



Aperture Education

SITE LEADER QUICK-START GUIDE

A guide to the basics of
getting started with the
Aperture System

LEARN HOW TO:



PLAN YOUR IMPLEMENTATION

Plan Your SEL Program,
Complete Aperture System
Training, Complete Rostering



MONITOR RATINGS & REVIEW DATA REPORTS

Monitor Ratings, Explore the
Data & Insights Tab, Analyze
Data Reports



COMMUNICATE WITH STAKEHOLDERS

Create a Communication
Action Plan, Reflect, Access
Support

CONNECT WITH US

Facebook 

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Aperture Education 



BACKGROUND

DEMO VIDEO ICON



Look for this icon throughout this Quick-Start Guide to access short demo videos to support your work in the Aperture System.

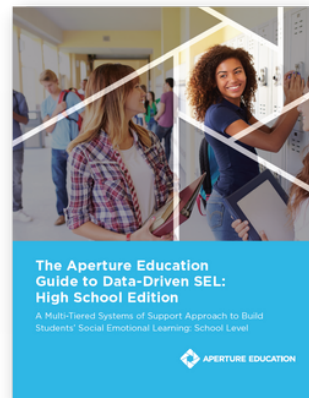
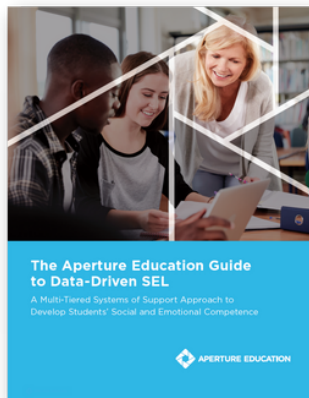
OVERVIEW: SUPPORTING SOCIAL AND EMOTIONAL LEARNING



According to [the Collaborative for Academic, Social, and Emotional Learning \(CASEL\)](#), social and emotional learning (SEL) is "the process through which children and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions." Aperture Education provides evidence-based, strength-based assessments; data reports; professional learning opportunities; and strategies for supporting SEL.

FULL IMPLEMENTATION GUIDE


This quick-start guide is designed to take you through the basics of using the Aperture System to support student SEL in a brief, accessible format. For more detailed information, frequently asked questions, and additional resources for your work, please view our full implementation guides, [The Aperture Education Guide to Data-Driven SEL](#) and [The Aperture Education Guide to Data-Driven SEL: High School Edition](#), as well as the Academy tab in your Aperture System, where you'll find many training and support options.



GETTING SUPPORT



Additional resources for all users in the Aperture System include self-paced courses, short on-demand videos, live webinars, quick-start guides, FAQs, and other helpful documents and guides. To access all of our learning options and choose the best path for you, log in to your Aperture System account and click the [Academy](#) tab.

You can also access our [24/7 Support Portal](#) in your account by clicking on the  question mark icon in the upper right-hand corner of the dashboard. In the Support Portal, type the name of the resource you are looking for into the search bar or scroll through the suggested resources. To contact our Support Team, click the [Submit A Request](#) button on the top right to submit a ticket.



OVERVIEW: DESSA INFORMATION



Universal Screener

| | | | |
|---------------------------------------|--------------------------------------|--------------------|-----------------------------|
| DESSA-mini | 8 questions (1-2 min per student) | Educator completes | Sample Form |
| DESSA-High School Edition mini | 8 questions (1-2 min per student) | Educator completes | Sample Form |

Diagnostic Strength-Based Assessment of Social and Emotional Competencies

| | | | |
|----------------------------------|---------------------------------------|--|-----------------------------|
| DESSA | 72 questions (5-7 min per student) | Educator completes for students who demonstrate need for instruction | Sample Form |
| DESSA-High School Edition | 43 questions (3-5 min per student) | Educator completes for students who demonstrate need for instruction | Sample Form |

IN THIS QUICK-START GUIDE





ADDITIONAL PRODUCT RESOURCES

SEL STRATEGIES AND INTERVENTIONS PACKAGE

The SEL Strategies and Interventions Package includes data-driven recommendations based on students' DESSA results, provides SEL strategies and tiered interventions, and offers the ability to track implementation. Leveraging the MTSS framework, the package allows educators to provide students the level of support they need to be successful.

Key Resources:

- [SEL Strategies and Interventions Overview Video](#)
- [SEL Strategies and Interventions Quick-Start Guide](#)

STUDENT SELF REPORT

The DESSA Student Self-Report (which includes Middle School (MS-SSR) and/or High School Student Self-Report (HS-SSR)) is a student-facing platform that allows students to report on their own social and emotional strengths, adding an important perspective to the assessment and promotion of students' social and emotional competence. This information allows students to make choices about which skills they want to develop and which goals they want to set.

Key Resources:

- [SSR Fundamentals Video](#)
- [Getting Started with DESSA-SSR \(Student Facing Slide Deck\)](#)
- [High School SSR Quick Start Guide](#)
- [Middle School SSR Quick Start Guide](#)

EDSERT

Educator Social and Emotional Reflection and Training (EdSERT) is a holistic approach for educators that enhances their understanding of SEL, increases their capacity to teach SEL, and empowers them to model SEL to their students. For the 2023-2024 school year, CEUs will be offered for EdSERT. Individuals who wish to obtain CEU credits should complete the CEU Application Form in the Educator Guide at least seven days prior to the start of the EdSERT program.

Key Resources:

- [EdSERT Overview Video](#)
- [EdSERT Facilitator Guide](#)
- [EdSERT Educator Guide](#)





PLANNING YOUR PROGRAM IMPLEMENTATION



The following steps will help you plan your program implementation, including how to:



- Review which students will be assessed with your Program Administrator
- Review which educators will complete assessments with your Program Administrator
- Identify key dates to form an implementation timeline
- Finalize your implementation plan

1 REVIEW WHICH STUDENTS WILL BE ASSESSED WITH YOUR PROGRAM ADMINISTRATOR

Which students' social and emotional skills do you want to measure using the DESSA assessment? Do you want to assess social and emotional competence in specific grades, sites, or even specific groups of students?

2 REVIEW WHICH EDUCATORS WILL COMPLETE ASSESSMENTS WITH YOUR PROGRAM ADMINISTRATOR

The educators you choose to assess students should be the individuals who know the students best. At the elementary school level, this is often the student's classroom or homeroom teacher. At the middle and high school level, there is more complexity due to class schedules, so the best choice is likely to vary from school to school. If the school has a meaningful advisory or homeroom period, or a time where one teacher remains with a small group of students throughout the year (or several years), that teacher would be a good choice.

3 IDENTIFY KEY DATES TO FORM AN IMPLEMENTATION TIMELINE

The following are key dates to identify to successfully measure your students' social and emotional learning:

- **First Training Date:** When will first-time raters complete their Aperture System Essentials Course? They will need approximately 40 minutes before and after their first rating. You can view all educator training in the Academy tab and find descriptions [here](#).
- **First Rating Date:** When will educators complete ratings? The universal screener (DESSA-mini) takes about 1 minute to complete, and the DESSA takes an additional 5-7 minutes to finish.
- **Time to Analyze Data:** When will educators view the DESSA data, analyze it, and plan accordingly?

4 FINALIZE YOUR IMPLEMENTATION PLAN.

In order to successfully support your staff in assessing, monitoring, and supporting students' social and emotional skills, it's important to also consider and communicate the following details to your team:

- When will you meet with Educators to discuss district/site growth and goal progression?
- What are the expectations and responsibilities for Educators in using the Aperture System?
- What stakeholders do you need to share results with?
- What are educators expected to do with this data, and what guidance can be provided for a successful implementation?



PREPARING FOR FIRST RATING



The following sections will help you prepare for your first rating, including how to:

- Review Roster Data
- Ensure all students are present and assigned
- Confirm Educator Registration
- Complete/Monitor training

1

REVIEW ROSTER DATA

- Review your educator roster by clicking on **staff** from the **admin menu** and ensure the number of educators loaded generally matches your expectations. To get a quick estimate, multiply the number of staff pages by 10 (by default, 10 educators are listed per page). If staff are missing, contact your Program Admin and let them know the name(s) of the staff member(s) that needs to be added. If you are using SIS integrations, you will contact your Technology lead so they can add the staff member(s) to the SIS file.
- Review students and their raters by clicking on *Assignment Review* under the admin menu. Spot check a few student/rater assignments to make sure it matches your expectations. See [these instructions](#) for more information.

2

ENSURE ALL STUDENTS ARE PRESENT AND ASSIGNED

- **Review Unassigned Students:** On the Assignment Review page of your Admin menu, check the box for **Show only Unassigned Students**. These show students who were not assigned a rater in your import file (self-managed districts) or who were not assigned a rater from your district's assignment rules (SIS districts). Assign students using instructions below:
 - Assign a rater to each student individually, using [these instructions](#)
 - Assign multiple students to the same rater, using [these instructions](#)
- **Ensure all students are on the correct rosters.** If there is an incorrect student on a roster:
 - Have the educator select **I am unable to rate this student** button. This will remove the student from their rating list.
 - Then you can follow [these instructions](#) to assign the student to a new rater, or connect with your Program Admin to ensure the student is added to the appropriate rater's roster in your imports (self-managed districts) or SIS rosters (SIS districts).
- **Ensure all students/educators are rostered in system.** If you notice a student or an educator is missing:
 - For manual rostering: Contact your Program Admin and let them know the name(s) of the student(s) that needs to be added or the student that is missing from the educator's roster.
 - For SIS integrations: Contact your Technology lead so they can add the student to the SIS File or the educator's class roster.

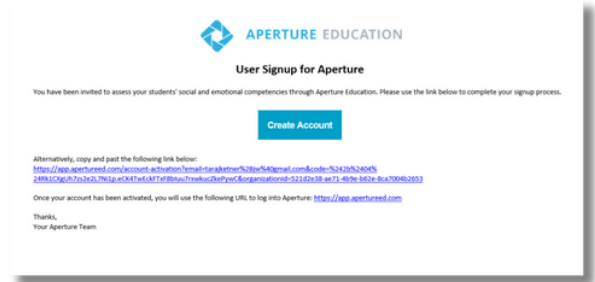


3

CONFIRM EDUCATOR REGISTRATION

Ensure educators are registered in the Aperture System so they can access the Aperture Academy and EdSERT, complete ratings, and view data. To view which staff still need to register complete the following steps:

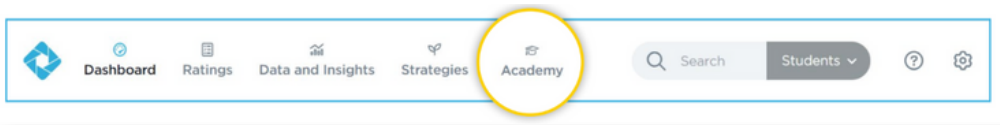
- From the admin menu, click on **Staff**
- Filter for **inactive** under **Status**. This will show all educators who have not yet created their Aperture accounts. If all staff members are registered, no names will appear.
- If needed, send invitations to your staff to register using [these instructions](#). Be sure to coordinate with your Program Administrator as to who will be sending invitations, to avoid confusion with educators.



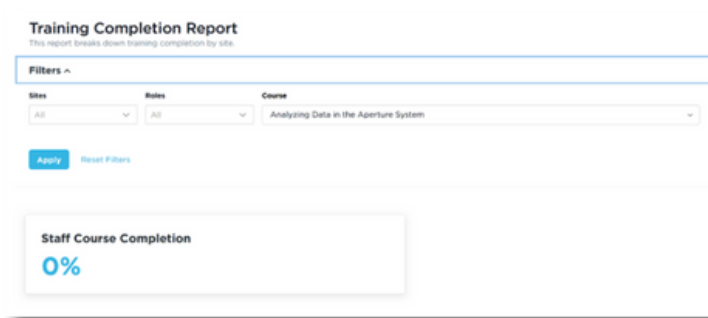
4

COMPLETE/MONITOR TRAINING

- **Complete training to ensure effective implementation:** Site Leaders, and Educators should complete training in the Aperture System Academy before the first rating. Simply log in to the Aperture System and click on the **Academy** tab to access the training that suits your specific needs. Don't forget to follow up with Educators to ensure they have completed their own training as well.



- **Monitor Training Completion:** Before the first rating window, you can monitor staff training completion with the Training Completion Report which breaks down the completion of all training courses by site. To access it, [see more detailed instructions here](#).





MONITORING RATINGS

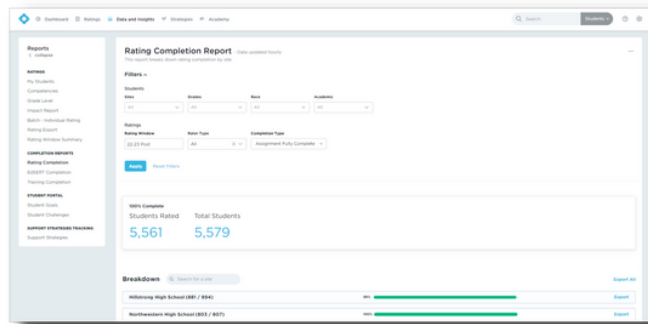


The following sections will help you monitor ratings, including how to:

- Monitor rating completion
- Celebrate rating completion

1 MONITOR RATING COMPLETION

During the rating window, you can monitor how many students have been rated and the breakdown of ratings completed by each Educator through the **Rating Completion Report**, which displays Rating Window completion by site and also has the ability to export a list of all students with their rating status. To access the Rating Completion Report, log into your Aperture System, click on the **Data and Insights** tab, select **Rating Completion**, use the **Rating Window Filter** to select your preferred Rating Window, and click **Apply**. Use the **Export All** function to download a CSV file with rating status of each student. [See more detailed instructions here.](#)



2 CELEBRATE RATING COMPLETION

Ensure Educators are aware of the rating monitoring process and provide support to those who haven't completed their ratings. Congratulate Educators upon completion. Refer to our guide, [Celebrate Success: A Site Leader Guide](#), for more encouragement strategies.





REVIEWING AND SHARING DATA



The following sections will help you review and share data, including how to:

- Complete training on analyzing data
- Provide site leaders expectations and resources for data review
- Review site level data
- Share results, trends, and action steps with stakeholders

1 COMPLETE TRAINING ON ANALYZING DATA

The data you obtain on your students' social and emotional strengths and areas for growth can be used to plan thoughtful SEL instruction, contribute to intervention and individualized education plans, and give insight into students who may need additional emotional or behavioral support, so it's important that all staff who will be analyzing and acting on this data receive training in interpreting and applying their DESSA data. Educators should visit the Aperture System Academy after the first Rating Window is complete to complete Section 2 of the Aperture System Essential Course, which will support them to engage with their data before using it to support their next action steps.

2 PROVIDE SITE LEADERS EXPECTATIONS AND RESOURCES FOR DATA REVIEW

Data review will include looking at the DESSA results at the school, grade, group, classroom, and individual student levels. Review our [Site Leaders Post-Rating Reports Guide](#), which has a detailed walkthrough of the reports available in the Aperture System, and our Implementation Guides ([K-8 Guide](#), [9-12 Guide](#)) for guidance on how SEL teams can use DESSA data to inform their multi-tiered SEL programming. Work to establish:

WHO?

Who will be included on your site SEL team to review the data? The team might include the Educators, and other key stakeholders.

WHAT?

What should the SEL team focus on during data review? What process will you use to do analyze data?

WHEN?

When should all team members have completed Section 2 of their Aperture System Essentials course? When can sufficient time be provided for both that training and the subsequent data review as a team?

HOW?

How will the SEL team be prepared for data review (for instance, what Aperture training offerings will be completed, when will they be completed, and by whom will they be completed?)

WHY?

What outcomes or action items should the SEL team aim to produce with the data review?

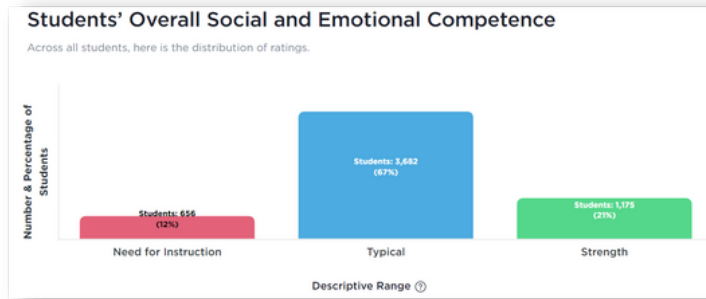


3 REVIEW SITE LEVEL DATA

After you have completed your own training, set aside time to review aggregate results from your site. The following report overviews will introduce you to some of the reports you may want to start with and how you might use each one in your work. To [access reports](#), log into the Aperture System and click on the **Data and Insights** tab at the top of your Dashboard. The following reports will then be accessible on the left-hand menu.

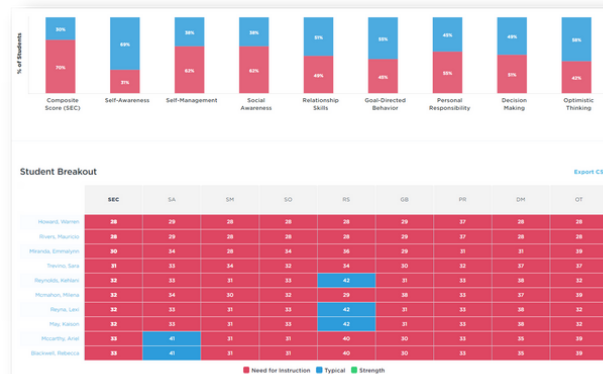
RATING WINDOW SUMMARY REPORT

| Description | How You Can Use It |
|--|---|
| The Rating Window Summary Report shows students' overall Social and Emotional Competence (SEC) distribution as well as a disaggregation of this data by various student characteristics (site, grade level, race/ethnicity, and other subgroups) for a selected Rating Window. | <ol style="list-style-type: none"> 1. Support educational equity (pair with questions for reviewing disaggregated data in the Implementation Guide.) 2. Identify and leverage grade levels/educators/groups with particularly positive outcomes. What are they doing that other schools could learn from? 3. Identify and support grade levels/educators/groups that have a continued need for additional support. What do they need to be successful? |



COMPETENCIES REPORT

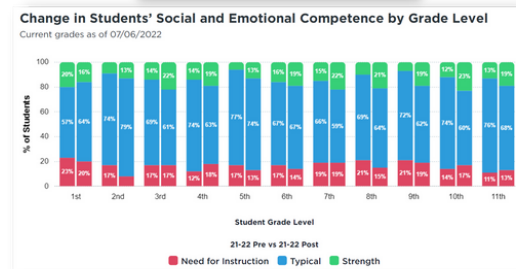
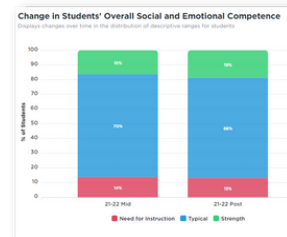
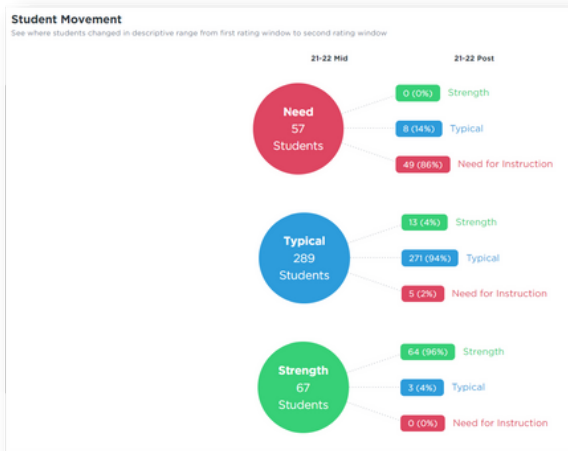
| Description | How You Can Use It |
|---|---|
| The Competencies Report shows a comparison of descriptive range distributions across the social and emotional competencies for students who were assigned a full DESSA. | <ol style="list-style-type: none"> 1. Identify social and emotional skills that are strengths to be leveraged in your student population. 2. Identify social and emotional skills that are areas for growth in your student population. |





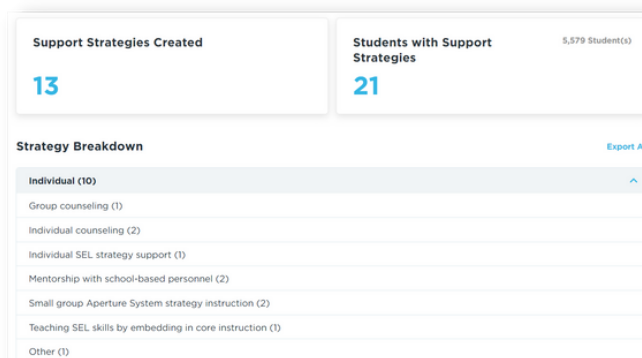
IMPACT REPORT

| Description | How You Can Use It |
|--|---|
| <p>The Impact Report provides several different views of the compared data for the rating windows selected. It includes a graph of Change in Students' Overall Social and Emotional Competence, a Student Movement visualization, and a chart breaking down rating comparisons by specific competencies.</p> | <ol style="list-style-type: none"> 1. Measure progress towards your goals. 2. Identify and leverage grade levels/students that are demonstrating positive progress. What are they doing that other schools could learn from? 3. Identify and support grade levels/students that demonstrate a continued need for additional support. What do they need to be successful? |



SUPPORT STRATEGY TRACKING REPORT

| Description | How You Can Use It |
|---|--|
| <p>The Support Strategy Tracking Report summarizes Support Strategies being employed by your teams.</p> | <ol style="list-style-type: none"> 1. Combine this information with outcomes from the Impact Report to support continuous improvement efforts. For example: <ol style="list-style-type: none"> a. What strategies are related to the most success in your school? b. Where might you need to make adjustments to how strategies are delivered? |





4 SHARE RESULTS, TRENDS, AND ACTION STEPS WITH STAKEHOLDERS

A complete communication plan will define social and emotional learning; convey the research about the benefits of supporting students' social, emotional, and academic growth; and share progress, outcomes, and future SEL action steps with all stakeholders. Consider how your communication plan can invite stakeholders including Educators, Students, and families to meaningfully participate in your SEL program.

Our [Communication Action Plan](#) can help you plan whom to communicate with, when to schedule communications, what messaging to include, and what outcomes you hope your communication will produce or support.

COMMUNICATION ACTION PLAN

School Year:

DISTRICT-LEVEL COMMUNICATION

| GOAL | ACTION STEPS | OWNER / AUDIENCE | TIMELINE | EVALUATION | REVIEW |
|---|---|---|---|---|--|
| Identify what you want to accomplish with your communication. | List the steps to implement this communication, including the medium. | Identify who is responsible for managing this implementation and who the audience is. | Identify the start and ending dates of this plan. | List measures or evidence you will use to evaluate whether this plan accomplishes its goal. | Identify the date you will review the implementation of this plan. |
| | | | | | |

SITE-LEVEL COMMUNICATION

| GOAL | ACTION STEPS | OWNER / AUDIENCE | TIMELINE | EVALUATION | REVIEW |
|---|---|---|---|---|--|
| Identify what you want to accomplish with your communication. | List the steps to implement this communication, including the medium. | Identify who is responsible for managing this implementation and who the audience is. | Identify the start and ending dates of this plan. | List measures or evidence you will use to evaluate whether this plan accomplishes its goal. | Identify the date you will review the implementation of this plan. |
| | | | | | |



REFLECTING AND THINKING AHEAD



Toward the end of your school year, close out your year by doing the following:

- Save copies of your reports from the Aperture System.
- Reflect on your implementation with your teams.
- Plan for the summer and next school year.

1 SAVE COPIES OF YOUR REPORTS FROM THE APERTURE SYSTEM

Reports within the Aperture System will only show results for students who are currently rostered, so if you'd like to preserve reports for students who will graduate or leave the district, use the **Export** option on each report to save copies of your reports at the end of the year. All DESSA records for current and previously rostered students will continue to be available in the Rating Export report.

| Name ▲ | Grade at Rating ▲ | Descriptive Range | T-Score ▲ | Last Rating Form ▲ | Rating Window | Last Rating Date ▲ |
|---------------|-------------------|-------------------|-----------|--------------------|---------------|--------------------|
| Abbott, Aniya | 2nd Grade | Strength | 63 | DESSA-mini Form 1 | 22-23 Post | 04/30/2023 |
| Abbott, David | 2nd Grade | Need | 39 | DESSA | 22-23 Post | 07/13/2023 |

2 REFLECT ON YOUR IMPLEMENTATION WITH YOUR TEAMS

Engage your teams in conversations around what went well this year, opportunities for improvement, and any key outcomes you'd like to maintain or improve upon.

3 PLAN FOR THE SUMMER AND NEXT SCHOOL YEAR

Use your data and reflection to create implementation plans for next school year. Visit the Aperture System Academy to evaluate any training options you might want to engage in over the summer. [Here are some other ways](#) you may want to use your data to inform planning for next year.