

# COMTSS Practice Profiles



## 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.

District Expected Use in Practice	
1.1	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 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 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 District Implementation Team uses a communication plan to promote COMTSS.
1.5	The COMTSS District Implementation Team is well versed in systems change and examines the organization and alignment of district

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## 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.

### District Expected Use in Practice

2.1	<p>The District Implementation Team uses an effective continuous improvement process that includes all the following:</p> <ul style="list-style-type: none"> <li>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.</li> <li>Problem analysis (including root cause and contributing factors) is conducted to prioritize needs and define measurable goals.</li> <li>Selection and alignment processes are used to identify strategies to achieve identified goals.</li> <li>Implementation and evaluation plans are used to ensure effective implementation, anticipating, and responding to barriers, and monitoring for adjustments needed to achieve intended outcomes.</li> <li>Resources are mapped, aligned, and reallocated in response to plans and outcomes (e.g., fiscal, personnel, time, facilities).</li> </ul>
2.2	<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 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 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>
2.5	<p>The COMTSS District Implementation Team selects, uses, and maintains an efficient data management system at the district and school levels that provides timely, valid, reliable, and accurate data and information.</p>

# COMTSS Practice Profiles



## 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).

District Expected Use in Practice	
3.1	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 District Implementation Team provides guidance to schools about resources for high-quality professional learning in effective FSCP practices.
3.3	The COMTSS district decision-making teams utilize multiple means for two-way communication with families to create an inclusive culture.
3.4	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 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.

# COMTSS Practice Profiles



## 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.

District Expected Use in Practice	
4.1	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 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 District Implementation Team develops and uses a written process to select and deselect outcome, fidelity, and capacity assessments.
4.4	The COMTSS District Implementation Team ensures that schools are provided written guidance on assessments annually.
4.5	The COMTSS District Implementation Team develops and uses a written process for monitoring the implementation fidelity of district-supported initiatives.

# COMTSS Practice Profiles



## Component: Layered Continuum of Supports – Evidence Based Practices, Instructions 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.

District Expected Use in Practice	
5.1	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 District Implementation Team ensures time and resources are allocated to support ongoing, high-quality professional learning on LCS.
5.3	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 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 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 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.