COLORADO
Department of Education

Colorado Multi-Tiered System of Supports: Advancing Educational Equity

Erin Ax, Ph.D

Milcah Hawk, Ed.S

Arlisha Lawson-Watford, Ph.D

Office of Learning Supports

COMTSS@cde.state.co.us

LET's ANNOTATE!
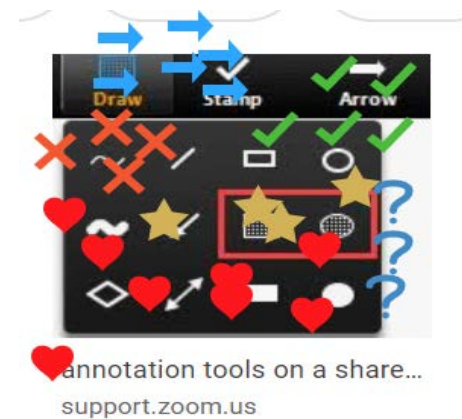
1. Click on View Options at the top of your screen

You are viewing Iam Demo (Demo Account)'s screen   View Options ⌄

Original Size
Request Remote Control
Annotate
✓ Side-by-side Mode

2. Select Annotate

3. Select Stamp

Draw   Stamp   Arrow

4. Stamp Away!

5. Now Practice Clearing your Annotate.

Clear

annotation tools on a share...
support.zoom.us

What Student Level Do You Mostly Work With?

Pre-K

Elementary

Middle School

High School

University

I Support All Levels

How Long Have You Been in Education?

This is my first year

2-5 years

6-10 years

11-15 years

16-20 years

21-24 years

More than 25 years!

We intend to treat this work with humility, humanity, and **open minds**.

We recognize that, even with the best intentions, **our collective experiences and perspectives** do not always reflect the diversity of human experience and may be **under representative of marginalized individuals and groups**.

With that in mind, we are committed to be brave, grow, and **correct our course** as we learn more.

Our Position on Equity

Learning Objectives

1. Build a shared understanding of equity embedded within 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

True educational equity is not the same as equality. In decisions regarding educational equity, the following must be considered:

1. **Access:** An equal opportunity to gain entry.

2. **Process:** A state beyond nondiscrimination that is characterized by fair and just, but not identical treatment.

3. **Outcome:** All students are provided educational experiences that ensure the achievement of certain uniform goals and objectives.

CDE Equity Tool Kit for Administrators
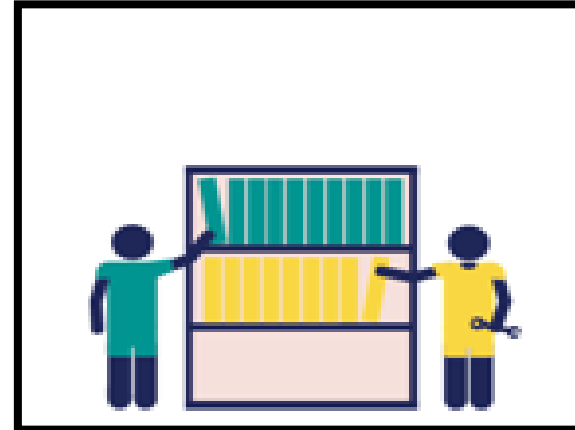
Continuum of Access

Inequality

Equality
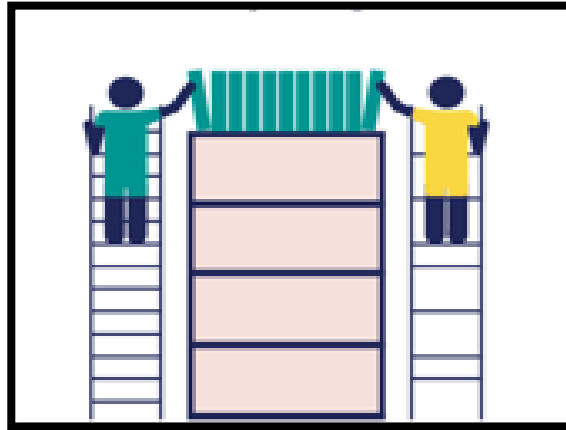
Equity

Justice

What do you notice in each of the images?

Colorado Multi-Tiered System of Supports

Colorado Multi-Tiered System of Supports 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.
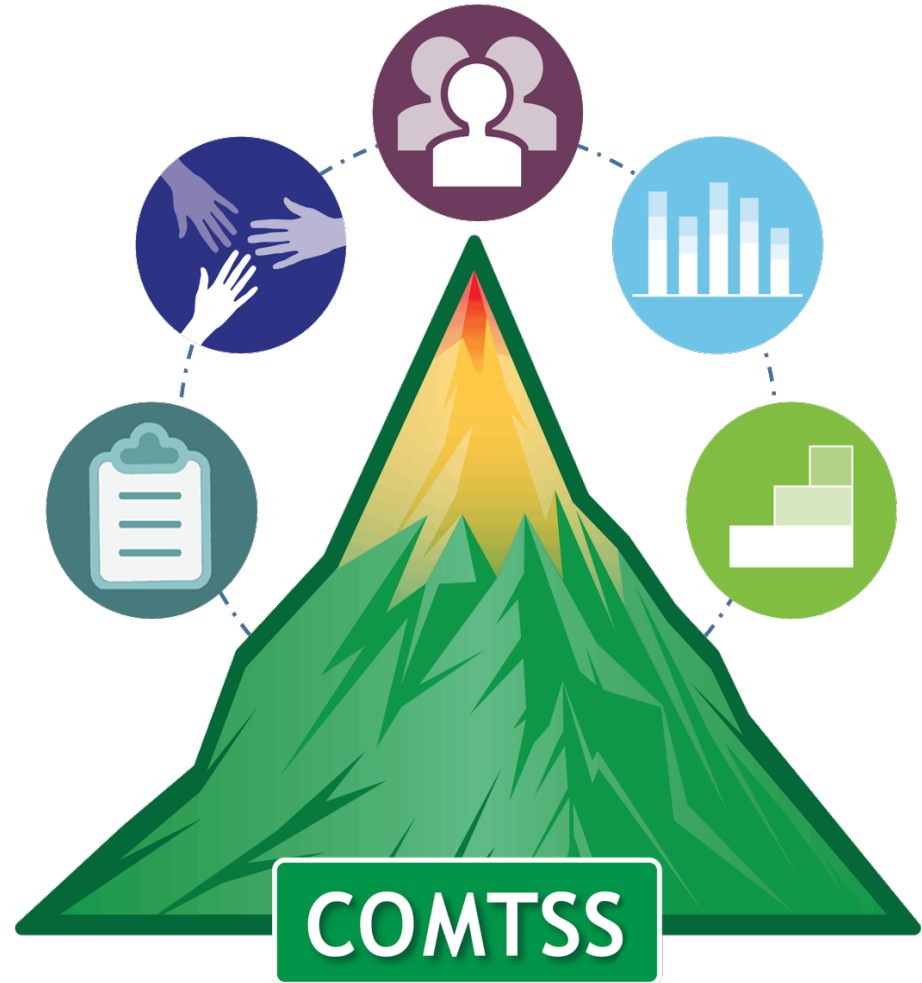
Colorado Multi-Tiered System of Supports Five Essential Components

Team-Driven Shared Leadership

Each member has equal input and shared responsibility

The right people are in the conversation

Varies perspectives are included

COMTSS Practice Profiles

Data-Based Problem Solving and Decision-Making

The practice of…

Ensuring data is used to determine staff, student, and family needs

Developing plans to address those needs *and* build capacity of all staff

Reflecting on…

What data are we using to make decisions?

Are we analyzing the problem or jumping from defining the problem to implementing a solution without determining root cause?

COMTSS Practice Profiles

Family School Community Partnerships

Including family and community perspectives

Ensuring effective two-way communication

COMTSS Practice Profiles

Comprehensive Screening and Assessment System

Identifying and administering the right assessment at the right time for both the student and system levels.

COMTSS Practice Profiles

Layered Continuum of Supports

Providing different levels of supports based on the needs of staff, students, and families

[COMTSS Practice Profiles](#)

How Outcomes Are Achieved with A Colorado Multi-Tiered System of Supports

- Improve Teaming at the regional, district, and school level. Teaching teams, and individual student meetings guided by Implementation Science
- Use data-based problem-solving and decision-making to **center** Equity
  - **Increase** prevention efforts
  - **Respond** to student, staff & family needs
  - action plan
- Integrate **all five** components at the district and school levels:
  - **Increase** district level capacity to support COMTSS
  - **Increase** schools' fidelity of COMTSS
- Professional Development to **build** staff capacity
- **Improve** communication

Equity-Centered

How do/will you ensure that your work with teams contributes to an equitable system that supports all students, staff and families?
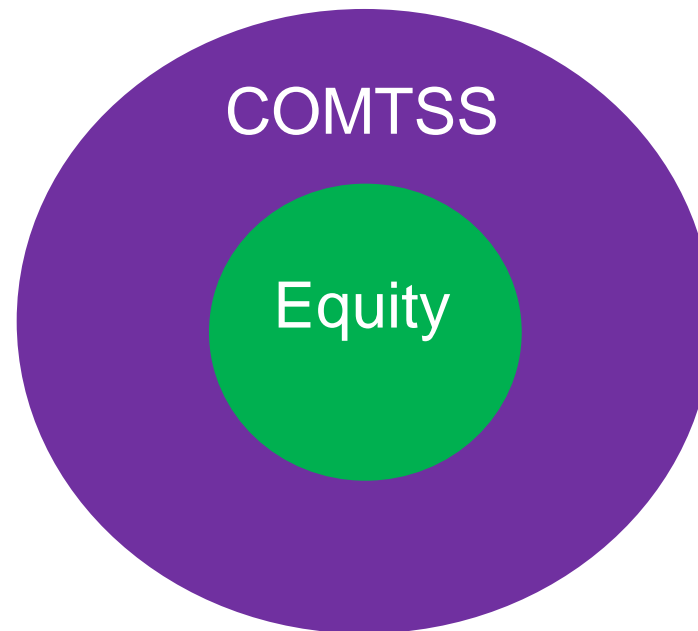
Equity Considerations & COMTSS Organizational Equity Reflection Tool

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)

Organizational Equity Reflection Tool Google Form

Team Driven Shared Leadership

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 partners 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.

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.

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 increase equity with current Multi-Tiered of Supports?		will you know it is ing/has worked?

05:00

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
- Action Planning Tool

Family, School, and Community Partnerships

- Family, School, and Community Partnerships Website
- Continuum of High Impact FSCP Strategies
- FSCP P-12 Framework Rubrics User's Guide

Comprehensive Screening and Assessment Systems

- District Capacity Assessment (NIRN)
- School Fidelity Tool
- Read Act Approved Assessments

Layered Continuum of Supports

- Hexagon Tool (NIRN)

COMTSS Resources

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

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