
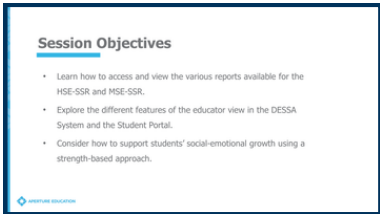




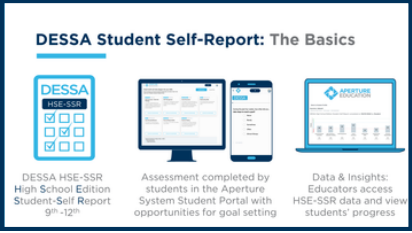
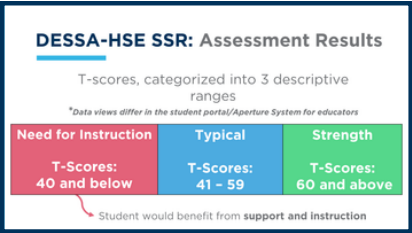


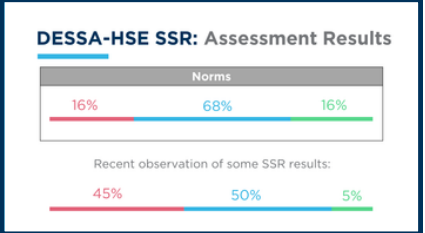
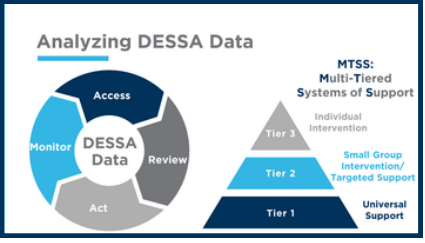

Facilitator Guide

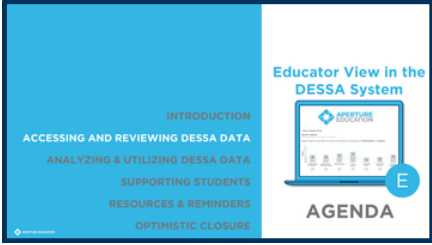
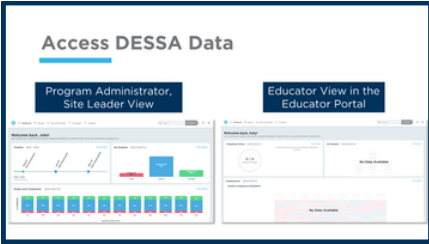
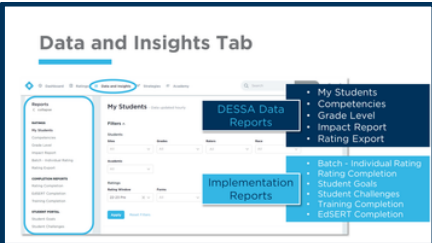
Analyzing DESSA Student Self-Report Data

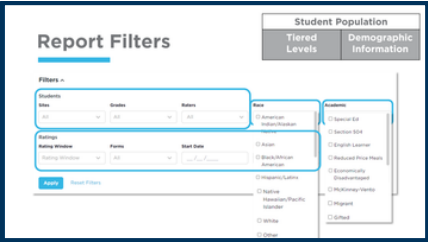
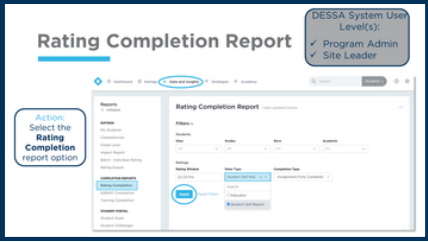
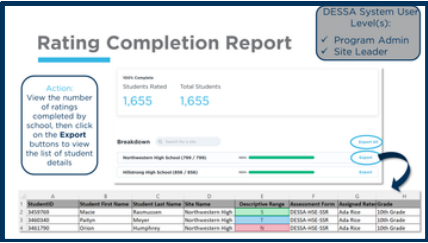
This guide provides scripted talking points for the individual designated to facilitate the Analyzing DESSA Student Self-Report Data training. Please read the scripted text to assist attendees in their comprehensive understanding of the content.

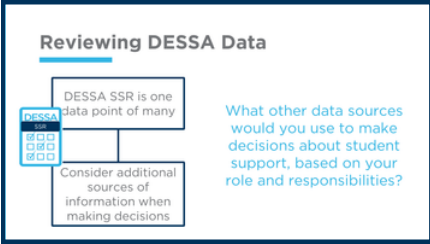
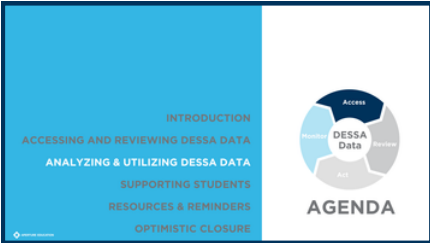
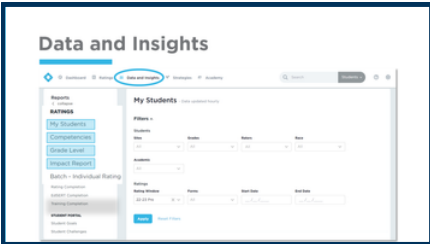
SLIDE	VISUAL	SCRIPT
Slide 1		<p>Hello everyone and welcome to our session titled “Analyzing DESSA Student Self-Report Data” where we will discuss how to analyze the Middle School Edition and High School Edition Student Self-Report data.</p>
Slide 2		<ul style="list-style-type: none"> • The objectives for today’s session include: • (Click) To learn how to access and view different reports available for the SSR DESSA assessments, • (Click) To explore the different features of the educators and student-facing portals of the online DESSA System, • (Click) and to consider how to utilize the data and resources to support students’ social-emotional growth using a strength-based approach.
Slide 3		<ul style="list-style-type: none"> • We will move through the topics of the analyzing data process, including accessing and reviewing the data, analyzing the results using various reports available, and considering options for utilizing the data. There are built-in opportunities for exploring your own data and practicing pulling the reports that we will cover together. • At that point, we will switch gears into the “taking action” mindset, looking at how we can support students in their role of using the DESSA System Student Portal. We will highlight what next steps, opportunities, and resources are available in both the educator and student-facing DESSA System portals. • We’ll wrap up with a review of available resources and some reminders, and a closing reflection.


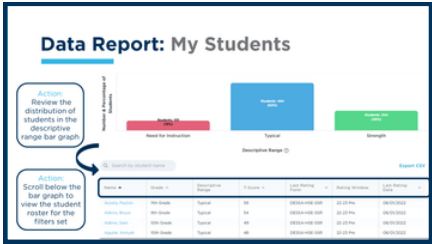
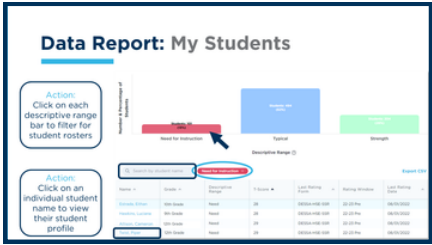
SLIDE	VISUAL	SCRIPT
<p>Slide 4</p>		<p>In a moment, I will invite you to reflect on the following question individually:</p> <ul style="list-style-type: none"> In your role, how do you anticipate using the DESSA data to support students?
<p>Slide 5</p>		<ul style="list-style-type: none"> To recap, the DESSA SSR is a nationally standardized norm-referenced, strength-based behavior rating scale measuring the social and emotional competence of high school-aged students for grades 6-12. The SSR enables youth to report on their own social and emotional strengths, adding an important perspective to the assessment and promotion of students' social and emotional competence. Students complete the SSR assessment in the DESSA System Student Portal and have access to their results in real time. Assigned educators can view the student-reported data using a variety of available report options within the Educator Portal.
<p>Slide 6</p>		<ul style="list-style-type: none"> The SSR reports results using T-scores which are categorized into three descriptive ranges: Strength, Typical, and Need for Instruction. Educators can view students' scores in these descriptive ranges and numerical T-scores for the different competency areas measured by the SSR. Students do not have access to view their scores numerically in their Student Portal. The term need for instruction was thoughtfully chosen to convey that the student needs support and instruction in this area. That is, it reflects that the student reports having not YET acquired these skills. It is NOT a personality trait or deficit but rather, it is simply a lack of skill acquisition and that student would benefit from support and instruction. At the high school level, it can indicate a lack of support or strong relationships.

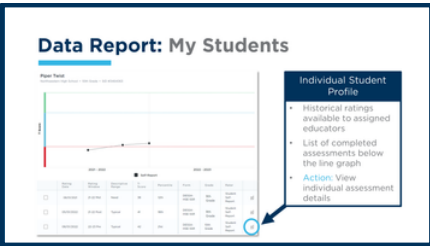
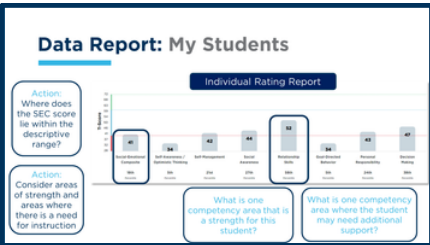
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<p>Slide 7</p>	 <p>DESSA-HSE SSR: Assessment Results</p> <p>Norms: 16% (Strength), 68% (Typical), 16% (Need)</p> <p>Recent observation of some SSR results: 45% (Strength), 50% (Typical), 5% (Need)</p>	<ul style="list-style-type: none"> Based on national norms, we expect about 16% of students will report a strength, 68% will report being typical, and 16% will report a need. Recently, we have seen higher than expected percentages of students reporting a need for SEL support on the DESSA SSR. (Click) However, over the last year, we have seen SSR results from several sites where 5% of students reported a strength, 50% typical, and 45% need. These results are consistent with national reports that show more adolescents are struggling with social, emotional, and mental well-being. The question that comes up after reviewing the collected data is usually “Now what?” Aside from students using this data as self-directed learners to grow their skills and overall agency, collecting student self-report data gives high school staff the chance to better understand and support their students. If the SSR results available to you in your Educator Portal indicate high levels of need, you may consider reaching out to the administration or an SEL team within your site. Site leaders can use the data to inform SEL programming and take actionable steps to support students and staff, and all staff can consider how they are contributing to the culture and climate of the school environment.
<p>Slide 8</p>	 <p>Analyzing DESSA Data</p> <p>MTSS: Multi-Tiered Systems of Support</p> <p>Tier 3: Individual Intervention</p> <p>Tier 2: Small Group Intervention/Targeted Support</p> <p>Tier 1: Universal Support</p> <p>DESSA Data Process: Monitor, Access, Review, Act</p>	<ul style="list-style-type: none"> 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. 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. In other words, it is one data point among many used to support students. (Click) Schools are able to align this data review process to existing systems that are already in place at their sites. Most sites have some type of system in place to support students from tiered perspective, which is typically the MTSS structure; or the Multi-Tiered Systems of Support. We will refer to this system of support throughout the session, as it aligns with the DESSA assessments.
<p>Slide 9</p>	 <p>Any questions about the DESSA SSR?</p>	<ul style="list-style-type: none"> We’ll take a quick pause to answer any questions as it relates to the DESSA SSR before we move on. What questions do you have about the Student Self-Report?

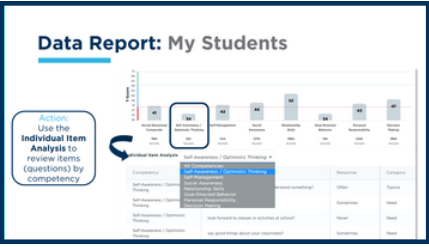
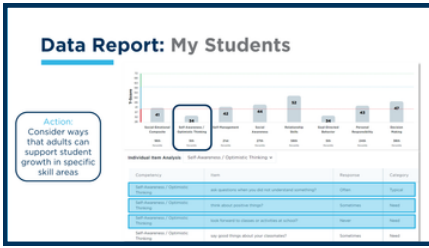

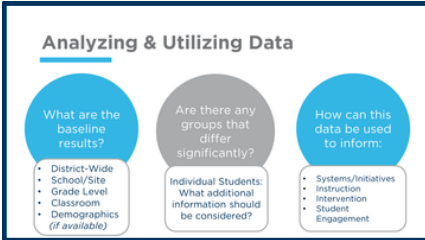
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Slide 10		<ul style="list-style-type: none"> • We'll start with how to access the SSR data within the DESSA System from an educator view and some general practices for reviewing the data. • At this time, I encourage you to login to your Educator Portal and follow along as we discuss the different data reports available. • Our goal is for you to feel confident about accessing the data within your system and we will be using a combination of slide visuals and screenshots of the DESSA System throughout the rest of the training to dive through the different options for viewing collected data.
Slide 11		<ul style="list-style-type: none"> • In the Educator Portal for Educators, all users can access SSR data under the “Data and Insights” tab. We’ll take a look at that tab in just a moment. • First, we’ll note some differences in the data dashboard for the various user levels within the DESSA System. • Users at the Program Administrator and Site Leader level will see a snapshot of the collected data on their dashboard within the DESSA System. The data on this dashboard reflects what has been collected in real-time, including the descriptive range comparison on the right and the grade level comparison below. • For educators that are only using the SSR assessment, they will see a “blank” dashboard upon logging in, even after a rating window has been completed. This is the case if staff members are using the SSR assessment tool only, versus also using the educator-completed version of the DESSA.
Slide 12		<ul style="list-style-type: none"> • Let’s head to the “Data and Insights” tab, if you’re not there already. • The reports list is categorized by report type, either DESSA ratings, Completion Reports, and correspondence to the high school Student Portal. • Based on your district or school’s implementation plan or depending on your specific role, you may or may not have access to all of these report options, and if you do, you may not utilize all of them. • (Click) For training purposes, we categorize this list into two different types of reports: DESSA Data Reports and Implementation Reports, which are listed out here for reference. <p style="text-align: center;">*Pause and allow participants to acquaint themselves with their screens*</p>

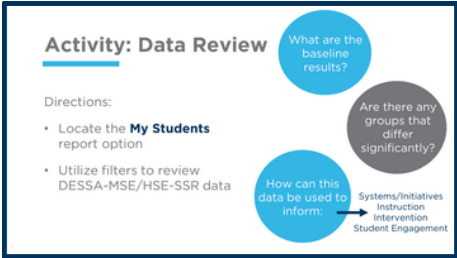
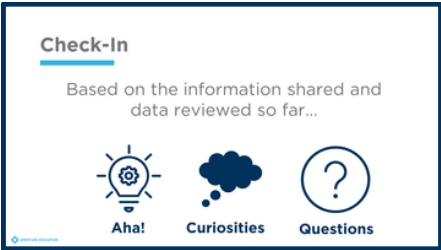
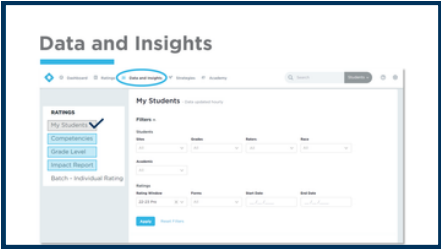
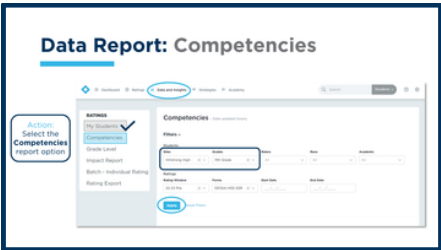
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<p>Slide 13</p>		<ul style="list-style-type: none"> Here we look at those filter features that allow for reviewing the data by student population. (Click) All users can also filter for the different rating windows, assessment forms, and date ranges. Users with Program Admin and Site Leader access to the Aperture System can filter by specific school site, by grade level, and rater, or classroom teacher, which is titled “rater.” If the corresponding information has been added during the system setup process of the Aperture System and your district’s internal systems, users will have access to filters for different groups of students, including demographic, such as race/ethnicity, academic services, and economic need. (Click) Under the drop-down filters for “Race” and “Academic,” these options are available as long as the demographic information for each student was entered in the system during the integration process which is completed behind the scenes, typically before many of the district or school users access their account.
<p>Slide 14</p>		<ul style="list-style-type: none"> The first report we will highlight can be generated by users with Program Admin and Site Leader access to the Aperture System, the Rating Completion Report, which provides a snapshot of the “where” and “who” the SSR data was collected from. Educators that are assigned a roster of students to support in completing their assessment will not have this report option, so it is recommended that administrators and other leaders share this information with all staff, for transparency and clarity. (Click) To locate this report, select the “Rating Completion” report on the left side under “Completion Reports.” Under the “Rater Type” filter, select the “Student Self-Report” option from the drop-down list, and click apply.
<p>Slide 15</p>		<ul style="list-style-type: none"> The Completion Report breaks down rating completion by site. The sites available to you will be listed here, below the number of students rated out of the total number of students assigned. In this example on the screen, 100% of the assigned ratings have been completed, but you may find that there are some sites that will need more support than others in this implementation process. This rating completion helps to better understand which sites or students that may be. (Click) Users can click “Export” to view the details of student names, grade levels, their assigned educator, and descriptive range results. The “Export All” button at the top will generate a .csv of all students across all sites. This example is edited to highlight the different details within this export, but in general, it is helpful to first look at what, or where, the data has been collected within the district or across a school site. This will help provide context later when reviewing the collected data on a more detailed level.

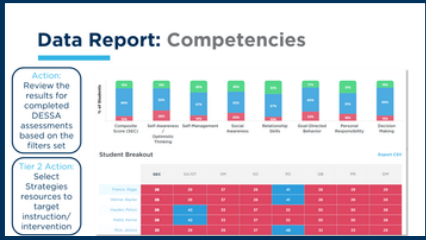
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<p>Slide 16</p>		<ul style="list-style-type: none"> • Finally, an important detail to keep in mind when analyzing and utilizing the DESSA SSR data is that it is one data point among many. • We are receiving this valuable information from students directly, and their input is crucial to understanding their needs individually and collectively as a student population. However, it is not the only data point used in making decisions as an administrator, specialist, teacher, or staff member. • It is recommended to use other source of data and input when making decisions about how best to support students through instruction, intervention, and services or what adjustments to make to systems or processes that may already be in place. • Let’s take a moment to reflect: • What other data sources would you use alongside the DESSA to make decisions about student support, based on your role and responsibilities? • For example, a school counselor may be viewing the SSR data and take into consideration school attendance data, information that may be available regarding the student’s home life, anecdotal input from classroom teachers and coaches, and even connecting with the student themselves to gather their perspective. <p style="text-align: center;">*Allow participants to share and thank them for sharing*</p>
<p>Slide 17</p>		<ul style="list-style-type: none"> • In this next section, we will walk through the main reports that educators can use when analyzing SSR data and considerations for utilizing that information. • Our facilitation for this section will be a little different. We will review how to generate reports and then allow designated breaks for you to explore your own data using the reports we discuss, along with some guiding questions.
<p>Slide 18</p>		<ul style="list-style-type: none"> • First, take a moment to return to the “Data and Insights” tab in the DESSASystem. • Under the “Reports” list on the left-hand side, we will be reviewing the DESSA “Ratings” reports, including: • (Click) The My Students reports, looking at the results of the descriptive ranges and the detailed DESSA-HSE SSR data • (Click) The Competencies Report allows us to view the results of the DESSA assessments by competency area • (Click) The Grade Level report, which shows the results of each grade level in comparison to each other. This option may not be available if you have just one classroom roster assigned to you. • (Click) And the Impact Report, which will show growth between two rating windows from a variety of levels.

SLIDE	VISUAL	SCRIPT
Slide 19		<ul style="list-style-type: none"> The first report we will look at is the “My Students” report, the first option available under the “Ratings” section of the reports list. We spend a good amount of time here on this report because there is a lot of information that we can generate using different features and forms. (Click) To locate the SSR data, first use the “Forms” filter to select the “DESSA-HSE SSR” option from the dropdown menu. If this assessment is the only DESSA assessment your site is using, then it will be the only option. (Click) Depending on your role, you may choose to select a specific school, grade level, or educator (“rater”). District and school administrators, as well as staff with access to view data across campus, would likely be the ones to use these filters. Next, click “Apply.”
Slide 20		<ul style="list-style-type: none"> 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 example of one school site, we can see that 62% of the student population reported scores within the “Typical” range, with bookends of students in the “Strength” range (26%) and “Need for Instruction” range (13%). This is a school view, so an educator with an assigned classroom roster would see the numbers reflected for their group of students. (Click) Regardless of the amount of data viewable in this “My Students” bar graph, the first action a user can take is to consider how these initial results compare to the national norms. In this example, we can see that the distribution of the results is similar to what we would expect to see based on the norms, with the majority of students indicating “typical” patterns of development in their social and emotional skills. (Click) We can also consider the recent reporting trends from students, indicating an increase in student needs across the board. There is no “right” or “wrong” data, it’s just helpful to be aware of what students are reporting overall so that we can then use that information to better support students or adjust existing systems in place. (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, with options to filter alphabetically, by grade, T-score, and last rating form and date.
Slide 21		<ul style="list-style-type: none"> One feature to call out here is the bar graph filter. Any time a user has this view of the descriptive ranges under the “My Students” report, they have the option to filter by descriptive range by simply clicking on the descriptive range bar itself. The system will quickly filter and display the students from that range in the list below. (Click) Clicking on an individual student will bring you to their student profile. You can also search for a student using the search bar here or on the dashboard landing page.

SLIDE	VISUAL	SCRIPT
Slide 22		<ul style="list-style-type: none"> On an individual student 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 a staff member is assigned to the student, they can view the student’s past assessment results. (Click) For this example student, Piper Twist, we can see the three data points in the line graph, indicating that the student has demonstrated growth between each rating window. Below that, we can view each the three SSR ratings that have been completed; a pre- and post-assessment from last school year during the 9th grade, and one pre-assessment this year in 10th grade. (Click) We can view those details further by clicking on the specific assessment's icon, located all the way over to the right side of that row, as circled here on the demo screenshot.
Slide 23		<ul style="list-style-type: none"> On this slide we will dig deeper into the available data and do some practice together. The SSR provides specific T-score results; one overall social-emotional composite (SEC) score, and one T-score for the different competency areas. You’ll notice that the Self-Awareness and Optimistic Thinking competency areas are combined for this particular assessment for norming purposes. On this bar graph of scores, the cut off indicators for the descriptive ranges is also viewable. (Click) The first action when analyzing this data would be to review where the social-emotional composite (SEC) score is within the descriptive range. This student’s overall score was in the “Typical” range; however, we can see that it is just barely within the “Typical” range with a T-score of 41. This is important to note because if we just look at the descriptive range, it would hard to know if that student was nearing the “Strength” range, indicating that they may not need direct support, or if they were a student that is right on the cusp of the “Need for Instruction” range. (Click) The next action would be to consider which areas of strength the student reports and which areas the student reports an additional need for instruction or support. On this bar graph, the obvious area of strength for the student is Relationship Skills. <ul style="list-style-type: none"> Let’s put this into practice for a moment. What other areas of strength does the student have and which areas demonstrate a need for support? We use this student as an example because there are some pretty clear areas in which they report some areas of strength and need. However, not every student will indicate “obvious” strengths, meaning having scores in the “Typical” or “Strength” range. However, that does not mean that the student doesn’t have any strengths. There will always be an area with a T-score higher than (or at least equal to) the other areas, and as a strength-based assessment, it is encouraged to consider which skill areas to build on and leverage as other areas are addressed.

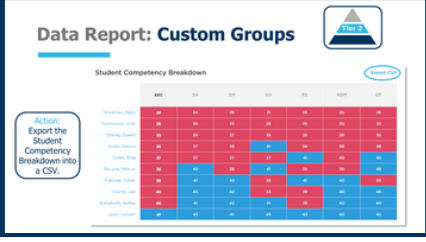
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Slide 24		<ul style="list-style-type: none"> Let's take this review just one step further for the SSR assessment results by scrolling down underneath the bar graph available for a completed SSR assessment to view the Individual Item Analysis. (Click) Users can filter by competency area for the items, or questions, on the DESSA assessment using the drop-down feature highlighted here. Educators and specialists at the site-based level can use this feature to identify specific skills areas that can be targeted and taught through direct instruction, intervention, and goal setting formats such as IEPs, as well as fostered through informal, daily interactions and relationship-building activities. (Click) In this example, we are going to look at a sample of questions that were answered for the Self-Awareness/Optimistic Thinking competency area, which was an area of "Need" for the student.
Slide 25		<ul style="list-style-type: none"> We can use this individual item analysis to consider ways that adults can support student growth where needed. (Click) For instance, here, we can see the questions that were asked and the answer the student provided using the available frequency scale. This student indicated that they "often" times ask questions when they don't understand something and that they "Sometimes" think about positive things. (Click) But they noted they "Never" look forward to classes or activities at school. As an educator, that can be powerful information to have, directly from a student. If we are in an instructional or coaching role, and this student participates in our class or group activity, what would their response mean to us and how can we support the student to ensure they feel welcome, safe, valued, and appreciated?
Slide 26		<ul style="list-style-type: none"> Let's brainstorm together once more: How could an educator in any role—from an administrator, classroom teacher, or even the office staff— support the student to increase this specific area? What we are really asking is, how can our interactions and relationship-building practices support students so that they do look forward to coming to school?
Slide 27		<ul style="list-style-type: none"> Since today's session is part of the introductory series, we keep the information at a higher level with some guiding questions for analyzing and utilizing the SSR data. Before we take some time to explore the data under the "My Students" report in our accounts, we consider these guiding questions for analyzing and utilizing this collected data: (Click) First, "What are the baseline results?" We can use the filters to view the collected data for specific school sites, grade levels, or our classroom rosters, along with any other demographic data that may be available. (Click) Next, "Are there any groups that differ significantly?" When looking at an individual student's profile, it also would be important to consider what additional data and information should be reviewed, such as attendance, achievement, behavior, etc. (Click) Finally, "How can this data be used to enhance existing support systems and initiatives, instruction, interventions, and student engagement?"

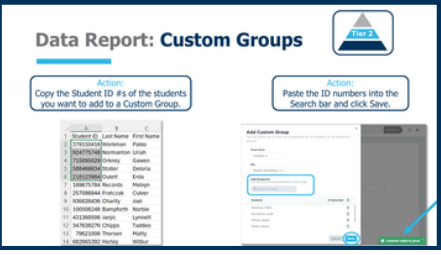

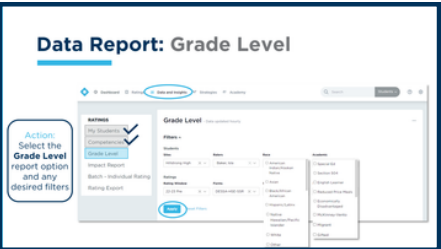
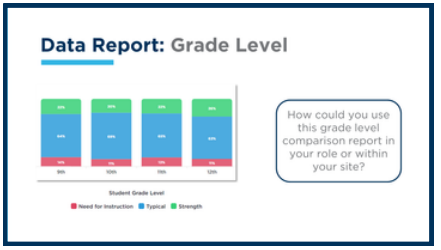
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<p>Slide 28</p>	 <p>Activity: Data Review</p> <p>Directions:</p> <ul style="list-style-type: none"> • Locate the My Students report option • Utilize filters to review DESSA-MSE/HSE-SSR data <p>What are the baseline results?</p> <p>Are there any groups that differ significantly?</p> <p>How can this data be used to inform:</p> <ul style="list-style-type: none"> Systems/Initiatives Instruction Intervention Student Engagement 	<ul style="list-style-type: none"> • It’s time for our first independent data review activity. In just a moment, we will take some time to explore the results under the “My Students” report. • We recognize that this won’t be enough time to fully access and analyze your available data, but it provides a starting point. If you’ve already begun to access your collected data, this time can be used to continue your analysis of the data based on what we have covered so far today. • We’ve added the initial guiding questions to keep in mind as you review the SSR data. <p style="text-align: center;">*Allow participants to explore their data and ask questions.*</p>
<p>Slide 29</p>	 <p>Check-In</p> <p>Based on the information shared and data reviewed so far...</p> <p>Aha! Curiosities Questions</p>	<ul style="list-style-type: none"> • Before we continue on in our data analysis process, let’s pause here to check in. • (Click) Based on the information that has been shared so far and your own data review, what thoughts come to mind? • Perhaps there’s been an “aha!” moment, a curiosity or a wonder, or maybe there’s a question you have.
<p>Slide 30</p>	 <p>Data and Insights</p> <p>My Students</p> <p>RATINGS</p> <ul style="list-style-type: none"> My Students Competencies Grade Level Impact Report Impact Report <p>Batch - Individual Rating</p>	<ul style="list-style-type: none"> • Up next, we will cover these 3 highlighted report options together: the Competencies Report, Grade Level Report, and the Impact Report. • We won’t be covering all the available reports together during this training, but the hope is that they are self-explanatory as you have more time to explore your Educator Portal.
<p>Slide 31</p>	 <p>Data Report: Competencies</p> <p>My Students</p> <p>Competencies</p> <p>RATINGS</p> <ul style="list-style-type: none"> My Students Competencies Grade Level Impact Report Impact Report <p>Batch - Individual Rating</p> <p>Rating Export</p> <p>Action: Select the Competencies report option</p>	<ul style="list-style-type: none"> • The Competencies report shows the overlapping results of a group across the seven social and emotional competencies that are measured by the DESSA SSR assessment. • To locate this report, on the left side under the “Ratings” report list, select “Competencies.” • The Competencies report also includes the filter options we’ve seen before; this time the school and grade level 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. • We will continue to discuss those details in this section, too.

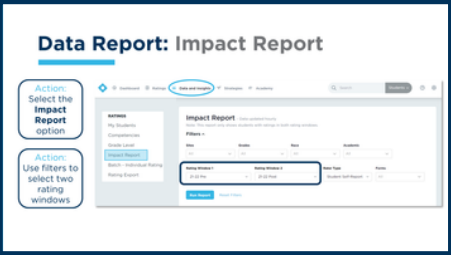
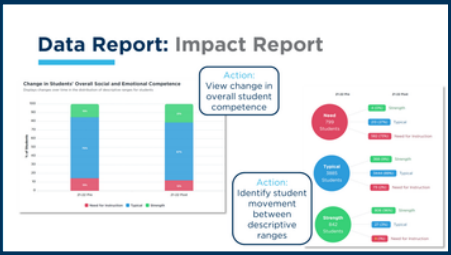
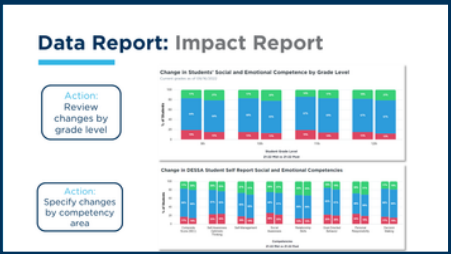
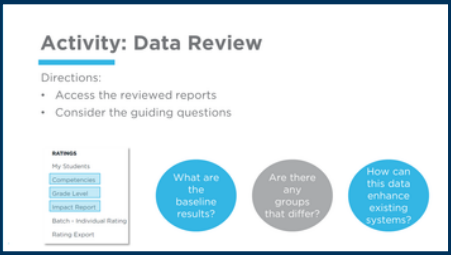
SLIDE	VISUAL	SCRIPT																																										
Slide 32	 <p>Data Report: Competencies</p> <p>Action: Review the results for completed DESSA assessments based on the filters set.</p> <p>Tier 2 Action: Select Strategies resources to target instruction/intervention.</p> <p>Student Breakout</p> <table border="1"> <thead> <tr> <th>Student</th> <th>Self-Regulation</th> <th>Self-Management</th> <th>Social</th> <th>Relationships</th> <th>Responsible Decision-Making</th> <th>Personal Responsibility</th> </tr> </thead> <tbody> <tr> <td>John Doe</td> <td>85</td> <td>75</td> <td>90</td> <td>80</td> <td>70</td> <td>85</td> </tr> <tr> <td>Jane Smith</td> <td>75</td> <td>85</td> <td>80</td> <td>75</td> <td>85</td> <td>75</td> </tr> <tr> <td>Mike Johnson</td> <td>90</td> <td>80</td> <td>75</td> <td>85</td> <td>75</td> <td>85</td> </tr> <tr> <td>Sarah Lee</td> <td>80</td> <td>75</td> <td>85</td> <td>75</td> <td>85</td> <td>75</td> </tr> <tr> <td>David Kim</td> <td>75</td> <td>85</td> <td>80</td> <td>75</td> <td>85</td> <td>75</td> </tr> </tbody> </table>	Student	Self-Regulation	Self-Management	Social	Relationships	Responsible Decision-Making	Personal Responsibility	John Doe	85	75	90	80	70	85	Jane Smith	75	85	80	75	85	75	Mike Johnson	90	80	75	85	75	85	Sarah Lee	80	75	85	75	85	75	David Kim	75	85	80	75	85	75	<ul style="list-style-type: none"> 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 filters set; in this example, it was the 11th grade at Hillstrong High School. We can see the overlapping areas of strength and need, and this can drive tiered intervention to target specific skill areas based on the group of students' collective needs. From a district lens, this data could be used to inform different initiatives or focus areas across the district. From a school leaders' perspective, this may provide insight about how to enhance school-wide or grade-level initiatives, or to discuss professional development areas with staff. (Click) If you scroll down under the bar graph, the student roster is viewable with the competency area T-scores listed. Within a school, this report can be used to identify students that require Tier 2 supports. For example, if this list of 5 students was a small group receiving Tier 2 intervention, the educator could consider overlapping areas of strength to build off of and identify overlapping areas of need for direct instruction in social-emotional skills. Using the Strategies resources within the DESSA System, school staff can target interventions and reinforce skills taught in the Tier 1 setting.
Student	Self-Regulation	Self-Management	Social	Relationships	Responsible Decision-Making	Personal Responsibility																																						
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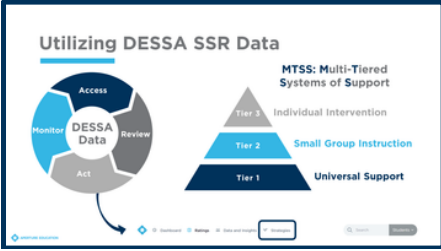
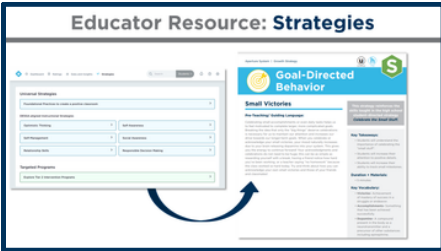
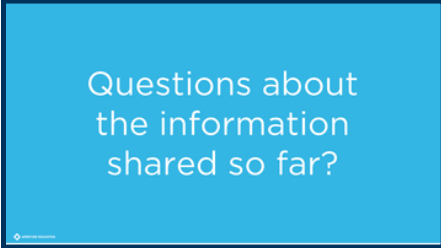
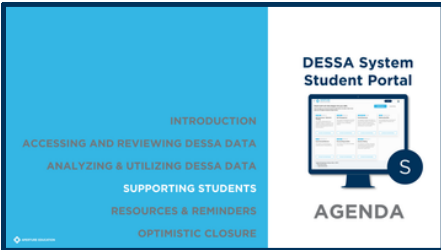
Slide 33	 <p>Competencies: Custom Groups</p> <p>Action: Click into the Custom Group Filter.</p>	<ul style="list-style-type: none"> After you've reviewed the student competency breakdown, consider scrolling back up and placing students in a custom group or two. Simply click into the Custom Group Filter. And click Create Custom Group.
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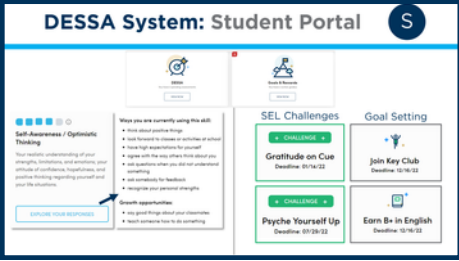
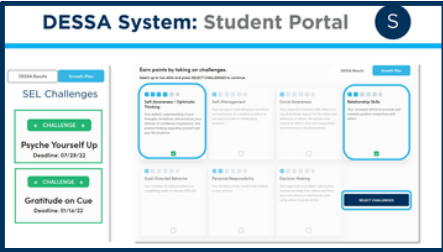
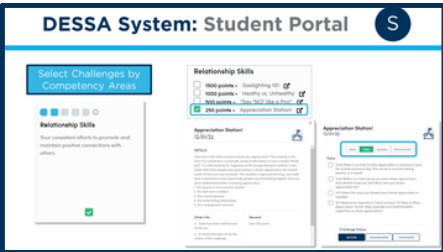
Slide 34	 <p>Data Report: Custom Groups</p> <p>Action: Name the group.</p> <p>Action: Add students by searching their names.</p>	<ul style="list-style-type: none"> Go ahead and name the group something fun. Ensure that your proper site is selected. Add students by searching their names.
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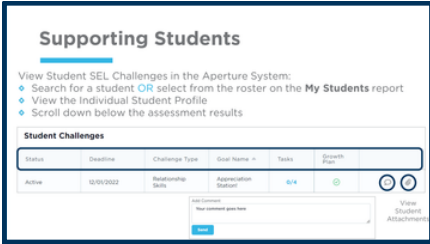
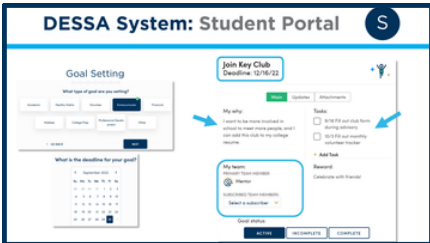
Slide 35	 <p>Data Report: Custom Groups</p> <p>Action: Export the Student Competency Breakdown into a CSV.</p> <p>Student Competency Breakdown</p> <table border="1"> <thead> <tr> <th>Student</th> <th>Self-Regulation</th> <th>Self-Management</th> <th>Social</th> <th>Relationships</th> <th>Responsible Decision-Making</th> <th>Personal Responsibility</th> </tr> </thead> <tbody> <tr> <td>John Doe</td> <td>85</td> <td>75</td> <td>90</td> <td>80</td> <td>70</td> <td>85</td> </tr> <tr> <td>Jane Smith</td> <td>75</td> <td>85</td> <td>80</td> <td>75</td> <td>85</td> <td>75</td> </tr> <tr> <td>Mike Johnson</td> <td>90</td> <td>80</td> <td>75</td> <td>85</td> <td>75</td> <td>85</td> </tr> <tr> <td>Sarah Lee</td> <td>80</td> <td>75</td> <td>85</td> <td>75</td> <td>85</td> <td>75</td> </tr> <tr> <td>David Kim</td> <td>75</td> <td>85</td> <td>80</td> <td>75</td> <td>85</td> <td>75</td> </tr> </tbody> </table>	Student	Self-Regulation	Self-Management	Social	Relationships	Responsible Decision-Making	Personal Responsibility	John Doe	85	75	90	80	70	85	Jane Smith	75	85	80	75	85	75	Mike Johnson	90	80	75	85	75	85	Sarah Lee	80	75	85	75	85	75	David Kim	75	85	80	75	85	75	<ul style="list-style-type: none"> Here's another way to add students.
Student	Self-Regulation	Self-Management	Social	Relationships	Responsible Decision-Making	Personal Responsibility																																						
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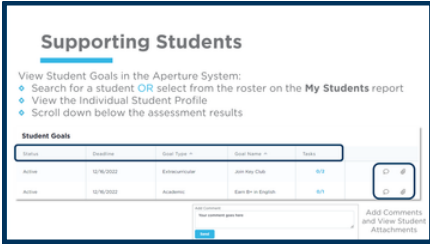

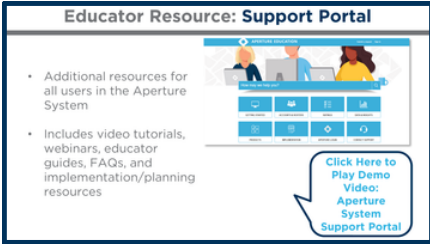
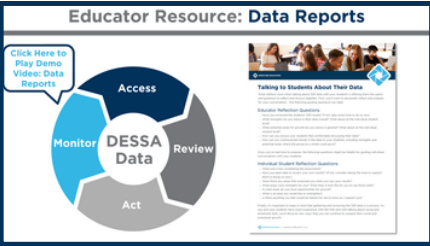

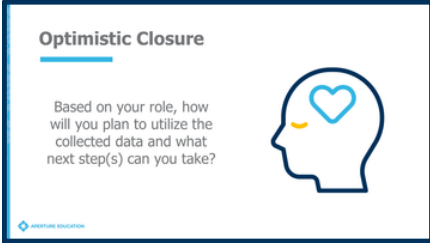
SLIDE	VISUAL	SCRIPT
Slide 36		<ul style="list-style-type: none"> • Copy the Student ID #s of the students you want to add to a Custom Group. • Paste the ID numbers into the Search bar and click Save. • [CLICK] As you can see on the screen, the 5 students have been added. • Now you can use Custom groups 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 37		<ul style="list-style-type: none"> • I now invite you to pause and reflect on the following questions individually. After reviewing the Competencies report, let's interrogate our own competencies: • “Based on your knowledge of the DESSA, which competency represents your greatest strength?, • Which competency represents your greatest area of need?, and • How can you use your strengths to improve your area of need?” <p style="text-align: center;">*Allow participants to share and thank them for sharing*</p>
Slide 38		<ul style="list-style-type: none"> • 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 Level.” • In this screenshot example, we can see the filters allow for the user to select a specific site, educator (rater), and demographic information (if available). • Once the desired filters are set, you can click “Apply” to view the results.
Slide 39		<ul style="list-style-type: none"> • 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. • In this example, we can see that the 9th grade have a collectively high need of students within the need for instruction range. • If you are in a district leadership position, you will be able to view grade levels across the district, so your view will include all the grade levels you have access to. • School leaders will be able to view the grade levels for the site (or sites) they are assigned to, which is what we see here on the screen for a high school with grade 9th-12th. • Educators will be able to view a comparison if they are assigned to students in multiple grades. School leaders are encouraged to share this type of data with staff as a way to build the team approach and to have a collective understanding of the input from students. • (Click) To brainstorm together, I invite you to think about how might you use this grade level data comparison in your role or how who can see it being used within your school?

SLIDE	VISUAL	SCRIPT
Slide 40		<ul style="list-style-type: none"> • The final report we will review together 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 requires at least two rating windows to be completed and it provides information about groups of students, not individual students. • Using the filter, select two rating windows to compare such as the Pre-assessment and the Post-Assessment.
Slide 41		<ul style="list-style-type: none"> • 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 a decrease in students demonstrating a Need for Instruction. • (Click) Below that, the “Student Movement” images provide details about the number of students that moved from one range to another. This gives a great snapshot of the positive progress of students’ growth and also allows 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 42		<ul style="list-style-type: none"> • Below those first two images on the Impact Report, the changes by grade level and competency are available. • The actions in analyzing this data would include first reviewing the changes and considering next steps for school-wide initiatives and tiered support systems. • 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 programs that promote social emotional skill building, educator professional development, and school resources.
Slide 43		<ul style="list-style-type: none"> • (Click) We’ll take another break here to allow for an independent review of your own data, this time using the three reports we just reviewed together: the Competencies report, the Grade Level report, and the Impact Report, if available (must have at least two rating windows to compare). • (Click) The guiding questions from our first data review are also on the screen to keep in mind as you review these next set of reports. <p style="text-align: center;">*Allow participants to explore their data and ask questions.*</p>

SLIDE	VISUAL	SCRIPT
Slide 44	 <p>The diagram titled "Utilizing DESSA SSR Data" shows a circular process on the left with steps: Access, Review, Act, and Monitor, all surrounding "DESSA Data". To the right is a pyramid representing "MTSS: Multi-Tiered Systems of Support" with three levels: Tier 3 Individual Intervention, Tier 2 Small Group Instruction, and Tier 1 Universal Support.</p>	<ul style="list-style-type: none"> • After we have accessed and reviewed the DESSA SSR data, the next step in this analysis process is to “act” on the data. In other words, utilizing this information to make data-driven decisions within our roles. • (Click) We refer back to the tiered system of support that aligns most closely with the DESSA, the MTSS structure. • Depending on your role within this implementation process, you may be using the data to inform your instruction in the classroom or perhaps provide targeted interventions in the small group or individual setting. School and district leaders may consider what systems or initiatives can be enhanced, or how to engage family and community partners in supporting students. • (Click) A resource that all users of the DESSA System can access is the “Strategies” tab, which includes the Strategies and Foundational Practices resource bank with lessons, activities, and educator reflection tools.
Slide 45	 <p>The screenshot shows the "Educator Resource: Strategies" interface. It features a sidebar with filters and a main content area displaying a resource titled "Goal-Directed Behavior" with a "Small Victories" section.</p>	<ul style="list-style-type: none"> • Within the Strategies tab, users can access downloadable PDF resources categorized by competency level and directly connect a growth strategy that targets the skill areas that a student or group of students may be needing more instruction or support in. • The Middle and High School Growth strategies are topics designed to engage students in the high school setting through actively offering opportunities for student voice and choice throughout the activities and lessons and can be facilitated by any educator that works with students. • For each resource, there are key takeaways listed, descriptions of the durations and materials needed for each lesson or activity, key vocabulary and definitions, lesson instructions including pre-teaching guiding language, discussion questions, and reinforcement activities.
Slide 46	 <p>A blue rectangular box containing the text: "Questions about the information shared so far?"</p>	<ul style="list-style-type: none"> • Let’s pause here for a moment to see what questions you may have about using the resources within the DESSA System to act on the collected data and monitoring student growth?
Slide 47	 <p>The slide shows an agenda for the "DESSA System Student Portal". The agenda items are: INTRODUCTION, ACCESSING AND REVIEWING DESSA DATA, ANALYZING & UTILIZING DESSA DATA, SUPPORTING STUDENTS, RESOURCES & REMINDERS, and OPTIMISTIC CLOSURE. A screenshot of the portal interface is also shown.</p>	<ul style="list-style-type: none"> • Our next topic covers options for supporting students in their growth through the use of their DESSA System Student Portal.

SLIDE	VISUAL	SCRIPT
<p>Slide 48</p>		<ul style="list-style-type: none"> As a reminder, there are two main components of the Aperture System Student Portal: completing the DESSA- SSR assessment and utilizing the Growth Plan features. (Click) Students can view their assessment results in real-time on the dashboard of the Aperture System Student Portal; however, their view of the data is not in the numerical T-scores or descriptive ranges that educators can see, but rather in a “battery pack” indicating their strengths and opportunities for growth, with the option to explore their responses further. (Click) Within this dashboard view, students can also switch over to their Growth Plan options by toggling back and forth in the right-hand side of their screen. The SEL Challenges are selected based on their assessment results, and students can set, track, and reflect on SMART goals by entering information in the self-guided prompts. Educators can support students in using the Growth Plan features in a variety of ways, depending on their role and site-based implementation plan.
<p>Slide 49</p>		<ul style="list-style-type: none"> For the SEL challenges, it is recommended as a general practice for students to select a competency area of strength and then also an area that might be an opportunity for growth, or competency that has a lower battery pack “charge.” (Click) In this example on screen, the student has the “Self-Management” and “Relationship Skills” competency areas selected to continue growth in these skill areas. Students can independently work through the selected SEL challenges within the Student Portal and educators assigned to them can view their progress and updates in within their Educator Portal. In other words, the two platforms “speak” to each other.
<p>Slide 50</p>		<ul style="list-style-type: none"> We’ll look at an example of how the Student Portal and Educator’s view in the DESSA System both connect for the SEL Challenges. This example student had selected the “Relationship Skills” competency as one of their opportunities for growth. The Aperture System will provide a suggested list of activities to choose from, each worth a different number of points. We shared in the first training that district and school sites have the flexibility to decide what the points system is used for. (Click) The highlighted challenge, titled “Appreciation Station,” includes a description of the self-guided activity, suggested tasks to complete, and the option to add notes and attachments.

SLIDE	VISUAL	SCRIPT
<p>Slide 51</p>		<ul style="list-style-type: none"> • Educators assigned to the student can view this student activity in their own account. • Staff can access an individual student’s profile by either searching for a student by name or selecting from the available roster on the “My Students” report option that we reviewed together earlier in the session • (Click) By scrolling underneath the available data from the completed assessments, educators can view the “Student Challenges” status, deadline, and activity details. • (Click) After viewing the student’s progress, educators can add in comments that students can view in their Student Portal. This feature connects the educators and the student, allowing for support and encouragement for these self-directed activities. • (Click) Assigned educators can also view any attachments students may have uploaded as they complete activities. Some of the SEL challenges prompt students to reflect via reflection, artwork, images or other evidence of task completion. At this time, educators do not have the option to upload their own attachments for students to view, as the focus of these activities is for students to take ownership in completing the challenges and growing their skills, with adults available for support along the way. • While the Aperture System does embed safeguards for flagging sensitive images, it does not monitor the text in student comments or attachments. As always, if you do have a staff member that’s assigned to working with students, we recommend that they regularly check in and see if there’s anything that’s been added into the system by the student that may be deemed as inappropriate or potentially concerning. • If that’s not something that’s feasible, you might want to hold off on having students enter anything or complete maybe one challenge – just consider the capacity options for both students and staff.
<p>Slide 52</p>		<ul style="list-style-type: none"> • The second feature in the Student Portal is independent goal setting, where students are prompted to set SMART goals by entering details in the platform to create a specific, measurable, and timely goal in the area of their choice. • Setting and tracking goals at the secondary level is common practice for students within at least one area or class during the school day. The Aperture System provides a convenient location for these goals to be entered, documented, and tracked, and for educators to support along the way. • (Click) The Student Portal will prompt the student to reflect on why they want to set and achieve this choice, add in tasks to complete along the way, and even a possible reward as an incentive. • (Click) An optional feature for the goal-setting platform of the Student Portal is the “Advocate” feature under “My Team.” This feature, as highlighted on the screen, must be turned on at the organizational level if determined applicable by the program administrator. It is a great way to expand the student’s support beyond the assigned educator to include additional support persons, such as a coach, mentor, family member, etc. For more information about that feature, we encourage you to connect with your Aperture contact.

SLIDE	VISUAL	SCRIPT
Slide 53		<ul style="list-style-type: none"> • Similar to the SEL Challenges, educators can view students' progress towards their independent SMART goals set in the Aperture System, add comments, and view attachments. • In the DESSA System, these details are found in the same location as the SEL Challenges—within an Individual Student Profile, underneath the available data from the completed assessments. • I'll pause here for any questions about the DESSA System and these Student Portal features, in case there are any at this time.
Slide 54		<ul style="list-style-type: none"> • Our last topic areas will briefly cover the Support Portal and some reminders about continuing this implementation, and we will wrap up with an Optimistic Closure.
Slide 55		<ul style="list-style-type: none"> • Finally, as a reminder, you can access the Support Portal by clicking on the circle with a question mark in it located on the far-right side of the screen. • This Support Portal will open in a new window and includes many preloaded questions and answers, resources for implementation, and the option to search for specific details. • The "Submit a Request" button allows for a user to connect with the Aperture Education Support Team by completing the available form here.
Slide 56		<ul style="list-style-type: none"> • If you're looking for ways to talk to students about their data, we have a resource located in the support portal that can be utilized to guide productive, meaningful conversations with your students. • Handout resource: https://selcompass.zendesk.com/hc/en-us/articles/16362862103565-Talking-to-Students-About-Their-SSR-Data
Slide 57		<ul style="list-style-type: none"> • We've reached our final reflection. Let's end our time together with an optimistic closure.
Slide 58		<ul style="list-style-type: none"> • For our optimistic closure today, I want you to think about your gleanings from today's session. • Based on your role, how will you plan to utilize the collected data and what next step(s) can you take?