

Colorado Multi-Tiered System of Supports

Office of Learning Supports

Equity Reflection Tool

2024, Version 1

Purpose

The purpose of the Colorado Multi-Tiered System of Supports Equity Reflection Tool is to help districts and schools understand and center equity within their school system to ensure positive outcomes for all students, staff, and families.

After Administration

Once the Tool has been completed, the team should engage in conversation to center specific equity considerations and decision-making. The tool can then be used to check progress and action planning.

Norms

Talking about data and equity issues can make people feel vulnerable. This is not a bad thing. A structured protocol helps maintain focus and constructive dialogue. The following norms are intended to support administration of the Tool in a constructive, trusting environment:

- Share the air and step up, step back, invite others in.
- Lean into discomfort. We cannot improve what we do not face.
- Embrace “we,” not “they,” to unpack how our systems and processes can affect and interrupt inequity.
- Own your intent and impact. Resist being defensive, blaming, and avoiding. Seek to understand.
- Embrace “yes, and” to be inclusive and supportive of all voices and perspectives.

These norms can help teams be in a brave space and move forward.

Directions

As you read through each item, please rate the degree to which the item is in place in your context ranging from not yet in place, partially in place, and fully in place. If you are unsure, please rate using the question mark (?).

Scoring

Items are scored on a scale of 0 to 2 based upon the degree that each item is in place: (0) not yet in place, (1) partially in place, (2) fully in place. All the items under each of the five Colorado Multi-Tiered System of Supports components must be fully in place to score the item as a “2.”



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Team Driven Shared Leadership Criteria	Not yet in place (0)	Partially in place (1)	In Place (2)	Not sure (?)
We make sure to steer clear of favoritism, bias, or discrimination in everything we do as an organization.				
Everyone on the team gets a fair chance to speak up, seize opportunities, and get the resources they need, no matter where they come from or what role they have.				
People in positions of power know that they have an impact, and they make sure that everyone has a say and takes part in decision-making.				

Data-Based Problem Solving & Decision Making Criteria	Not yet in place (0)	Partially in place (1)	In Place (2)	Not sure (?)
We break down the data and analyze the results from the system to look for differences and identify what's needed. This helps us keep track of how things are going and decide what steps to take.				
We look at the social and historical background to find out the root causes of the disparities. This helps us gather and analyze data, make plans, and evaluate our efforts.				
We give families and community partners the power to be experts in data. We use ways of engaging and working together that respect different cultures and help make sure data is used fairly.				





Family, School, & Community Partnerships Criteria	Not yet in place (0)	Partially in place (1)	In Place (2)	Not sure (?)
Teachers and school staff make an effort to connect with families using good methods, like visiting homes early in the school year to get to know them better.				
Families are important partners when planning their child's education, sharing what they know with the school community.				
School teams share important, detailed data with families to have meaningful talks and set fair goals to make students' outcomes better.				

Comprehensive Screening and Assessment System Criteria	Not yet in place (0)	Partially in place (1)	In place (2)	Not sure (?)
We check and question the ways we collect and analyze data, using both assessment and non-assessment information.				
We select assessment measures that consider different cultures and meet the needs of all students.				
We share information in various ways. We make sure everyone, no matter their culture, language, or race, feels included and informed.				

Layered Continuum of Supports Criteria	Not yet in place (0)	Partially in place (1)	In place (2)	Not sure (?)
We give specific help to meet the needs of each person—teachers, students, and families.				
We select the support for both the system and individuals by considering what staff, students, and families need and what they're interested in or suggest. We use practices that respect different cultures.				
We provide supports to meet students' academic, social, emotional, and behavioral development. We do this at both the overall system level and for individual needs.				

