

# Strengthening MTSS and PBIS with Social-Emotional Learning Data

*at Val Verde USD*



# Michael R. McCormick

*Superintendent*



# Aimee Garcia

*Director of K-12 Education*



# Philander Steward

*TOSA - PBIS and SEL*



# Jessica Warren

*TOSA - MTSS*

# What we'll cover today

- Improving school culture and climate using student perception data
- Addressing equity with PBIS
- Supporting every student with MTSS
- Strengthening PBIS and MTSS with social-emotional learning data
- Resources and Q&A







# Proud to serve over 50 districts in California



**TULARE CITY**  
*School District*





# About Panorama Education



School Climate & Culture

Family Engagement

Student Voice



Social-Emotional Learning



Student Success

Early Warning System

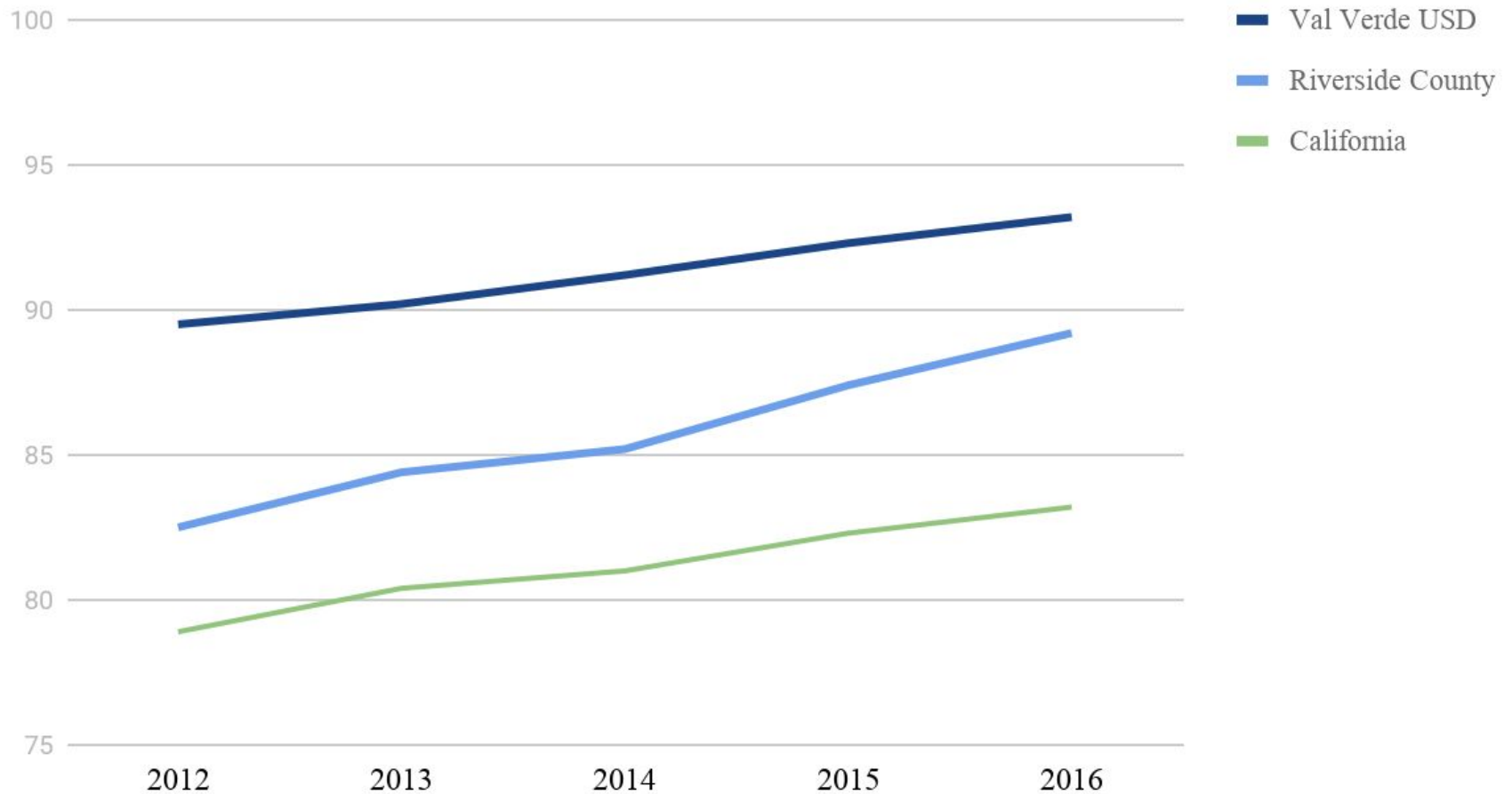
MTSS & Intervention Tracking

# About Val Verde USD

- Serving 20,000 students in Riverside County
- District mission is improving outcomes for all students
- Graduation rate over 96%, achieved by analyzing and responding to academic data
- Looking to achieve next level of growth with student perception data on school climate and culture and social-emotional learning

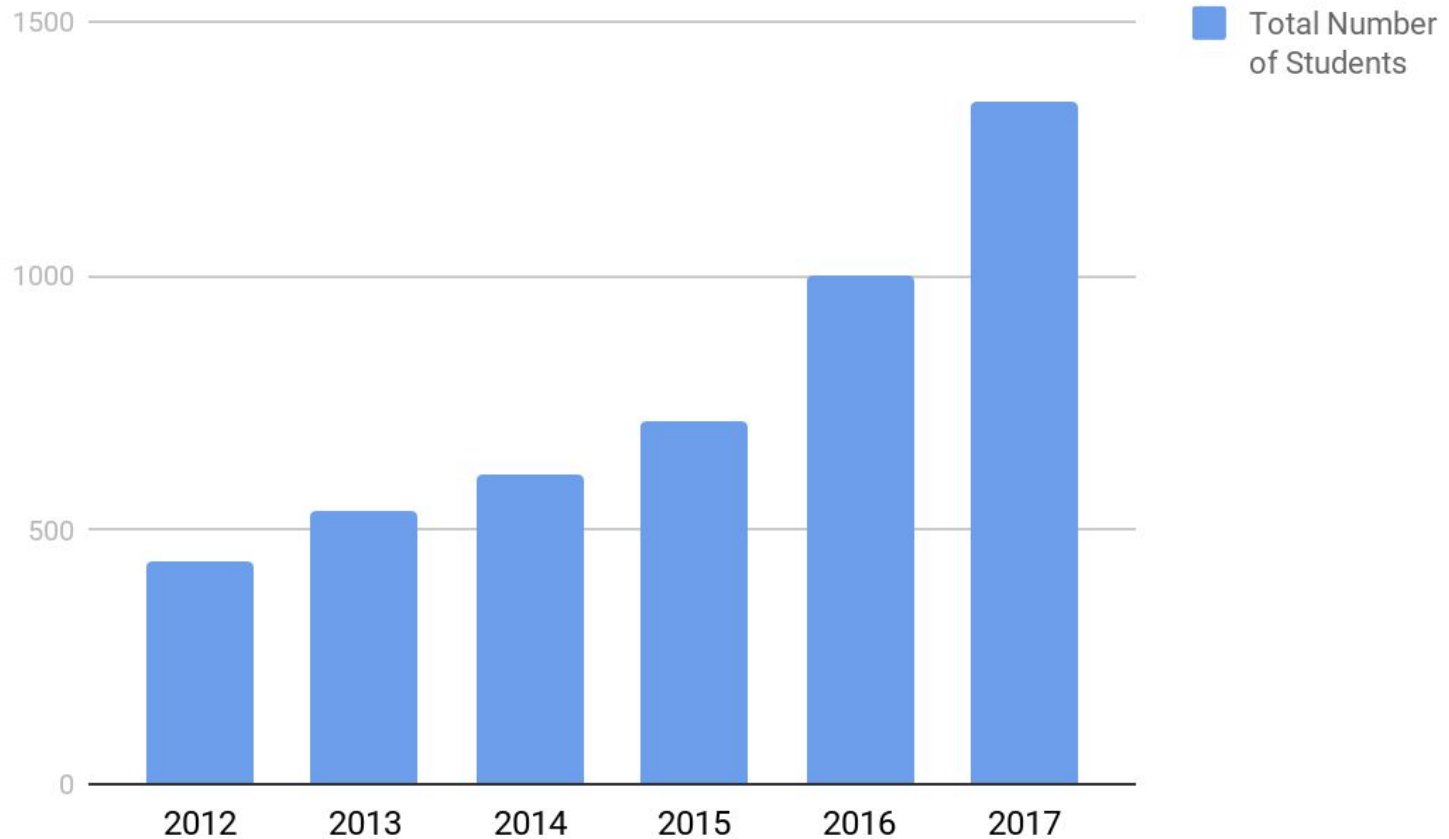


## Cohort Graduation Rate





## AP Students Across Val Verde Unified



# VAL VERDE UNIFIED SCHOOL DISTRICT PORTRAIT OF A GRADUATE



## CRITICAL THINKING

- Students collect, assess and analyze relevant information.
- Reason effectively and use systems thinking.
- Make sound judgement and decisions.
- Identify, define and solve authentic problems and essential questions.
- Reflect critically on learning experiences, processes and solutions.



## FLEXIBILITY

- Students adapt to varied roles, jobs responsibilities, schedules and contexts.
- Work effectively in a climate of ambiguity and changing priorities.
- Incorporate feedback effectively. Deal positively with praise, setbacks and criticism.
- Understand, negotiate and balance diverse views and beliefs to reach workable solutions in multi-cultural environments.



## CREATIVITY

- Use a wide range of idea creation techniques (such as brainstorming, divergent & convergent thinking).
- Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts.
- Demonstrate originality and inventiveness and understand real world limits to adopting new ideas.
- View failure as an opportunity to learn; understand innovation is a long-term, cyclical process of small success and frequent mistakes.
- Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur.



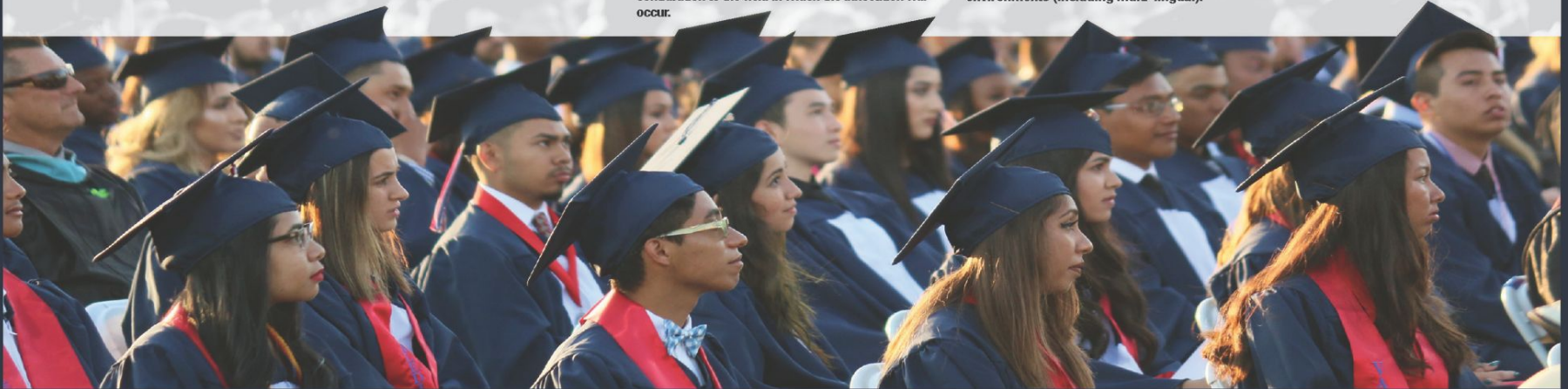
## COMMUNICATION

- Students articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.
- Listen effectively to decipher meaning including: knowledge, values, attitudes and intentions.
- Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade).
- Utilize multiple media and technologies, and know how to judge their effectiveness and assess their impact.
- Communicate effectively in diverse environments (including multi-lingual).



## COLLABORATION

- Students demonstrate ability to work effectively and respectfully with diverse teams.
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.
- Assume shared responsibility for collaborative work, and value the individual contributions made by each team member.





# Improving Outcomes for All Students



Critical Thinking

Communication

Collaboration

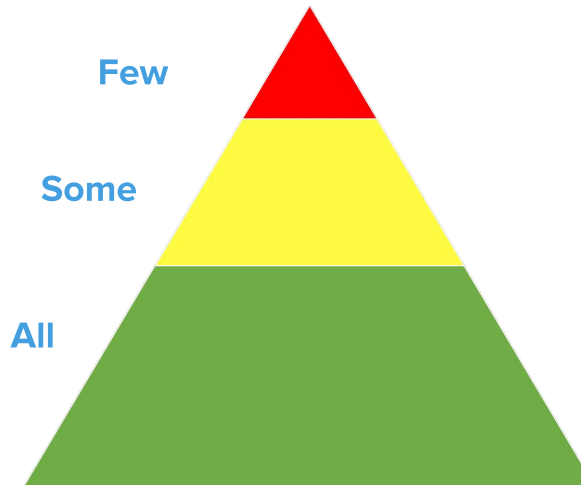
Flexibility

Creativity

## Academic Supports

- Reading by 3rd grade
- Data-driven interventions
- RTI Process

## Equity & Access



## Climate & Culture

- Social-emotional learning
- Positive behavior support (PBIS)
- Parent engagement

# Measure

**PANORAMA EDUCATION**

1. Overall, how much have you learned from this teacher about this subject? Clear

Almost nothing    A little bit    Some    Quite a bit    A tremendous amount

2. During class, how motivating are the activities that this teacher has you do? Clear

Not at all motivating    Slightly motivating    Somewhat motivating    Quite motivating

3. For this class, how clearly does this teacher present the information that you need learn?

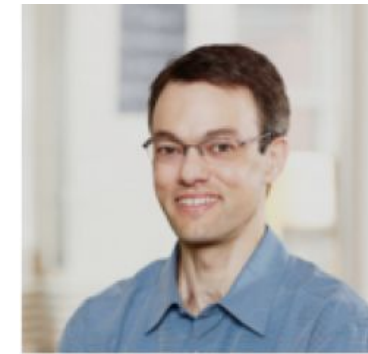
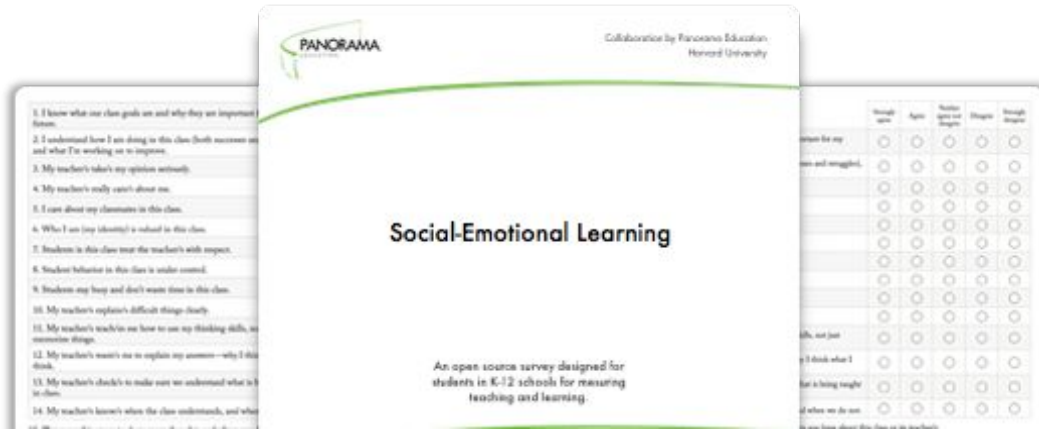
Not at all clearly    Slightly clearly    Somewhat clearly    Quite clearly



# Act

Subgroup Name	Grit	Growth Mindset	School Safety	Self-Management	Sense of Belonging	Social Awareness	Teacher-Student Relationships
All respondents	55%	56%	54%	71%	37%	64%	50%
What is your gender?							
Female	-1	-1	0	+3	-3	+3	-1
Male	+1	+2	+1	-3	+3	-2	0
What is your grade level?							
6th	+3	+2	+5	+6	+6	+7	+8
7th	0	-1	-2	+2	+1	-1	+1
8th	+2	+3	+7	+2	+5	+5	+9
9th	-3	-1	-6	-5	-6	-5	-12
10th	-3	-1	+1	-2	-6	-1	-6
11th	-1	+1	+7	-2	0	-1	-1
12th	+2	0	-4	-4	0	-1	-1

# Understand



Dr. Hunter Gehlbach

# Panorama for Social-Emotional Learning





Sample SEL Topic:  
**Social Awareness**

*How well students consider the perspectives of others and empathize with them.*

**During the past 30 days...**

- How carefully did you listen to other people's points of view?
- How much did you care about other people's feelings?
- How often did you compliment others' accomplishments?
- How well did you get along with students who are different from you?
- How clearly were you able to describe your feelings?
- When others disagreed with you, how respectful were you of their views?
- To what extent were you able to stand up for yourself without putting others down?
- To what extent were you able to disagree with others without starting an argument?



Sample SEL Topic:  
**Growth Mindset**

*Student perceptions of whether they have the potential to change those factors that are central to their performance in school.*

**In school, how possible is it for you to change:**

- Being talented
- Giving a lot of effort
- Behaving well in class
- Liking the subjects you are studying
- How easily you give up
- Your level of intelligence

# Analyzing and Responding to SEL Data

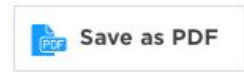


## Student Survey SEL

How did students perceive their own social-emotional skills?

Elementary Student Survey

382 responses | [show breakdown](#)



Topic	Mean	Compared to others in the CORE Districts dataset
Self-Management	4.3	80th-99th percentile
Social Awareness	4.1	80th-99th percentile
Self-Efficacy	3.9	80th-99th percentile
Growth Mindset	3.6	40th-59th percentile

*Panorama results from one elementary school at VVUSD.*

# Using Benchmarks to Norm Around Results in Other California Districts




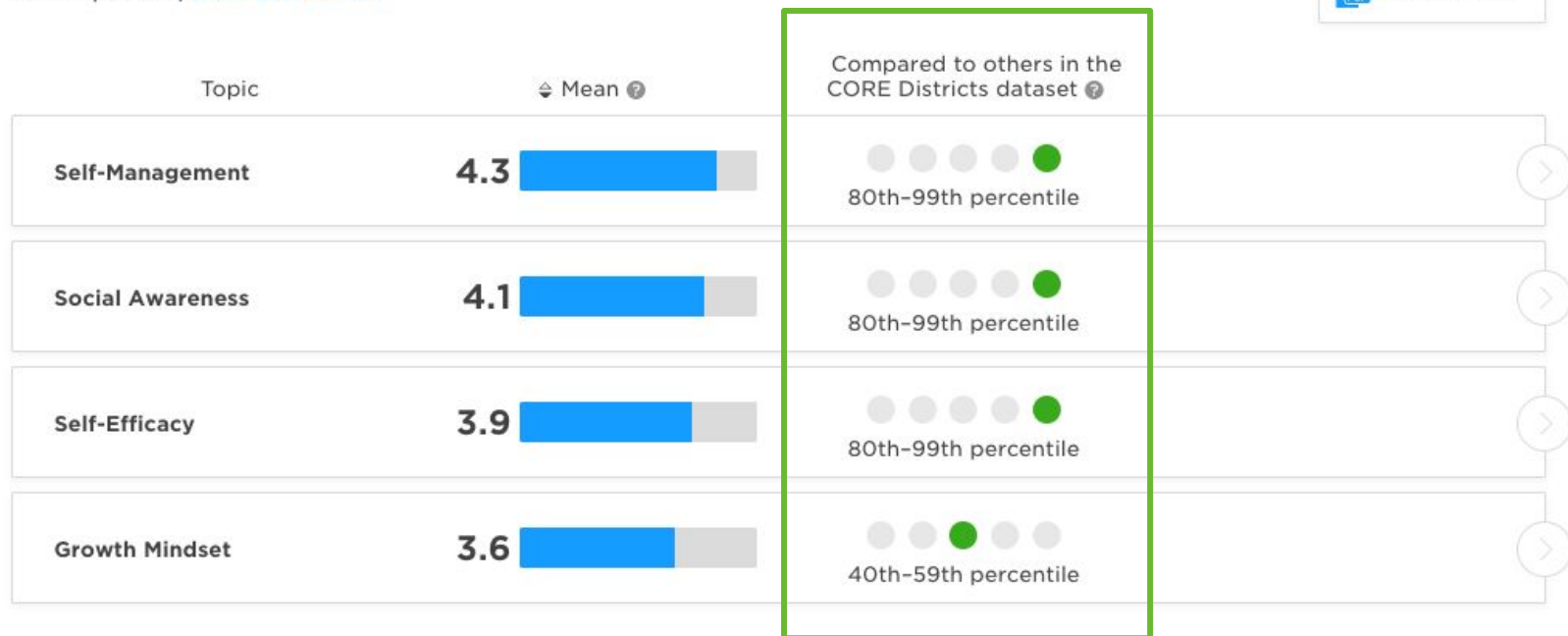
## Student Survey SEL

How did students perceive their own social-emotional skills?

Elementary Student Survey

382 responses | [show breakdown](#)

 Save as PDF

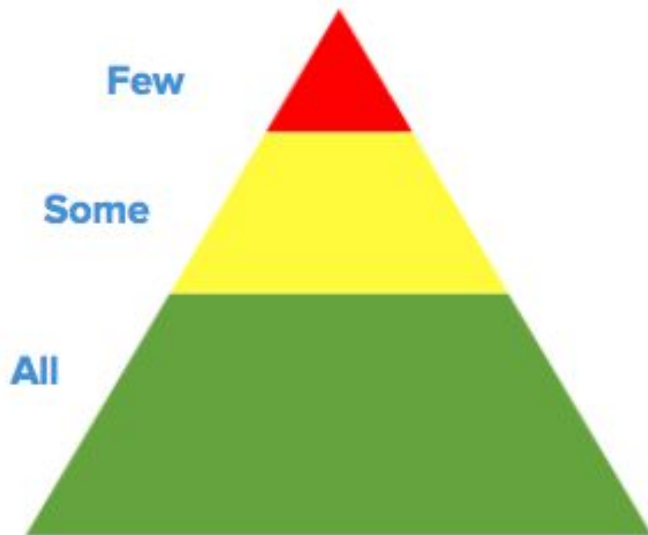


*Panorama results from one elementary school at VVUSD.*

A blue-tinted photograph of a busy campus scene. In the foreground, a young man with a backpack walks from left to right. In the background, several groups of students are sitting at tables, some studying and some talking. The setting appears to be an outdoor or semi-outdoor area with a stone wall and large windows.

**What's the impact?**

## SEL & MTSS



- **Tiers 2 & 3:** Training intervention counselors and PBIS coordinators to look at and use individual student's SEL data -- *What supports will meet this student's needs?*
- **Tier 1:** Protecting time to analyze and respond to schoolwide SEL data -- *What are the areas where our students most need our support to grow?*

# Assistant Principal and a Student Reflect on Impact



“We have a high foster population at our school. Looking at individual students who really need help with social-emotional learning, we found great success this year. One student in particular who is in foster care and has an IEP, we were able to reach and change his life forever, and **it all started with data-driven instruction.**”

- Mrs. Ermert  
Assistant Principal  
Rainbow Ridge Elementary School

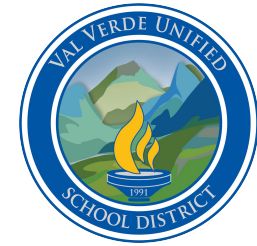
“They act like they’re my family and they actually care about me. I really felt like I was part of an equal family.”


- Student  
Rainbow Ridge Elementary School





# Personalizing SEL Supports













## Student's Name

Winter 2018

**What is this report?**

You recently answered a survey in class that asked questions about how you think and feel. Take a look at the topics below and consider the ways you can build on your strengths and work to improve on your areas for growth.

Skill	You said...	Try this!
Winter 2018		
 <b>Self-Management</b> Students with strong self-management are calm and focused on their work.	4.9 	Become a focus buddy with a classmate who sits near you. Ask your buddy to encourage you to stay focused if they see you get distracted.
 <b>Social Awareness</b> Students with a strong social awareness get along well with classmates and teachers.	4.4 	When a teacher or peer does something well in class, give them a compliment. Try to give at least 1 compliment each day!
 <b>Self-Efficacy</b> Students with strong self-efficacy believe they can do a good job on their work.	3.3 	When you have a hard task to do, think about another time that you did a great job on something that was hard. Remember how you felt at the beginning, what you did to succeed, and how you felt after you had finished.
 <b>Growth Mindset</b> Students with a growth mindset know that if they work hard they can learn anything.	2.5 	View hard tasks as great chances to learn. When you hear yourself say "This is hard!" remind yourself that the harder something is, the more you can grow by doing it.

*Anonymized SEL data from one student.*

# A Teacher's Perspective



“Looking into this SEL data has been super important for me. I’ll be honest, it’s probably the most important data for myself... I have used this data to reflect on a personal level.

Knowing what this data says has enabled me [to support my students] in a way that I don’t know I’d be able to do on my own without those data results.”

- Mrs. Harper  
3rd grade teacher  
May Ranch Elementary School





# One VVUSD Student's Journey



## *At first,*

- An elementary school student was causing disruptions in school; living in foster care, the student had multiple risk factors

## *Then,*

- Adults around the student worked to identify root causes of his behavior
- The student and his teachers and counselors worked together to change his persona -- taking on roles where he could draw positive feedback from peers and adults, the student is now recognized as a “leader”

## *This change was possible because...*

- Teachers and counselors are trained in PBIS and SEL data inquiry and action
- Teachers and counselors have ready access to information on this student's Growth Mindset, Self-Efficacy, Social Awareness, and Self-Management and can use his perceptions of his own strengths and opportunities for growth to inform their work with the student



What are your recommendations for getting started?

What's next at Val Verde USD?

## Reflections from the VVUSD Team

- **Jessica:** Take action using data, not anecdotes
- **Aimee:** Develop structures and protect time to respond to data
- **Philander:** Practice using data to get to the root of issues or behaviors
- **Mike:** Motivate, rather than mandate







# What's Next: Keeping Every Student On Track for Success

## Intervention Tracking

See the status of each intervention that a student is receiving

## Academics Overview

Click in to see course grades, credits, and state/district assessment results

## Social-Emotional Learning

View students' strengths and growth areas on Panorama's SEL assessments

**Stephanie Andes**

2016-2017 | 2017-2018 (current)

How is Stephanie progressing this year?

Coursework: Px3 | Px3

Attendance: 8 | 6

Behavior: 1 | 0

SEL: | 4

Semester 1 | Semester 2

**Academics**

What is Stephanie's GPA?

**2.3** simple Cumulative | **2.5** weighted Cumulative

What are Stephanie's grades?

Term	Course   Teacher	Semester 1	Semester 2
Semester 1	PE 1   Jessica Vazquez	58.44	
Semester 1	English 1   Ann Leona	59.65	
Semester 1	Reading Improvement   Kelly Poole	95.0	

**Behavior**

How many incidents has Stephanie had?

**1** Incident

**Attendance**

What is Stephanie's daily attendance?

**89%** year to date (119 out of 133 days present) | **95%** recently (19 out of 20 days present)

September, October, November, December attendance grid

**Social-Emotional Learning**

What are Stephanie's SEL Survey results?

**Self-Management**: 4.0 (Students with strong self-management are calm and focused on their work.)

**Growth Mindset**: 2.2 (Students with a growth mindset know that if they work hard they can learn anything.)

### On Track Indicators

Monitor each student's overall trends in academics, attendance, behavior, & SEL

### Behavior Reporting

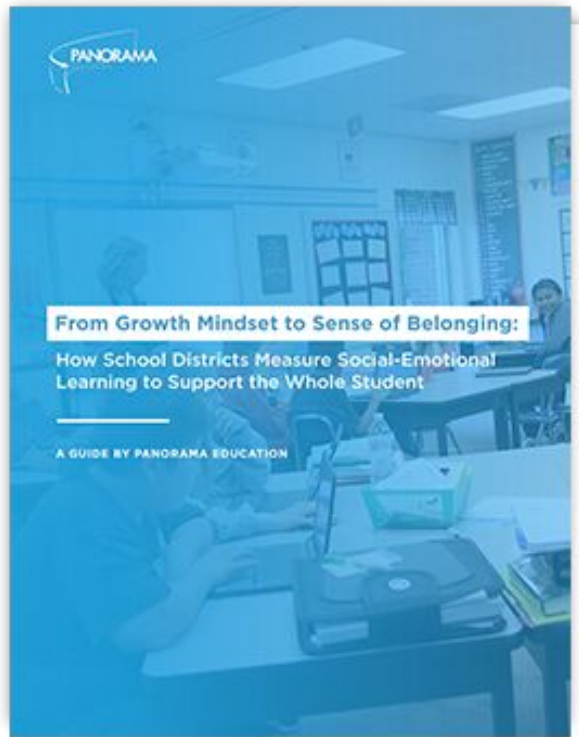
Click in to see details of each student's recent and historical behavior incidents

### Attendance Reporting

Monitor students' daily absences and tardies and reduce chronic absenteeism



# Resources



*GUIDE: HOW DISTRICTS  
MEASURE SEL TO  
SUPPORT STUDENTS*



*CASE STUDY: USING SEL  
TO IMPROVE ACADEMIC  
ACHIEVEMENT*



# Q&A

# THANK YOU

**Questions?**

[info@panoramaed.com](mailto:info@panoramaed.com)