

3 Questions Every Data-Driven **MTSS Support Team** Must Ask Weekly



3 Must-Ask Questions for Student Intervention Teams

MTSS teams are at the heart of the <u>multi-tiered system of supports</u> process. Also known as **Student Support Teams (SST), Student Intervention Teams (SIT)**, or **Child Study Teams (CST)**, these cross-functional teams strive to identify student needs, design data-informed intervention plans, and work with teachers and staff to ensure fidelity of implementation and delivery.

It's critical that MTSS team meetings are **driven by data**. Yet, static reporting tools like spreadsheets or paper forms can make it challenging to proactively identify who needs support, collaborate on intervention plans, and review student progress with data.

The most successful MTSS teams **ask good questions** to sift through the noise and surface the most important insights. In this guide, we share the **three key questions** that every MTSS team can use to make more data-driven decisions, measure the health of their program, and center systems in equity.

Explore additional MTSS/RTI resources from Panorama:

- <u>A Comprehensive Guide to MTSS</u>
- Year One of MTSS: Tips for Getting Started
- Interventions and Progress Monitoring Toolkit
- <u>3 Shareable Resources for MTSS/RTI Leaders</u>
- How Districts Are Solving the 5 Biggest Challenges of MTSS





1. Which students are "at risk" or declining in academics, attendance, and/or life skills—but do not have intervention plans in place?

Assessments	Lincoln Middle School	Last updated about 2 hours ago 🏾
Indicators		
Trending		
Improving Academics Attendance Behavior Life Skills Declining	Overview Viewing 28 of 975 students who match these attributes: Academics × Intervention Status × At risk No plan Clear all TIMEFRAME • Q1 Q2 Q3 (current)	③ Save Share Lxport Print
Academics		Academics Attendance Behavior Life Skills
Attendance Sehavior		0% 68% 75% 29%
S Life Skills		0% 25% 21% 71%
Intervention Plans		
Tier		☑ 100% □ 7% □ 4% □ 0%
Tier 3		
Status In progress Completed		
🕑 No plan	⇔Student Name	Academics Attendance Behavior Life Skills
Strategies Check in / check out Counseling Phone Call Home Emotion Menu Peer Mentoring Attendance Incentive Plan 2x10 relationship	George Alvarez	D 16 0 5
	Rosendo Alvarracin	D+ 4 0 5
	Amos Bembury	D 8 0 5
building		

"Which students are 'at risk' or declining in academics, attendance, and/or life skills but do not have intervention plans in place?"

What

• Identifies the students who are trending downwards in life skills, academics, and/or attendance, and who may need additional support from a caring adult.

Why

- Quickly spot students who may benefit from Tier 2 intervention.
- Know which students to prioritize. Bring this list of students to your next SST meeting to ensure they don't slip through the cracks.
- Proactively assign an adult champion (or a team of adults) to support these students.
- By cross-referencing data across academics, attendance, life skills, and behavior, get a more holistic picture of each child to understand the connections between different areas and to inform intervention plans.

How to answer this question in Panorama Student Success:

- 1. From your Students dashboard, open up the filters on the left hand side.
- 2. Under "Trending," click on the "Declining" filters for Academics, Attendance, Behavior, and/or life skills.
- 3. This will surface students whose performance in the selected area(s) has been declining over the last week.
- 4. Click "Save" to create a smart group of these students so you can monitor them for continued support and track if any new students start to decline. You can also share this group with colleague(s) in Panorama.



4



2. How are our intervention plans progressing?





‡ Math

"How are our intervention plans progressing?"

What

• Identifies how well your school's intervention plans are progressing, measured by the percentage of intervention plans that are "on track," "progressing," and "behind" based on goals.

Why

- Use as a leading indicator of your intervention effectiveness over time. Identify whether your support team is moving students through intervention plans at a healthy rate.
- Compare the overall "on track" rate by domain (e.g., Math, ELA), by tier, and by intervention strategy to pinpoint where your team needs to focus.
- Understand which interventions are helping students meet goal vs. which interventions are less effective.
- Understand whether support staff need more professional development and coaching around certain interventions or support areas.

How to answer this question in Panorama Student Success:

- 1. From the Students dashboard, click on "Interventions Summary" on the left hand side.
- 2. The percent of in-progress plans that are "On track" will display at the top of the page. Expand this card to view the percentages of "Progressing" and "Behind" plans. (Plans are considered "Behind" if they are projected to achieve less than 50% of the targeted improvement.)
- 3. Scroll down to view a breakdown of on-track plans by domain, by tier, and by intervention type.
- 4. To view progress for your own intervention plans or for plans on which you are a collaborator, click on "My Plans" or "Group Plans" on the left hand side.





3. What is our intervention enrollment by race and ethnicity?



"What is our intervention enrollment by race and ethnicity?"

What

• Identifies how many students are receiving tiered interventions by race/ethnicity and whether the school is serving students equitably.

Why

- Understand if some groups of students are being over-identified as needing tiered or intensive supports.
- Recognize potential imbalances across tiers to diagnose the health of your MTSS.
- Start conversations about whether intervention processes and systems are equitable; begin a review process and identify ways to better support every student.
- Report these metrics to your leadership team to stay accountable to an equity-based MTSS.

How to answer this question in Panorama Student Success:

- 1. From the School or District dashboard, click on "Interventions" on the left hand side. This will pull up the intervention reporting dashboard.
- 2. Select the "Race Ethnicity" demographic filter under "View By."
- 3. From here, the dashboard will display intervention enrollment by race/ethnicity and by tier—providing both the number of students and percentages for comparison.
- 4. To break down the data even further, filter by the type of intervention (e.g., ELA, Math, Life Skills) at the top right.





BONUS



Which students haven't had a personal check-in from an adult recently?

Create a support	Beacon Academy Last up								
Type a note									
Did you take any actions? (optional)	Julie Andrews					How is Julie progressing this year? 💿			
Call home					A.	adomics —			
Classroom observation	Cohort Gend	der LEP Status	FRPL Status	Grade Level	A	ladennes	4/4		
🗌 Home visit	2030 Fem	nale No	Full Price	1st grade					
Parent meeting	Date of Birth	Home Language	Race Ethnicity White	Section 504 Status No	Atte	tendance	5 1		
Student meeting	Apr 15, 2012	English							
Check-in: Virtual Learning	Pre K Early Interve	ention DCID 3852307	Student Stude	Student Number 24719994		Behavior —			
Check-in: Basic Needs	110	3652300	36323035	2-713334		Denation			
Check-in: Life Skills									
Challenge: Basic Needs	nterior Add to Grou	up 🎽 Share	Print			Life Skills —	0		
Challenge: Tech/Internet Access							S1 S2	-	
Challenge: Virtual Learning							(curre	nt)	
Challenge: Life Skills									
□ Notes for Back-To-School	Intervent	tion Plans						Create plan	
Clear Sa <u>ve</u>									
Notes are visible to all colleagues @	Acader	mics							
	Acudei								
Support notes @	What is J	lulie's academ	ic status?						
Jenna B. 10/13/20 Edit	11								
Call home	cours	ses							
Challenge: Life Skills	On Track f	or College/C							
Called Julie's parents to see	What are Julie's grades?								
how she is doing with home	-						0.5		
learning. Julie is doing fine	Term	Course	e Teacher		Changed	51	S2		
on schoolwork but is struggling not being able to see her peers.	+ Year	Scienc Chere	ce K lle Lowcks			3/3	3/3		
Show less	Vear	Physic	al Education K			4/.	4/.		

"Which students haven't had a personal check-in from an adult recently?"

What

• Identifies which students have not recently had a "touch" or a check-in from a caring adult in the current quarter, semester, or academic year.

Why

• Ensure that each and every student feels connected to school and cared for this year. Proactively check in to see if students are receiving the resources and supports they need to succeed.

How to answer this question in Panorama Student Success:

- From the Students dashboard, filter by "Has no" support notes. Support notes can be logged by any educator in Panorama. For example, if a teacher learns that a student doesn't have reliable Internet access, they can log a note on the student's profile. Educators can also log actions like a "Call home" or a quick "Check-in on virtual learning."
- 2. This filter will surface students who do not have any support notes logged on their profiles.
- 3. Click "Save" to create a smart group of these students for staff outreach. You can also share this group with colleague(s) in Panorama.



Build Your MTSS Program With Panorama Student Success

Panorama Student Success is your foundation to scale an MTSS or RTI framework. Panorama brings student support data into one unified platform—so that administrators and educators can collaborate to ensure every child gets the support they need across **academics, attendance, behavior, and life skills)**.

With Panorama, easily identify at-risk students, create intervention plans from a central intervention library, and monitor student progress even if staff and students are remote. Quickly pull reports on the health of your MTSS program and take action to address each and every student's holistic needs.

Today, 2,000 school systems serving 15 million students trust Panorama, including the New York City Department of Education, Dallas Independent School District, and San Francisco Unified School District.

$\bullet \bullet \bullet$ E NANORAMA Panorama Public Schools Interventions District School Students Groups **Create an intervention plan** Show st What type of intervention are you planning 🗄 Math Other Academics A Behavior Attendance Tier 2 Tier 3 22% 7% What is your goal for Gary? No Status Behind Progressing ter multiplication and division of complex fraction Which intervention strategies will you use × Math Time Drill + Add custom strategy Champion Liana Leahy Tier Enrollment Plans % on track Tier 2 97 (11%) 97 Tier 3 25 (3%) 25 Strategy Fluency Practice 18 Decoding Practice 5 Lexia PowerUp 2

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