Colorado Department of Education/Office of Learning Supports

Colorado Multi-Tiered System of Supports Practice Profiles

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Introduction

The Colorado Multi-Tiered System of Supports (COMTSS) is defined as a prevention-based framework of team-driven, data-based problem solving to improve the outcomes of every student through family, school, and community partnering, comprehensive screening and assessment, and a layered continuum of evidence-based practices applied at classroom, school, district, region, and state level. COMTSS supports every stakeholder through capacity-building and system development using the five core components: Team Driven Shared Leadership, Data-Based Problem Solving and Decision Making, Family, School, and Community Partnerships, Comprehensive Screening and Assessment, and Layered Continuum of Supports. These five COMTSS core components are the foundation and the underlying philosophy of the Practice Profiles.

The COMTSS Practice Profiles were developed to specify exemplary strategies that region, district, and school implementation teams can use to support effective and sustainable use of the COMTSS framework as intended. The COMTSS Practice Profiles identify standards and expectations for what COMTSS looks like in practice and how it can be implemented with consistency. For example, the COMTSS Practice Profiles guide and inform the development and/or refinement of the necessary supports and resources for the COMTSS implementation, such as professional learning, coaching, identification of fidelity measures, a state-level evaluation plan, and necessary changes in procedures and policy.

Core Component: Team Driven Shared Leadership

Definition of Core Component	Teaming processes and structures that focus on distributing responsibility and shared decision-making across and within regions, districts, and schools to effectively design and use systems of training, coaching, resources, implementation, and evaluation.
Consideration to Desired Outcomes	Team-driven shared leadership creates authentic opportunities for shared responsibility, buy-in, and inclusivity that contribute to alignment and cohesion across the educational system in support of effective and sustainable implementation of MTSS and positive learner outcomes.

Regional Expected Use in Practice	District Expected Use in Practice	School Expected Use in Practice
1.1 The COMTSS Regional Implementation Team includes key representative voices from internal and/or external stakeholders who support implementation capacity efforts, creates a common vision, and uses organizational structures and processes.	**1.1** The COMTSS District Implementation Team includes key internal and external stakeholder representation, creates a common vision, and uses organizational structures and processes.	**1.1** The COMTSS School Implementation Team includes key internal and external stakeholder representation, creates a common vision and uses organizational structures and processes.
1.2 The COMTSS Regional Implementation Team ensures time and resources are allocated to identify the needs of the region as a whole, and develop a regional coaching system that provides ongoing, high-quality professional learning for themselves as a team and for districts.	**1.2** The COMTSS District Implementation Team ensures time and resources are allocated to support ongoing, high-quality professional learning for themselves as a team and for schools.	**1.2** The COMTSS School Implementation Team ensures time and resources are allocated to support ongoing, high-quality professional learning for staff.
1.3 The COMTSS Regional Implementation Team allocates resources and uses implementation stage activities to build district capacity to implement and evaluate COMTSS implementation across the region.	**1.3** The COMTSS District Implementation Team allocates resources and uses implementation stage activities to build district capacity to implement and evaluate COMTSS implementation across the district.	**1.3** The COMTSS School Implementation Team allocates resources and uses implementation stage activities to build school capacity to implement and evaluate COMTSS implementation across the school.
1.4 The COMTSS Regional Implementation Team uses a communication plan to promote COMTSS.	**1.4** The COMTSS District Implementation Team uses a communication plan to promote MTSS.	**1.4** The COMTSS School Implementation Team uses a communication plan to promote MTSS.
1.5 The COMTSS Regional Implementation Team supports districts in analyzing and aligning district initiatives and needed decision making teams at all levels.	**1.5** The COMTSS District Implementation Team is well versed in systems change and examines the organization and alignment of district initiatives through the initiative inventory process and developing an action plan.	**1.5** The COMTSS School Implementation Team examines purposes and overlap among other decision-making teams and guides their effectiveness. (i.e. working smarter audit)

Core Component: Data-Based Problem Solving and Decision Making

Definition of Core Component	A continuous improvement process used by stakeholder teams to collect, analyze, and evaluate information to inform decision-making at the system and student level.
Consideration to Desired Outcomes	Data-based problem solving and decision-making ensures evidence guides effective and efficient decision-making at the system and student levels.

Regional Expected Use in Practice	District Expected Use in Practice	School Expected Use in Practice
• **2.1** The Regional Implementation Team uses an effective continuous improvement process that includes all the following: • Needs are assessed by aggregating relevant district data throughout the region to determine district needs and resource allocation within the region. • Problem analysis (including root cause and contributing factors) is conducted to prioritize needs and define measurable goals for the region. • Selection and alignment processes are used to identify strategies to achieve identified goals. • Implementation and evaluation plans are used to ensure effective implementation, anticipating, and responding to barriers, and monitoring for adjustments needed to achieve intended outcomes. • Resources are mapped, aligned, and reallocated in response to plans and outcomes (e.g., fiscal, personnel, time, facilities).	**2.1** The District Implementation Team uses an effective continuous improvement process that includes all the following: • Needs are assessed by system data, both aggregated and disaggregated, to determine current staff and student needs, assets, gaps, and resource allocation within the district. • Problem analysis (including root cause and contributing factors) is conducted to prioritize needs and define measurable goals. • Selection and alignment processes are used to identify strategies to achieve identified goals. • Implementation and evaluation plans are used to ensure effective implementation, anticipating, and responding to barriers, and monitoring for adjustments needed to achieve intended outcomes. • Resources are mapped, aligned, and reallocated in response to plans and outcomes (e.g., fiscal, personnel, time, facilities).	**2.1** The School Implementation Team develops and uses a problem-solving culture of continuous improvement that extends from the school to the classroom to the individual student level. • Needs are assessed by system data, both aggregated and disaggregated, to determine current staff and student needs, assets, gaps, and resource allocation within the district. • Problem analysis (including root cause and contributing factors) is conducted to prioritize needs and define measurable goals. • Selection and alignment processes are used to identify strategies to achieve identified goals. • Implementation and evaluation plans are used to ensure effective implementation, anticipating, and responding to barriers, and monitoring for adjustments needed to achieve intended outcomes. • Resources are mapped, aligned, and reallocated in response to plans and outcomes (e.g., fiscal, personnel, time, facilities).

2.2 The COMTSS Regional Implementation Team ensures time and resources are allocated to support and evaluate ongoing, high-quality professional learning for districts on continuous data-based problem solving and decision-making.	**2.2** The COMTSS District Implementation Team ensures time and resources are allocated to support ongoing, high-quality professional learning for the district and schools on continuous data-based problem solving and decision-making.	**2.2** The COMTSS School Implementation Team ensures time and resources are allocated to support ongoing, high-quality professional learning for staff on continuous data-based problem solving and decision making.
2.3 The COMTSS Regional Implementation Team uses multiple types of data, including coaching effectiveness data to inform decision-making, implementation, and evaluation at the systems level across the region.	**2.3** The COMTSS District Implementation Team uses multiple types of data, including coaching effectiveness data to inform decision-making, implementation, and evaluation at the systems level.	**2.3** The COMTSS School Implementation Team uses multiple types of data, including coaching effectiveness data to inform decision-making, implementation, and evaluation at the system and student levels.
2.4 The COMTSS Regional Implementation Team collects and analyzes regional capacity data and supports districts in their collection of capacity and implementation data at least twice a year for the purpose of examining trends and systemic issues.	**2.4** The COMTSS District Implementation Team collects, analyzes, and disaggregates district capacity and implementation data at least twice a year for the purpose of examining trends and systemic issues.	**2.4** The COMTSS School Implementation Team collects, analyzes, and disaggregates school implementation, and student-level data at least twice a year for the purpose of examining trends and systemic issues.
2.5 The COMTSS Regional Implementation Team selects, uses, and maintains an efficient data management system that provides information for continuous improvement to support the scale up of COMTSS across the region.	**2.5** The COMTSS District Implementation Team selects, uses, and maintains an efficient data management system at the district and school levels that provides timely, valid, reliable, and accurate data and information.	**2.5** The COMTSS School Implementation Team develops a short-cycle action plan to determine progress and next steps for implementation within a continuous improvement cycle.

Core Component: Family, School, and Community Partnerships

Definition of Core Component	Families, early-childhood programs, schools, and communities actively partnering to develop, implement, and evaluate effective and equitable practices to improve educational outcomes for children and youth.
Consideration to Desired Outcomes	Family, school, and community partnerships (FSCP) positively impact academic and behavioral student outcomes (earn higher grades or test scores, graduate from high school and attend post-secondary education, develop self-confidence and motivation in the classroom, have better social skills and classroom behavior).

Regional Expected Use in Practice	District Expected Use in Practice	School Expected Use in Practice
3.1 The COMTSS Regional Implementation Team supports FSCP implementation by providing district guidance on the use of the FSCP Self-Assessment Rubric User's Guide and how to include high impact FCSP strategies in their district's Unified Improvement Plan (UIP) or strategic plan.	**3.1** The COMTSS District Implementation Team guides FSCP implementation by completing the FSCP Self-Assessment Rubric User's Guide and includes high impact FCSP strategies in the school's Unified Improvement Plan (UIP).	**3.1** The COMTSS School Implementation Team includes high impact FSCP strategies in the school's Unified Improvement Plan (UIP).
3.2 The COMTSS Regional Implementation Team provides guidance to districts about resources for high quality professional learning in effective FSCP practices.	**3.2** The COMTSS District Implementation Team provides guidance to schools about resources for high quality professional learning in effective FSCP practices.	**3.2** The COMTSS School Implementation Team provides dedicated time and resources for high quality professional learning and development in effective FSCP practices
3.3 The COMTSS Regional Implementation Team utilizes multiple means for two-way communication with regional districts and community agencies to create an inclusive culture.	**3.3** The COMTSS district decision-making teams utilize multiple means for two-way communication with families to create an inclusive culture.	**3.3** The COMTSS school decision-making teams practice high impact strategies for staff to build trusting relationships with learners and families and embed family voice and shared leadership throughout the system.
3.4 The COMTSS Regional Implementation Team supports districts in designing capacity-building opportunities for families to be active partners and help inform the district's family engagement policy.	**3.4** The COMTSS District Implementation Team designs capacity-building opportunities for families to lead and participate in district planning, school improvement strategies, academic, social, and community events to inform the district's family engagement policy.	**3.4** The COMTSS School Implementation Team designates a family engagement lead that provides capacity-building opportunities for families to be active partners in school.
3.5 The COMTSS Regional Implementation Team supports districts in their development of a communication plan to inform families about their assessment practices.	**3.5** The COMTSS District Implementation Team has a process to inform learners and families about assessments and their purposes, frequencies, dates, and outcomes, and how to interpret results.	**3.5** The COMTSS School Implementation Team prioritizes shared responsibility with families in data-based problem-solving and decision-making at all levels.

Core Component: Comprehensive Screening and Assessment

Definition of Core Component	A Comprehensive Screening and Assessment System is the coordinated effort of gathering information across multiple measures to support decision-making at the system and student level for the whole child.
Consideration to Desired Outcomes	A comprehensive assessment system contributes to an outcomes-driven approach that includes structured monitoring and evaluation with a commitment to continuous improvement.

Regional Expected Use in Practice	District Expected Use in Practice	School Expected Use in Practice
4.1 The COMTSS Regional Implementation Team allocates resources to support districts in creating a comprehensive assessment system that is proactive, responsive, and equitable.	**4.1** The COMTSS District Implementation Team uses a comprehensive assessment system to evaluate the quality, equity, and efficiency of instruction, interventions, environment and supports to create a responsive system that enhances learner outcomes.	**4.1** The COMTSS School Implementation Team uses a comprehensive assessment system to evaluate the quality, equity, and efficiency of instruction, interventions, environment, and supports to create a responsive system that enhances learner outcomes.
4.2 The COMTSS Regional Implementation Team secures high-quality professional learning to support the creation of a comprehensive assessment system.	**4.2** The COMTSS District Implementation Team ensures time and resources are allocated to schools to support and evaluate ongoing, high-quality professional learning for all assessments.	**4.2** The COMTSS School Implementation Team ensures time and resources are allocated to educators to support ongoing, high-quality professional learning for all assessments.
4.3 The COMTSS Regional Implementation Team supports districts in developing a process to select and deselect outcome, fidelity, and capacity assessments.	**4.3** The COMTSS District Implementation Team develops and uses a written process to select and deselect outcome, fidelity, and capacity assessments.	**4.3** The COMTSS School Implementation Team ensures that educators use the district's written guidance on assessments annually.
4.4 The COMTSS Regional Implementation Team supports districts in the use of outcome, capacity, and fidelity measures.	**4.4** The COMTSS District Implementation Team ensures that schools are provided written guidance on assessments annually.	**4.4** The COMTSS School Implementation Team documents the schedule, collection, and regular use of high-quality screening; diagnostics; progress monitoring; and formative, summative, and fidelity assessments.
4.5 The COMTSS Regional Implementation Team develops and uses a written process for monitoring implementation fidelity of regional initiatives to support district capacity.	**4.5** The COMTSS District Implementation Team develops and uses a written process for monitoring the implementation fidelity of district-supported initiatives.	**4.5** The COMTSS School Implementation Team completes implementation fidelity measures for district-supported initiatives.

Core Component: Layered Continuum of Supports (LCS) – Evidence Based Practices, Instruction, and Interventions

Definition of Core Component	Ensuring that every student receives equitable whole child supports that are evidenced based, culturally responsive, matched to need, and developmentally appropriate through layered supports.
Consideration to Desired Outcomes	The framework of a multi-tiered approach provides for efficient, effective, and equitable allocation of resources within the education system. When appropriately used, the tiers support each learner in experiencing success by meeting their unique needs.

Regional Expected Use in Practice	District Expected Use in Practice	School Expected Use in Practice
5.1 The COMTSS Regional Implementation Team supports districts in strategic planning as they incorporate community agency services and other evidence-based interventions into their Layered Continuum of Supports.	**5.1** The COMTSS District Implementation Team creates and maintains an inventory that defines, organizes, and aligns Tier 1, 2, and 3 practices, interventions, and supports across schools.	**5.1** The COMTSS School Implementation Team creates and maintains an inventory that defines, organizes, and aligns Tier 1, 2, and 3 practices, interventions, and supports across the school.
5.2 The COMTSS Regional Implementation Team ensures time and resources are allocated to support ongoing, high-quality professional learning on Layered Continuum of Supports that integrates internal and external supports.	**5.2** The COMTSS District Implementation Team ensures time and resources are allocated to support ongoing, high-quality professional learning on LCS.	**5.2** The COMTSS School Implementation Team ensures time and resources are allocated to support ongoing, high-quality professional learning on LCS.
5.3 The COMTSS Regional Implementation Team develops and uses a written process to select and deselect evidence-based practices that aligns with regional and district priorities (e.g., Hexagon Tool).	**5.3** The COMTSS District Implementation Team develops and uses a written process to select and deselect evidence-based practices (e.g., Hexagon Tool).	**5.3** The COMTSS School Implementation Team uses the district's written process to select and deselect evidence-based programs (e.g., Hexagon Tool).
5.4 The COMTSS Regional Implementation Team provides districts with guidance on how to prioritize prevention and distribute resources equitably across a tiered framework.	**5.4** The COMTSS District Implementation Team provides schools with guidance and equitable resources to access a tiered framework of instructional practices, interventions, and supports intended to meet the needs of students' academic, social, emotional, and behavioral development. A prevention focus is prioritized.	**5.4** The COMTSS School Implementation Team provides equitable resources to support all learners with access to a tiered framework of instructional practices, interventions, and supports intended to meet the needs of students' academic, social, emotional, and behavioral development. A prevention focus is prioritized.
5.5 The COMTSS Regional Implementation Team creates a data-based process that determines the	**5.5** The COMTSS District Implementation Team uses the district identified process for providing	**5.5** The COMTSS School Implementation Team uses the district identified process for providing different tiers

level of tiered support to districts using the regional coaching system.	different tiers of support for students. This includes when schools, staff, or student supports need to be intensified or faded.	of support for students. This includes when staff or student supports need to be intensified or faded.
5.6 The COMTSS Regional Implementation Team provides guidance to districts on how to provide a continuum of strategies used to intensify interventions within tiers based on school, staff, and learner needs.	**5.6** The COMTSS District Implementation Team provides guidance to schools on how to provide a continuum of strategies used to intensify interventions within tiers based on learner needs.	**5.6** The COMTSS School Implementation Team uses the district identified guidance on how to provide a continuum of strategies used to intensify interventions within tiers based on learner needs.

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