronically absent</u> in grades 3-8 were ~ 3.6x times more likely to score "proficient" on state Math testing in 2023-2024.



Math Proficiency – High School

Test N		Not Economically Disadvantaged			Economically Disadvantaged		
Grade	Subject	Not CA	CA	Difference	Not CA	CA	Difference
HS	Algebra 1	80.3%	51.4%	-28.9%	50.7%	24.1%	-26.6%
HS	Geometry	64.6%	34.9%	-29.7%	32.3%	12%	-20.3%
HS	Math 1	67.5%	37.4%	-30.1%	30.4%	16.7%	-13.7%
HS	Math 2	61.5%	36.1%	-25.4%	28.7%	11.4%	-17.3%

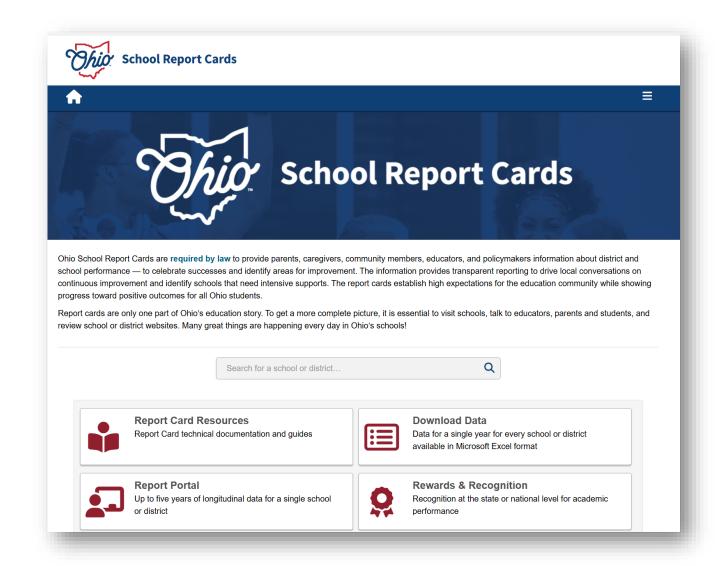
^{*}Students taking High School level Algebra I and Geometry who were <u>never chronically</u> <u>absent</u> in were ~ 4.6x times more likely to score "proficient" on their state Math test in 2023-2024.

Learn More

To find a school or district report card, visit

reportcard.education.ohio.gov.

A summary of Ohio School Report Cards is available <u>here</u>.





NOW WHAT?



Literacy

- A Statewide Plan
- High Quality Instructional Materials for ELA
- Professional Development
- ReadOhio Coaching
- Reading Achievement Plans
- Reading Improvement and Monitoring Plans
- Screening

IMPLEMENTATON

Math

- A Statewide Plan
- High Quality Instructional Materials for Mathematics
- Professional Development
- Screening

EXPLORATION



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 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.



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 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

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

How do

Building Leaders

How do

building
leaders
provide
supports to
teachers to
improve
outcomes?

Hove
buil
staf
stud
stud
sup

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.



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



Data-Based Decision-Making



Continuum of Supports



Progress Monitoring



Team-Based Problem Solving

The proactive, systematic process of collecting academic and non-academic data of all students to identify areas of need.

The proactive and systematic process of collecting, analyzing and using forms of data to inform student needs and allocate resources.

The organization of evidence-based academic and non-academic instruction and supports across three tiers that include core, targeted, and intensive instruction and supports.

The ongoing and frequent collection and use of data for assessing students' performance and evaluating the effectiveness of instruction and supports.

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

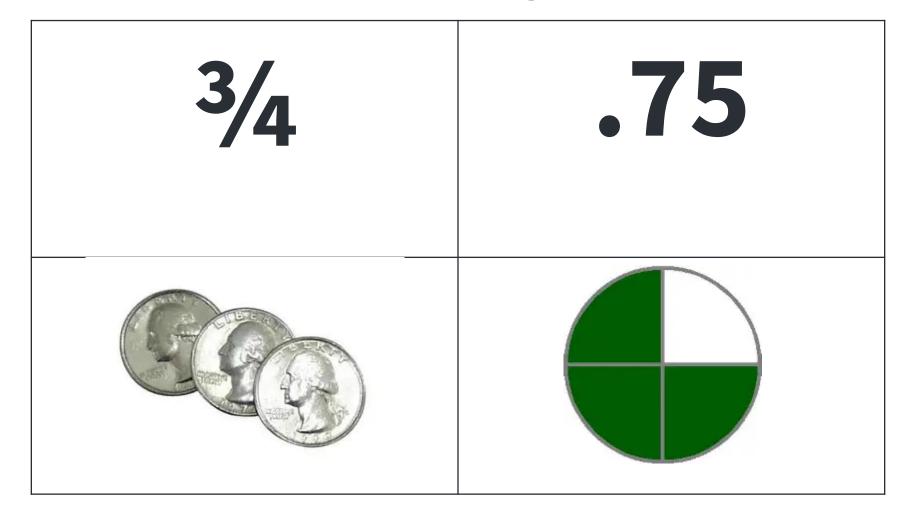
The professional knowledge, skills, and practices that ensure staff members are knowledgeable, organized, and equipped to deliver effective instruction using an integrated multi-tiered system of supports.

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.



Question: Which does not belong?





Learn More

Ohio's Integrated Multi-Tiered System of Supports







QUESTIONS?

EDUCATION.OHIO.GOV







Department of Education & Workforce

EDUCATION.OHIO.GOV