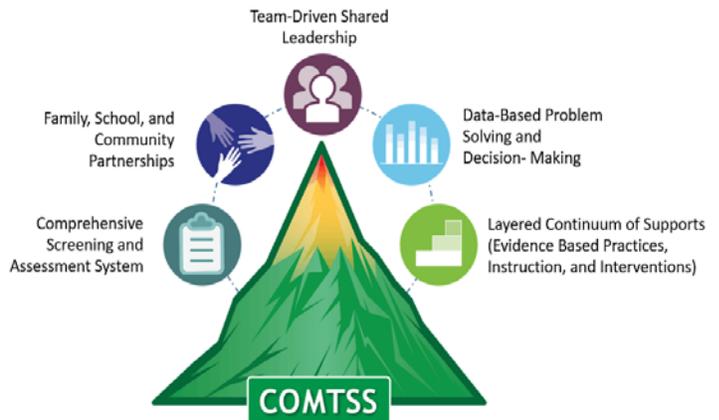## Response to Intervention within Colorado Multi-Tiered System of Supports

Introduction: The Colorado Department of Education emphasizes that Response to Intervention (RtI) exists within Colorado's Multi-Tiered System of Supports (COMTSS). COMTSS is a framework applied at all educational levels that uses implementation science to create one integrated system. This system is designed to support the needs of all students. 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 partnerships, 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. COMTSS may be likened to a tapestry with common threads of prevention science, tiered logic, integrated learning supports, implementation science, effective teaming practices, and data-based problem solving.

RtI within COMTSS is a problem-solving process focused on the use of data, evidence-based practices, and monitoring student responses to instruction and intervention to ensure every student makes educational growth to succeed in postsecondary settings and to advance in career pathways of choice. In Colorado, RtI is defined as a preventive approach to improving individual outcomes through high-quality universal instruction within a multi-tiered system that connects supports matched to students' academic, social-emotional, and behavioral needs. [1]

Purpose: The *RtI within COMTSS Table* provides a more detailed look at how RtI fits within each of the five Essential Components of Colorado's Multi-Tiered System of Supports at the school or building level. When reviewing the content, assume that everything stated about COMTSS (the right column of the table) is also embedded within RtI (the left column of the table). Guidance added to the RtI column is intended to lend clarity about the application of each component specific to the implementation of an efficient and effective RtI process. This additional information is intended to be both practical and user-friendly for those who need a quick reference.

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[1] McIntosh, K., & Goodman, S. (2016). *The Guilford practical intervention in the schools series. Integrated multi-tiered systems of support: Blending RTI and PBIS.* Guilford Press.

Response to Intervention within Colorado Multi-Tiered System of Supports Table

Colorado Multi-Tiered System of Supports	Response to Intervention
Team-Driven Shared Leadership	
• Focus is on the entire system ensuring resources, high-quality professional learning, and supports are allocated equitably across the entire organization. • Organized teaming structures for decision-making are established; distributive leadership is prioritized.	• Is process-focused: identifying, selecting, developing, implementing, and monitoring effectiveness of student level interventions. • Team focus is on effective and efficient RtI implementation practices.
Data-Based Problem Solving and Decision-Making	
• Problem-solving culture of continuous improvement is established across the system. • The 4-step problem solving process occurs at all tiers (*problem identification, problem analysis, plan implementation,* and *plan evaluation).* • Thoughtful analysis (including root cause and contributing factors) of implementation and outcome data is conducted to prioritize needs and define measurable goals. • Resources are mapped, aligned, and reallocated in response to needs and outcomes (e.g., fiscal, personnel, time, facilities).	• Data-based problem solving and decision making occurs at the student level to build, implement, and evaluate student-level support. • Analysis of data drives student decision making, is ongoing, responsive, and systematic. • Student responses to instruction and intervention are evaluated using assessment, non-assessment, and fidelity of implementation data. • Educators perceived ability to implement specific features of student-level plans as well as their confidence in the plan's ability to achieve intended outcomes are addressed and implementation barriers resolved.
Family, School, and Community Partnerships	
• High-impact strategies are used to build trusting relationships between staff, students, and families throughout the entire system. • School decision-making teams embed family and student voice and shared leadership throughout the system. • Communication mechanisms for families and staff emphasize multiple ways of gathering feedback, sharing information, and building capacity for active partnerships.	• Focus is on the student's network of support with consideration of cultural context unique to the student. • Promotes family involvement and shared responsibility in the data-based problem-solving and decision-making process at the student level. • Provides guidance for families on how to request assistance for their child and the available continuum of interventions and supports.
Comprehensive Screening and Assessment System	
• Assessment practices are systematically evaluated across the system to consider overall functionality, efficiency, cultural sensitivity, and usefulness. • Assessment measures for academic and behavioral content areas are selected that align to the four assessment purposes including universal screening/benchmarking, diagnostic/prescriptive, formative (progress monitoring), and summative (outcome). • Non-assessment measures are selected that target school climate, culture, and environment.	• Screening and progress monitoring assessments are used to identify students who may need more support. • Data collection that aligns to the four assessment purposes are integrated into student support plans. • No matter the presenting problem, student level teams consider all areas (academic, social, emotional, and behavioral development) when investigating root cause and contributing factors.

• An assessment schedule is developed that includes the frequency of universal screeners and progress monitoring assessments in the areas of academic, social, emotional, and behavioral supports across the tiers. • An emphasis on fidelity of implementation data in conjunction with other types of assessment and non-assessment data is used to inform and support equitable decision-making practices across student groups.	• Diagnostic/prescriptive data is used to plan and measure the impact of supports and not solely for identification purposes. • Analysis of fidelity of implementation data is used in conjunction with student outcome data when evaluating the effectiveness of student level plans.

Layered Continuum of Supports (Evidence-Based Practices, Instruction, and Interventions)

• Prevention is prioritized. • Best, First Instruction at Tier 1 including evidence-based classroom management strategies are defined and consistently implemented school-wide. • An Inventory is created that defines, organizes, and aligns Tier 1, 2, and 3 practices, interventions, and supports across the school. • Opportunities exist to receive ongoing, high quality professional learning on the delivery of each evidence-based academic, social, emotional, and behavioral intervention across the tiers. • A formal selection process of evidence-based practices, instruction, and interventions is utilized across the tiers. • Standardized decision-making procedures are used to determine when student supports need to be intensified or faded. • School-wide behavioral systems including a proactive, instructional, and restorative approach to discipline are established. • Annual training is provided to all staff on current safety and crisis plans, how to recognize and respond to early symptoms of mental health challenges, and everyday strategies for promoting mental health in themselves and their students.	• Fluid student-level interventions are emphasized. • There is a focus on individual student response to layered supports. • Supports are layered on top of core instruction and supplement rather than supplant. • A data-driven and systematic selection of evidence-based instruction and interventions is utilized. • Student-level plans incorporate evidence-based practices that address root cause, contributing factors and presenting needs. • Contextual fit for evidence-based practices is determined through a culturally and linguistically sensitive lens. • Training, modeling, and coaching of specific strategies within student-level support plans and safety plans are provided to staff as needed for effective and efficient implementation.