

COMTSS Practice Profiles



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		School 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"> 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 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 School Implementation Team develops and uses a problem-solving culture of continuous improvement that extends from the school to the classroom to the individual student level.</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	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.		The COMTSS School Implementation Team ensures time and resources are allocated to support ongoing, high-quality professional learning for staff on continuous data-based problem solving and decision making.
2.3	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.		The COMTSS School Implementation Team uses multiple types of data, including coaching effectiveness data, to inform decision making, implementation, and evaluation at the system and student levels.
2.4	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.		The COMTSS School Implementation Team collects, analyzes, and disaggregates school implementation, and student-level data at least twice a year for the purpose of examining trends and systemic issues.
2.5	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.		The COMTSS School Implementation Team develops a short-cycle action plan to determine progress and next steps for implementation within a continuous improvement cycle.