



ANALYZING & COMMUNICATING DESSA DATA

Before diving into the collected data, consider these reflections about the DESSA results:

<p>I predict...</p>	
<p>I wonder...</p>	
<p>My questions / expectations are influenced by...</p>	
<p>Some possibilities for learning that these data may present are...</p>	



DATA ANALYSIS: UNIVERSAL INSTRUCTION

What are the baseline results?

Consider your overall student data as well as individual student data.

Are there any students or groups of students that differ significantly?

Consider filtering data by various demographics (race, student need or ability, gender, etc.) and considering additional data (attendance records, behavior records, etc.) as well.

Identify a Tier 1 Focus Area.

Consider how this data can help to inform your instructional practices and enhance existing SEL Programming. View the Foundational Practices resources for more information about supporting universal initiatives.

After reviewing the DESSA data, reflect on the data.

Potential sentence starters include:

I observe that..., Some patterns or trends that I notice are..., I'm surprised that I see..., I wonder...



DATA ANALYSIS: SMALL GROUP AND INDIVIDUAL INTERVENTIONS

Tier 2 & 3: Based on the data, which students would benefit from Tier 2 support?

Tier 2 & 3: Which competency areas can be targeted during small group or individual instruction? How?

What additional info is needed to make decisions about support? What might I ask my School Leader?

After reviewing the DESSA data for Tiers 2 & 3, reflect on the data.

Potential sentence starters include:

This data enhances our Tier 2 and 3 practices by..., Some patterns or trends that I notice are..., I'm encouraged by..., Additional support I need for this process is...



SHARING RESULTS

EQUITY PAUSE

Take a silent moment to reflect. What assumptions might we make when drawing conclusions? What deficit thinking might we be engaging in to avoid looking with a critical lens on our own system or practices? Systems produce the results they're designed to. Given this, what elements of our system are within our locus of control and might be contributing to outcomes we see? Consider starting next steps with "we" vs. "they" when brainstorming to interrogate our work.

Who are some key stakeholders who would benefit from you sharing your SEL data trends?

What results and trends in the data might be relevant to share with those stakeholders?

What conclusions and next steps about the results might you share with those stakeholders?

When, where, and how might you share this information?