



Utah MTSS 3-Tier Critical Components Definitions

Multi-Tiered System of Supports (MTSS) is a framework for implementing systemic, evidence-based practices to maximize student achievement in academics and behavior in preparation for and leading to College and Career Readiness. The MTSS model includes Universal, Targeted, and Intensive levels of support, which are defined below for identified critical components. Universal (Tier 1) represents those supports provided to each student. Tier 1 practices should be implemented with fidelity prior to addressing practices for Tier 2 or 3. Targeted (Tier 2) represents additional supports provided to remediate or accelerate student success. Intensive (Tier 3) represents individually-responsive supports intended to further remediate or accelerate student success and do not necessarily equate to special education services. Individually-responsive supports are developed based on individual need and may be provided individually or in a small group. Tier 3 supports are provided *in addition to*, not in place of, Tier 1 instruction.

HIGH-QUALITY INSTRUCTION

Process: Focus on intended learning outcomes as a key to high student achievement with the understanding that high quality instruction is central to that ideal. Implement evidence-based instruction differentiated for each student who performs below or above level, based on relevant content and professional standards. This includes instructional strategies, textbooks, and materials used for instruction, which should be evidence-based, aligned to the Utah Core Standards, and selected to address the needs of each student.

Outcomes: Teachers are trained in both content knowledge and evidence-based strategies (pedagogy) to ensure students are actively engaged in and have access to grade-level content instruction. Students are meeting benchmark and grade-level standards or are working toward mastery of grade-level standards.

Universal (Tier 1)	Targeted (Tier 2)	Intensive (Tier 3)
Rigorous grade-level content instruction using evidence-based curriculum and instructional strategies that include Universal Design for Learning (UDL) principles. Differentiation provided for students considering various modes of delivery and learning needs. Short term, medium and long term data points are used to measure progress.	Supplemental instruction and supports systematically delivered in addition to, and aligned with, the grade-level content instruction. These supports address the needs of students who have not responded sufficiently to Tier 1 content instruction or who would benefit from enrichment activities. For students who are low-performing, supports may include adapted strategies, increased frequency, intensity, and/or time. For students who are high-performing, enrichment supports may include an increase in rigor, pacing, and/or complexity. Supports for low- or high-performing students do not negatively impact time spent in Tier 1 content instruction.	Individually-responsive instruction and supports delivered in addition to, and aligned with grade-level content instruction. These supports address specific needs of students who are most at risk or have not responded to Tier 2 interventions. For students who are low-performing, supports represent the use of adapted strategies and an increase in frequency, intensity, and/or time, and do <i>not</i> necessarily equate to special education services. Enrichment supports for each student are individually planned and provide opportunity for nurturing talents at all levels of performance. Supports for students who are high- or low-performing should not negatively impact access to Tier 1 content instruction. Tier 3 supports may be provided individually or in a small group.

DATA-BASED DECISION MAKING

Process: Use multiple data sources (reported to parents/students as needed) and provide transparency in the public educational system using evidence-based data that determines “what to measure, why to measure it, and how to measure it”. Data from parents/guardians are included in decision-making.

Outcomes: Data are regularly used to make changes in instruction to meet the academic and behavioral needs of each student. Students make measureable progress towards achieving proficiency at or above grade-level content standards.

Universal (Tier 1)	Targeted (Tier 2)	Intensive (Tier 3)
Ongoing evaluation of each student using short term, medium and long term data points to measure progress along with formative and end of level assessments and grades to identify academic and social-behavior needs of students.	Progress monitoring of each student receiving targeted supports every 2–4 weeks, using reliable tools sensitive to incremental change.	Progress monitoring of students receiving intensive supports at least weekly, using valid, reliable tools sensitive to incremental change.

TEAM-BASED PROBLEM SOLVING

Process: District or building leadership teams use a structured problem-solving process to identify challenges, barriers, and solutions; prioritize and set goals; identify or develop and implement intervention; measure fidelity of implementation; and evaluate outcomes. Parent/guardians and community stakeholders are included in team, as appropriate.

Outcomes: Goals are set and a plan for implementation is created. Outcomes are evaluated and adjustments are made based on data gathered through implementation. Teachers identify evidence-based instructional strategies appropriate for level of tiered supports. Students make measureable progress towards achieving proficiency at or above grade-level standards.

Universal (Tier 1)	Targeted (Tier 2)	Intensive (Tier 3)
School-, grade-, subject-, and/or class-wide Professional Learning Communities (PLCs) or Student Support Teams and School Leadership Teams use a problem-solving process to plan and evaluate academic and behavior supports.	Teams use a problem-solving process to select, implement, and evaluate Tier 2 supports.	Teams use a problem-solving process to select, implement, and evaluate Tier 3 supports.

EQUITABLE EDUCATION FOR EACH STUDENT

Process: The general statewide conditions in which each student can excel include equity of educational resources and opportunities and culturally responsive practices to promote each student’s academic success and wellbeing.

Outcomes: Each student has increased access to high quality instruction, advanced courses (particularly for students who are traditionally underserved), and counselors and psychologists to increase equity by closing the performance/achievement gap.

Universal (Tier 1)	Targeted (Tier 2)	Intensive (Tier 3)
Data-driven equitable access to Core instruction from qualified educators is created through culturally responsive practices and consideration of diversity, language supports, and in collaboration with students, families, colleagues,	Supplemental small group supports and/or opportunities provided to each identified student, taking into consideration related cultural, language, and home factors. Using data based decisions and evidenced based practices to ensure high expectations and avoid tracking to ensure	Individually-responsive supports and/or opportunities provided to each identified student, with consideration of related cultural, language, and home factors. Using data based decisions and evidenced based practices to ensure high

other professionals and community stakeholders.	that gaps in opportunity are addressed.	expectations and avoid tracking.
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COLLEGE AND CAREER READINESS

Process: Each student should have education and career goals that prepare them to experience fulfilling lives, actively participate in their communities as an informed citizen, and succeed in a competitive economy.

Outcomes: Utah defines career and college ready as: 1. Graduates from High School; 2. Receives at least an 18 on the ACT; and 3. Accomplishes at least one of the following: A. Passing score on an advanced placement (AP) course; or B. A “C” or higher on a concurrent enrollment (CE) course; or C. Passing grade on an international baccalaureate course; or D. Career Pathway Completer (3.0 credits in an approved sequence of courses); or E. Career Pathway Concentrator (1.5 credits in an approved sequence of courses and the student earns an industry credential of value from an approved list of career and technical education (CTE) pathways).

Universal (Tier 1)	Targeted (Tier 2)	Intensive (Tier 3)
Student planning focused on College and Career Readiness including the acquisition of vital knowledge, skills, dispositions, and independent living skills for student success in preK-12+.	Supplemental, systematic, data-driven support for students at risk of leaving school unprepared for college, career, and independent living (such as school failure, excessive absenteeism, dropout or unemployment). Some students who are high-performing are provided an opportunity to take rigorous coursework toward college credit.	Individually-responsive, data-driven supports for students at high risk for leaving school unprepared for college, career, and independent living (such as school failure, excessive absenteeism, dropout or unemployment) including transition planning and/or wrap-around services. Some students who are high-performing are provided opportunity to receive an Associate Degree in high school or enter college early.

PROACTIVE SCHOOL CLIMATE AND STRUCTURE

Process: Evidence-based efforts to improve school climate and structure, safety and learning include prevention, wellness promotion and pro-social behavior development as well as interventions that balance physical and psychological safety with effective, positive school discipline within a close collaborative community and social supports.

Outcomes: School climate and structure, as well as student behavioral outcomes and academic engagement, are measured and data are used to create a cycle of continuous improvement leading to pro-social behavior.

Universal (Tier 1)	Targeted (Tier 2)	Intensive (Tier 3)
School-wide environments that support individual and collaborative learning, positive social interaction, pro-social behaviors, active engagement in learning, and self-motivation. Practices should focus on effective management of behavior in the classroom and in all school settings using positive, proactive supports (e.g., Positive Behavior Interventions and Supports [PBIS]). Parents and community stakeholders are involved in assessing school climate and in collaborating to continuously improve school climate.	Supplemental supports for some students who are in need of behavior support (including social skills instruction, social-emotional support, and trauma informed care). Parents/guardians know when their student accesses supplemental supports and collaborate with educators to support their student.	Individually-responsive supports for students with high-risk behaviors (students may be academically low- or high-performing). Requires collaboration with families, specialists, community agencies, medical professionals, and juvenile justice systems, commonly known as wrap-around services. Tier 3 supports do <i>not</i> necessarily equate to special education services and may be provided individually or in a small group.

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PARENT AND COMMUNITY INVOLVEMENT

Process: Set the conditions and systems for student success by working with, understanding, and listening to parents and community stakeholders on every level on practices, strategies, resources, and policies that will lead to continued and even greater efficiencies and improvements in student outcomes.

Outcomes: Parents are meaningfully engaged in school and school community. School/home communication is bi-directional, valued and consistent.

Universal (Tier 1)	Targeted (Tier 2)	Intensive (Tier 3)
School teams involve parents and community stakeholders when developing and implementing rigorous grade level Core curriculum and positive behavior supports. Parents are aware of universal screenings and how their student is succeeding in the Core.	Parents are aware of the specific support being used, the data that is being collected, and the meaning of the data, when a student participates in Tier 2 supports. Parents know what progress their student is making and how they can best support their student at home.	Collaboration between parents, community supports, and school interventionists is meaningful and productive. This collaboration results in timely communication and problem solving that integrates the resources of home, school, and community to increase the level of support.

SUPPORTIVE LEADERSHIP

Process: Encourage all educators to engage in leadership opportunities. Improve existing teacher and administrator preparation and training. Encourage school leaders to engage in learning communities to improve collaboration and practice. Promote career pathways that incentivize effective teachers to engage in alternative teacher leadership roles while they remain active in the classroom.

Outcomes: Teachers are mentored and retained, engage in professional learning to enhance knowledge and skills, and participate collaboratively to advance professional practice. Leaders and teachers participate actively as part of the learning community, sharing responsibility for decision-making and accountability for each student's learning, and giving and receiving feedback. Leaders and teachers advocate for the learners, the school, the community, and the profession.

Universal (Tier 1)	Targeted (Tier 2)	Intensive (Tier 3)
Instructional leaders monitor fidelity of grade level content instruction to ensure that each student has access to high-quality content instruction. Instructional leaders ensure mentoring, coaching and professional development opportunities are provided in the use of evidence-based strategies aligned with core content standards. Instructional leaders ensure equitable access for each student to the grade level content standards and high-quality instruction.	When students participate in Tier 2 supports, instructional leaders ensure highly qualified instructors, high quality instruction, data-based decision-making, and adequate resources are provided such that students make progress in grade-level standards. Leadership supports student-focused problem-solving and data-based decision-making through professional learning communities.	Collaboration between leadership and educators ensures adequate resources are provided to enable students with Tier 3 supports receive intensive instruction that accelerates learning. Leadership supports student-focused problem-solving and data-based decision-making through professional learning communities.