

Report: My Students

This report shows the distribution of student assessment scores across the descriptive ranges. Use this report to view group results (bar graph) and scroll down to view individual student results and profiles.

Analyze the Tier 1 Data

- Use the filters to select the desired form for Tier 1 data.
- Review the group results for the three descriptive ranges: **Strength**, **Typical**, and **Need for Instruction**.
- Note the descriptive range where the majority of students scored.

Guiding Questions to Consider

- Are the results what you expected?
- How does the culture of the school and classroom (relationships, routines, procedures) support student outcomes?

Action Steps

Review implementation practices:

- What does the current DESSA implementation look like?
- How frequently are educators intentionally integrating support and instruction for students' social and emotional development?
- What additional training or materials are needed?

- Compare your students' results to the expected distribution of: **Typical** (68%), **Strength** (16%), **Need for Instruction** (16%).

- What do you notice about your distribution vs. the expected distribution?
- What might influence these distributions?
- At what points throughout the day do you most notice students using their social and emotional strengths?

Identify a Tier 1 focus area:

- Based on the data, choose a skill (competency) area you can focus on with the entire group (district/school/class).
- Explore the Foundational Practices and Strategy resources that support the focus area and choose one to implement. (Resources located under the "Strategies" tab in the Educator Portal.)

- Review how individual students scored within each descriptive range by clicking on the descriptive bar graphs or scrolling down on the report to view the list of students.

- What additional data points and information/context is necessary for individual student review? (i.e., attendance data, academic needs, additional services, etc.)

Examine the results for individual students within each category:

- **Strength**: Brainstorm specific ways to support students in building on their social and emotional strengths.
- **Typical**: Look for students with T-scores that are close to the cutoff of another range (**Typical**: 40-59) and determine a plan for supporting their continued growth into the next descriptive range.
- **Need for Instruction**: Review other relevant individual student data and consider additional support options for students in this range.

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Analyze the Tier 1 Data

- Analyze results by student population to determine if there are differences in results based on racial/ ethnic, gender, student service (e.g., EL, SPED) groups.

- After analyzing the My Students report and identifying action steps, reflect on the data.

Guiding Questions to Consider

- Do disaggregated results suggest a need for reflection, discussion, or additional student support?

- How can leaders and educators build on students strengths?

Action Steps

Create a plan for supporting students through a lens of educational equity:

- Discuss changes to implementation and adjustments to existing systems that can address any differences in results.
- Consider additional professional development opportunities and support from leadership.

Use sentence starters such as:

- I am curious...
- Some other patterns or trends I notice are...
- I am surprised...

Report: Grade Level

The Grade Level Report allows district and school leaders to identify differences in social and emotional competence across grades.

Analyze the Tier 1 Data

- Use the filters to select the desired form for Tier 1 data.
- Review the descriptive range results (**Strength**, **Typical**, and **Need for Instruction**) on the bar graphs for each grade level.
- Note the descriptive range where the majority of students scored for each grade level.

- Compare the grade level results to the expected distribution of: **Typical** (68%), **Strength** (16%), **Need for Instruction** (16%).

- Use the filter to review data by student population (Filters: Site, Race, Academic, Custom Groups, Assessment Form, Date Range).

Guiding Questions to Consider

- Are there any grades levels that differ significantly, in either positive or negative ways?
- How does the culture of the district and/or school (relationships, routines, procedures) support student outcomes?

- What do you notice about distribution for each grade level compared to the expected distribution?
- What might influence these distributions?
- What additional information/context is important to consider when reviewing these results by grade level?

- Are there differences in results based on student population groups, such as racial or ethnic groups?

Action Steps

Review implementation practices:

- How does the DESSA implementation differ across grade levels?
- How often are grade level teams meeting to discuss implementation best practices and monitor progress?
- What additional training or materials are needed?

Identify district/schoolwide/classroom goals:

- Identify goals for supporting student growth across each grade level.
- Consider integrating existing goals and systems of support, such as district/school improvement plan goals or objectives related to climate and culture initiatives.
- Explore supports needed/available for educators, specific to grade levels, such as professional development, training, materials, resources, etc.

Make data-driven decisions for supporting student population groups across grade levels:

- If student population results are consistent with the expected distribution or align with the overall grade levels results, continue with the implementation and repeat this process next rating period.
- If the student population results are not consistent with the expected distributions or align with the overall grade levels results, work with your team to review any additional relevant data to determine how best to provide support or adjust implementation practices across grade levels.

Report: Competencies

The Competencies Report shows differences in results across the different competencies measured by the DESSA 2.

Analyze the Tier 2 Data

- Use the filters to select the desired form for Tier 2 data.
- Review the results for each of the competencies, noting the percentages of each the descriptive ranges: **Strength**, **Typical**, **Need for Instruction**.

- Based on the data, identify potential focal areas for small group intervention.
- Scroll down below the competency bar graph to examine students' individual competency score.

- Select students for small group targeted intervention by considering which students might benefit from support within the general classroom and which students need more focused, targeted intervention within a small group setting.

Guiding Questions to Consider

- Collectively, which competency areas demonstrate relative strengths that can be leveraged?
- Alternatively, which competency area(s) demonstrate a need for instruction?

- Are there competencies in which most students demonstrate a **Need for Instruction**?

- What additional information and data about the selected students is relevant to the implementation of the targeted interventions?

Action Steps

Discuss general intervention practices:

- What intervention processes are currently in place for identifying and supporting students?
- Which staff member(s) have been identified to facilitate targeted interventions?
- How is the focus of targeted interventions determined? (e.g. reteach/reinforce skills taught within Tier 1, implementing the Tier 2 Intervention Programs, etc.)
- How frequently will interventions be provided and how can learned skills be positively reinforced within the Tier 1 setting?

Select the competency area(s) that will be taught during the targeted intervention:

- If there are select (2-3) competency(ies) in which most students demonstrate a **Need for Instruction**, focus targeted interventions on those areas.
- If all/most students have a demonstrated **Need for Instruction** across most competencies, consider beginning a targeted intervention on a select competency(ies) aligned with the schoolwide focus.

Create data-driven small groups for targeted invention:

- Select students for small group intervention based on their similar areas of need. (6 students or less is recommended)
- Create a schedule for the targeted instruction, including details about when, where, how often, and for how long the intervention group will last.
- Confirm the materials that will be used to target the skill development and establish data tracking methods for monitoring progress.
- Consider the existing systems of support in place within your district or school, and adapt implementation to best fit your site's programming model and resources.

Report: My Students

The My Students report includes individual student profiles with detailed information about the assessments completed. At a Tier 3 level, analyze the DESSA 2 data collected for a specific student. Locate an individual student's data profile by either entering the student's name/ID into the search bar OR select a student's hyperlinked name from the My Students report (list below the bar graph).

Analyze the Data

- Within a student's profile, review the line graph depicting the student's assessment scores overtime.
- If the student has only one assessment completed so far, note the T-score and descriptive range.

Guiding Questions to Consider

- What do you notice about the student's progress over time?

Action Steps

Gather additional data and information for the student:

- Before continuing to analyze the student's individual data, collect additional information, data, and context that will support a whole student approach.
 - Consider: attendance data, academic needs, qualifying student services, out-of-school context, and student input.

- Below the line graph, select the report icon for a completed DESSA 2 assessment (on the far right of the assessment table).
- Review the bar graph with the competency scores.

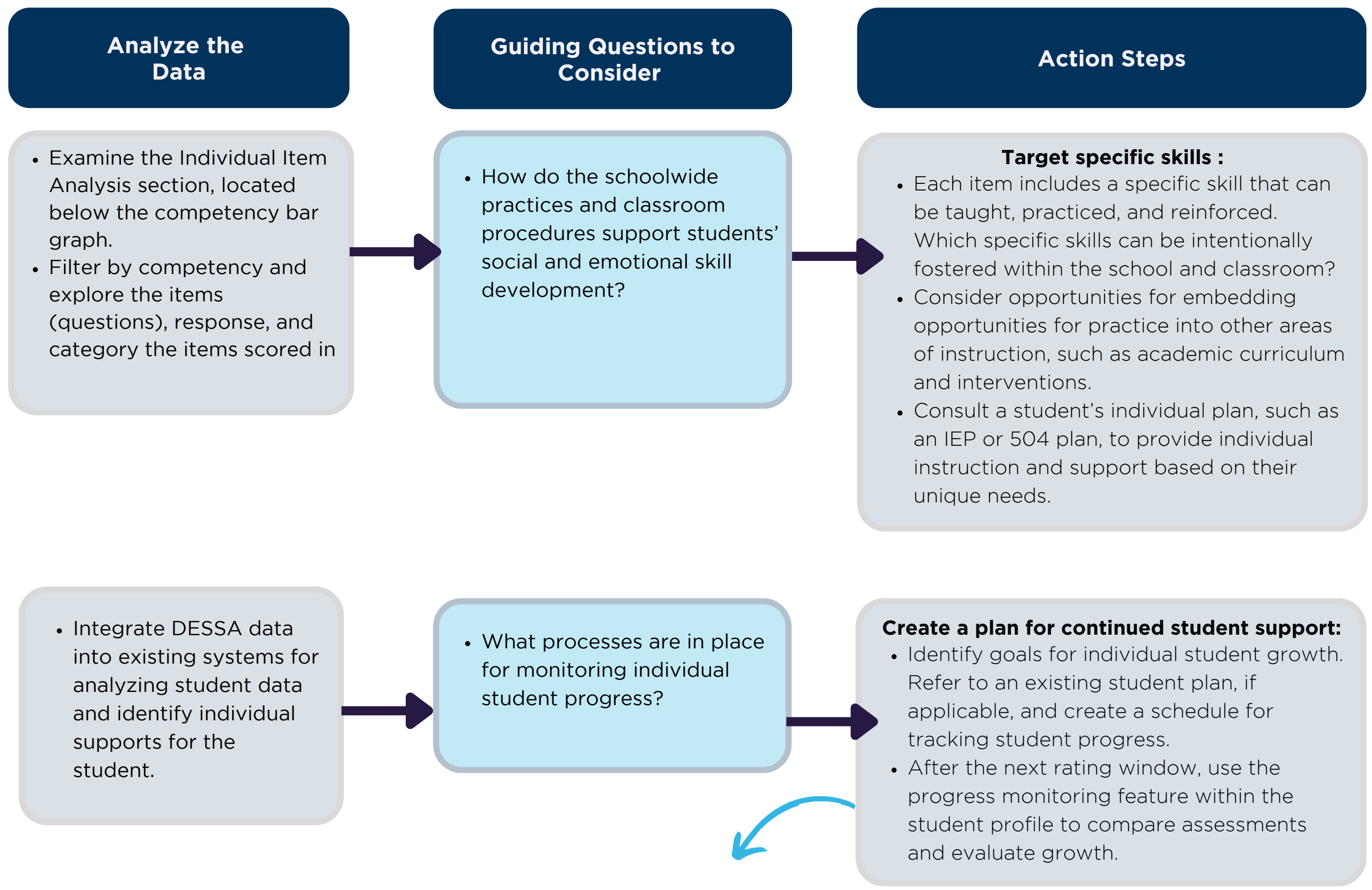
- Which competency area has the highest T-score?
- Which competency area has the lowest T-score?

Intentionally build on student strengths:

- Always start with strengths! Consider the times throughout the school day do you most notice the student using their social and emotional strengths.
- Based on the competency bar graph, brainstorm different ways to build on the highest competency area.
- Celebrate small successes and encourage student agency in growth of social and emotional skills by including the student's input and offering choices.

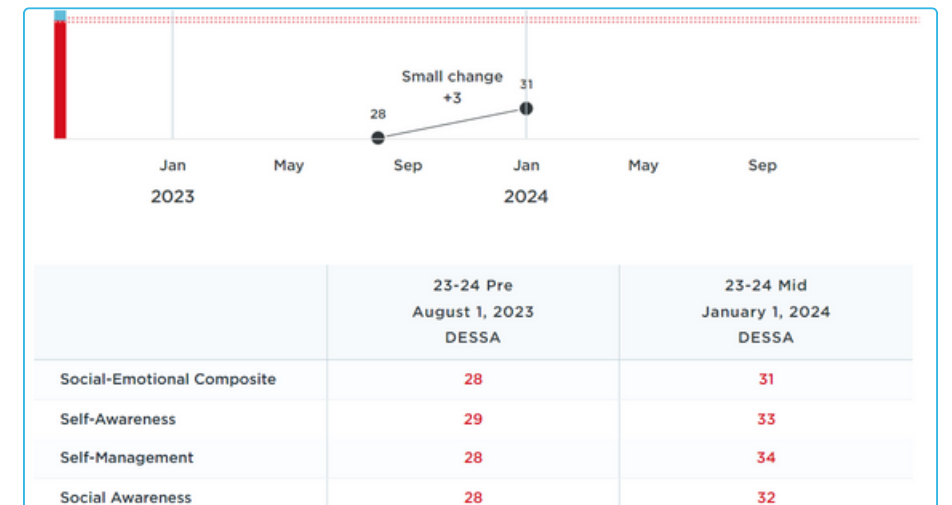
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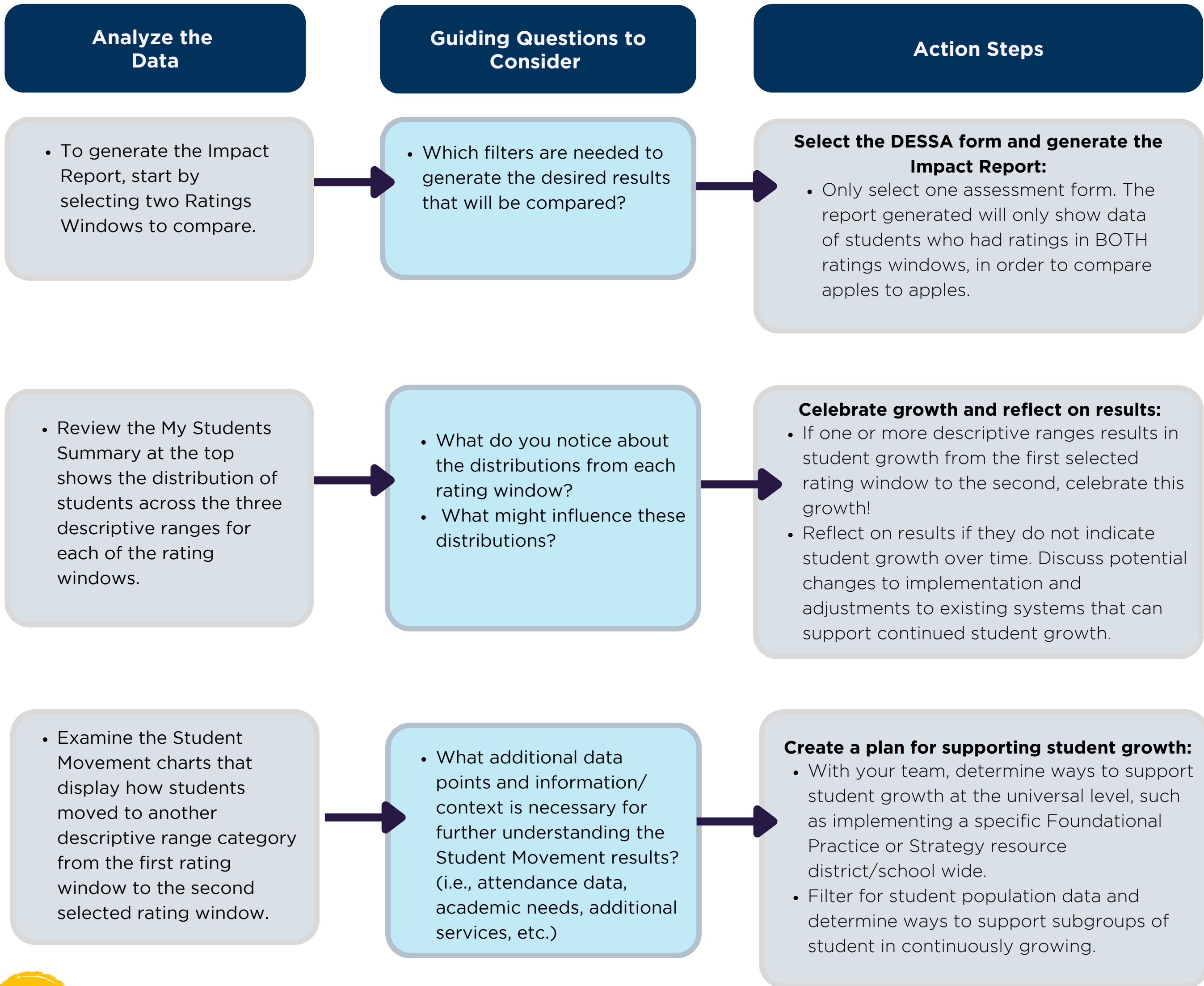
Compare 2 of 4 are selected

	Rating Date	Rating Window	Descriptive Range	T-Score	Percentile	Form
<input type="checkbox"/>	08/01/2023	23-24 Pre	Need	29	1st	DESSA-mini Form 1
<input checked="" type="checkbox"/>	08/01/2023	23-24 Pre	Need	28	1st	DESSA
<input checked="" type="checkbox"/>	01/01/2024	23-24 Mid	Need	31	3rd	DESSA



Report: Impact

The Impact Report compares two rating windows to show any growth of students between the two periods.



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The Impact Report compares two rating windows to show any growth of students between the two periods.

Analyze the Data

- Evaluate the changes in descriptive range displayed on the Student Grade Level chart.

Guiding Questions to Consider

- Note: Each grade is representative of the students current grade as of the date of the report. Each grade band is therefore comparing the same group of students.

Action Steps

Identify district/schoolwide/classroom goals:

- Identify goals for supporting student growth across each grade level.
- Consider integrating existing goals and systems of support, such as district/school improvement plan goals or objectives related to climate and culture initiatives.
- Explore supports needed/available for educators, specific to grade levels, such as professional development, training, materials, resources, etc.

- Consider the Competencies Chart(s) at the bottom show the changes in the descriptive range, grouped by competency.

- Note: Only students with competency level scores in both rating windows will be displayed in this chart.

Discuss intervention practices:

- If there are select (2-3) competency(ies) in which most students demonstrate a need for instruction, focus targeted interventions on those areas.
- Select students for small group intervention based on their similar areas of need. (6 students or less is recommended)
- Create a schedule for the targeted instruction, including details about when, where, how often, and for how long the intervention group will last.