



**Department of
Education &
Workforce**

Integrated Multi-Tiered System of Supports

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**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		
English Language Arts	3 rd Grade	62.3%	64.5%	61.3%	▼	-3.2
	4 th Grade	58.9%	64.1%	61.9%	▼	-2.2
	5 th Grade	67.5%	70.6%	67.7%	▼	-2.9
	6 th Grade	55.0%	55.2%	54.6%	▼	-0.6
	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
Mathematics	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
	6 th Grade	50.0%	50.1%	51.9%	▲	+1.7
	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
Science	5 th Grade	63.9%	64.0%	63.4%	▼	-0.6
	8 th Grade	64.0%	62.1%	63.0%	▲	+0.9
	Biology	63.7%	62.9%	65.4%	▲	+2.6
Social Studies	US History	69.7%	68.6%	71.2%	▲	+2.6
	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 Disadvantaged	English Language Arts	44.8%	47.0%	49.1%	▲	+2.1
	Mathematics	35.7%	38.3%	43.5%	▲	+5.2
Students with Disabilities	English Language Arts	21.9%	21.9%	21.3%	▼	-0.7
	Mathematics	19.2%	19.6%	20.6%	▲	+1.0
English Learner	English Language Arts	38.4%	42.4%	39.4%	▼	-3.1
	Mathematics	35.9%	38.1%	40.7%	▲	+2.5
White, Non-Hispanic	English Language Arts	69.2%	69.0%	68.9%	▼	-0.1
	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
	Mathematics	37.9%	37.7%	39.9%	▲	+2.2
Multiracial	English Language Arts	55.8%	56.6%	55.4%	▼	-1.1
	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 American Indian	English Language Arts	52.9%	52.7%	52.6%	▼	-0.1
	Mathematics	42.7%	43.7%	45.7%	▲	+1.9

Absences Add Up!

September					October					November					December					January				
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
													X				X							
							X				X													
		X	X					X				X			X	X				X	X	X		
February					March					April					May					June				
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
				X						X														
X	X													X	X						X	X		
								X					X											

©Attendance Works

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

10% of the school year = 18 days of absence

This translates to almost one month of missed learning

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

Test		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

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 never chronically absent 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		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 never chronically absent 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 [here](#).



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

IMPLEMENTATION

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

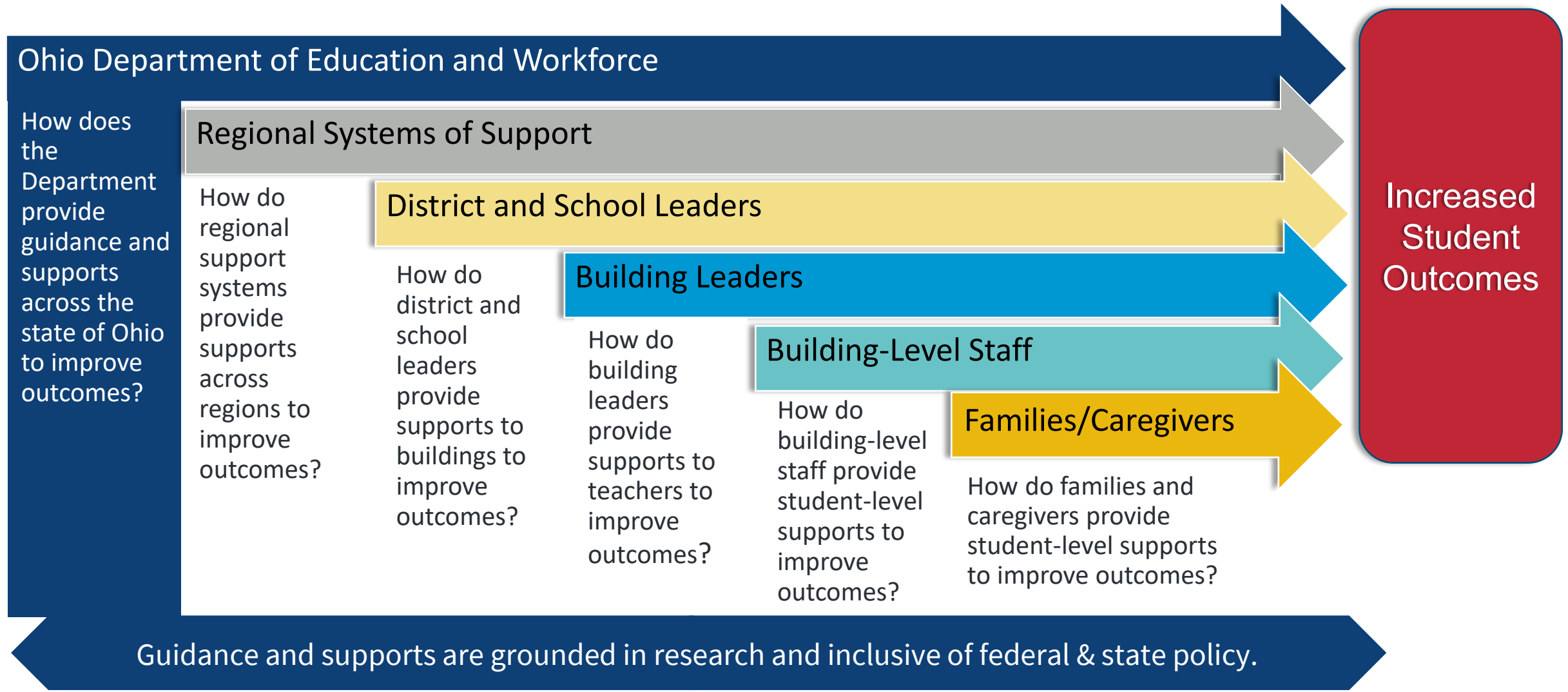
STUDENT SUCCESS.

- 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.

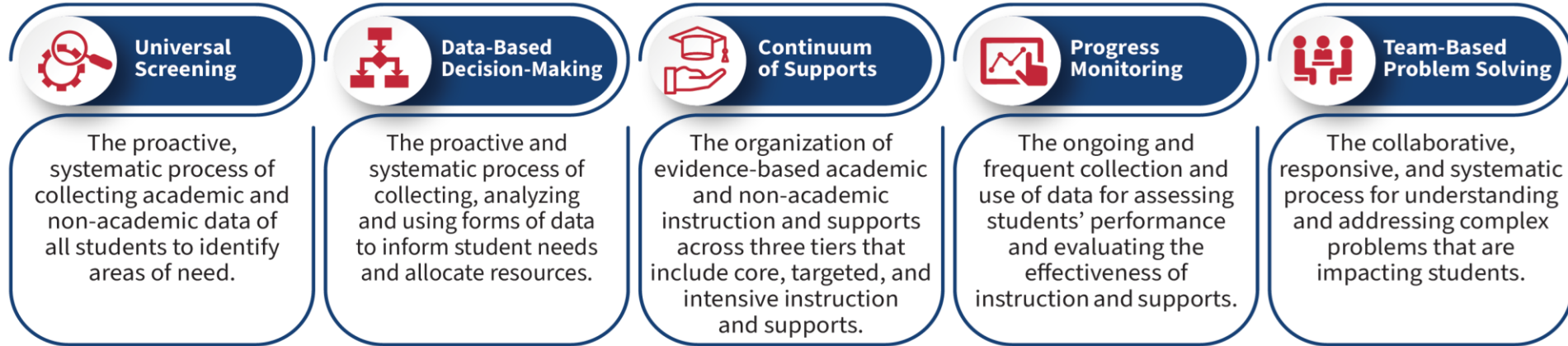
Collective Responsibility



Ohio's Integrated Multi-Tiered System of Supports

Providing effective instruction for all students through academic and non-academic supports.

Student Learning Components



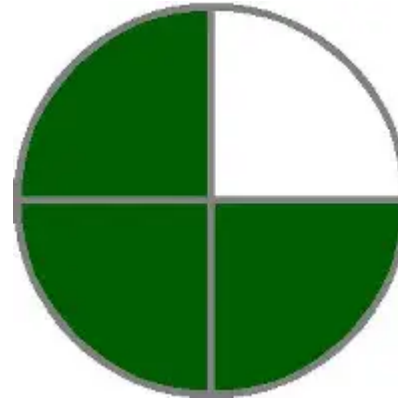
Adult Implementation Components



Question: Which does not belong?

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Learn More

Ohio's Integrated Multi-Tiered
System of Supports



QUESTIONS?

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