Facilitator Guide

Analyzing DESSA Data in the Educator Portal
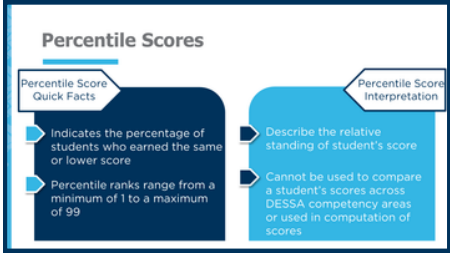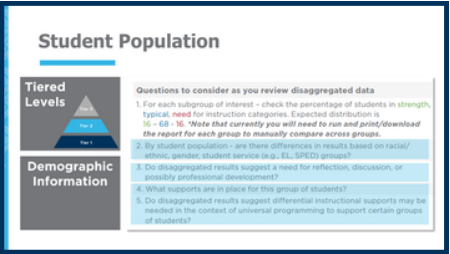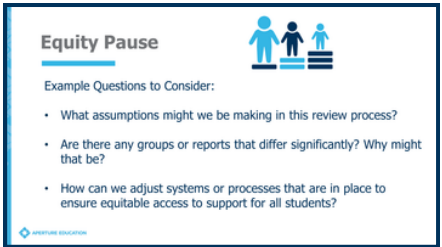
This guide provides scripted talking points for the individual designated to facilitate the Analyzing DESSA Data in the Educator Portal training. Please read the scripted text to assist attendees in their comprehensive understanding of the content.

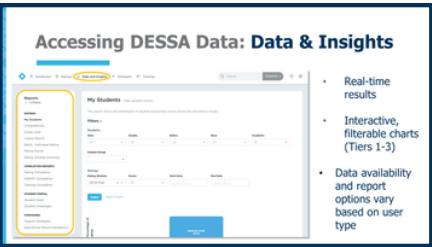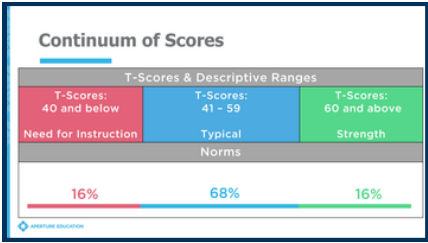| SLIDE	VISUAL	SCRIPT
Slide 1	APERTURE EDUCATION Analyzing DESSA Data in the Educator Portal	Hello and welcome to Analyzing DESSA Data in the Educator Portal! In this session we'll learn how to access, review, analyze, and progress monitor data in the DESSA System.
Slide 2	INTRODUCTION DESSA IMPLEMENTATION ACCESSING DESSA DATA REVIEWING DESSA RESULTS ANALYZING AND USING DESSA DATA PROGRESS MONITORING RESOURCES AND REMINDERS OPTIMISTIC CLOSURE AGENDA	• Before we dive right into the content, let's go over our agenda for today. First, we'll go over a few housekeeping items and introductions, • And then we'll review some best practices for DESSA implementation. • After that we'll jump into the data review process including: accessing, reviewing, analyzing and using the data, and progress monitoring. • We'd hate for you to leave without resources, so before we wrap up, we'll share some helpful links. • And finally, we'll end our time with an Optimistic Closure.
Slide 3	**Session Objectives** • Learn how to access different reports in the Educator Portal. • Interpret data from a tiered perspective. • Consider how to support students' social-emotional growth using a strengths-based approach. • Incorporate Data-Driven Recommendations and Tier 2 Interventions into an action plan.	Here are our session objectives! • We will learn how to access different reports in the Educator Portal, • Interpret data from a tiered perspective, and • Consider how to support students' social-emotional growth using a strengths-based approach

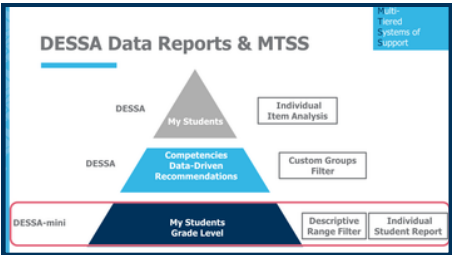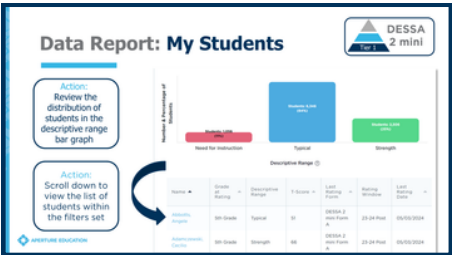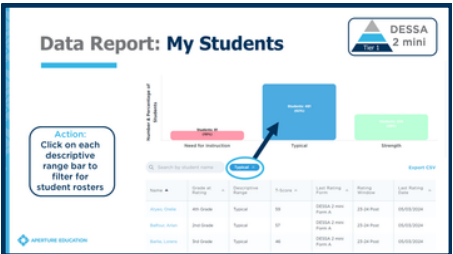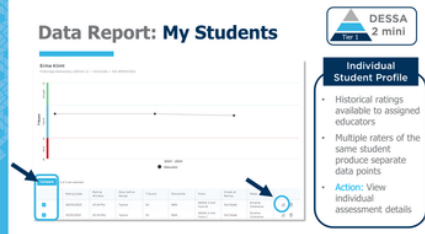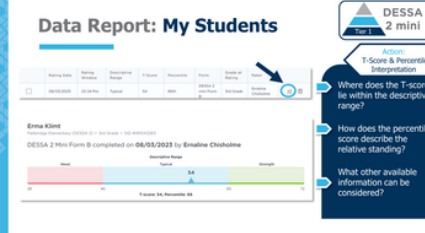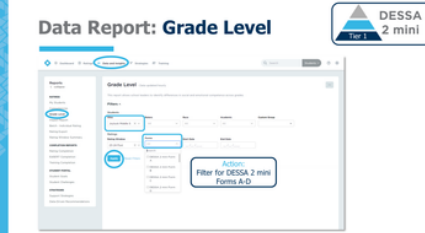| SLIDE	VISUAL	SCRIPT
Slide 4	Session Norms & Agreements	For our last bit of housekeeping, let's review some norms that will frame our time together today: • Introduce yourself to your neighbors around you. • Let's commit to one speaker at a time. • Participate in engagement activities and a solution-based growth mindset, • And if you can, follow along in your Educator Portal.
Slide 5	Opening Reflection · What does success look like at your site? · How will you know if DESSA implementation is working well?	Now that we've covered some housekeeping, let's begin with an opening reflection to set our intentions for this session. • When we analyze data, we do so in an attempt to discover what the metrics are telling us, what they're not telling us, and how we can use this information to make informed decisions to benefit kids. • So, considering that you're about to examine your DESSA data, what data points would indicate that your implementation has been successful so far? Maybe consult your school improvement plan to review those goals.
Slide 6	DESSA Questions? · Please ask any initial questions you have at this time. · As we progress, feel free to enter questions as you think of them.	Before we start our DESSA data analysis process, are there any questions I should consider?
Slide 7	INTRODUCTION DESSA IMPLEMENTATION ACCESSING DESSA DATA REVIEWING DESSA RESULTS ANALYZING AND USING DESSA DATA PROGRESS MONITORING RESOURCES AND REMINDERS OPTIMISTIC CLOSURE **AGENDA**	Ok, great. Let's start with an overview of DESSA implementation!
Slide 8	Best Practices for DESSA Implementation Team Approach · Training Raters · Completing Ratings · Analyzing Data Results · Utilizing Data & Resources	I am going highlight the key components to implementing the DESSA, which include: • *(Click)* Ensuring a team approach—all staff have a role in supporting this implementation and ultimately supporting students' social and emotional skill development • *(Click)* In order to gather reliable and accurate DESSA data, it's imperative that raters are provided the proper training in order to complete DESSA ratings • *(Click)* The focus for today's session will be on analyzing and utilizing DESSA data, along with the available resources to continue enhancing the efforts of our sites and educators!

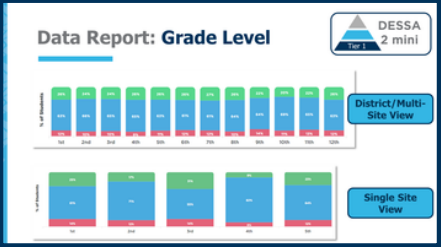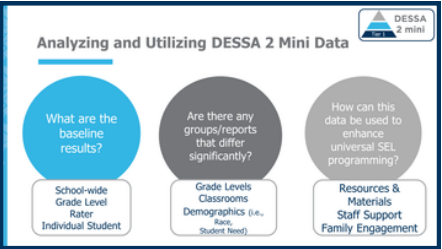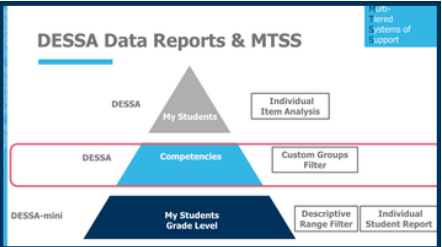| SLIDE	VISUAL	SCRIPT
Slide 9	Analyzing DESSA Data	The DESSA data adds to many other types of data that are collected within school and can enhance what you're already doing to support students. • **We mentioned that the data collected with the DESSA can be analyzed and applied using a multi-tiered decision-making framework. This process is most aligned using the Multi-Tiered Systems of Support framework, or MTSS.** • **After each rating period, administrators and educators should engage in a data-review process that includes accessing and reviewing the data, before acting on the data, and monitoring progress throughout the year. Schools are able to align this data review process to existing systems that are already in place at their sites, such as the ones that were listed in the poll question.** • **Using the MTSS support model, the DESSA-mini is used to drive ongoing, universal and data-driven SEL instruction for all students at Tier 1. The DESSA assessment is used to target specific interventions for small group in Tier 2 and individualized instruction within Tier 3.**
Slide 10	AGENDA	**Accessing DESSA data. How do we do it? Let's find out!**
Slide 11	Accessing DESSA Data: Dashboard	• **To review the data dashboard, staff with district and school-based user access will have these three graphics on their dashboard.** • **On the left, the scheduled rating windows timeline; this may be district-wide or site-specific.** • **On the right, you'll see the data that has been collected by raters in real-time in the descriptive bar graph. The data is reflective of the current or most recent rating window and as more readings are completed, the results will be reflected in the bar graph here.** • **Below that, a quick grade level comparison of the collected data is viewable for those with site leader and program administrator access. This area is slightly different from the view that an educator or rater may see.** • **(Click) Instead of a grade level comparison, here an educator would view a competencies student breakout showing the results of the DESSA assessments that were completed for students within that class.**
Slide 12	Accessing DESSA Data: Data & Insights	• **Users can access more detailed data using the "Data and Insights" tab, which includes real-time results, interactive charts, and downloadable reports.** • **Again, data and types of reports available depend on your user access within the system. As school leaders, you will have more options under this "Results" list than the educators at your site, which includes both DESSA data reports and implementation reports.**

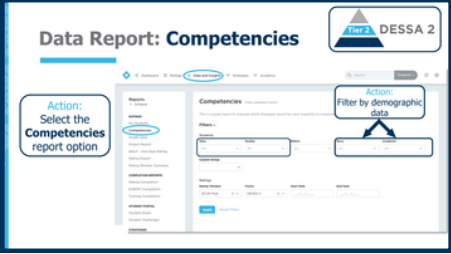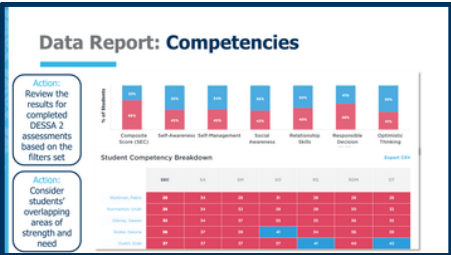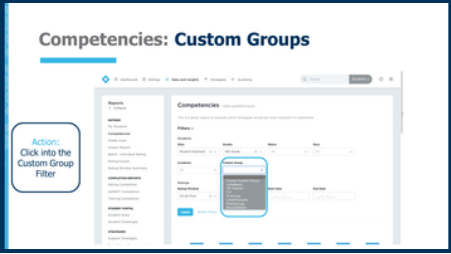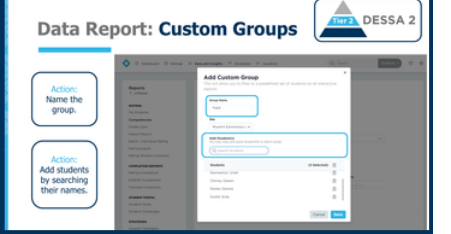| SLIDE	VISUAL	SCRIPT
Slide 13	INTRODUCTION DESSA IMPLEMENTATION ACCESSING DESSA DATA **REVIEWING DESSA RESULTS** ANALYZING AND USING DESSA DATA PROGRESS MONITORING RESOURCES AND REMINDERS OPTIMISTIC CLOSURE **AGENDA**	**Now that we know how to access our DESSA data, let's explore best practices for reviewing and interpreting DESSA data.**
Slide 14	**Continuum of Scores** T-Scores & Descriptive Ranges T-Scores: 40 and below / T-Scores: 41 – 59 / T-Scores: 60 and above Need for Instruction / Typical / Strength Norms 16% / 68% / 16%	• **In the first session, we looked at the continuum of scores for the DESSA assessments. To recap, the DESSA reports results using T-sores, which are categorized into three descriptive ranges.** • **As strength-based measures, higher T-scores mean a higher level of social and emotional competence, but lower t-score do not mean a skill deficit. Instead, lower scores indicate a lack of skill acquisition. A student may not have yet acquired certain social and emotional skills and we receive that valuable insight from the data.** • **From the standardization sample, we can anticipate that the majority of students will demonstrate typical patterns of development when it comes to their social and emotional skills, and that there will be bookends of students demonstrating skills within the Strength range and Need for Instruction range.** • **The DESSA assessment, being normed and standardized in this way, is designed to reduce different types of assessment bias in its construct, and once data is collected, teams can consider what else this data may indicate beyond the student developmental level and needs.** • **This information as covered in the first introductory session but it's a helpful reminder here and may also be something that educators would benefit as a review before you begin to analyze data as a school staff.**
Slide 15	**T-Scores** T-Score Quick Facts T-Score Interpretation Based on standardization sample: • Age, gender, geographic region, ethnicity, socioeconomic status T-Score Range: 28 – 72 Use T-scores to locate where the result lies within the descriptive range Consider additional available information about the student when making decisions	• **In your role, you may be familiar with different types of data results and work in this "analyzing" space frequently.** • **To ensure that the DESSA data is used in a way that support all students, we calibrate on the these t-score and percentile scores from a "quick facts" lens.** • *(Click)* **T-scores are based on the standardization sample, which closely approximated the student population of the United States with respect to age, gender, geographic region of residence, race, ethnicity, and socioeconomic status. This allows us to consider where the results lie within the descriptive range compared to the developmental patterns of their same aged peers.** • *(Click)* **T-scores range from 28-72. It is recommended to consider additional available information about the student when making decisions about next steps for intervention or support, such as trends in attendance, academic performance, and conduct can help to put the DESSA results in context and prioritize action steps.**

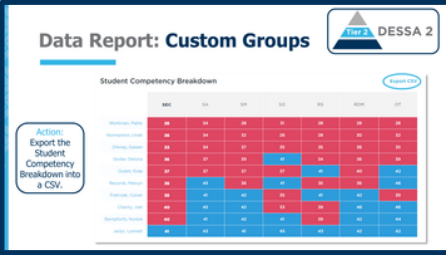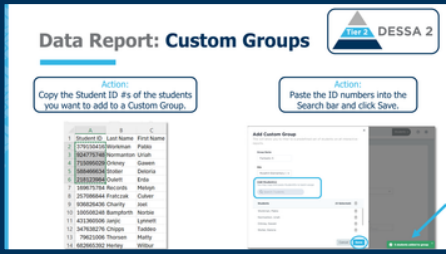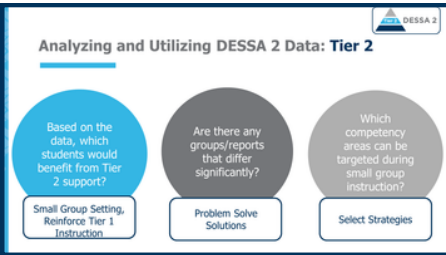| SLIDE	VISUAL	SCRIPT
Slide 16	**Percentile Scores** Percentile Score Quick Facts - Indicates the percentage of students who earned the same or lower score - Percentile ranks range from a minimum of 1 to a maximum of 99 Percentile Score Interpretation - Describe the relative standing of student's score - Cannot be used to compare a student's scores across DESSA competency areas or used in computation of scores	We can also anticipate having access to the percentile scores for a student's DESSA results when viewing the data within the Aperture System. • (Click) The percentile scores indicate the percentage of students who earned the same or lower score on the same assessment, with percentile ranks ranging from a minimum of **1** and maximum of **99** • (Click) The percentile scores describe the relative standing of a student's score for that assessment but they cannot be used to compare their scores across different competency areas on the DESSA or used in computation, such as averaging different scores. The progress monitoring feature, however, does allow for the user to view the level of growth a student demonstrated when comparing separate assessments, like the pre- and post-assessment. • (Click) Often times, you may need specific information about scoring and interpreting the results of the assessments, particularly when it comes to addressing concerns from various stakeholders.
Slide 17	**Student Population** Tiered Levels Demographic Information Questions to consider as you review disaggregated data 1. For each subgroup of interest – check the percentage of students in strength, typical, need for instruction categories. Expected distribution is 16 - 68 - 16. *Note that currently you will need to run and print/download the report for each group to manually compare across groups. 2. By student population - are there differences in results based on racial/ethnic, gender, student service (e.g., EL, SPED) groups? 3. Do disaggregated results suggest a need for reflection, discussion, or possibly professional development? 4. What supports are in place for this group of students? 5. Do disaggregated results suggest differential instructional supports may be needed in the context of universal programming to support certain groups of students?	We know that these social and emotional skills can be taught, modeled, positively reinforced, and fostered for continued growth and independence in utilizing them successfully. The data shows us what specifically a student may need. • However, the data can also be an indicator to the educator that their approach to instruction or set up of the learning environment is not meeting the needs of their student population. • Similarly, it can indicate what inequities and rater bias may need to be addressed from a school-wide lens. • (Click) Here we share some suggested questions to consider in this process, such as: • (Click) Are there differences in results based on the subgroups identified? • (Click) Do those results suggest a further need for reflection, discussion, or possibly professional development opportunities for staff? • (Click) What other supports are in place and is there a need for differentiation to ensure equitable access to these supports for all students?
Slide 18	**Equity Pause** Example Questions to Consider: • What assumptions might we be making in this review process? • Are there any groups or reports that differ significantly? Why might that be? • How can we adjust systems or processes that are in place to ensure equitable access to support for all students? APERTURE EDUCATION	Within your site, you may consider to use an intentional "Equity Pause" before reviewing and analyzing DESSA data. The goal is to support students' growth overall and considering how to enhance and improve systems in place for staff, student, and family supports. • To check in during the analyzing data process, one equity pause question could be "What assumptions might we be making in this review process?" • One example that we have already incorporated into our session today was to ask the question "Are there any groups/reports that different significantly?" once we collect data. We can look at these subgroups by school sites, grade levels, classrooms, and demographic information. • Another example to take this equity pause a step further could be to consider: what adjustments can be made to systems or processes that are in place to ensure equitable access to support for all students?

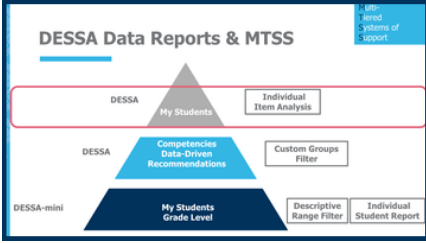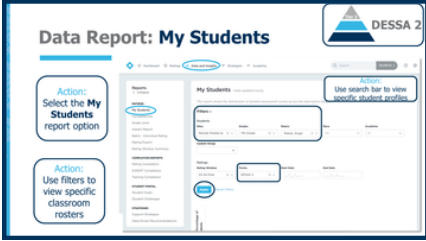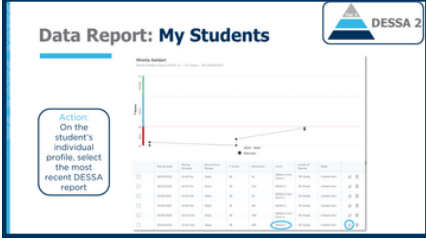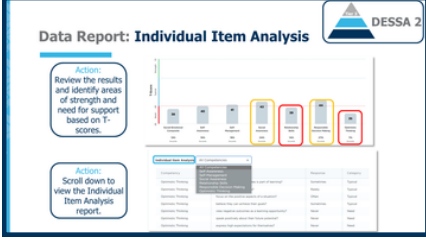| SLIDE	VISUAL	SCRIPT
Slide 19	Group Share — Based on your role, what additional available data points can you consider when reviewing the DESSA data?	**Let's pause again here.** • **Take a moment to consider what additional information and data you can consider when reviewing the DESSA data. In other words, where does this data "fit in" based on your role and existing structures?** • **We can brainstorm a collective list, but if you would like to share verbally you are more than welcome!** • **Maybe there is someone who can share with us about how you already are using this data in addition to other data points within your role?**
Slide 20	INTRODUCTION / DESSA IMPLEMENTATION / ACCESSING DESSA DATA / REVIEWING DESSA RESULTS / ANALYZING AND USING DESSA DATA / PROGRESS MONITORING / RESOURCES AND REMINDERS / OPTIMISTIC CLOSURE — AGENDA	**Now, we've come to the meat and potatoes: analyzing and using DESSA data.**
Slide 21	Data and Insights Tab — DESSA Data Reports / My Students, Competencies, Grade Level, Impact Report, Rating Export / Implementation Reports / Batch - Individual Rating, Rating Completion, Student Goals, Student Challenges, Training Completion, EdSERT Completion, Support Strategies, Data-Driven Recommendations	**Let's start by revisiting our Data and Insights tab, which lists all of our reports on the left-hand side.** • **Based on your district or school's implementation plan or depending on your specific role, you may or may not utilize all of these report options.** • ***(Click)* For training purposes, we categorize this list into two different types of reports: DESSA Data Reports and Implementation Reports.**
Slide 22	Report Filters — Filters / Students / Sites, Grades, Raters / Race, Academic, Custom Group / Ratings / Rating Window, Forms, Start Date / 23-24 Post / End Date / Student Population — Tiered Levels, Demographic Information	**We briefly mentioned that there is an option to filter for the data on several of these reports.** • **These filters allow for users to view specific data based on specific rating windows and DESSA assessment type, and by the student population, including by different groups and demographic information.** • **All users with Program Administrators and Site Leader access to the Aperture System will be able to filter by grade level and rater, and by the specific site if they have access to more than one school or program.** • **There are demographic filters under the race and academic drop-down options.**

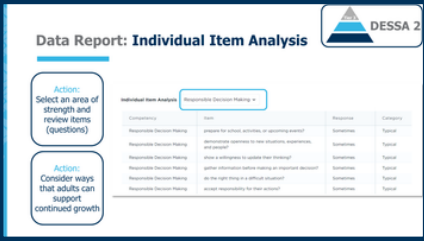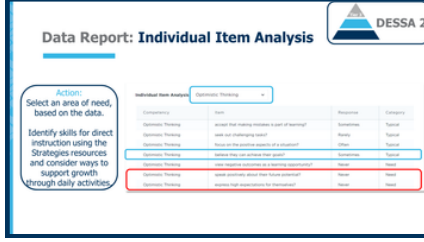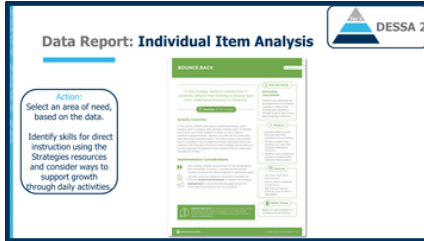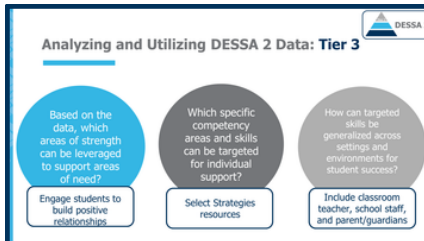| SLIDE	VISUAL	SCRIPT
Slide 23		Before we finally get to the different reports and considerations for analyzing the data, this chart can help differentiate their purpose based on the tiered system of supports. • **(Click) First, the DESSA-mini is used as a Tier 1 or universal screener for all students. The My Students and Grade Level reports allow for users to view school-wide and classroom-wide data.** • **(Click) At Tier 2, where small group instruction and intervention takes place, the DESSA assessments are viewable under the "My Students" and "Competencies" report. We'll look specifically at the individual rating report, too.** • **(Click) The DESSA data is also reviewed for students within the Tier 3 individualized instruction level, where the "Individual Item Analysis" report displays specific skill areas that can be selected as goal areas.** • **(Click) We'll start with the DESSA-mini reports for collecting Tier 1 data and utilizing it to support universal SEL programming and work out way up the MTSS pyramid. We'll being walking through the reports available, reviewing how to analyze the data and provide examples for utilizing the data, and then pause to explore the data on your own before we move on to the next tiered level reports.**
Slide 24		The first report we are looking at is "My Students" and when you're there, we are filtering for the DESSA-mini, which is the Tier 1 screener, and we are looking at it from the school-wide lens first. • **You can choose to filter for a specific site, if you have that option and a specific rating window. The example in this screenshot shows a pre-assessment.** • **Then click "Apply".**
Slide 25		• **Once you click "Apply," the first thing you will see if the refreshed descriptive range bar graph with the data that was filtered for.** • **From this screenshot, we can see that 64% of the school population are in the "Typical" range, with bookends of students in the "Strength" range (25%) and "Need for Instruction" range (11%).** • ***(Click)* Scrolling down under the descriptive bar graphs, we'll see a list of students that are included in these results based on the filters set.**
Slide 26		• **The bar graph here also has the option to filter by descriptive range.** • **By clicking on one of the descriptive range the system will quickly filter and display the students from that range in the list below.**

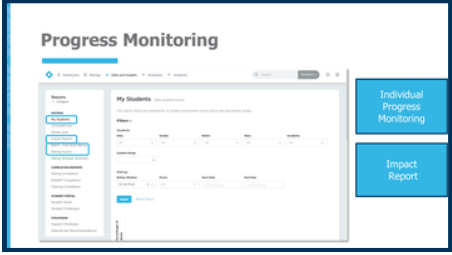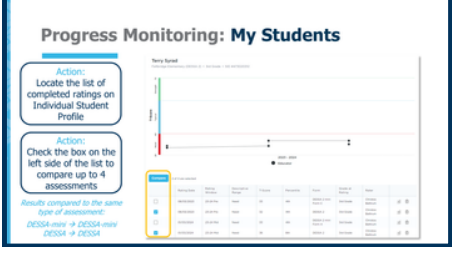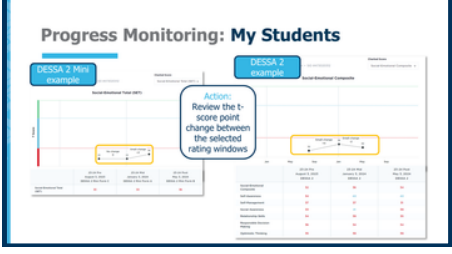| SLIDE	VISUAL	SCRIPT
Slide 27	Data Report: My Students	When you click on an individual student's name, you will land on the student's individual student profile. • **On this profile, assigned educators can view the historical ratings completed and the results. Data follows the student through their time in the school and/or district, so as long as an educator is assigned to the student.** • **A common question that arises is "Can multiple teachers or staff complete an assessment for the same student during one rating window?" and the answer is yes. If multiple raters complete ratings for the same student, each assessment will produce separate data points.** • ***(Click)* In this example, the student demonstrates growth between each rating and we can view those details further but clicking on the specific assessments.** • **To view the details from an assessment on the list, click on the report icon all the way over to the right side of that row, as circled here on the demo screenshot.**
Slide 28	Data Report: My Students	Once you click on the report icon for a completed DESSA-mini, the student's score will be displayed on the continuum image that we saw earlier. • **We take a moment here to analyze these results a bit further than just the descriptive range, using the "Action" questions listed on the right side of the slide.** • **Where does the t-score lie** *within* **the descriptive range?** • **What other available information may we want to consider when looking at this DESSA-mini score? Some examples might be attendance records, academic needs, previously identified needs, or what kind of relationship the student has with peers and adults at school.**
Slide 29	Data Report: Grade Level	The next report we will look at together is the "Grade Level" report. To access this data, return to the reports list under the Data and Insights tab, and click on Grade Leve. • **[CLICK] In this screenshot example, the user is filtering for a specific school site, a middle school, and is pulling the DESSA-mini results using the "Forms" filter again.** • **[CLICK] Once the desired filters are set, you can click "Apply" to view the results.**

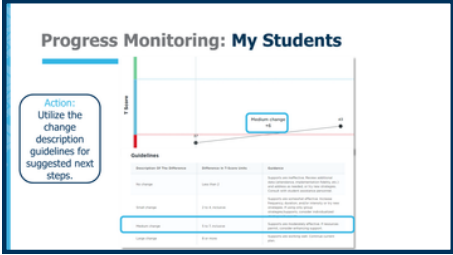| SLIDE	VISUAL	SCRIPT
Slide 30	Data Report: **Grade Level** — DESSA 2 mini — Tier 1 — District/Multi-Site View — Single Site View	Once you select the filters you want and click apply for this "Grade Level" report, the data will populate displaying the descriptive range bar graphs of each grade level in comparison to each other. • [CLICK] Users with Program Admin (or District Leader) user access will be able to view grade levels across the district; the top screenshot is an example of a district view of grades 1-12. • [CLICK] Users with Site Leader access, which includes the school leaders on this session, will be able to view the grade levels for the site (or sites) they are assigned to. • Educators won't have this multi-grade access, unless they are assigned to students in different grade levels across the school, but often times this view of a school's grade level comparison can be a helpful visual to share with staff to help share the bigger picture of the Tier 1 results at your site.
Slide 31	Group Share — DESSA 2 mini — Tier 1 — How can you use grade level data comparison in your role? — APERTURE EDUCATION	To brainstorm together, I invite you to think about how might you use this grade level data comparison in your role? Let's enter responses in the chat for the group to view and if anyone would like to come off mute to share, please feel free to do so! I'll give you a moment to think about one way you could use this grade level data.
Slide 32	Analyzing and Utilizing DESSA 2 Mini Data — DESSA 2 mini — Tier 1 — What are the baseline results? (School-wide Grade Level Rater Individual Student) — Are there any groups/reports that differ significantly? (Grade Levels Classrooms Demographics (i.e., Race, Student Need)) — How can this data be used to enhance universal SEL programming? (Resources & Materials Staff Support Family Engagement)	Before we take some time to explore the DESSA-mini data in our Educator Portals, we consider these guiding questions for analyzing and utilizing DESSA-mini data at the Tier 1 level: • *(Click)* "What are the baseline results?" We can use the reports to view this data from a school-wide level, by grade level, classroom teacher, and by individual students. • *(Click)* "Are there any groups or reports that differ significantly?" We can use the filters to look at data by grade level, classroom, demographic information. This is part of looking at the student population with a lens of equity and considering what reflections, discussions, and problem solving may be needed based on the data of different subgroups. • *(Click)* Finally, "How can this data be used to enhance universal SEL programming?" This information can help consider what resources and materials may be needed, what staff support, or engagement looks like, and even opportunities to engage family and community members in Tier 1 initiatives of supporting students.
Slide 33	DESSA Data Reports & MTSS — Multi-Tiered Systems of Support — DESSA — My Students — Individual Item Analysis — DESSA — Competencies — Custom Groups Filter — DESSA-mini — My Students Grade Level — Descriptive Range Filter — Individual Student Report	• Moving on to the next set of data reports, we'll be looking at the DESSA data. • In Tier 2, where small group instruction and intervention takes place, the DESSA 2 assessments are viewable under the "My Students" where we'll look specifically at the "Competencies" report and the Custom Group filter. • As a reminder, the DESSA 2 is typically completed as a conditional, follow up assessment to the DESSA-mini screener. If a student's score was in the Need for Instruction range on the DESSA-mini screener, a DESSA 2 assessment typically auto populated in the system for the educator to complete.

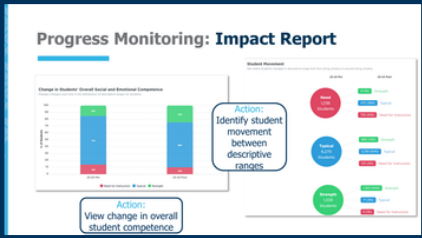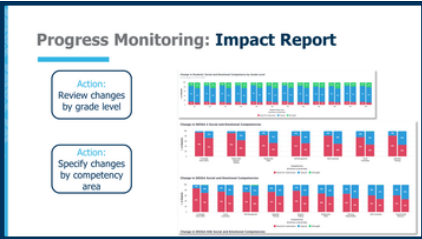| SLIDE	VISUAL	SCRIPT
Slide 34		• The Competencies report shows differences within your school across our eight social and emotional competencies. This is a useful report in evaluating which universal strategies would be most impactful to implement at the Tier 1 level and which skills to target within the Tier 2 small group setting. • (Click) The Competencies report also includes the filter options we've seen before; this time the school, grade, and demographic options are highlighted as a reminder that it's important to consider how we are viewing, analyzing, and using this data to support all students and structures/system within our sites. • If you'd like to export the table of competency scores, click on the button on the top right of the table to Export CSV.
Slide 35		• Once you've clicked apply for the filters set for the Competency report, the first action in analyzing the data to intentionally review results. • In this descriptive bar graph image, we see the collective results for the students who've had a full DESSA completed by their assigned educator. We can see the overlapping areas of strength and need, and this can drive tiered intervention to target specific skill areas based on the a group of students' collective needs. • (Click) If you scroll down under the bar graph, the student roster is viewable with the competency area t-scores listed. • (Click) If this list of 5 students was a small group receiving Tier 2 intervention, the educator could leverage the students' relative, collective strength in Self Awareness. While all of these students are in the need, the scores are more balanced in this area indicating that although they have a need, they all have a relative • (Click) However, it looks like the group has a collective need for instruction in Relationship Skills. Building off the groups strengths, the small group intervention could target Relationship skills using the Strategies resources and reinforcing skills taught at the universal Tier 1 level. • You could even place these students in a custom group and track their progress between rating windows.
Slide 36		• After you've reviewed the student competency breakdown, consider scrolling back up and placing students in a custom group or two. • Simply click into the Custom Group Filter. • And click Create Custom Group.
Slide 37		• Go ahead and name the group something fun. • Ensure that your proper site is selected. • Add students by searching their names.

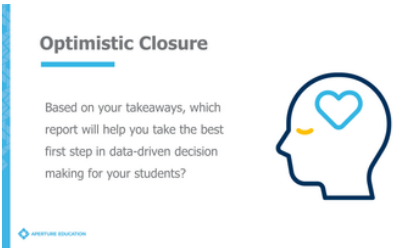| SLIDE	VISUAL	SCRIPT
Slide 38		Here's another way to add students.
Slide 39		• Copy the Student ID #s of the students you want to add to a Custom Group. • Paste the ID numbers into the Search bar and click Save. • [CLICK] As you can see on the screen, the 5 students have been added. • Now you can use Custom groups to get data-driven recommendations about how to help students as well as to progress monitor throughout the school year. Imagine all the powerful data stories you can share!
Slide 40		As we wrap up our time in Tier 2, some guiding questions for beginning the analysis process with the DESSA, particularly at the Tier 2 level, include: • (Click) "Based on the data, which students would benefit from Tier 2 support?" • We may already have some or many of those students already identified, either for academic or behavioral interventions or both, but there are also going to be students that may have "flew under the radar" that we now have data on and can include in the appropriate supports. • (Click) "Are there any groups or reports that differ significantly?" As a follow up to that question: "Do those results suggest a further need for reflection, discussion, or possibly professional development opportunities for staff?" and "How can we problem solve solutions to address potential significant differences?" • (Click) Finally, "Which competency areas can be targeted during small group instruction?" • Any educator can select strategies to support student growth, not just an intervention staff member. It can look like the classroom teacher being intentional with the supports provided in the classroom or an administrator choosing to highlight a specific skill as a school-wide focus, with students AND adults.

SLIDE	VISUAL	SCRIPT
Slide 41		• Moving on to the next set of data reports, we'll be looking at the DESSA data from the Tier 3 level, focusing on the "Individual Item Analysis" report displays specific skill area results. • Students that demonstrate a need for Tier 3 individualized instruction or intervention may already be identified in some way or another. The DESSA is one data point that is considered when considering options for supporting a student, with other factors included to get the "whole picture" of the student's needs.
Slide 42		We already looked at part of the DESSA assessment results, the bar graph of the different competency area t-scores, and we are going to pull that same report again to continue diving deeper. • [CLICK] Under the Data and Insights tab, select the "My Students" report option and choose the filters desired. This slide highlights a specific site, grade, and classroom teacher (rater). Once there are multiple rating windows completed, you may have to filter for the specific rating window. • (Click) One quick tip: You can also search for a specific student using the search bar. Our example student for this next report is Adalee Greer, located student the search bar here.
Slide 43		• On the student's individual profile, we'll be looking for the report icon for the DESSA assessment results we want to view, which is located on the far right side of the ratings table below the student's graph. • Looking at this example of the student, Mirella, we see they are in the 7th grade and 6 rating assessments have been completed during the school year. While Mirella demonstrates growth over time, scores remain in and around the Need for Instruction range, indicating that this student may qualify and benefit from individualized support.
Slide 44		• Once the report icon for the DESSA is selected, we'll see the bar graph with the competency T-scores again and the first action is to review the results, identifying the areas of strength and need. • *(Click)* For this student, strengths that stick out based on t-score look like Social Awareness and Responsible Decision Making, and areas of need [CLICK] with the lowest T-scores are Optimistic Thinking and Relationship Skills. • *(Click)* With that in mind, scroll down to view the next report, the "Individual Item Analysis." This report shows the specific behaviors rated on the assessment that composed the score.

SLIDE	VISUAL	SCRIPT
Slide 45	Data Report: Individual Item Analysis	• The Individual Item Analysis allows for the user to filter the items (DESSA 2 questions/answers) by competency using the drop-down filter. The questions that correspond to measuring that skill area will appear, along with the frequency response selected by the rater. • Starting with strengths, we can select an area that student demonstrated foundational skills in and consider ways that those skills can be supported, both "informally" and "formally." For this example student, one of those areas was Responsible Decision Making.
Slide 46	Data Report: Individual Item Analysis	The next action in using this report is to identify the areas of need and build skills through individualized intervention and instruction. • For this example student, Optimistic Thinking was an area of need for further instruction and support, and we can see that the majority of responses for the questions asked for this competency area had frequency answers of "Rarely" and "Never". • [CLICK]The first two that are highlighted draw our attention to the student's skills of speaking positively about their future potential and expressing high expectations for themselves. • [CLICK] The highlighted skill in the middle indicates that the student sometimes believes they can achieve their goals. If we are considering how to "informally" support this skill, without a direct lesson or intervention, that may look like helping the student set daily goals and cheering them on at they reach milestones along the way. • Use the Strategies in the Educator Portal and select an Optimistic Thinking strategy.
Slide 47	Data Report: Individual Item Analysis	• [CLICK] Bounce Back is a great place to start with Mirella because it helps students reframe their negative thoughts. Knowing that she struggles with thinking positively about herself and her future, this strategy will be a great resource.
Slide 48	Analyzing and Utilizing DESSA 2 Data: Tier 3	• As far as analyzing and utilizing the DESSA data for individual students, our three guiding questions include: • *(Click)* Which areas of strength can be leveraged? This process is rooted in relationships; how can all adults engage students in building positive relationships with this intentional lens. • *(Click)* Which specific competency areas and skills can be targeted for individual support using the Growth Strategies resources? • *(Click)* And how can skills be generalized across settings and environments by including stakeholders such as teachers, school staff, and parents/guardians?

SLIDE	VISUAL	SCRIPT
Slide 49		• In this final section, we will review the features available for progress monitoring. This will be a brief review of reports available since there will typically need to be multiple rating windows or assessments completed in order to progress monitor.
Slide 50		The monitoring part of the analyzing data process that we've used today includes progress monitoring of student growth. • [CLICK] The different reports we'll review are Individual Progress Monitoring [CLICK] and the Impact Report (both progress monitoring student growth using DESSA data). [CLICK]
Slide 51		• First, we'll touch on the progress monitoring options for individual students. By now, we should all be pretty familiar with locating the "My Students" report to find an individual student's profile and the list of completed assessments or you can search for a specific student using the search bar. • Once a student has more than one completed rating in the system, a user can compare the results. Compared ratings can include recent assessments and any historical ones available, and up to four ratings can be selected by checking the box are the far left of that assessment line. • One clarification about viewing this progress monitoring is that results can be compared to like assessments; DESSA-mini screeners can be compared to other DESSA-mini screeners, and DESSA assessments can be compared to other completed DESSA assessments.
Slide 52		• After selecting which assessments to compare, the first action in analyzing the data and progress of the student is to review the t-score point change between the select rating windows. • *(Click)* On the left side of this slide, there is an example of the comparison for three DESSA-mini screeners. We see the point change was +3,which indicates "Small Change" (we'll look at that change description in just a moment) and the SET scores are listed below. • *(Click)* On the right side of the slide, there is an example of the comparison for three DESSA assessments, which includes the point changes on plotted on the graph and the t-scores by competency for each assessment listed below. Between the first two ratings, there was a 4-point increase in t-scores and a 2-point decrease from the second to third rating, both indicating "Small Change" in progress.

SLIDE	VISUAL	SCRIPT
Slide 53	Progress Monitoring: My Students Action: Utilize the change description guidelines for suggested next steps.	• Below those plotted data point graphs and t-score changes lists, there is a progress monitoring "Guidelines" table that suggests next steps for support based on the description of the difference between the rating windows. • These guidelines are directly from the DESSA manuals, based on the extensive processes for norming and standardizing the rating tools. • (Click) The example on this slide shows a 6-point increase change between two rating windows, indicated a "Medium Change. On the Guidelines chart, the guidance for this type of change suggests that supports are moderately effective. If resources permit, consider enhancing support." • Now, the supports that are already in place and the opportunities for enhancement may look different, depending on the situation or the capacity, but over time this progress monitoring allows for educators to consider either increasing or fading supports within the tiered levels. This is also valuable information that can be used during parent/teacher conferences or included on students' individual education plans (IEPs) or accommodations plans, such as a 504 plan.
Slide 54	Progress Monitoring: **Impact Report** Action: Select the **Impact Report** option Action: Use filters to select two rating windows	• The other report used for DESSA data progress monitoring is the Impact Report. You may have already seen this on the list of report options already; to access it, return to the Data and Insights Tab and select this option from the list on the left. • The Impact Report is another one that requires at least two rating windows to be completed and it provides information about groups of students, not individual students. • [CLICK] Using the filter, select two rating windows to compare such as the Pre-assessment and the Post-Assessment. • Users with "Program Admin" and "Site Leader" access to the Aperture System will be able to view this comparison data for multiple grade levels or by specific classroom teacher, whereas educators with "Rater" access to the Aperture System will see the impact report data for just the rostered list of students.

SLIDE	VISUAL	SCRIPT
Slide 55		• **The Impact Report provides several different views of the compared data for the rating windows selected.** • **The first image on the report is the "Change in Students' Overall Social and Emotional Competence" using the descriptive range bar graphs. From the pre- to post-assessment in this example, student demonstrated an overall increase in skills within the Typical and Strength range, and decrease in students demonstrating a Need for Instruction. This would indicated that the Tier 1 SEL supports that in place at the universal or school-wide level are working and the school would want to continue enhancing their practices to see continued growth.** • **(Click) Below that, the "Student Movement" images provide details about the amount of students that moved from one range to another. This give s a great snapshot of the positive progress of students' growth and also allow staff to notice any concerns of students moving from higher ranges to lower ranges, prompting further discussion and exploring problem solving for any areas of concern.**
Slide 56		• **You can even click on any descriptive range bubble, (just like the bar graphs in the My Students report) [CLICK] which will give you even more detail about the growth of students, [CLICK] including their beginning and ending t-scores, [CLICK], [CLICK]amount of change, and magnitude of change.**
Slide 57		• **Below those first two images on the Impact Report, the changes by grade level and competency are available.** • **As you can see, competency data is shown for every DESSA product including DESSA and DESSA 2. If you have DESSA Second Step, that would show up here as well.** • **The actions in analyzing this data would include first reviewing the changes and considering next steps for school-wide initiatives and tiered support systems.** • **We want to keep in mind that for the changes in competency areas are typically only for students in the need for instruction range unless you have complete the DESSA on all students** • **District and school administrators may choose to use the data available from the impact report to relay progress to other stakeholders, include this information in their School Improvement Plans (SIP plans), or for additional funding and support requests to continue and enhance SEL programming, educator professional development, and school resources.**

SLIDE	VISUAL	SCRIPT
Slide 58	AGENDA	• We've learned a lot today, but let's get you some resources that will help this information stick!
Slide 59	Resources and Reminders Site Leaders Post-Rating Guide Implementation Guide	• There are two resources available that can be especially useful in this analyzing data process, the Site Leaders Post-Rating Guide and the Implementation Guide to Data-Driven SEL. • They both have great information about this implementation process but one may be of more benefit depending on your involvement in this implementation or where your school is at in the process. • The Site Leaders Post Rating Guide is "short"; it outlines the different reports that are available under the Data and Insights tab, including the purpose and use of each report and includes some guiding questions for school leaders and educators to consider when reviewing the data. • The implementation guide for data-driven SEL is "long" in that it details out most components of DESSA data collection and analysis, opportunities for utilizing the data, and guiding questions for different types of stakeholders. • Both are available within the Educator Support Portal.
Slide 60	INTRODUCTION DESSA IMPLEMENTATION ACCESSING DESSA DATA REVIEWING DESSA RESULTS ANALYZING AND USING DESSA DATA PROGRESS MONITORING RESOURCES AND REMINDERS OPTIMISTIC CLOSURE AGENDA	• Resources and reminders? Check! We can officially end our time together. Up next is our Optimistic Closure.
Slide 61	Optimistic Closure Based on your takeaways, which report will help you take the best first step in data-driven decision making for your students?	For our optimistic closure today, I want you to think about your gleanings from today's session. • Based on your takeaways, which report will help you take the best first step in data-driven decision making for your students?