Colorado Multi-Tiered System of Supports: Advancing Educational Equity

Milcah Hawk, Ed.S
Arlisha Lawson-Watford, Ph.D
Erin Ax, Ph.D

Office of Learning Supports

Learning Objectives

1. Build a shared understanding of equity embedded within Colorado Multi-Tiered System of Supports (COMTSS)

2. Review best practices in building and sustaining equity in schools

3. Review current COMTSS resources that can positively contribute to school climate and culture

4. Reflect on and discuss the equity within your systems and use COMTSS tools and resources to create an action plan that indicates next steps
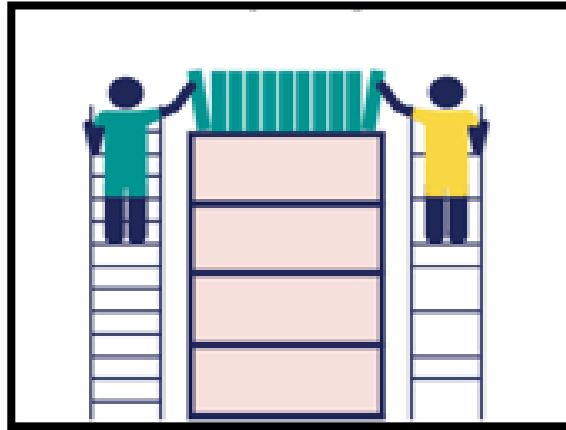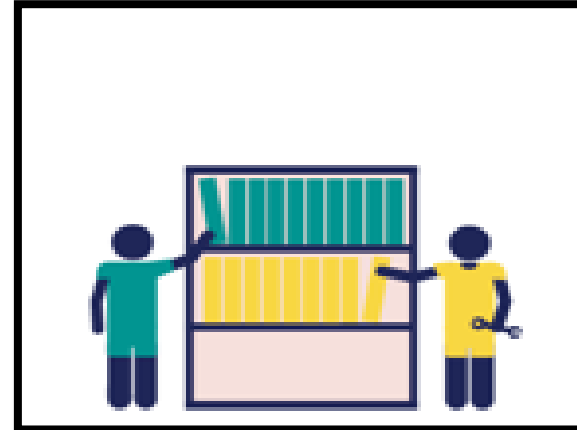
# Continuum of Access

Inequality

Equality

Equity

Justice

What do you notice in each of the images?

Colorado Multi-Tiered System of Supports

COMTSS is a prevention-based framework...
Implementation science and universal design for learning are employed to create one integrated system that focuses on increasing academic and behavioral outcomes to **equitably** support the varying needs of all students.
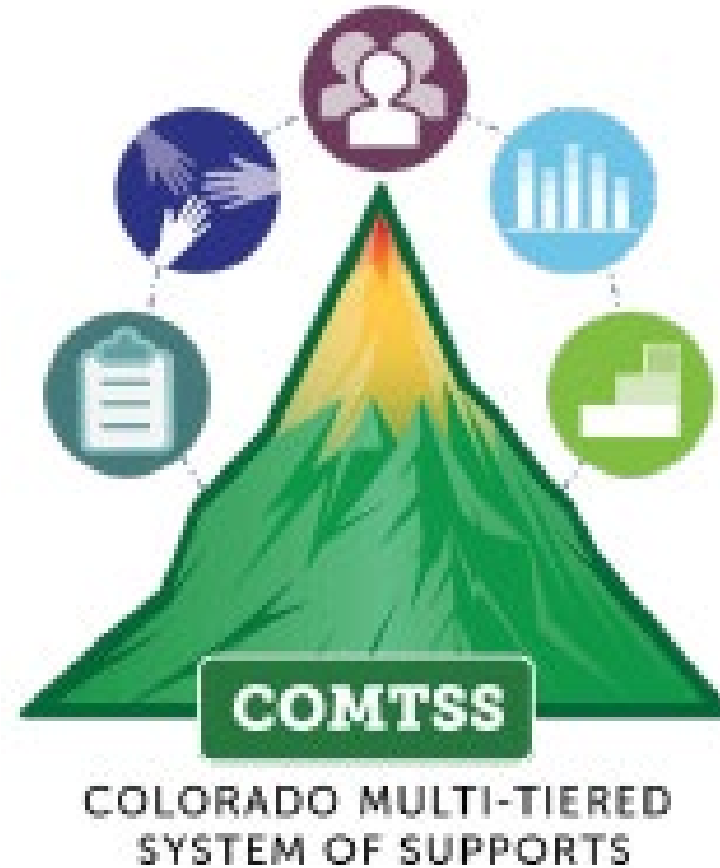
Equity

Five Components of Colorado Multi-Tiered System of Supports

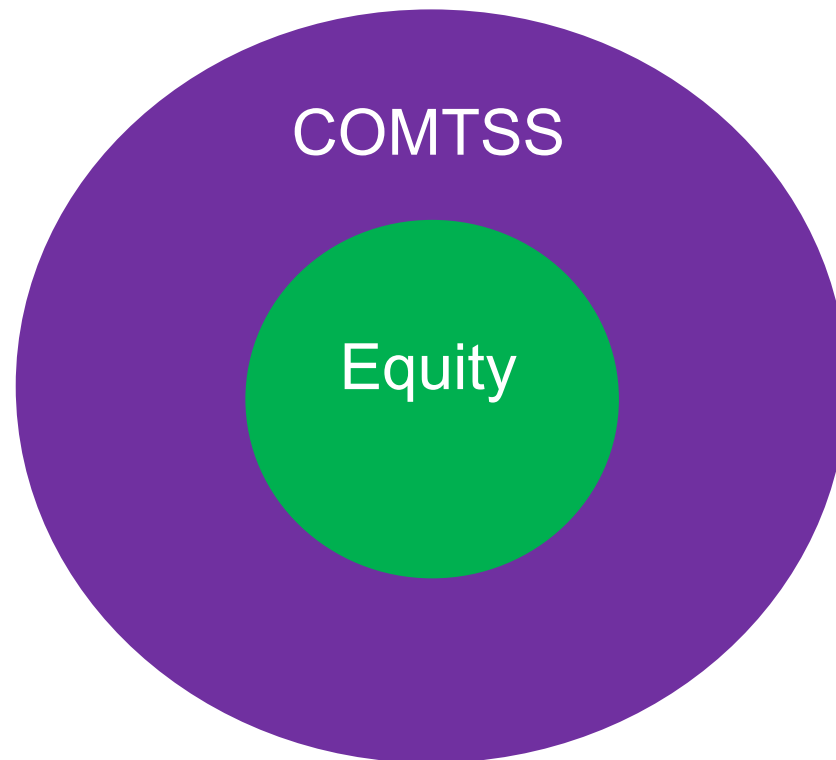| Team Driven Shared Leadership | Data-Based Problem Solving and Decision Making | Family, School, and Community Partnerships | Comprehensive Screening and Assessment System | Layered Continuum of Supports (Evidence-Based Practices Instruction & Intervention) |

Equity

Equity-Centered

How can your organization best support individual students, staff and families from different communities, backgrounds, cultures, and experiences?

Equity Considerations & COMTSS Organizational Equity Reflection Tool

| Team Driven Shared Leadership | Data-Based Problem Solving and Decision Making | Family, School, and Community Partnerships | Comprehensive Screening and Assessment System | Layered Continuum of Supports (Evidence-Based Practices Instruction & Intervention) |

Equity Considerations:

1. Favoritism, bias, or discrimination are avoided in all aspects of organizational functioning.

2. All team members are empowered to have equal voice, opportunity, and access to necessary resources regardless of their backgrounds and/or roles.

3. Individuals in positions of power are aware of their influence and ensure shared voice and responsibility.

Equity Considerations:

1. Outcome and system data are disaggregated to analyze gaps and needs, monitor progress, and guide action.

2. Social and historical contexts are examined to identify root causes of disparities, inform data collection, data analysis, plan implementation and evaluation.

3. Family and community partners are empowered as data experts using culturally responsive approaches to engagement and co-creation that support equitable data use.

Equity Considerations:

1. Teachers and school staff actively reach out to families using promising practices (i.e., home visits early in the school year to get to know them better).

2. Families are considered equal partners in sharing context expertise with the learning community when planning their child's educational program.

3. School teams share relevant, disaggregated data with families to engage them in meaningful conversations and set equitable goals to improve student outcomes.

Equity Considerations:

1. Existing methods and assumptions for data collection and analysis are questioned and assessment and non-assessment data are used.

2. Assessment measures are selected that are culturally responsive to address the needs of all students.

3. Data are shared in different ways to promote inclusion and awareness across culturally, linguistically, and racially diverse audiences.

Layered Continuum of Supports

Equity Considerations:

1. Targeted supports are provided based on the individual needs of staff, students, and families.

2. Selection of system and individual supports are based on a combination of staff, student, and family (1) needs, (2) interests/input, and (3) culturally responsive practices.

3. Academic, social-emotional, behavioral, developmental, and cultural supports are implemented at the systemic and individual levels.

Resources

https://www.cde.state.co.us/mtss

COMTSS Resources

- **Team-Driven Shared Leadership**
  - [Communication Plan](#)
  - [Meeting Foundations Checklist](#)
  - [Committee Audit](#)

- **Data-Based Problem Solving & Decision Making**
  - [Data-Based Decision Making Protocol](#)
  - [School Fidelity Tool](#)
  - [Simple Action Plan](#)

- **Comprehensive Screening and Assessment**
  - [District Capacity Assessment (NIRN)](#)
  - [School Fidelity Tool](#)
  - [Read Act Approved Assessments](#)

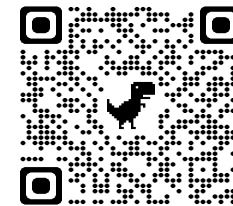- **Family, School, and Community Partnerships (FSCP)**
  - [FSCP Website](#)
  - [Continuum of High Impact FSCP Strategies](#)
  - [FSCP P-12 Framework](#)

- **Layered Continuum of Supports**
  - [Hexagon Tool (NIRN)](#)

COMTSS Resources

Action Planning

Action Plan

Make your Organizational Equity Reflection Tool discoveries actionable for you and your team(s):

- Prioritize 1-2 items from the Reflection Tool to action plan around

What steps will you take to increase equity within your current Multi-Tiered System of Supports	What do you need to get there (resources, time, people)?	How will you know it is working/has worked?

For questions or more information please visit:
www.cde.state.co.us/mtss

Or email us at:
COMTSS@cde.state.co.us