

This report shows the distribution of student self-report 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 SSR 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.

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

- 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...

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 SSR implementation differ across grade levels?
- How consistently do students utilize the Goals and Challenges resources in the Student Portal across grade levels?
- How often are grade level teams meeting to discuss implementation best practices and monitor progress?

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.

The Competencies Report shows differences in results across the different competencies measured by the Student Self-Report (SSR).

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**.

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?

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?

- 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.

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

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.

- 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.

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

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.

The My Students report includes individual student profiles with detailed information about the assessments completed. At a Tier 3 level, analyze the Student Self-Report (SSR) 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 SSR 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.

The My Students report includes individual student profiles with detailed information about the assessments completed. At a Tier 3 level, analyze the Student Self-Report (SSR) 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**
- Examine the Individual Item Analysis section, located below the competency bar graph.
 - Filter by competency and explore the items (questions), response, and category the items scored in

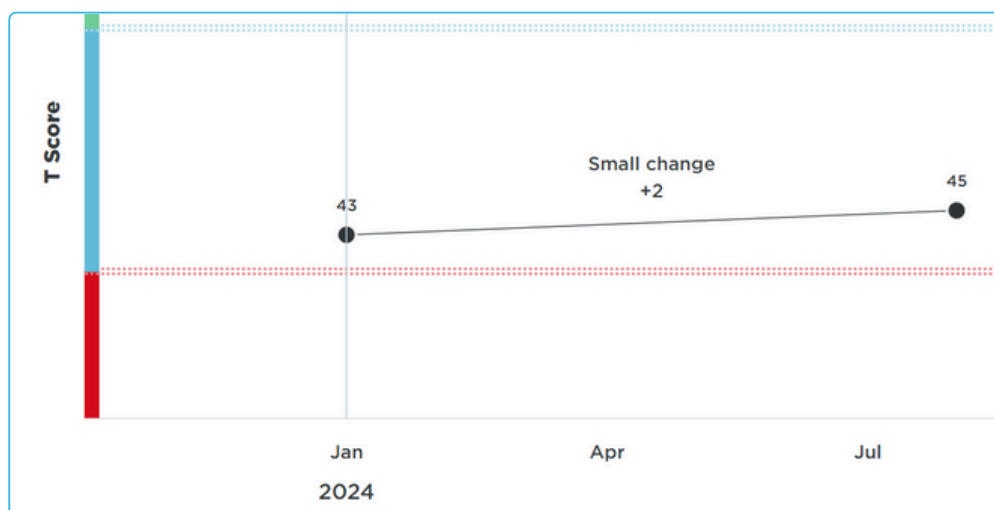
- Guiding Questions to Consider**
- How do the schoolwide practices and classroom procedures support students' social and emotional skill development?

- Action Steps**
- Target specific skills :**
- Each item includes a specific skill that can be taught, practiced, and reinforced. Which specific skills can be intentionally fostered within the school and classroom?
 - Consider opportunities for embedding opportunities for practice into other areas of instruction, such as academic curriculum and interventions.
 - Consult a student's individual plan, such as an IEP or 504 plan, to provide individual instruction and support based on their unique needs.

- Integrate DESSA data into existing systems for analyzing student data and identify individual supports for the student.

- What processes are in place for monitoring individual student progress?

- Create a plan for continued student support:**
- Identify goals for individual student growth. Refer to an existing student plan, if applicable, and create a schedule for tracking student progress.
 - After the next rating window, use the progress monitoring feature within the student profile to compare assessments and evaluate growth.



Guidelines		
Description Of The Difference	Difference In T-Score Units	Guidance
No change	Less than 2	Supports are ineffective. Review additional data (attendance, implementation fidelity, etc.) and address as needed, or try new strategies. Consult with student assistance personnel.
Small change	2 to 4, inclusive	Supports are somewhat effective. Increase frequency, duration, and/or intensity or try new strategies. If using only group strategies/supports, consider individualized strategies/supports.
Medium change	5 to 7, inclusive	Supports are moderately effective. If resources permit, consider enhancing support.
Large change	8 or more	Supports are working well. Continue current plan.

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

Analyze the Data

- To generate the Impact Report, start by selecting two Ratings Windows to compare.

Guiding Questions to Consider

- Which filters are needed to generate the desired results that will be compared?

Action Steps

Select the DESSA form and generate the Impact Report:

- Only select one assessment form. The report generated will only show data of students who had ratings in BOTH ratings windows, in order to compare apples to apples.

- Review the My Students Summary at the top shows the distribution of students across the three descriptive ranges for each of the rating windows.

- What do you notice about the distributions from each rating window?
- What might influence these distributions?

Celebrate growth and reflect on results:

- If one or more descriptive ranges results in student growth from the first selected rating window to the second, celebrate this growth!
- Reflect on results if they do not indicate student growth over time. Discuss potential changes to implementation and adjustments to existing systems that can support continued student growth.

- Examine the Student Movement charts that display how students moved to another descriptive range category from the first rating window to the second selected rating window.

- What additional data points and information/context is necessary for further understanding the Student Movement results? (i.e., attendance data, academic needs, additional services, etc.)

Create a plan for supporting student growth:

- With your team, determine ways to support student growth at the universal level, such as implementing a specific Foundational Practice or Strategy resource district/school wide.
- Filter for student population data and determine ways to support subgroups of student in continuously growing.
- Consider how consistently students are accessing the Goals and Challenges resources in the Student Portal. Reflect on ways to support students in completing these activities to grow their skills.

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.
- Support students in completing Challenges for targeted competency skills, based on their data.