The 5 Biggest Challenges of MTSS
How Districts Are Responding
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How Districts Are Responding
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Join the discussion
#MTSSChallenge
What we’ll discuss today

- Coordinating Practices and Expectations
- Providing Effective Tier 1 Supports
- Designing and tracking interventions that respond to each student’s needs
- Unlocking the promise of data interoperability
- Sharing leadership take-aways
- Q&A
Mackey Pendergrast
Superintendent
Morris School District (NJ)
Kelly Lafean
Principal
Forest Lake Public School District (MN)
Edward Foote
Principal
Penn Yan Central School District (NY)
Challenge #1

Coordinating practices and expectations
The Challenge: Coordinating Practices and Expectations

- Establishing norms while experiencing high staff turnover
- Our instinct may be to solve issues or provide supports in an ad hoc way
- Working outside of the MTSS framework can lead to inequalities or bias – “I’m not surprised that student is ‘acting up.’ I know her family...”
How We’re Responding: Coordinating Practices and Expectations

- Have a written plan, and stick to it
- Establish clear cut points for early warning indicators
- Bring data together into one system used in common by all staff
- Hold Tier 2 review meetings more frequently, to be more responsive to students’ needs
Looking at Students Who are Critical According to Early Warning Indicators

Overview

Viewing 15 of 641 students who match these attributes:

Behavior

- Critical

Clear all

TIMEFRAME

- T1
- T2 (current)
- YTD

Academics: 33%
Attendance: 53%
Behavior: 0%
SEL: 7%

15 students have had incidents on more than 5% of school days this year.
Challenge #2

Providing effective universal supports
The Challenge: Providing Effective Universal Supports

- Meeting the needs of most of our students through universal supports
- Lacking solid universal supports can strain limited resources available for Tiers 2 and 3
- Universal supports are our curriculum, instruction, and academic results — as well as behavior, school climate, attendance, and social-emotional learning
- How are we looking at and responding to data across these factors?
Tracking schoolwide trends across academics, attendance, behavior, and SEL

<table>
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<th>Schools</th>
<th>Enrollment</th>
<th>Academics</th>
<th>Attendance</th>
<th>Behavior</th>
<th>SEL</th>
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<tbody>
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<td>Washington High School</td>
<td>1,211</td>
<td>64%</td>
<td>83%</td>
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<td>58%</td>
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<td>84%</td>
<td>99%</td>
<td>48%</td>
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</tbody>
</table>
Diagnosing needs in our schools

Overview: Viewing all 271 students

**Reported Many Strengths**

146 students have reported a strength in at least half of the SEL topics this year.

**Low**

87 students reported below 2.0 on Grit on their most recent SEL survey this year.
Challenge #3

Designing and tracking interventions that respond to each student’s needs
Challenge #4

Offering targeted interventions across academics, behavior, and SEL
The Challenge: Providing Effective Interventions

- Each student needs something different. Therefore, we must provide personalized learning and differentiated instruction.

- We must have an up-to-date understanding of how our students are doing. A week of a student struggling is a lot of lost instructional time.

- How do we know if the interventions we’re using are effective?
How We’re Responding: Providing Effective Interventions

- Provide everyone access to the same data in Panorama Student Success and PD around how to respond to it
- Meet in a “Huddle” every week as a PLC team
- Use consistent discovery questions in the Huddle
- Develop intervention menus to ensure availability of trusted interventions
Challenge #5

Unlocking the promise of data interoperability
Learner Positioning System (LPS)

Personalized Learning + MTSS
The Challenge: Leveraging the Entire School System to Support Students

• We’ve put so much on teachers to solve. How do we instead put the system in the role to heroically support every student?

• How do we embrace a standards-based curriculum and ensure every one of our students reaches mastery?

• How do we develop data systems and connections so that everyone in the system is seeing and responding to the same data?
How We’re Responding: Data Interoperability

- Clean data on student mastery of standards – with access for everyone in the district
- Changing practice and building data-informed habits
How We’re Responding: Supporting the Whole Child System-wide

- Broadening our view to other data sources, including social-emotional learning in Panorama

- Whole system can respond to data reflecting everything we’re focused on, from academics to Growth Mindset and Emotion Regulation

- Working coherently from the same information across district staff, parents, and students
The 5 Biggest Challenges of MTSS

1. Coordinating practices and expectations
2. Providing effective universal supports
3. Designing and tracking interventions that respond to each student’s needs
4. Offering targeted interventions across academics, behavior, and SEL
5. Unlocking the promise of data interoperability
Concluding Thoughts

Make it a priority to...

- **Principal Foote** – Facilitate continuous learning for all staff

- **Principal Lafean** – Help your staff source research-based interventions that work

- **Superintendent Pendergrast** – Align district positions with your goals. For example, our district has a Supervisor of SEL and a Supervisor of Technology Integration
Download Panorama’s Brief: SEL + ABCs

New research brief for school and district leaders:

www.panoramaed.com/resources
Questions & Answers

Join the discussion

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Thank you!

Questions?
info@panoramaed.com