

COMTSS
COLORADO MULTI-TIERED SYSTEM OF SUPPORTS

COLORADO

Multi-Tiered System of Supports

REGIONAL IMPLEMENTATION GUIDE

COLORADO
Department of Education

JUNE 2024 VERSION 1

Table of Contents

Introduction 3
Roadmap 4

Exploration Stage

Prioritize Colorado Multi-Tiered System of Supports 5
Partnership Agreement 6
Communication and Readiness 7
Regional Implementation Team is Solidified 8
Teaming Structures Created 9

Installation Stage

Capacity Building 10
District Selection Process 11
Establish Mutual District Partnerships 12
Regional Capacity Assessment Baseline 13
District Implementation Teams are Identified 14
Prioritize Targeted Needs 15
Create Goal Statements 16
Action Planning 17
Regional Coaching System and Professional Development Plan 18
Communication Planning 19

Initial Implementation Stage

Implement Action, PD, and Communication Plans 20
Scale Up COMTSS 21
Regional Capacity Assessments 22

Full Implementation Stage

Measure Outcomes 23
Regional Capacity Assessments 24
Scale Up MTSS 25
Feedback Loops and Continuous Communication Planning 26

Introduction

This Colorado Multi-Tiered System of Supports (COMTSS) Regional Implementation Guide was developed for regions as a roadmap of activities to support Regional Education Agencies to support districts in the achievement of COMTSS implementation. The foundation of this roadmap is based on the COMTSS Regional Practice Profiles and is a supplement to the Regional Capacity Assessment (RCA). The COMTSS practice profiles clearly define standards for what COMTSS looks like in practice at the regional, district, and school level and would be a good place to start in understanding the five components and the expected outcomes and goals of COMTSS.

The Regional Implementation Guide will help you navigate through the Implementation Stages of systems change (Fixsen et al., 2016). Although presented in a linear fashion within the table, the activities are often occurring simultaneously or in a different sequence based on readiness and local context. Some sections of this guide may take multiple meetings to complete. Focus should be on quality as you complete the activities found within this guide rather than completing each activity quickly. Note that the implementation year begins in January and not the beginning of the school year to allow districts to plan and prepare teaming structures.

Regional Support Functions: To successfully support the scaling of COMTSS within school districts, supports for effective implementation are necessary at a regional level geographically. The support functions can be provided by various agencies and/or collaboration of agencies. These agencies include regional education agencies such as the Board of Cooperative Educational Services, Institutes of Higher Education, and local community based organizations. One agency is often designated as the primary backbone organization who serves as the fiscal agent in receipt of grant funding and takes a lead coordination responsibility in collaboration with Colorado Department of Education. The regional agency or collaborative provides training, guidance, and support to engage school districts to operate efficiently and improve their student outcomes. Some examples of the types of services provided may include a combination of instructional supports (e.g., professional development in content and teaching practices, curriculum alignment), coordinating educational programming, instructional technology support services, or assistance with district operating procedures (e.g., payroll services, bus transportation services) (St. Martin, et al., 2019).

As stated above, the Regional Implementation Guide will help you navigate you through the Implementation Stages including: Action Planning Tool as the resource.

1

Exploration Stage

The exploration stage is when a site is considering the use of COMTSS. The purpose of the exploration stage is to determine the extent of the identified needs, how well COMTSS meets those needs, and whether implementation of COMTSS is feasible.

2

Installation Stage

The installation stage is when a Regional Education Agency has decided to move forward with a targeted area of focus for instance COMTSS.

3

Initial Implementation Stage

The initial implementation stage is when the COMTSS regional implementation team begins to support districts in the delivery/use of the COMTSS areas of focus program/practice.

4

Full Implementation Stage

The full implementation stage is when the COMTSS regional implementation team and 50% of intended districts are using the COMTSS areas of focus program/practice with fidelity and outcomes are being achieved.

The COMTSS Regional Implementation Guide consists of two distinct parts. The first is the overall roadmap that provides a snapshot of the main activities found with each implementation stage. The second part of the Guide is a table that goes deeper into COMTSS implementation stages, shows how each activity aligns with the COMTSS Practice Profiles and the Regional Capacity Assessment, and provides a space to rate progress. Click on the hyperlinks found in the Overall Roadmap to go directly to the corresponding detailed activities found within the table below.

Note: the term implementation plan is used in this guide to describe the process of capturing the implementation team's goals, activities, and the data that will be collected to monitor implementation and outcome progress. The tool that has been created to document these pieces is called the Action Planning Tool that drives decision making and their allocation of resources and supports. You will see the term implementation plan to describe the process and the Action Planning Tool as the resource.

Roadmap

Recommended Time of Year to Complete

Fall · Spring · Winter · Summer

4 Full Implementation Stage

- YEAR 3-5: Feedback Loops and Continuous Communication Planning
- YEAR 4-5: Scale up COMTSS
- YEAR 3-5: Implement Action, PD and Communication Plans
- YEAR 3-5: Regional Capacity Assessments

3 Initial Implementation Stage

- YEAR 1: Initial Communication Planning
- YEAR 2-5: Implement Action, PD and Communication Plans
- YEAR 2-5: Scale up COMTSS
- YEAR 2-5: Regional Capacity Assessments

2 Installation Stage

- YEAR 1: Regional Coaching System and Professional Development Plan
- YEAR 1: Prioritize Targeted Needs
- YEAR 1: Regional Capacity Assessment Baseline
- YEAR 1: Establish Mutual District Partnerships
- YEAR 1: Action Planning
- YEAR 1: Create Goal Statements
- YEAR 1: District Implementation Teams Identified
- YEAR 1: District Selection Process Created
- YEAR 1: Capacity Building

1 Exploration Stage

- YEAR 1: Prioritize Colorado Multi-Tiered Systems of Support
- YEAR 1: Communication and Readiness
- YEAR 1: Partnership Agreement
- YEAR 1: Regional Implementation Team is Solidified
- YEAR 1: Teaming Structures Created

Prioritize Colorado Multi-Tiered System of Supports

YEAR 1

Role

COMTSS Regional Leadership

Goal

Schedule an initial meeting among regional leadership and other key agencies to agree to the commitments needed for COMTSS implementation

Activities

Meeting between regional leadership and other key agencies to explore how COMTSS could support regional priorities and local school districts being served.

- Engage in learning of COMTSS and its connection to regional priorities
- Identify key agencies (e.g. other community partners, Local Education Agencies) to engage in exploration of COMTSS
- Examine regional needs and assets related to whole child and COMTSS implementation (e.g., student outcomes, current COMTSS implementation)
- Examine feasibility and fit of COMTSS with current regional priorities and initiatives

Back to Roadmap

Progress Check

- ☐ Not Started
- ☐ In Progress
- ☐ Continuous Improvement

Evidence

- Participated in COMTSS learning
- Identified current COMTSS Implementation efforts currently and areas of need and assets
- Identified potential agency partners within the region for COMTSS implementation

Resources

- COMTSS Website
- COMTSS 101 Online Academy Module

Data Sources

- Regional Practice Profile **Items**
  - » Team Driven Shared Leadership - See item #1.1

Partnership Agreement

YEAR 1

Role

COMTSS Regional Leadership

Goal

Establishing a partnership agreement with the commitment to support COMTSS implementation

Activities

The partnership agreement outlines the commitment of collaborating agencies:

- Intended outcomes of partnership, implementation of COMTSS effectively and other specific regional outcomes
- Key roles to be fulfilled:
  - Regional and District Leadership with key decision making authority
  - Regional coordinator to lead the Colorado Multi-Tiered System of Supports District Implementation Team (C-DIT) based upon the coordinator competencies.
- Fiscal agency among regional partners to support securing, leveraging, and allocation of resources
- Methods of collaboration (e.g., meeting schedule, communication)
- Commitment to collection, use, and sharing of data to monitor and support implementation
- Commitment to ongoing revisitation of C-RIT and partnership to ensure adequate local representation

Back to Roadmap

Progress Check

- ☐ Not Started
- ☐ In Progress
- ☐ Continuous Improvement

Evidence

- Signed Regional Partnership Agreement

Resources

- Regional Partnership Agreement

Communication and Readiness

YEAR 1

Role

- COMTSS Regional Leadership
- COMTSS Regional Coordinator

Goal

Communicate the establishment of the partnership and commitment to COMTSS

Activities

The Regional Coordinator begins to build relationships with district coordinators, district staff, and community-based key stakeholders that continue to provide ongoing support for regional districts in building effective systems using COMTSS.

- Create communication messages and methods announcing the partnership and commitment to COMTSS with respective agency leadership, governing boards, staff, and community partners
  - Messages should include why, what, who, and how
- Intended outcomes of communication messages and methods are critical to building relationships and include the following:
  - shared understanding of why COMTSS
  - elicit positive emotions/feelings
  - establishing positive relationships continues to support successful COMTSS implementation
- Identify other readiness activities within region to support intended goals of communication (e.g., identify regional activities to host a booth or informational session)

Back to Roadmap

Progress Check

- ☐ Not Started
- ☐ In Progress
- ☐ Continuous Improvement

Evidence

- Demonstrated motivation/ agreement to regional partnership for COMTSS implementation

Resources

- Communication Plan

Data Sources

- Regional Practice Profile **Items**
  - Team Driven Shared Leadership - See item #1.1
  - Family, School, and Community Partnerships - See item #3.3

Regional Implementation Team is Solidified

YEAR 1

Role

- COMTSS Regional Coordinator
- Executive Leadership (one who can make significant decisions)

Goal

COMTSS Regional Implementation Team (C-RIT) is solidified

Activities

- Selection criteria for team membership is developed
- Individuals from various agencies within the region including local district representation who meet criteria are identified
- A process for inviting identified members is created (e.g. individual meetings, agenda templates, email drafts)
- Timeline is created for selection process
- Selection process is executed and team members are selected and commitment is obtained
- Initial kick off meeting is held (see example agenda)

Progress Check

- ☐ Not Started
- ☐ In Progress
- ☐ Continuous Improvement

Evidence

- List of team members, roles, and job titles

Resources

- Lessons on the Online Academy related to this component

Data Sources

- Regional Practice Profile **Items**
  - » Team Driven Shared Leadership - See item #1.1
- Regional Capacity Assessment **Items**
  - » See items #1, #2, #3, #5

Back to Roadmap

Teaming Structures Created

YEAR 1

Role

COMTSS Regional Coordinator

Goal

Teaming best practices are developed and implemented within the COMTSS Regional Implementation Team (C-RIT)

Activities

C-RIT creates a common vision and adopts organizational structures and processes. Activities include:

- Develop norms
- Set agenda template
- Define roles and responsibilities
- Schedule meetings
- Determine communication structures
- Select a decision-making protocol
- Evaluate team effectiveness
- The linking of teaming structures (eg., State, regional, district, and schools) are critical to sustaining COMTSS implementation over time

Back to Roadmap

Progress Check

- ☐ Not Started
- ☐ In Progress
- ☐ Continuous Improvement

Evidence

- C-RIT vision, norms, and expectations identified
- C-RIT protocol and procedures documented

Resources

- Team-Driven Shared Leadership Online Academy Lesson 2
- Meeting Foundations Checklist

Data Sources

- Regional Practice Profile **Items**
  - » Team Driven Shared Leadership - See item #1.1
- Regional Capacity Assessment **Items**
  - » See item #6

Capacity Building

YEAR 1

Role

- COMTSS Regional Coordinator
- COMTSS District Coordinator

Goal

- Increasing capacity in knowledge, understanding, and application of COMTSS

Activities

- COMTSS Regional and District Coordinators engage in co-learning to support capacity building at both regional and district levels
- Continued communication and feedback between regional and district coordinators and their respective executive leadership
- Regional and District Coordinators engages in pre-meeting/ debrief coaching cycles

Progress Check

- ☐ Not Started
- ☐ In Progress
- ☐ Continuous Improvement

Evidence

- Schedule of meetings

Resources

- COMTSS Coordinator Competencies
- COMTSS Coordinator Training Series Padlet includes recorded presentations, training resources and materials

Data Sources

- Regional Practice Profile **Items**
  - Team Driven Shared Leadership - See items #1.1, #1.2
  - Data-Based Problem Solving and Decision-Making - See item #2.2
  - Family, School, and Community Partnerships - See item #3.2
  - Comprehensive Screening and Assessment System - See item #4.2
  - Layered Continuum of Supports - Evidence Based Practices, Instruction, and Interventions - See item #5.2
- Regional Capacity Assessment **Items**
  - See item #4

Back to Roadmap

District Selection Process

YEAR 1

Role

- COMTSS Regional Implementation Team (C-RIT)

Goal

Identify potential districts for partnership as implementation sites

Activities

Districts' are invited to participate in an interview to determine commitment and willingness to engage in the regional implementation of COMTSS.

- Determine number of districts to engage in partnership with C-RIT for COMTSS implementation
  - Number should be based on district commitment and availability of resources to support intensive implementation
- Create selection criteria for potential districts (e.g., stable district leadership, district strategic or unified improvement plan (UIP) plan has COMTSS goal, trusting relationship with key influential district leaders and staff)
- Review available data and information aligned with criteria to create initial list of potential districts
- Create exploration and readiness process (e.g., email invitation, meeting agenda) for district selection

Progress Check

- ☐ Not Started
- ☐ In Progress
- ☐ Continuous Improvement

Evidence

- District invitation, selection criteria, and process

Resources

- Example selection criteria:
  - COMTSS is a priority improvement strategy in the district's Unified Improvement Plan or strategic plan
  - Currently implementing COMTSS in district and wants to improve practice
  - Demonstrated area of need in the district's focus area of COMTSS

Data Sources

- Regional Practice Profile **Items**
  - Team Driven Shared Leadership - See items #1.1, #1.3
- Regional Capacity Assessment **Items**
  - See items #3, #10

Back to Roadmap

Establish Mutual District Partnerships

YEAR 1

Role

COMTSS Regional Implementation Team (C-RIT)

Goal

Establish district readiness in the region

Activities

- Engage in discussion and activities with district leadership and staff to create a shared understanding of a partnership, COMTSS, and collect information on identified selection criteria.
- Review information and results of meetings and use selection criteria to ensure a mutual agreement for partnership with districts and expectations (e.g., roles such as district coordinator and team).
- C-RIT and District leadership agree on additional activities needed to communicate partnership and begin to create a shared understanding of why and what of COMTSS and readiness.

Progress Check

- ☐ Not Started
- ☐ In Progress
- ☐ Continuous Improvement

Evidence

- Meeting notes, overview of presentation, district documents showing COMTSS as a priority, signed partnership agreement with districts

Resources

- COMTSS Website
- COMTSS 101 Online Academy Module
- Regional Partnership Agreement Template
- What is COMTSS

Data Sources

- Regional Practice Profile **Items**
  - » Team Driven Shared Leadership - See items #1.1, #1.3
- Regional Capacity Assessment **Items**
  - » See items #10, #11

Back to Roadmap

Regional Capacity Assessment Baseline

YEAR 1

Role

- COMTSS Regional Implementation Team (C-RIT)
- COMTSS Regional Coordinator

Goal

The Regional Capacity Assessment (RCA) is completed to obtain baseline data

Progress Check

- ☐ Not Started
- ☐ In Progress
- ☐ Continuous Improvement

Evidence

- Regional Capacity Assessment (RCA) completed in the National Implementation Research Network (NIRN) website/ database
- Regional Implementation Guide completed

Resources

- Regional Capacity Assessment

Data Sources

- Regional Practice Profile **Items**
  - » Team Driven Shared Leadership - See items #1.1, #1.3
- Regional Capacity Assessment **Items**
  - » See items #1, #4

Back to Roadmap

District Implementation Teams are Identified

YEARS 2-5

Role

- COMTSS Regional Implementation Team (C-RIT)
- COMTSS Regional Coordinator
- District Leadership

Goal

Create COMTSS District Implementation Teams (C-DIT) within selected districts

Activities

- C-DITS are identified and developed by District leadership in collaboration with C-RIT to ensure shared understanding of:
  - Purpose of the C-RIT and C-DIT
  - Common Vision/Commitment
  - Membership
  - Organizational structures and processes
  - Identification of a staff member to be the COMTSS District Coordinator for the C-DIT

Back to Roadmap

Progress Check

- ☐ Not Started
- ☐ In Progress
- ☐ Continuous Improvement

Evidence

- C-RIT and C-DIT vision, norms, and expectations identified
- C-DIT protocol and procedures documented (ex., agenda template, decision making protocol, roles and responsibilities)
- Data from Meeting Foundations Checklist

Resources

- COMTSS 101 Online Academy Modules
- Meeting Foundations Checklist
- COMTSS Coordinator Training Series Padlet
- COMTSS Regional Practice Profiles
- COMTSS District Practices Profiles
- District Capacity Assessment
- District Implementation Guide

Data Sources

- Regional Practice Profile **Items**
  - Team-Driven Shared Leadership - See items #1.1, #1.3
  - Family, School, and Community Partnerships - See item #3.4
- Regional Capacity Assessment **Items**
  - See items #1, #4, #11, #12

Prioritize Targeted Needs

YEAR 1

Role

- COMTSS Regional Implementation Team (C-RIT)
- COMTSS District Implementation Team (C-DIT)

Goal

Select, define, and investigate regions prioritized need using data

Activities

- C-RIT and C-DITs use a data based decision making protocol to identify and prioritize a focus area. Multiple sources of assessment and non-assessment data are used including but not limited to:
  - Regional capacity data (e.g., RCA), District capacity data (e.g., DCA), District Implementation Team's action plans, Family, school, and Community Partnership Self-assessment Rubric, COMTSS School Fidelity Tool data, Student outcome data (e.g., universal screening data, progress monitoring data, and summative assessment data), Listening Session, and/or focus groups
- In preparation of the data inquiry, support is needed to ensure districts have access to the different sources of data (e.g., who to work with, format of data for analysis)
- C-RIT then analyzes the results of C-DIT's engagement in the data inquiry protocol and prioritizes a focus area overall for the region

Back to Roadmap

Progress Check

- ☐ Not Started
- ☐ In Progress
- ☐ Continuous Improvement

Evidence

- Prioritized focus areas for districts and the region within problem statements

Resources

- Data Based Decision Making Protocol
- Action Plan
- FSCP Self-Assessment Rubric
- School Fidelity Tool

Data Sources

- Regional Practice Profile **Items**
  - Team-Driven Shared Leadership - See item #1.3
  - Data-Based Problem Solving and Decision-Making - See items #2.1, #2.3, #2.4
  - Family, School, and Community Partnerships - See item #3.1
- Regional Capacity Assessment **Items**
  - See items #18, #19

Create Goal Statements

YEAR 1

Role

- COMTSS Regional Implementation Team (C-RIT)
- COMTSS District Implementation Team (C-DIT)

Goal

Investigate and select an initiative/program/practice within focus area

Activities

- C-RITS and C-DITS collaborate to investigate and select an initiative/program/practice within their respective focus areas and create measurable goal statements
  - Goal(s) with measurable outcomes: Specific, Measurable, Achievable, Relevant, and Time-Bound (S.M.A.R.T.)

Progress Check

- ☐ Not Started
- ☐ In Progress
- ☐ Continuous Improvement

Evidence

- Initiative Inventory
- Selected initiative/Program/Practice

Resources

- Initiative Inventory
- Hexagon Tool

Data Sources

- Regional Practice Profile **Items**
  - Team-Driven Shared Leadership - See item #1.5
  - Family, School, and Community Partnerships - See item #3.4
  - Layered Continuum of Supports - Evidence Based Practices, Instruction, and Interventions - See Items #5.1, #5.2, #5.3
  - Comprehensive Screening and Assessment System - See item #4.3
- Regional Capacity Assessment **Items**
  - See items #7, #8

Back to Roadmap

Action Planning

YEAR 1

Role

- COMTSS Regional Implementation Team (C-RIT)

Goal

COMTSS Regional action plan is completed to help guide future short-cycle action plans

Activities

Develop an action plan for the prioritized focus area including identification of measures to monitor progress on goal statements for identified focus areas (e.g., measure of use of initiatives/ practices/programs as intended for focus area)

Progress Check

- ☐ Not Started
- ☐ In Progress
- ☐ Continuous Improvement

Evidence

- Completed Action Plan

Resources

- COMTSS Action Plan
- COMTSS School Fidelity Tool
- COMTSS Look for Tool

Data Sources

- Regional Practice Profile **Items**
  - » Team-Driven Shared Leadership - See item #1.3
  - » Data-Based Problem Solving and Decision-Making - See items #2.4. #2.5
  - » Comprehensive Screening and Assessment System - See item #4.1
- Regional Capacity Assessment **Items**
  - » See #9, #20, #26

Back to Roadmap

Regional Coaching System and Professional Development Plan

YEAR 1 (CONTINUING 2-5)

Role

- COMTSS Regional Implementation Team (C-RIT)

Goal

C-RIT develops and uses a regional coaching system to support regional professional development plans to support the district's area of focus

Activities

- C-RIT and C-DITs collaborate on ensuring time and resources are allocated to support ongoing, high-quality professional learning for identified focus areas through the use of the COMTSS Professional Development Plan
- A coaching service delivery plan is developed to ensure equitable access to high-quality coaching for identified focus areas
- COMTSS Regional Implementation Team (C-RIT), with the support of the COMTSS State Team, provides support to the C-DIT's on the creation and implementation of COMTSS systems using regional and district priorities and areas of focus
  - prioritized needs assessed at each district are used to drive training and coaching, data collection, and action planning
- The Coaching Service Delivery Plan is used to provide coaching to C-DITs and includes:
  - Differentiation based on stages of implementation and the COMTSS District Implementation Team's knowledge, skills, and abilities (e.g., observation, prompting, modeling, assistance in adapting to local context)
  - Coaching effectiveness measures (district capacity data, observation, products, coaching satisfaction survey data) used to adjust and refine supports
  - Adherence to the coaching service delivery plans is reviewed three times a year
- C-RIT uses the High Quality Professional Development Checklist to ensure the presence of adult learning principles in learning opportunities.
- Training effectiveness data are analyzed using data-based decision making protocol:
  - Inform improvements to the content and delivery
  - Inform improvements in recruitment and selection, training, coaching, and other implementation supports

Back to Roadmap

Progress Check

- ☐ Not Started
- ☐ In Progress
- ☐ Continuous Improvement

Evidence

- COMTSS Professional Development Plan
- Coaching Service Delivery Plan

Resources

- COMTSS Professional Development Plan
- High Quality Professional Development Checklist
- Coaching Service Delivery Plan

Data Sources

- Regional Practice Profile **Items**
  - Team-Driven Shared Leadership - See item #1.2
  - Data-Based Problem Solving and Decision-Making - See item #2.2
  - Family, School, and Community Partnerships - See item #3.2
  - Comprehensive Screening and Assessment System - See item #4.2
  - Layered Continuum of Supports - Evidence Based Practices, Instruction, and Interventions - See Items #5.2
- Regional Capacity Assessment **Items**
  - See #13, #14, #16

Communication Planning

YEAR 1

Role

- COMTSS Regional Coordinator
- COMTSS Regional Implementation Team (C-RIT)

Goal

Initial communication plan is developed

Activities

- C-RIT develops a communication plan that is accessible to all regional staff
- Communication plan outlines not only communications methods and messages within and between the region and their districts but also includes feedback loops with CDE to share progress, bright spots, and implications for adaptation of policy/ practice to best support the local education agencies in the region

Progress Check

- ☐ Not Started
- ☐ In Progress
- ☐ Continuous Improvement

Evidence

- Communication Plan- Communication plan linking REA executive leadership to other departments and structures

Resources

- Communication Plan

Data Sources

- Regional Practice Profile **Items**
  - » Team-Driven Shared Leadership - See item #1.4
  - » Family, School, and Community Partnerships - See items #3.3, #3.5
- Regional Capacity Assessment **Items**
  - » See #25, #27, #28

Back to Roadmap

Implement Action, PD, and Communication Plans

YEARS 2-5

Role

- COMTSS Regional and District Coordinators
- COMTSS District Implementation Team (C-DIT)
- COMTSS Regional Implementation Team (C-RIT)
- COMTSS Regional Leadership

Goal

Action plans are put into Action!

Activities

- C-RIT in collaboration with C-DITs put their respective action, PD, and communication plans into use for their focus areas.
- Plans are reviewed three times a year using multiple sources of data for:
  - generating learnings for the region and respective districts
  - identifying progress and bright spots
  - making needed improvements including removing barriers
  - generating communication needed for ongoing readiness and promotion of COMTSS

Progress Check

- ☐ Not Started
- ☐ In Progress
- ☐ Continuous Improvement

Evidence

- Progress Reports

Resources

- COMTSS Action Plan

Data Sources

- Regional Practice Profile **Items**
  - Data-Based Problem Solving and Decision-Making - See item #2.1
  - Layered Continuum of Supports - Evidence Based Practices, Instruction, and Interventions - See Items #5.4, #5.5, #5.6
  - Comprehensive Screening and Assessment System - See items #4.4, #4.5
- Regional Capacity Assessment **Items**
  - See #15, #21, #22, #23, #24

Back to Roadmap

Scale Up COMTSS

YEARS 2-5

Role

- COMTSS Regional Implementation Team (C-RIT)
- Executive Leadership

Goals

Create and use scaling criteria

Activities

- C-RIT identifies and use decision making criteria using data for expanding use of COMTSS within local districts in the region
- The C-RIT gathers feedback and data from districts and schools on the feasibility of implementing policy/practice updates from the State Agency
- The C-RIT makes recommendations to the COMTSS Regional Specialist on how to adapt policy/practice to best support the local education agencies in the region
- The process is consistently used by the C-RIT for reporting information to the COMTSS Regional Specialist

Progress Check

- ☐ Not Started
- ☐ In Progress
- ☐ Continuous Improvement

Evidence

- Decision making criteria
- List of implementing districts

Data Sources

- Regional Practice Profile **Items**
  - » Data-Based Problem Solving and Decision-Making - See items #2.1, #2.2, #2.3, #2.4
- Regional Capacity Assessment **Items**
  - » See #17, #22, #23, #24, #27, #28

Back to Roadmap

Regional Capacity Assessments

YEARS 2-5

Role

- COMTSS Regional Implementation Team (C-RIT)
- COMTSS Regional Coordinator
- Executive Leadership (Regional/District cabinet level leaders or administrators at the cabinet level)

Goal

The Regional Capacity Assessment (RCA) is completed a second time to measure progress.

Activities

C-RIT completes the RCA for continuing capacity development and action planning.

Progress Check

- ☐ Not Started
- ☐ In Progress
- ☐ Continuous Improvement

Evidence

- Regional Capacity Assessment (RCA) completed in the National Implementation Research Network (NIRN) website/database
- Regional Implementation Guide completed

Resources

- Regional Capacity Assessment

Data Sources

- Regional Practice Profile **Items**
  - » Team-Driven Shared Leadership - See items #1.1, #1.3
- Regional Capacity Assessment **Items**
  - » See #1, #4

Back to Roadmap

Measure Outcomes

YEARS 3-5

Role

- COMTSS Regional and District Coordinators
- COMTSS District Implementation Team (C-DIT)
- COMTSS Regional Implementation Team (C-RIT)
- Regional Leadership

Goal

Action plans are put into Action!

Activities

- C-RIT in collaboration with C-DITs put their respective action, PD, and communication plans into use for their focus areas.
- Plans are reviewed three times a year using multiple sources of data for:
  - generating learnings for the region and respective districts
  - identifying progress and bright spots
  - making needed improvements including removing barriers
  - generating communication needed for ongoing readiness and promotion of COMTSS

Progress Check

- ☐ Not Started
- ☐ In Progress
- ☐ Continuous Improvement

Evidence

- Progress Reports

Resources

- COMTSS Simple Action Plan
- District Implementation Guide

Data Sources

- Regional Practice Profile **Items**
  - Data-Based Problem Solving and Decision-Making - See item #2.1
  - Layered Continuum of Supports - Evidence Based Practices, Instruction, and Interventions - See Items #5.4, #5.5, #5.6
- Regional Capacity Assessment **Items**
  - See #22, #23, #24

Back to Roadmap

Regional Capacity Assessments

YEARS 3-5

Role

- COMTSS Regional Implementation Team (C-RIT)
- COMTSS Regional Coordinator
- Executive Leadership (Regional/District cabinet level leaders or administrators at the cabinet level)

Goal

The Regional Capacity Assessment (RCA) is completed each year to measure progress and plan for improvement.

Activities

C-RIT completes the RCA for continuing capacity development and action planning.

Progress Check

- ☐ Not Started
- ☐ In Progress
- ☐ Continuous Improvement

Evidence

- Regional Capacity Assessment (RCA) completed in the National Implementation Research Network (NIRN) website/database
- Regional Implementation Guide completed

Resources

- Regional Capacity Assessment

Data Sources

- Regional Practice Profile **Items**
  - » Team-Driven Shared Leadership - See items #1.1, #1.3
- Regional Capacity Assessment **Items**
  - » See #1, #4

Back to Roadmap

Scale Up MTSS

YEARS 4-5

Role

- COMTSS Regional Implementation Team (C-RIT)
- Executive Leadership (Regional/District cabinet level leaders or administrators at the cabinet level)

Goal

Create and use scaling criteria (see evidence)

Activities

- C-RIT uses data and decision making criteria using for expanding use of COMTSS within local districts in the region
- C-RIT continues to support and expand COMTSS and provide ongoing training and coaching within local districts in the region

Progress Check

- ☐ Not Started
- ☐ In Progress
- ☐ Continuous Improvement

Evidence

- Decision making criteria
- List of districts implementing COMTSS
- Regional Capacity Assessment 80% overall score
- District Capacity Assessment 80% overall score
- PD Plan
- School Fidelity Tool Data 50% of schools scored at least 70%
- Schools have 75% of teachers observed using a Look-for-Tool / Walkthrough Tool

Resources

- Regional Implementation Guide
- Data-Based Problem-Solving Protocol

Data Sources

- Regional Practice Profile **Items**
  - » Data-Based Problem Solving and Decision-Making - See items #2.1, #2.2, #2.3, #2.4
- Regional Capacity Assessment **Items**
  - » See #17, #22, #23, #24, #27, #28

Back to Roadmap

Feedback Loops and Continuous Communication Planning

YEARS 3-5

Role

- COMTSS Regional Implementation Team (C-RIT)

Goal

Continue to use communication planning for scaling COMTSS implementation and sustainability

Activities

During the scale-up of COMTSS, continue to promote an inclusive culture by using multiple ways of communicating, gathering feedback, and ensuring that decision making is influenced by participation of representative voices from the learning community (leadership, practitioners, staff, families, and community members)

Progress Check

- ☐ Not Started
- ☐ In Progress
- ☐ Continuous Improvement

Evidence

- Communication Plan

Resources

- Communication Plan

Data Sources

- Regional Practice Profile **Items**
  - » Team-Driven Shared Leadership - See item #1.4
  - » Family, School, and Community Partnerships - See item #3.3
- Regional Capacity Assessment **Items**
  - » See #27, #28

Back to Roadmap