



## ANALYZING & COMMUNICATING DESSA DATA

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

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



### DATA ANALYSIS: UNIVERSAL INSTRUCTION

#### What are the baseline results?

Consider school-wide data, grade level data, rater data, and individual student data.

#### Are there any groups or reports that differ significantly?

Consider grade levels, classrooms, and other demographics (race, student need or ability, gender, etc.)

#### Identify a Tier 1 Focus Area.

Consider how this data can be used to 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 and individual instruction?**

**Tier 2 & 3: What additional info will educators need to make decisions about and implement support?**

**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 they key stakeholders who are affected by and/or are sustaining SEL efforts?

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?

Think about any school teams who work on any SEL programming (e.g., MTSS Team, PBIS Team, Problem-Solving Team, etc.) What data might be relevant for them to have or share?

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