

Panorama Student Success Research Rationale & Logic Model

Study Type: ESSA Evidence Level IV

Prepared for:
Panorama Education

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EXECUTIVE SUMMARY

Panorama Education engaged LearnPlatform by Instructure, a third-party edtech research company, to develop a logic model for Panorama Student Success, a Multi-Tiered System of Supports (MTSS) implementation solution for schools and districts. LearnPlatform by Instructure designed the logic model to satisfy Level IV requirements (*Demonstrates a Rationale*) according to the Every Student Succeeds Act (ESSA).¹

Logic Model

A logic model provides a program roadmap, detailing program inputs, participants reached, program activities, outputs, and outcomes. LearnPlatform by Instructure collaborated with Panorama Education to develop and revise the logic model.

Study Design for Panorama Student Success Evaluation

Informed by the logic model, the next phase will focus on planning for an ESSA Level III study to examine the extent to which Panorama Student Success is associated with student academic and behavioral outcomes.

Conclusions

This study satisfies ESSA evidence requirements for Level IV (*Demonstrates a Rationale*). Specifically, this study met the following criteria for Level IV:

- ✓ Detailed logic model informed by previous, high-quality research
- ✓ Study planning and design is currently underway for an ESSA Level III study

¹ Level IV indicates that an intervention should include a “well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes; and an effort to study the effects of the intervention, that will happen as part of the intervention or is underway elsewhere...” (p. 9, U.S. Department of Education, 2016).

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Introduction

Panorama Education engaged LearnPlatform by Instructure, a third-party edtech research company, to develop a logic model for Panorama Student Success. LearnPlatform by Instructure designed the logic model to satisfy Level IV requirements (*Demonstrates a Rationale*) according to the Every Student Succeeds Act (ESSA).

Panorama Student Success is a Multi-Tiered System of Supports (MTSS) implementation solution for schools and districts. Implementing MTSS improves academic, behavioral, and social outcomes. However, schools and districts often struggle to maintain timely data to make informed decisions concerning MTSS implementation. Panorama Student Success facilitates MTSS implementation by making relevant data and supports quickly available to stakeholders.

The study had the following objectives:

1. Briefly summarize the foundational research base supporting Panorama Student Success.
2. Define the Panorama Student Success logic model.
3. Draft an ESSA Level III study design.

Literature Review

The design of this logic model was guided by a review of research examining implementation of MTSS. According to ESSA, a multi-tier system of supports refers to “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” (Every Student Succeeds Act, 2015). The MTSS approach frames instruction around three tiers of intensifying supports. Tier 1 establishes universal approaches to meeting the academic, behavioral, and social-emotional needs of the general student population. Applicable to a smaller proportion of students, Tier 2 offers specialized intervention for students whose needs are not fully met by Tier 1. For the smallest proportion of the population, Tier 3 provides intensive, individualized interventions and ongoing support (USDOE, 2020). MTSS combines practices like Response to Intervention (RTI), Positive Behavioral Interventions and Supports (PBIS) into a single system (Dulaney, Hallam, & Wall, 2013).

MTSS is intended to improve student outcomes. Successful implementation shifts the quality of instruction for all students while also helping educators meet the needs of more at-risk students (Schiller et al., 2014). Furthermore, MTSS can build educator and administrator capacity for using data for problem-solving and decision-making regarding instruction, classroom management, curriculum design, and professional development (Lane, Oakes, & Menzies 2014). A well-articulated MTSS implementation plan shares decision-making responsibility for how to best support individual students and gives educators more tools for identifying student needs and monitoring intervention progress. Table 1 below defines the essential MTSS components identified by the Center on Multi-Tiered System of Supports (n.d.).

Table 1. MTSS components and definitions (Center on Multi-Tiered System of Supports, *n.d.*)

Essential MTSS Component	Definition
Universal screening	Systematic process for identifying students who may be at risk for poor learning outcomes, including academic, behavioral, social, emotional, school completion, and college and career readiness outcomes.
Multi-level prevention system	Three tiers of intensity for instruction, intervention, and supports. Tier 1 programming and supports are designed to meet the needs of all students. Tier 2 supports are small group interventions and targeted supports for at-risk students. Tier 3 interventions are for students not responding to Tier 2 supports, providing intensified instruction and supports that are individualized based on student need.
Progress monitoring	Using valid and reliable measures to quantify students' rate of improvement or responsiveness to instruction or intervention, and to evaluate fidelity of implementation and the effectiveness of instruction to provide feedback for improvement.
Data-based decision making	Using screening and progress monitoring data to make decisions about instruction, movement within the multi-level prevention system, intensification of instruction and supports, and identification of students with disabilities (in accordance with state law). Teams use implementation data to evaluate the extent to which their assessments, interventions, and supports have been implemented as intended and identify areas of improvement.

One major challenge of successful MTSS implementation is the additional burden placed on the already complex work of educators and interventionists (Walker & Gresham, 2013). In response, a comprehensive set of tools to help sustain MTSS implementation have emerged (Schiller et al., 2020). One such tool is Panorama Student Success, a dynamic platform that gives educators and administrators immediate access to a variety of student data in one place and helps identify students who may benefit from additional support. Panorama Student Success also helps educators oversee MTSS implementation efficiently with embedded workflows for planning, interventions, and progress-monitoring.

Logic Model

A logic model is a program or product roadmap. It identifies how a program aims to impact learners, translating inputs into measurable activities that lead to expected results. A logic model has five core components: inputs, participants, activities, outputs, and outcomes (see Table 2).

Table 2. Logic model core components

Component	Description	More information
Inputs	What the provider invests	What resources are invested and/or required for the learning solution to function effectively in real schools?
Participants	Who the provider reaches	Who receives the learning solution or intervention? Who are the key users?
Activities	What participants do	What do participants do with the resources identified in Inputs? What are the core/essential components of the learning solution? What is being delivered to help students/teachers achieve the program outcomes identified?
Outputs	Products of activities	What are numeric indicators of activities? (e.g., key performance indicators; allows for examining program implementation)
Outcomes	Short-term, intermediate, long-term	<p>Short-term outcomes are changes in awareness, knowledge, skills, attitudes, and aspirations.</p> <p>Intermediate outcomes are changes in behaviors or actions.</p> <p>Long-term outcomes are ultimate impacts or changes in social, economic, civil or environmental conditions.</p>

LearnPlatform by Instructure reviewed Panorama Student Success resources, artifacts, and program materials to develop a draft logic model. Panorama reviewed the draft and provided revisions during virtual meetings. The final logic model depicted below (Figure 1) reflects these conversations and revisions.



Purpose Statement: Districts often struggle to maintain timely data to make informed decisions concerning implementation of Multi-Tiered System of Supports (MTSS) and Response to Intervention (RTI) to support and improve student outcomes. Panorama Student Success is a dynamic platform that gives educators and administrators immediate access to data in one place for supporting students and adults. The platform identifies students who may benefit from additional support and workflows for planning, implementing, and progress monitoring targeted supports and interventions. As a result, educators and administrators are empowered to manage and evaluate MTSS systems and practices through the use of data-based decision-making best practices.

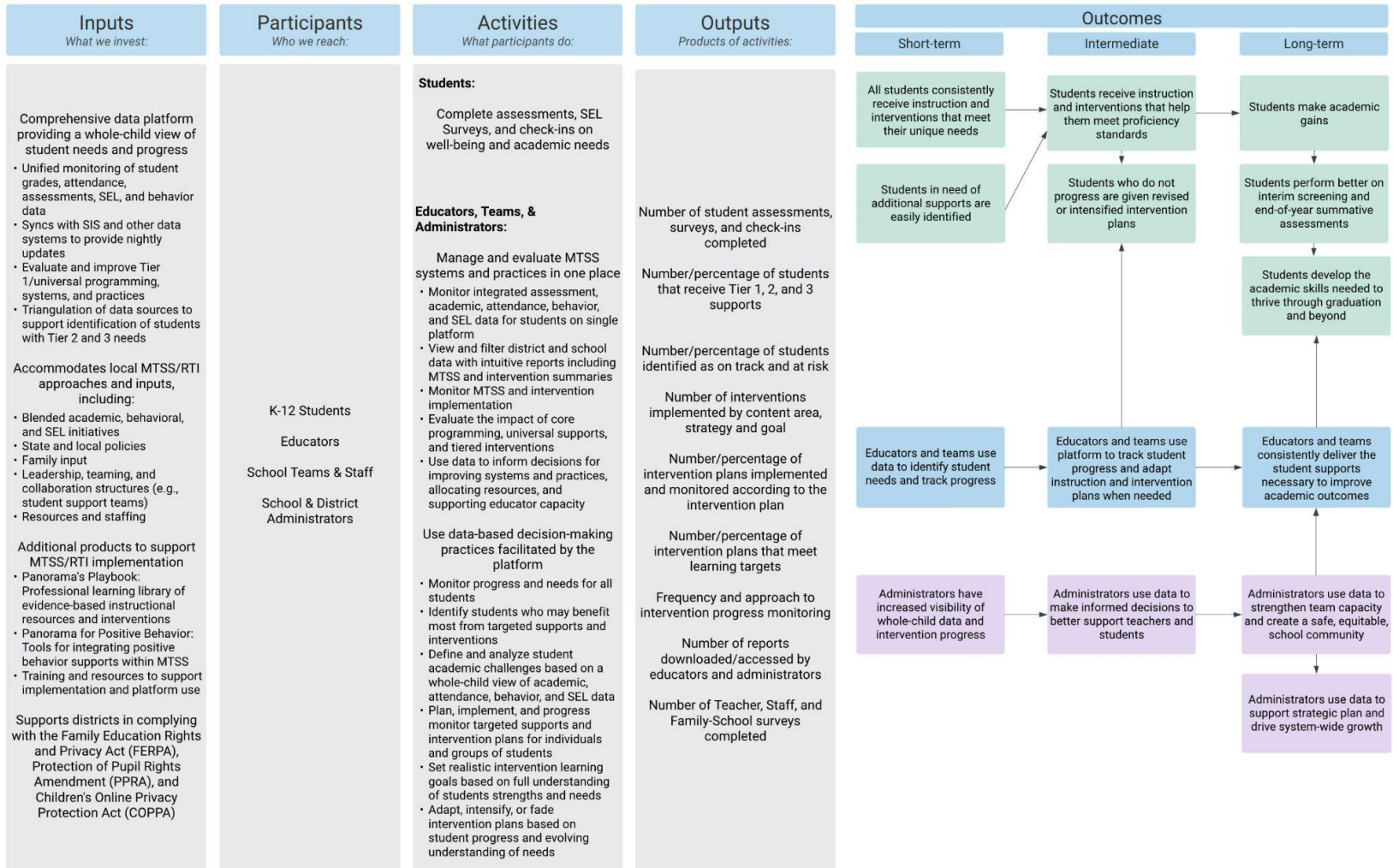


Figure 1. Panorama Student Success logic model

Panorama Student Success Logic Model Components. The first component of the Panorama Student Success logic model is inputs. Panorama Student Success's inputs are those features of the platform that are provided so participants can enact activities. Several inputs were identified. The first is the comprehensive data platform that provides a whole-child view of student needs and progress. The platform syncs with SIS and other data systems to facilitate unified monitoring of student grades, attendance, assessments, SEL, and behavior data. The platform supports educators as they evaluate and improve Tier 1/universal programming, systems, and practices, and with the triangulation of data sources to support identification of students with Tier 2 and 3 needs. Ultimately, Panorama Student Success aims to reach K-12 students, educators, school staff and teams, and school and district administrators.

Using these program resources, students, educators, administrators, and other staff can engage with the Panorama Student Success platform in the following activities:

Activities

- Students complete assessments, SEL surveys, and check-ins on well-being and academic needs
- Educators manage and evaluate MTSS systems and practices in one place
 - Monitor integrated assessment, academic, attendance, behavior, and SEL data for students on single platform
 - View and filter district and school data with intuitive reports including MTSS and intervention summaries
 - Monitor MTSS and intervention implementation
 - Evaluate the impact of core programming, universal supports, and tiered interventions
 - Use data to inform decisions for improving systems and practices, allocating resources, and supporting educator capacity
- Educators use data-based decision-making practices facilitated by the platform
 - Monitor progress and needs for all students
 - Identify students who may benefit most from targeted supports and interventions
 - Define and analyze student academic challenges based on a whole-child view of academic, attendance, behavior, and SEL data
 - Plan, implement, and progress monitor targeted supports and intervention plans for individuals and groups of students
 - Set realistic intervention learning goals based on full understanding of students strengths and needs
 - Adapt, intensify, or fade intervention plans based on student progress and evolving understanding of needs

As participants engage in the above activities using Panorama Student Success, those activities will begin to produce certain immediate, observable outputs. Counting these outputs will give an indication of platform implementation. Panorama can examine the extent to which core activities were delivered and participants were reached by examining the following quantifiable outputs:

- Number of student assessments, surveys, and check-ins completed
- Number/percentage of students that receive Tier 1, 2, and 3 supports
- Number/percentage of students identified as on track and at risk
- Number of interventions implemented by content area, strategy and goal
- Number/percentage of intervention plans implemented and monitored according to the intervention plan
- Number/percentage of intervention plans that meet learning targets
- Frequency and approach to intervention progress monitoring
- Number of reports downloaded/accessed by educators and administrators
- Number of Teacher, Staff, and Family-School surveys completed

If implementation is successful, based on a review of program outputs, Panorama can expect the following short-term, intermediate, and long-term outcomes. In the short-term, educators and teams use data to identify student needs and track progress. This gives administrators increased visibility of whole-child data and intervention progress, and ensures students consistently receive instruction and interventions that meet their unique needs, with students in need of additional supports being easily identified.

With time, intermediate outcomes of implementation begin to manifest. Educators and teams regularly use the platform to track student progress and adapt instruction and intervention plans when needed so students receive instruction and interventions that help them meet proficiency standards, and students who do not progress are given revised or intensified intervention plans. At this point, administrators also regularly use data to make informed decisions to better support teachers and students.

Eventually, and with sustained implementation, long-term outcomes can be observed. In the long-term, educators and teams consistently deliver the student supports necessary to improve academic outcomes, while administrators regularly use data to strengthen team capacity, create safe and equitable school communities, support strategic plans, and drive system-wide growth. Long-term outcomes for students consist of students making academic gains that translate into better performance on interim screening and end-of-year summative assessments. All of these outcomes together eventually culminate in students developing the academic skills needed to thrive in school, through graduation, and beyond.

Study Design for Panorama Student Success Evaluation

To continue building evidence of effectiveness and to examine the proposed relationships in the logic model, Panorama has plans to conduct an evaluation to determine the extent to which its program produces the desired outcomes. Specifically, Panorama has plans to begin an ESSA Level III study to answer the following research questions:

1. How often were the key features of Student Success used by district and school administrators, school teams and staff, and educators as specified in the logic model?
2. To what extent were Student Success tools used to support MTSS implementation and best-practices as specific in the logic model?
3. Did Student Success usage and implementation correlate with short-term, intermediate, and long-term outcomes specified in the logic model?

Panorama plans to begin this study in spring 2023.

Conclusions

This study satisfies ESSA evidence requirements for Level IV (*Demonstrates a Rationale*). Specifically, this study met the following criteria for Level IV:

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