



Colorado Multi-Tiered System of Supports

Office of Learning Supports



Regional and District Colorado Multi-Tiered System of Supports Practice Profiles

December 2025, Version 1

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 COMTSS implementation, such as professional learning, coaching, identification of fidelity measures, a state-level evaluation plan, and necessary changes in procedures and policy.



Component: Team Driven Shared Leadership



Definition

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.

Team-Driven Shared Leadership Expected Use in Practice

Item	Regional Expected Use in Practice	District 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.	The COMTSS District 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 identify the needs of the region as a whole, and develops a regional coaching system that provides ongoing, high-quality professional learning for themselves as a team and for districts.	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.
1.3	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.	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.
1.4	The COMTSS Regional Implementation Team uses a communication plan to promote COMTSS.	The COMTSS District 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.	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.

Component: Data-Based Problem Solving and Decision-Making



Definition

A continuous improvement process used by teams to collect, analyze, and evaluate information to inform decision making at the system and student levels.

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.

Data-Based Problem Solving and Decision Making Expected Use in Practice

Item	Regional Expected Use in Practice	District Expected Use in Practice
2.1	<p>The Regional Implementation Team uses an effective continuous improvement process that includes all the following:</p> <ul style="list-style-type: none"> • 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). 	<p>The District Implementation Team uses an effective continuous improvement process that includes all the following:</p> <ul style="list-style-type: none"> • 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	<p>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.</p>	<p>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.</p>
2.3	<p>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.</p>	<p>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.</p>
2.4	<p>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.</p>	<p>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.</p>

Component: Family, School, and Community Partnerships

Definition

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).

Family, School, and Community Partnerships Expected Use in Practice

Item	Regional Expected Use in Practices	District Expected Use in Practices
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.	The COMTSS District Implementation Team guides FSCP implementation by completing the FSCP Self-Assessment Rubric User's Guide and includes high impact FSCP strategies in the district's Unified Improvement Plan or strategic plan.
3.2	The COMTSS Regional Implementation Team provides guidance to districts about resources for high quality professional learning in effective FSCP practices.	The COMTSS District Implementation Team provides guidance to schools about resources for high-quality professional learning 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.	The COMTSS district decision-making teams utilize multiple means for two-way communication with families to create an inclusive culture.
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.	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.
3.5	The COMTSS Regional Implementation Team supports districts in their development of a communication plan to inform families about their assessment practices.	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.

Component: Comprehensive Screening and Assessment System



Definition

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.

Comprehensive Screening and Assessment System Expected Use in Practice

Item	Regional Expected Use in Practice	District 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.	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.
4.2	The COMTSS Regional Implementation Team secures high-quality professional learning to support the creation of a comprehensive assessment system.	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.
4.3	The COMTSS Regional Implementation Team supports districts in developing a process to select and deselect outcome, fidelity, and capacity assessments.	The COMTSS District Implementation Team develops and uses a written process to select and deselect outcome, fidelity, and capacity assessments.
4.4	The COMTSS Regional Implementation Team supports districts in the use of outcome, capacity, and fidelity measures.	The COMTSS District Implementation Team ensures that schools are provided written guidance on assessments annually.
4.5	The COMTSS Regional Implementation Team develops and uses a written process for monitoring implementation fidelity of regional initiatives to support district capacity.	The COMTSS District Implementation Team develops and uses a written process for monitoring the implementation fidelity of district-supported initiatives.

Component: Layered Continuum of Supports – Evidence Based Practices, Instruction, and Interventions



Definition

Ensuring that every student receives equitable whole child supports that are evidence 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.

Layered Continuum of Supports Expected Use in Practice

Item	Regional Expected Use in Practice	District 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.	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.
5.2	The COMTSS Regional Implementation Team ensures time and resources are allocated to support ongoing, high-quality professional learning on LCS that integrates internal and external supports.	The COMTSS District 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).	The COMTSS District Implementation Team develops and uses a written process to select and deselect evidence-based practices (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.	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.
5.5	The COMTSS Regional Implementation Team creates a data-based process that determines the level of tiered support to districts using the regional coaching system.	The COMTSS District Implementation Team creates a data-based process that provides tiers of support for schools, staff, and students. This includes guidance on when 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.	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.