

Colorado Multi-Tiered System of Supports (MTSS):

A Key Organizational Framework for Educational Legislation Priorities

Topic	Description	MTSS Value Add
ESEA Flexibility Waiver	The waiver provides Colorado with the authority to use the state's accountability system in place of key federal accountability requirements. Colorado's state accountability system will now meet many of the No Child Left Behind requirements, including the requisite to annually determine school and district progress in meeting performance targets.	CO MTSS provides professional development and coaching to districts and schools on the collection and utilization of academic and behavioral data for problem solving within the school improvement framework. Additionally, CO MTSS provides professional development and coaching on the implementation of a tiered intervention and supports system that is integrated into the district and school improvement process to ensure every student receive the appropriate and necessary supports to realize growth.
Exceptional Children's Educational Act (Effective 12/30/2007)	Colorado rules for the administration of the Exceptional Children's Educational Act required the use of a Response to Intervention Model for the identification of children with Specific Learning Disabilities (SLD).	CO MTSS provides the guidance for implementation of a layered continuum of supports through professional development, coaching, and collaboration with the Exceptional Student Services Unit. The special education eligibility process is intrinsically linked to tiered instruction and intervention. This process is supported through direct instruction, progress monitoring, and the development of a body of evidence that utilizes the problem solving process.
Education Accountability Act of 2009 (SB09-163)	<ul style="list-style-type: none"> • SB09-163 holds the state, districts, and individual public schools accountable for performance on the same set of indicators and related measures statewide. • The major purposes of this bill include: <ul style="list-style-type: none"> ○ Aligning conflicting accountability systems into a single system that passes federal muster ○ Modernizing and aligning reporting of state, district, and school performance information ○ Creating a fairer, clearer, and more effective cycle of support and intervention ○ Enhancing state, district, and school oversight of improvement efforts • CDE has developed a unified improvement planning (UIP) template and processes to support schools and districts in their performance management efforts. The UIP template has been designed to meet state, federal, and program accountability requirements of SB09-163. 	CO MTSS provides professional development and coaching on data-based decision making and problem solving across academic and behavioral data. This directly supports Colorado districts and schools in improving student learning and system effectiveness by engaging in a cycle of continuous improvement.

<p>Educator Effectiveness (SB10-191)</p>	<ul style="list-style-type: none"> • Senate Bill 10-191 changes the way both principals and teachers will be evaluated in Colorado with the ultimate goal of continuously supporting educators' professional growth and, in turn, accelerating student results. • The new evaluation requirements include opportunities for reflection, review, professional development, and growth. • S.B. 10-191 requirements include: <ul style="list-style-type: none"> ○ Annual evaluations of all teachers and principals ○ Evaluation based on statewide Quality Standards defining what it means to be an effective teacher or principal; the professional practice Quality Standards account for half of an educator's annual evaluation. ○ The other half of an educator's annual evaluation is based on the Quality Standard that measures student learning over time. ○ Non-probationary status (tenure) is earned after three consecutive years of demonstrated effectiveness. ○ Non-probationary status is lost after two consecutive years of ineffective ratings. 	<p>Organizing a multi-tiered approach to supporting educators and students is a natural part of the MTSS framework and directly relates to the requirements of Senate Bill 10-191.</p> <p>For example: CO MTSS works with districts and schools to develop school-wide systems of Positive Behavioral Interventions & Supports (PBIS). PBIS provides professional development and coaching on topics and skills across the professional practice Quality Standards to support principals and teachers in growing as professionals as well as achieving their targets on the standards (e.g. Quality Standard II: Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students).</p> <p>For example: CO MTSS works with districts and schools to create effective learning environments that include decisions regarding student needs based on ongoing data collection, including progress monitoring, formative and summative data. This directly aligns with Quality Standard III: Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.</p>
<p>Colorado's Preschool to Postsecondary Alignment Act, (SB08-212; CAP4K)</p>	<ul style="list-style-type: none"> • CAP4K provides for a truly aligned preschool to postsecondary educational system in Colorado with the purpose of improving Colorado's public education system. • The major steps to achieve this alignment include: <ul style="list-style-type: none"> ○ Created descriptions and thus common understanding of "school readiness," "21st century skills" and "postsecondary and workforce readiness". ○ Expansion and refinement of standards from the model content standards to the Colorado Academic Standards (CAS) spanning 10 content areas from preschool through high school. ○ The realignment of assessments with those standards. 	<p>CO MTSS coordinates with the internal CDE work group to prepare guidance, resources, and professional development related to school readiness assessment tools and documentation plans. CAP4K is legislation that is universally-applied and expects communication and collaboration between various stakeholders to meet grade-level expectations. CO MTSS provides the framework that systematizes practices for vertical alignment across school readiness, standards, and assessment.</p>

	<ul style="list-style-type: none"> ○ Local school boards revised local standards to meet or exceed state standards as of December 15, 2011. ○ The CO State Board of Education adopted high school diploma endorsement criteria based on the demonstration of mastering the new standards as of July 11, 2011. ● CAP4K has requirements for both local education providers as well as the State Board of Education related to school readiness. ● According to CAP4K, Local Education Providers will: <ul style="list-style-type: none"> ○ Ensure all children in publically-funded preschool or kindergarten receive an individual school readiness plan. ○ Administer a school readiness assessment to each student in kindergarten. ● According to CAP4K, the State Board of Education will: <ul style="list-style-type: none"> ○ Define school readiness (accomplished in 2008) ○ Adopt one or more assessments aligned to the board approved definition of school readiness. 	
<p>Individual Career and Academic Plans (SB09-256; ICAP)</p>	<p>Created standards for Individual Career and Academic Plans (ICAP) with the goal to ultimately decrease dropout rates and increase graduation rates by assisting students and their families in developing and maintain a personalized postsecondary plan that ensures readiness for postsecondary and workforce success.</p>	<p>CO MTSS is a prevention-based framework dependent on use of the problem solving process. To meet the ICAP goals, CO MTSS coordinates professional development with the Office of Dropout Prevention to provide learning opportunities related to data-based decision-making, evidence-based practices, tiered supports, and family supports within a multi-tiered framework.</p>
<p>Concerning Measures to Reduce the Frequency of Bullying in Schools (HB11-1254)</p>	<p>The primary role of HB11-1254 was to change the definition of bullying behaviors to enumerate the protections within the definition to the protected classes as defined by federal law. The bill also required CDE to create a website with resources for districts and schools. Additionally, the bill provided guidance to districts regarding data collection for both incidences of bullying behaviors as well as climate surveys. Finally, the bill also created a grant program to be funded by gifts, grants, and donations and then utilized to fund schools' implementation of evidence-based</p>	<p>CO MTSS leads the bully prevention and intervention efforts at CDE. CO MTSS provides information, professional development, coaching, and resources supporting the bill as well as evidence-based interventions and supports to decrease the frequency of bullying and increase positive school climate and culture. Additionally, CO MTSS provides comprehensive bully prevention programming that is embedded within and aligns with school-wide Positive Behavioral Interventions & Supports (PBIS) that is based on research. CO MTSS also provides guidance and tools around tracking</p>

	practices. As of June 2013, there is no money in this grant program to disseminate to schools.	of peer-to-peer disrespectful behavior and assessments for schools to utilize in an effort to take a preventative approach to decreasing bullying behavior in their schools/districts.
The Colorado Reading To Ensure Academic Development (READ) Act (HB12-1238)	The Colorado Reading To Ensure Academic Development (READ) Act focuses on early literacy development for all students especially for students at risk for not achieving third grade reading proficiency. The READ Act focuses on kindergarten through third grade literacy development, literacy assessment, and individual READ plans for students identified with a significant reading deficiency.	CO MTSS coordinates with the Office of Literacy to provide professional development, coaching, and resources related to evidence-based practices for literacy instruction. A multi-tiered approach for identification of a student with a significant reading deficiency is defined within the rules. Guidance related to literacy instruction suggests that students who do not meet the criteria for significant reading deficiency will receive supports through MTSS and a layered continuum.
Amendments Regarding School Discipline and Referrals to Law Enforcement (SB12-1345)	These amendments within this bill revise previous safe schools policy to allow school administrators and local boards to use their discretion to determine appropriate disciplinary response to each incident without requiring the use of zero tolerance policies for many previously required incidences.	CO MTSS works with districts and schools to develop school-wide systems of Positive Behavioral Interventions & Supports (PBIS). PBIS provides professional development and coaching on topics and skills across creating a positive school climate and culture as well as creating quality discipline systems that are equitable, efficient, and effective. Additionally, CO MTSS provides professional development, coaching, and resources specifically regarding alternatives to suspensions.
Increasing Parent Engagement in Public Schools (SB13-193)	The goal of this legislation is to increase the meaningful engagement of parents and families in schools. This legislation has three primary requirements. First, the increased involvement of families in school accountability committees and school improvement plans. Second, each district in Colorado will designate a staff member as a parent liaison. Third, the Colorado Department of Education (CDE) will hire a Director of Family, School, and Community Partnerships.	CO MTSS provides extensive professional development, resources, collaboration, and coaching in Family, School, and Community Partnering.
State Board of Education Policy on Restraint (Effective 12/31/2009)	<ul style="list-style-type: none"> In November of 2009, the State Board of Education adopted the Amended Rules for the Administration of the Protection of Persons from Restraint Act. These rules stated that restraints shall only be used in an emergency and with extreme caution. 	CO MTSS provides prevention for restraint through a comprehensive system of Positive Behavioral Interventions & Supports as suggested in the rules.

	<ul style="list-style-type: none"> • The rules go on to state that restraint can only be used after the failure of less restrictive alternatives (such as Positive Behavior Supports, constructive and non-physical de-escalation, and re-structuring the environment) or a determination that such alternatives would be inappropriate or ineffective under the circumstances. • Finally, they state that restraints must never be used as a punitive form of discipline or as a threat to control or gain compliance of a student’s behavior. 	
<p>Colorado State Performance Plan for the Office of Special Education Programs (OSEP)</p>	<ul style="list-style-type: none"> • Indicator 4 of the State Performance Plan addresses the disproportionate suspension and expulsion of students with disabilities (SWD) as well as the suspension and expulsion of SWD by race and ethnicity. 	<p>CO MTSS provides support, coaching, and professional development in alternatives to suspension, creating and utilizing functional behavior assessment to drive behavior support plans to prevent problem behaviors, as well as support districts and schools to develop school-wide systems of Positive Behavioral Intervention & Supports (PBIS).</p>
<p>Reauthorization of ESEA</p>	<ul style="list-style-type: none"> • The (Senate Committee, Chairman Harkin’s) bill will likely contain a definition of "multi-tier system of supports (MTSS)." A number of general and special education groups have advocated for moving "response to intervention" processes from the IDEA to ESEA, since these processes are targeted at general education students. • The bill will also further support the use of Title I funds to support Positive Behavioral Interventions & Supports efforts at districts and schools. 	<p>Clearly, CO MTSS is at the forefront of following this legislation and providing professional development, coaching, and resources to districts and schools across the state as soon as this legislation is passed.</p>
<p>Pending Federal Legislation: Mental Health Awareness and Improvement Act of 2013</p>	<ul style="list-style-type: none"> • The Mental Health Awareness and Improvement Act addresses children and youth’s t mental health needs by containing several provisions that reauthorize already existing federal programs, as well as supports new efforts to develop programs and provide services through schools, college campuses, hospitals, and other community environments. • It amends the Elementary and Secondary Education Act (ESEA) by allowing use of funds under section 4121 for school-based 	<p>CO MTSS works with districts and schools to develop school-wide systems of Positive Behavioral Interventions & Supports (PBIS). PBIS provides professional development and coaching on topics and skills across the tiers of prevention support and intervention. CO MTSS helps schools foster climates where fewer students need additional supports and creates systems that can easily respond to those students that need mental health supports.</p>

	<p>mental health partnerships, as well as promoting the utilization of Positive Behavioral Interventions & Supports, identifying students in need of such services, and linking them to the appropriate ones.</p> <ul style="list-style-type: none"> • It also requires a U.S. Government Accountability Office (GAO) report on the utilization of mental health services for children, as well as reauthorizes the National Child Traumatic Stress Initiative (NCTSI) so that the current national network of child trauma centers can continue to operate and collect, analyze, and report data to inform evidence-based treatments and services. 	
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