Designing Student Success Systems Intentionally

How Warwick Public Schools and Panorama Bridge the Gap with Co-Designed Technical Solutions

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June 2026

Digital Promise
Accelerating Innovation in Education

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Executive Summary

Rooted in a shared challenge facing many districts nationwide, Warwick Public Schools sought to increase their reliance on data systems to support student success initiatives but struggled with the reality that many existing tools failed to align with their educators' daily workflows, local context, and intervention practices. Warwick Public Schools entered a co-design partnership with Panorama Education (Panorama) to streamline and standardize Student Support Team (SST) and Multi-Tiered System of Supports (MTSS) processes while reducing administrative burden on educators. Panorama viewed the partnership as an opportunity to explore how its emerging AI-enabled platform, Solara, could better support real-world district implementation through direct collaboration with practitioners.

Through a rapid-cycle co-design process facilitated by Digital Promise, Warwick Public Schools' district leaders, teachers, and intervention staff, alongside Panorama representatives, identified several key pain points, including siloed student data, inconsistent SST/MTSS meeting protocols, and limited educator time. Rather than developing entirely new product functionality, the team leveraged existing Solara capabilities to create an AI-enabled SST meeting agenda tool designed to securely automate data pulls and standardize meeting preparation to support more data-driven intervention discussions.

Educators who used the AI-enabled SST meeting agenda tool consistently found value in automated meeting preparation and embedded strategy supports, demonstrating the core concept's viability and potential for broader district use. However, the experience revealed critical insights about how to drive adoption of a tool across a district—specifically that successful implementation depends on change management, workflow integration, and designing solutions around immediate teacher needs rather than district priorities alone. The partnership generated important organizational learning for both Warwick Public Schools and Panorama, prompting Warwick to shift towards teacher-centered AI development and encouraging Panorama to formalize co-design, strategic advising, and feedback integration as core practices within its broader implementation model.

> *That's when I realized: I need to know what teachers need to be more efficient versus what we think is breaking down as a system.*
>
> - Kristin Murray, Coordinator of Social-Emotional Learning & School Committee Policy (Warwick Public Schools)

This case study highlights the promise and complexity of co-designing AI-enabled student success systems in K-12 education. **The partnership underscored that successful implementation depends not only on technological capability, but also on trust, routines, training, educator voice, and sustained change management.** The lessons from this partnership offer valuable guidance for districts, solution providers, and funders seeking to develop more responsive, scalable, and human-centered approaches to student success work.

Introduction

Introduction

Student success systems are increasingly recognized as a critical lever for improving graduation outcomes and responding to chronic absenteeism, particularly for students who are at risk of falling off track during the transition into high school (for more information about student success systems, see Appendix A). Research shows integrated data systems are a critical foundation for effective student success systems, yet most districts experience fragmented data systems, burdensome workflows, and technology tools that fail to align with day-to-day educator needs, all of which delay a school's ability to identify students in need of additional support and to assign appropriate interventions to those students. This challenge is especially urgent as districts consider the most impactful approaches to leverage emerging AI capabilities while centering human-centered decisions, which research continues to demonstrate are essential to creating effective student success systems.

Digital Promise set out to learn how Warwick Public Schools and providers could come together to address key pain points in the student success ecosystem. To facilitate this learning, Digital Promise brought together Panorama Education and Warwick Public Schools to co-design **configuration solutions** for their platform to address district pain points. A “configuration solution” is a solution that bridges the gap between a system's current functionality and a user's need. These solutions include new features and functionality or guidance on using existing features and functionality.

This case study explores the co-design process, outputs, and key learnings from the first year of collaboration between Panorama and Warwick Public Schools.

For more information about the broader project led by Digital Promise, see Appendix B.

The Participants

The Participants

Student Success at Warwick Public Schools

Warwick Public Schools joined this project to bridge the gap between Panorama's data dashboard and teacher intervention in classrooms by making data-driven decisions more efficient and practical. Warwick Public Schools has been working on data-driven MTSS initiatives since 2006, at times engaging with various external partners, such as MTSS Rhode Island and the Sherlock Center of Rhode Island College. Warwick Public Schools currently has dedicated school-level teams and staff focused on student success initiatives at all grade levels, providing a solid infrastructure for this partnership.

Within the district administrative team, the Curriculum, Assessment, and MTSS team is responsible for district student success outcomes. The Student Success team includes the director of curriculum, instruction, and MTSS, coordinators of SEL/MTSS, math, and ELA, assistant coordinator of operations & application systems, and principal representatives. The work is facilitated by the SEL/MTSS coordinator (for more information about Warwick Public Schools, see Appendix C). The co-design team for this project also included school-based teachers, tech integrators, and a senior manager of student services.

Panorama Education

Panorama joined this project to deepen their understanding of the clients using their tools. Having recently launched their AI-powered tool, Solara, Panorama saw this as an opportunity to dig deep with a district and design the supports that would allow users to realize the tool's full potential (for more information about Panorama, see Appendix C).

Panorama provides strong professional development to support their robust off-the-shelf products. Their platform is an end-to-end student success tool, and it is designed to track intervention assignment, recording, and review, as well as combine this information with typical student data on attendance, behavior and coursework. Panorama's offerings have become more expansive in recent years, including the embedded use of AI to support student success and lesson planning.

The Partnership

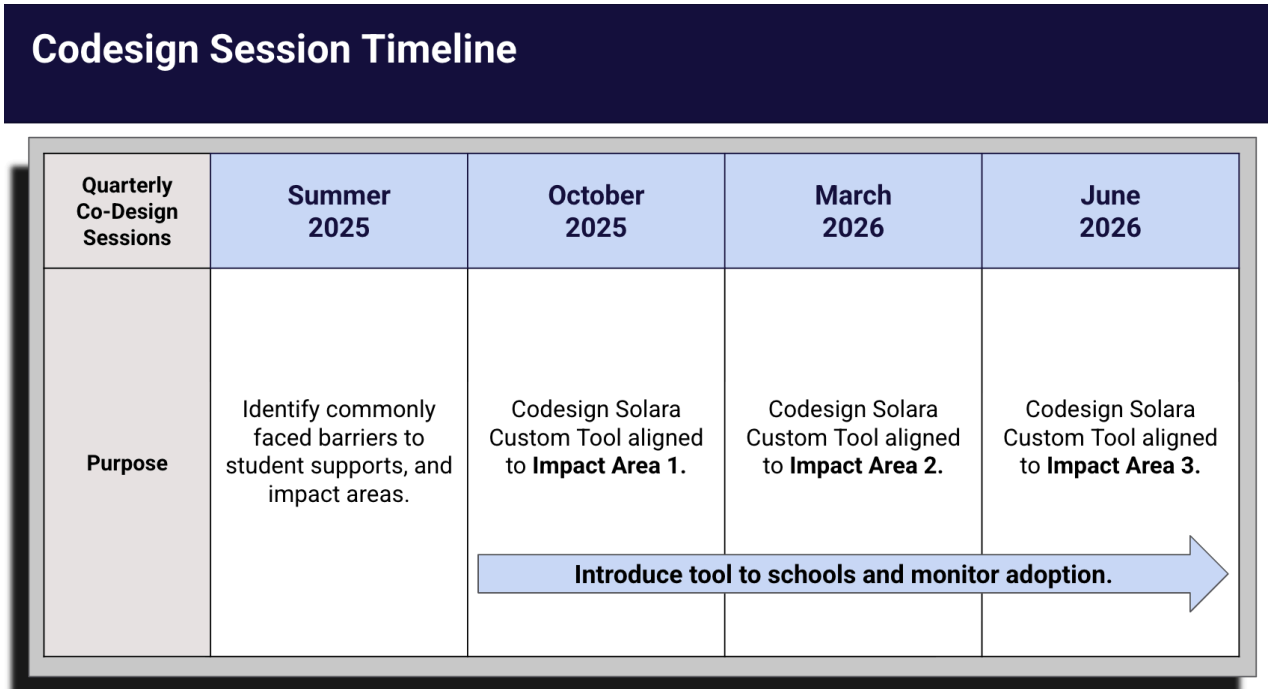
Warwick Public Schools has used Panorama Surveys and Student Success tools for several years and has seen Panorama as a strong implementation partner. The district was actively using Panorama as an MTSS dashboard when Digital Promise approached them about the co-design work. They describe having a strong, ongoing relationship with the Panorama team—meeting monthly for syncing and training discussions and working with several team members over time, describing them as very responsive, innovative, and easy to work with. For this reason, it was an easy decision for the district to participate in this project. Building on an existing strong relationship gave them a solid foundation for collaboration.

The Engagement

The Engagement

The Warwick Public Schools, Digital Promise, and Panorama co-design team came together in person in July 2025 for their initial meeting with the goal of identifying common pain points in the existing student success system and exploring areas of potential impact for co-design. Coming into the meeting, Warwick Public Schools had fully implemented the Panorama MTSS dashboard and had just added Solara to their student success system (see Figure 1).

Figure 1. Codesign Session Timeline



Pain Points

During the meeting, participants noted the following pain points:

- Siloed student data
- Lack of tools to formalize and document intervention decisions
- Limited staff time

Still, research shows that access to holistic, real-time, actionable data is a critical factor of student success systems.

In this first meeting, the team identified the first impact area: the need to standardize and simplify SST/MTSS protocols so teams could run consistent, data-driven meetings. Specifically, there was a desire to standardize meeting agendas, automate data pulls for conversations, and create tools to support team decision-making.

Solution

Panorama recognized that the co-design team could leverage Solara's existing functionality while developing configuration solutions to address identified pain points. Rather than designing new features and functionality, the team focused on both developing a custom tool with the district and simultaneously providing guidance for better use of existing features and functionality. Working together, the team developed an AI-enabled MTSS meeting agenda to standardize SST/MTSS meetings and automate data pulls (see Figure 2).

Figure 2. AI-enabled MTSS meeting agenda generator

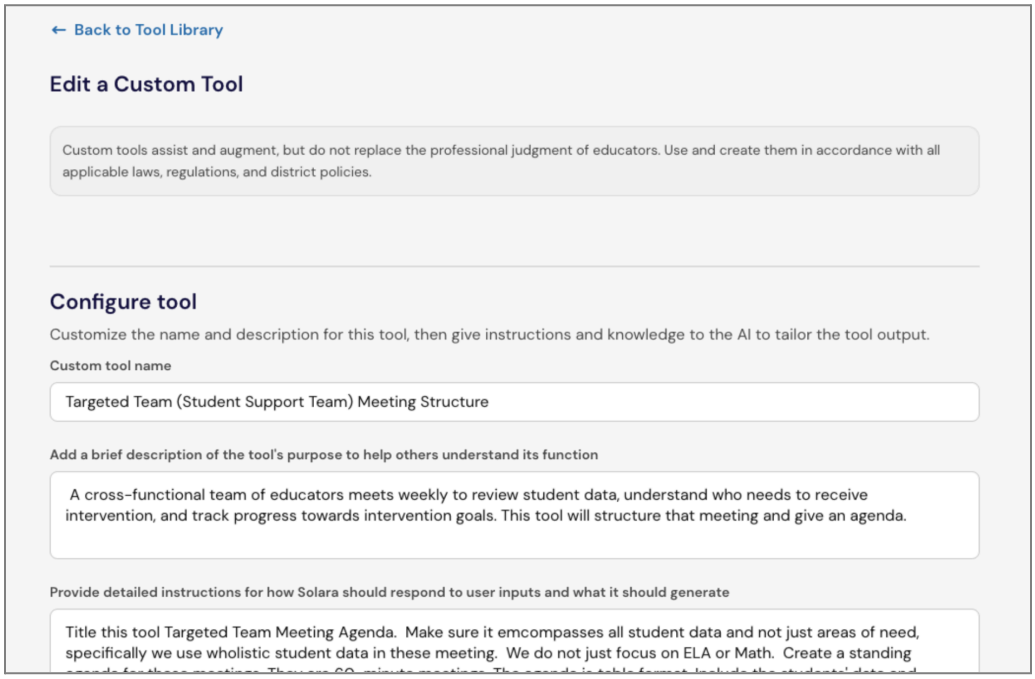
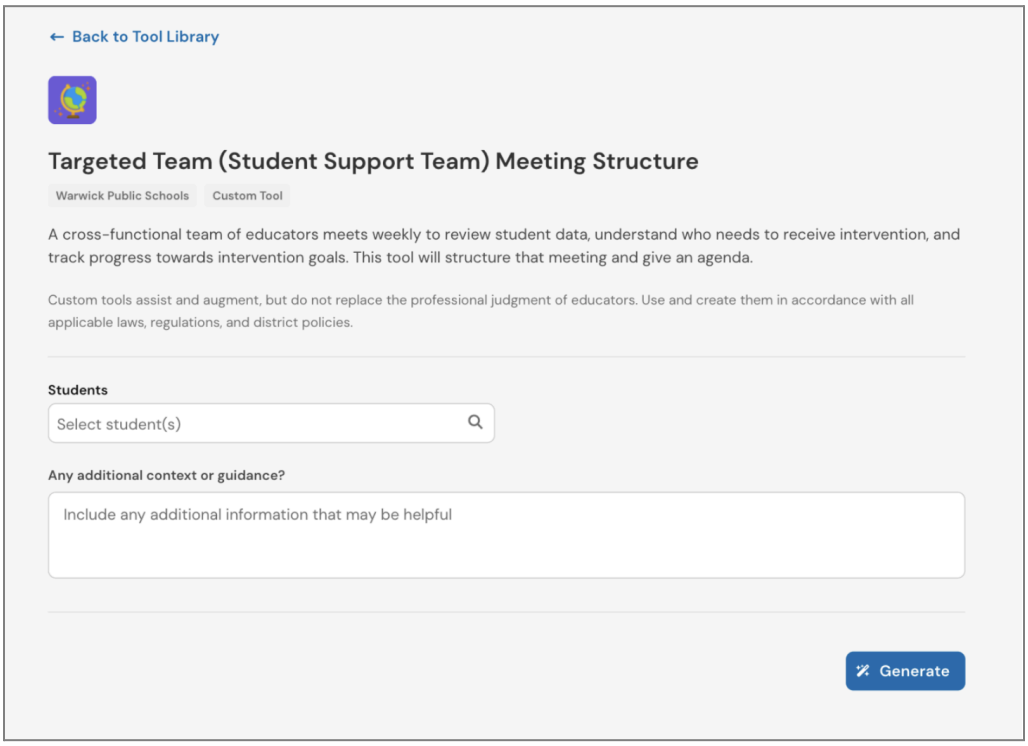


Figure 3. Custom Solara configuration for student support team



This custom configuration of the Solara tool (see Figure 3) allows users to select one or more students and input any other contextual information about the upcoming meeting. The tool generates a complete data-driven agenda for the meeting that the educator can review, pulling from all available data sources to provide a comprehensive snapshot and agenda for the discussion. In addition, the output will include a recommended timeline for follow-up.

District Impact

The SST agenda development tool was available for district-wide use in November 2025. Despite district leadership excitement at the outset, school staff usage of the tool across grade levels was mixed. During SST meetings that were attended and co-facilitated by the SEL/MTSS Coordinator, participants showed great enthusiasm. In addition to excitement over the immediate data-driven agenda, teachers found value in the chat feature of the Solara tool. At one meeting, a reading specialist at Warwick Public Schools asked for examples of intervention strategies, demonstrating an opportunity and openness to learning.

While overall usage analytics fell short of expectations, the rollout provided critical insights into both the Warwick team and Panorama's implementation and change management strategies. Student Support team members seemed to view the tool as an extra step that had to be done before a meeting, and, eager to get to solutions, preferred to continue their pre-existing practice of jumping straight into discussion. There were three key factors that influenced adoption:

Table 1. Key Factors Influencing Adoption

Key Factors Influencing Adoption		
#	**Overview**	**Description**
1	**Lack of guided practice/preparation**	According to a district leader, "When we first created the tool, I think we approached it as more of a pilot," potentially resulting in teachers and principals not taking implementation as seriously. Training and follow-through are necessary for any quality usage of a new tool, especially one that uses AI, given the varied comfort levels across the staff.
2	**Inconsistent routines and existing habits minimized tool use:**	A district leader shared, "Things are so busy at the school level, some of these meetings are not necessarily prepped for the way they should be. And so the team is coming into the meeting looking at the student referral and data without a lot of prep and context." She continued, "Part of [this work] is just breaking some of the habits that we're in and trying to create new habits [such as] preparation [for] meetings."
3	**The value of the solution was not immediately visible to SST members, which disincentivized use**	Between the first two design sessions, the MTSS Coordinator observed a co-design meeting at Boston Public Schools, which shifted her thinking. The key shift was to involve teachers in the co-design process, allowing teachers to identify their pain points, not just rely on what district-level analysis suggests is "broken." The SST agenda might have been solving a district-identified need, but the teachers didn't recognize the value it would provide.

What happened in the district following the initial rollout underscores the importance of teacher buy-in. After recognizing the "custom tool" capacity in Solara, teachers organically developed a report card comment generator, which saw immediate, high adoption without formal rollout or additional training. This suggests that the tool's value to the user is the most critical aspect of successful implementation. Without a clear understanding of what the tool can do for the user and how it will benefit the quality of the work, users aren't naturally inclined to use something new.

Provider Impact

Co-design as a process is most effective when it provides benefit to all parties involved. For Panorama, the benefits included ideas for scaling this type of custom tool-building to other districts as well as recognition of the benefit of co-design over traditional UX testing.

Strategic Advising Expansion

Based on this work, Panorama is now considering adding custom tool-building for Solara as standard practice across all professional learning directors, where it was previously an ad-hoc engagement driven by explicit requests from districts. The concept of “Solara strategic advising” is being developed for the first time through this partnership—establishing new protocols for future districts. Panorama is also making a shift toward more intentional change management alongside rapid AI development, recognizing the variation in comfort and skill with AI among school personnel, based on the learning from this co-design project.

> *"Through this partnership with Digital Promise, we're kind of charting the course for what advising would look like for Solara and for custom tools.”*
>
> - Provider Staff (Panorama Education)

Product Feedback Integration

An additional and significant benefit Panorama gained from this effort was having a third party, Digital Promise, formalize feedback collection. This partnership systematized what the team reported engaging in informally. Feedback was translated and added to Panorama's product roadmap with quantified impact assessments, creating accountability for soliciting district input beyond typical partnerships. By codifying this work, the Panorama team can more consistently engage in and improve on these practices to drive user-driven product iterations.

Key Insights

Key Insights

Core Successes

Table 2. District Core Successes

District Core Successes	
Bright Spots	**Significance for Districts**
The team developed a robust tool that centers data over intuition. Meetings that previously were based on top-of-mind issues and jumped straight to solutions could now be informed by data, with very low additional administrative lift.	**Prioritize data over instinct in student support discussions.** Ensure team members understand the importance of data-informed discussions to create more equitable support for students.
Leadership used data to inform a strategic shift. Usage data prompted Warwick Public Schools to shift from top-down to bottom-up AI development, aligning features with actual teacher needs. Development of the next custom tools shifted to more clearly address user pain points, not just district priorities.	**Leverage usage data to inform strategy.** Usage data can supplement—or present a different perspective—from what super users communicate and can help leadership understand where value is immediately seen by educators vs. where additional professional learning or communication may benefit impactful use of the tool.
Panorama's close, ongoing relationship with Warwick Public Schools established a foundation of trust, collaboration, and better working norms. Consistent leadership buy-in meant strong institutional commitment to implementation. Deeper institutional integration created infrastructure and familiarity that made adding Solara more feasible.	**Consider engaging in co-design partnerships with providers that hold a strong, ongoing relationship with the district.** Work with the provider to understand whether there could be benefit to both parties. Trusting relationships allow a level of vulnerability and access that ensures efficiency and progress.
Variations in comfort with AI were acknowledged and addressed. Solara's secure, K-12 focused architecture involving a walled garden, SOC 2, and explicit training framing helped build trust around AI use.	**Anticipate that comfort levels with AI usage will vary greatly among staff.** Offer training and resources to build knowledge about prompting, data security, and key differences between types of AI data sources, model training, and educational-alignment, and specific use of AI-enabled tools.

Lessons Learned

Table 3. Lessons Learned to Support Districts with Co-Design

Lessons Learned to Support Districts with Co-Design	
Challenges Expected	**Significance for Districts**
Low engagement with the initial tool. The co-designed SST/MTSS meeting agenda was district-priority focused and had low uptake because it was not viewed as addressing immediate teacher priorities.	**Ensure the value of a new tool is clearly communicated across users.** Change should always be clearly contextualized and/or tied to an existing need/priority so that adoption is incentivized. In instances where district leadership has a priority—such as data-driven decision making in student success initiatives—that does not resonate immediately with teachers, collaborate with teacher leaders to share the rationale and value of this work to drive student success for all learners.
The solution did not fit naturally into existing routines and workflows. Teams resisted changing their behaviors and pre-existing practices around meeting routines. Despite designing a tool that expedited the data-pull and meeting agenda development processes, teachers historically lacked time to prepare for the meetings and were not in the habit of creating an agenda. Instead, they were accustomed to showing up and discussing topics that they had mentally recorded as important, resulting in them skipping the use of the new tool.	**Recognize that even a time-saving adjustment may require effort and behavioral change.** Plan for observation of existing workflows to support a clear change management process and support for teachers to transition to a new workflow.

Final Recommendations

Final Recommendations

For District Leaders

The following recommendations can support districts in developing configuration solutions for district student success systems, either with the internal team, an external partner, and/or a provider:

- **Leverage usage data to guide priorities and involve teachers in the co-design conversations from the outset to inform and drive solution development**. If usage data is limited, lead with curiosity and avoid jumping to conclusions. Features and functionality may see limited use if people are not aware, if they are restricted to specific roles, if they are too complex, etc. It's important to be mindful of overstating conclusions based on usage. For example, usage of a tool meant for a periodic meeting will, by design, be lower than usage of a tool built for individual teachers to use for individual students. The path forward depends on understanding the ideal amount of use for each given behavior.

- **Strengthen implementation scaffolding: pair new feature rollouts with concrete routines, guided practice, and modest incentives when possible, such as preparing teacher champions to support school-wide adoption and/or offering stipends to early adopters, so tools are integrated into daily workflows.** Keep the importance of change management front and center in designing roll out plans that are grounded in real, observed workflows to acknowledge the scope of behavioral shift needed to adopt new tools.

For Solution Providers

The following recommendations can support providers when developing configuration solutions for student success solutions:

- **Ensure classroom, school, and district perspectives are considered in the design of new functionalities, features, and tools.** This will ensure priorities from all perspectives are considered and solutions are needs-driven and will prepare for meaningful implementation.

- **Preserve human oversight in AI.** AI can support routine tasks within a larger workflow, such as tasks that users know they need and for which they have a clear perspective on the output. Rather than having an open-ended task and deliverable, where both the prompting and product require a great deal of scrutiny, AI-embedded workflows should lessen administrative burden and produce consistent results.

For Funders

The learnings from this partnership underscore what funders should center when investing in co-design initiatives: successful co-design is a process that requires the right conditions to yield meaningful, research-aligned outcomes, not just a deliverable.

- **Co-design requires time and trust.** Relationship-building between districts, providers, and partners is foundational, not optional. Rushed timelines undermine authentic collaboration and reduce the quality of outputs. Funders should build extended timelines into grant structures that account for relationship development before design work begins.
- **Expect messiness and non-linearity.** Co-design does not progress in a straight line. Deliverables and product outputs may look incomplete or undefined at various stages—this is normal and healthy. Funders should resist the urge to measure progress primarily through tangible product artifacts at every checkpoint.
- **Anchor the work in research and subject matter expertise.** Teacher voice is necessary in the collaboration, but it should not exclude the expertise of other partners. Teachers are well-positioned to identify current pain points and workflow inefficiencies, but may be less likely to envision fundamentally different or research-aligned approaches. Subject matter experts and researchers should be active participants in co-design sessions, not just consulted after the fact. The anchor for co-design should be a research-backed logic model or workflow focus—not a vendor product roadmap.

Co-design done well is a high-effort, high-reward investment. These case studies demonstrate that when the right conditions are in place—trust, time, expert voice, and a clear anchor—co-design can produce tools and practices that meaningfully support educators and students.

Appendix

Appendix

Appendix A

Student Success Systems for On-Track Solutions

Student success systems are an evidence-based approach for schools and districts to leverage data, relationships, and student-centered mindsets to systematically address achievement patterns and meet individual student needs. Effective data systems are the backbone of thriving student success initiatives. They enable practitioners to identify pressing student needs, implement targeted interventions for individuals and groups of students, and track key outcomes over time.

Yet many school districts find themselves struggling to implement data systems that truly enhance their student success efforts; they are looking for user-friendly technology that simplifies data entry and reporting so educators can focus on the human-centered aspects that matters most. While the edtech market offers a range of tools—from student information systems to analytics platforms and intervention trackers—practitioners often find these tools don't align with their specific needs, daily workflows, and the nuanced processes that define their school communities.

High-quality, student success systems combine four essential elements so that secondary schools are empowered, in an inclusive way, to graduate all students on a pathway to adult success through higher education and job training.

These are the four key elements:

Figure 4. Four Key Elements of Student Success Systems

The urgency of this work is underscored by sobering graduation data. Students who are off track for graduation after ninth grade are less than half as likely to graduate than their on-track peers, with this issue having a disproportionate impact on Black and Latino students who were 46% and 31% more likely than the national average to be off track to graduate on time in 2022. Fortunately, research demonstrates that student success systems can drive meaningful improvement in leading indicators of high school graduation and college readiness, including attendance, GPA, and credit attainment.

Figure 5. The Four Essential Elements of High-Quality Student Success Systems

Why This Work Matters Now

As AI makes more sophisticated data analysis possible, the need for thoughtful configuration and interpretation of student success systems is more urgent than ever. The local context expertise—about students' strengths and challenges, community resources, graduation requirements—is even more critical in an AI-enhanced environment. This moment is an opportunity for districts and vendors to work together to develop solutions that leverage both technological capabilities and educational best practices to build robust on-track solutions.

District and school staff are natural leaders in shaping the future of educational technology. Rather than working in isolation, districts can embrace their role as active partners in solution development. On the vendor side, products can evolve beyond soliciting customer feedback to establishing true co-creation partnerships where districts contribute expertise and context while vendors provide technical infrastructure and scalability.

Co-design partnerships offer compelling advantages for all parties. For vendors, they can reduce product development risk, accelerate market validation, and create solutions that districts actually want to purchase and implement at scale. For districts, they can provide access to the latest technical infrastructure without the burden of long-term maintenance, while ensuring their unique needs shape product development.

Appendix B

Digital Promise facilitated a collaboration of edtech vendors and district partners to co-design improved student success solutions, leveraging the local context expertise and user-centered design principles to create more sustainable, scalable solutions that can benefit districts nationwide.

Defining Co-Design

Co-design is a process in which different stakeholders come together to find a solution to a shared problem through inclusive research and development. In this project, co-design brings together school communities, edtech companies, and researchers to build better solutions that are informed by direct input and feedback from educators and students. This way, the people who will use the solution are involved in its design and development. During the co-design process, the participants leverage the core tenets of co-design—equity of voice as well as shared values and a commitment to improvement—to better understand the student and teacher experience.

Co-Design Core Tenents

Ensure Power Sharing and Inclusion
Codesign is about sharing power and ensuring that everyone's ideas and perspectives are considered throughout the entire process from research and ideation to design, implementation, monitoring, and evaluation.

Prioritize Relationships
The co-design concept is built around the idea of creating together, so relationships are essential. Co-designers must share a meaningful relationship that is based on trust and respect if they are to share power and create an effective solution together.

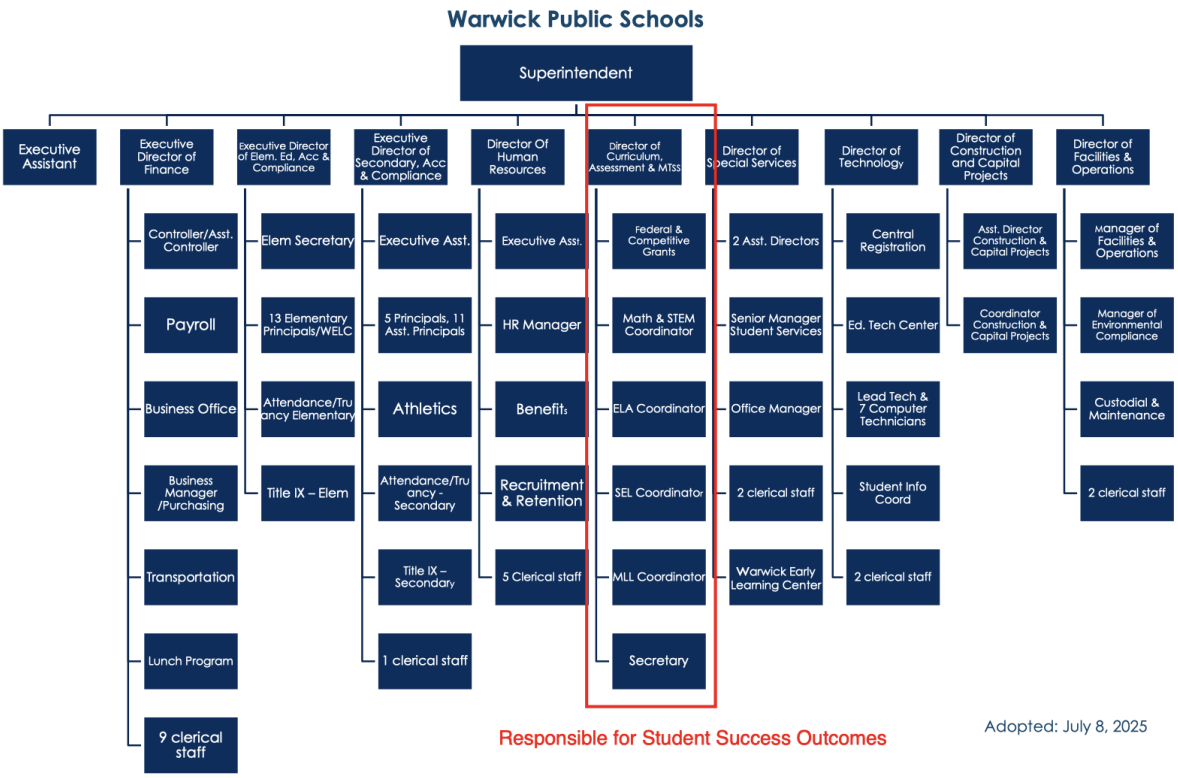
Focus on Capability Building
Co-design champions the concept that everyone has something to teach and something to learn. Instead of having specific people coaching others, everyone teaches and learns, thereby increasing collaboration, enhancing power sharing, and fostering better relationships between stakeholders.

Appendix C

Table 4. Warwick Public Schools Overview

Warwick Public Schools Data Overview	
Topic	**District Information**
Mission	To serve every student academically, socially, and emotionally, through a rigorous and relevant education that is progressive and individualized. We are committed as a community—students, faculty, and administration—to be forever focused on our vision of the graduate.
Location	Warwick, Rhode Island
Setting	Urban
Students Served	~8,000
Schools	18 schools, including 2 high schools
Key Demographics	70% White, 15% Hispanic/Latinx
Primary Student Success tools	Student Information System: ● Aspen Analytics and reporting: ● Panorama: Student Success System + Solara Additional data sources: ● RIDE Climate/Culture Survey ● Panorama SEL Student Survey ● Individual Learning Plan vendor (grades 6-12): Xello
Graduation Rate	90.5%
FRPL	34%
Chronic Absenteeism High School	29.7%, 31.1%

Sources: Niche, https://www.mahadevmaitri.org/us/rhode-island/warwick-ri, https://reportcard.ride.ri.gov/202425/SchoolProfile?SchCode=35134&DistCode=35



Co-Design Participants

- District SEL/MTSS Coordinator
- District Senior Student Manager/Behavior Specialist
- District ELA Coordinator
- District Math Coordinator
- Data System Specialist
- High School Tech Integrationist
- Middle School Assistant Principal of Teaching and Learning
- Middle School Tech Integrationists
- Middle School ELA Interventionist
- Elementary Building Principal
- Elementary Classroom Teacher
- Elementary Special Education Teacher

Vendor Information

Figure 6. Panorama Education logo

Panorama connects student data and AI with district policies, then helps educators take the right action across MTSS, pathways, surveys, and instruction.

- **Panorama Surveys** gather data from your school community with surveys that help you better understand and serve students, parents, teachers, and staff. 25% of U.S. public school students take Panorama surveys.
- **Panorama Student Success** is an MTSS platform that helps educators and leaders uncover hidden insights and take action to drive better outcomes at every level—from the student to the district.
- **Panorama Solara** is an AI platform built to help educators turn priorities into action and improve student outcomes, all grounded in your district's data and practices,

Infographic Data

Founding Date: 2012
Reach: 2,000 districts, 25,000 schools
Product Suite:

- Solara
- Student Success
- Surveys and Engagement
- Class Companion
- Panorama Pathways

Recommended Citation

Cocuzza, B., Noakes, S., Aso, C., Goldschmidt, L, and Bennett, K. (2026, June) *Designing student success systems intentionally: How Warwick Public Schools and Panorama bridge the gap with co-designed technical solutions*. Digital Promise. https://doi.org/10.51388/20.500.12265/303

Acknowledgements

This case study was developed by Beth Cocuzza of Preva Group, with thought partnership and advisory support from Sierra Noakes and Chioma Aso of Digital Promise as well as Lisa Goldschmidt and Kathleen Bennett of Preva Group. A special thank you to the staff at Warwick Public Schools and Panorama for collaborating and sharing their perspectives to develop this case study.

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