

Colorado Multi-Tiered System of Supports and 4+ READ Plans

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Colorado Multi-Tiered System of Supports (COMTSS) is a prevention-based framework using team-driven leadership and data-based problem solving to improve the outcomes of every student through family, school, and community partnerships, comprehensive assessment, and a layered continuum of supports. 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.

According to Every Student Succeeds Act (ESSA, 2015), a multi-tiered system of support is “a comprehensive continuum of evidence-based, systemic practices to support a rapid response to students’ needs, with regular observation to facilitate data-based instructional decision making.”

Colorado Multi-Tiered System of Supports Components

The COMTSS framework consists of five components which represent the integration of existing evidence-based educational reform initiatives. COMTSS provides a structured approach to organizing and delivering reading interventions, ensuring that students receive the appropriate level of support based on their needs and should be utilized in the creation and implementation of 4+ READ Plans.

The COMTSS Components are:

Team-Driven Shared Leadership: COMTSS encourages collaboration among teachers, interventionists, administrators, and other support staff to share expertise, resources, and best practices in implementing effective reading interventions.

Data-Based Problem Solving and Decision Making: COMTSS utilizes ongoing assessments and data collection to identify struggling readers, monitor their progress, and make data-informed decisions about appropriate interventions.

Family, School, and Community Partnerships: COMTSS strengthens collaboration, two-way communication, and shared responsibility with families to ensure positive student outcomes.

Comprehensive Screening and Assessment System: COMTSS emphasizes continuous monitoring of students' progress to determine the effectiveness of interventions. If a particular intervention is not yielding the desired results, adjustments can be made to better meet the student's needs.



Layered Continuum of Supports: COMTSS recognizes that students' reading needs can vary, and it provides a continuum of supports to address those needs. From high-quality core instruction to more intensive interventions, students receive increasingly individualized and targeted support.

Reading Instruction Embedded in Colorado Multi-Tiered System of Supports

The COMTSS framework supports tiered instruction and intervention to improve outcomes for all students at risk for reading problems as well as students at risk for Specific Learning Disabilities.

Universal Tier: At the universal level, all students receive high-quality reading instruction as part of the core curriculum. Teachers use evidence-based instructional strategies, such as explicit reading instruction, vocabulary development, and reading comprehension strategies, to support students' reading skills.

Targeted Tier: In the targeted tier, students who require additional support in reading beyond the universal level are identified through regular assessments and screenings. These students receive supplemental interventions, which are more intensive and targeted to their specific needs. These interventions may include small-group instruction, personalized reading plans, or specialized programs designed to address reading difficulties.

Intensive Tier: The intensive tier provides highly individualized and intensive interventions for students who continue to struggle with reading despite the targeted interventions. These students may receive one-on-one instruction, intensive interventions focused on specific reading skills, or access to specialized reading professionals, such as reading specialists or interventionists.

More information

For more information, including [Online Academy learning modules](#), [Practice Profiles](#) for implementation of the five components at the regional, district and school level, as well as additional tools and resources, please visit our website at <https://www.cde.state.co.us/mtss> or contact us at COMTSS@cde.state.co.us

