

Statewide Social-Emotional Learning Assessment Initiative

Information Session



Session Goals

THE WHY

- **Build awareness** of Connecticut's statewide SEL assessment initiative and its goals.
- **Make connections** between initiative goals and broader goals of the state department of education.

THE WHAT

- **Review** the Aperture Assessment System.

THE HOW

- Provide **timelines, key dates and information** about participation in the SEL assessment initiative.

INTRODUCTIONS
INITIATIVE GOALS
APERTURE SYSTEM
ONBOARDING & IMPLEMENTATION
APPLICATION & SELECTION
Q&A



Today's Presenters



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Connecticut State Department of
Education



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Markets
Aperture Education

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SEL Assessment Initiative Goals

Benefits for Districts/Schools:

- ***Social-emotional skills*** and habits, contributing to a positive school climate
- ***Less educator burnout***
- ***Academic engagement and performance***
- ***Improved post-secondary outcomes***
- ***Improved attitudes about school, self and others***
- ***Improved classroom behavior***
- ***Improved attendance***

How can Aperture Education help implement a statewide, voluntary, SEL assessment system that includes:

- ***Universal screening***
- Supplemental ***follow-up assessment***
- ***Progress monitoring***
- ***Reporting***
- Social-emotional ***resources***
- ***Professional Learning*** for district leadership, school leadership, and educators



Connecticut's SEL Definition

The process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (Conn. Gen. Stat. § 10-222d).



CSDE's Entry Points for Implementing SEL in Schools

State-Level Priorities on SEL



Scale-up SEL based on statewide findings provided by districts to improve student academic and behavioral outcomes.



Intensify tier one supports based on feedback from districts.



Bolster TA and coaching on using the Devereux Student Strengths Assessment (DESSA) System and integration into implementation practices.

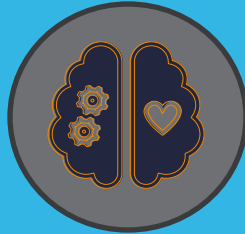


Unpacking SEL as a measurable indicator to uncover students' needs much earlier.

Interconnected Approach



**Curriculum
Development and
Learning Recovery**



**Supporting SEL &
Behavioral Health**



Educator Support



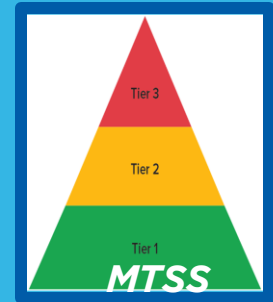
**Engaging
Families & Communities**



Positive School Ethos



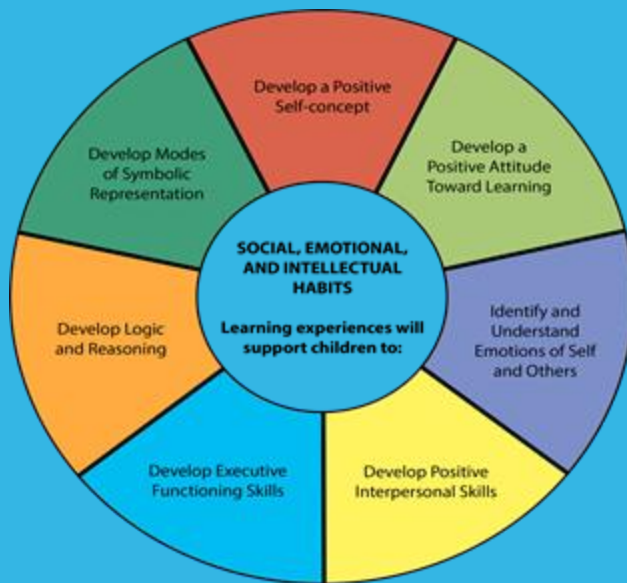
**Student
Engagement**



CSDE SEL Initiatives



SEL and SLOs



Components of Social, Emotional & Intellectual Habits 4-12



The CSDE's SEL Learning Hub

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Aperture Education
creates transformations
through the

- ***Easiest***
- ***Fastest***
- ***Most reliable***

Strengths-based social and
emotional learning system.



By providing a strengths-based lens to social emotional assessment, we are transforming the way teachers think about students. This, in turn, creates positive teacher-student relationships that are transforming school climates.

-Jessica Adamson, CEO, Aperture Education

900+
programs

7,000+
schools

139,000+
educators

2,300,000+
students



Our Approach

*When we start with strengths,
we end up stronger*

- Strength-based
- CASEL™ aligned
- Research-based
- Whole-child support
- Data to drive instruction
- Practical & pragmatic



Our Foundation: The DESSA

Respected

- Trusted by **Johns Hopkins University, American Institutes for Research (AIR), the Rand Corporation, City Year, and the Y of the USA** for use in major studies
- Rooted in Resilience and SEL theories
- Designed on the **same proven models as RTI & MTSS**

Validated

- **130 peer-reviewed** studies
- All measures meet or exceed psychometric standards
- **Only screener to meet universal criteria set forth by the World Health Organization**

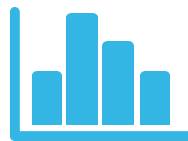
Practical

- DESSA mini is the **quickest strengths-based universal screener** (60 seconds per student)
- DESSA mini **predicts social emotional competence with accuracy**

Aperture K-12 System



***DESSA SEL
Assessments***

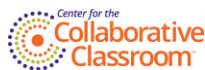


***Reporting &
Insights***



***Strategies for
Growth***

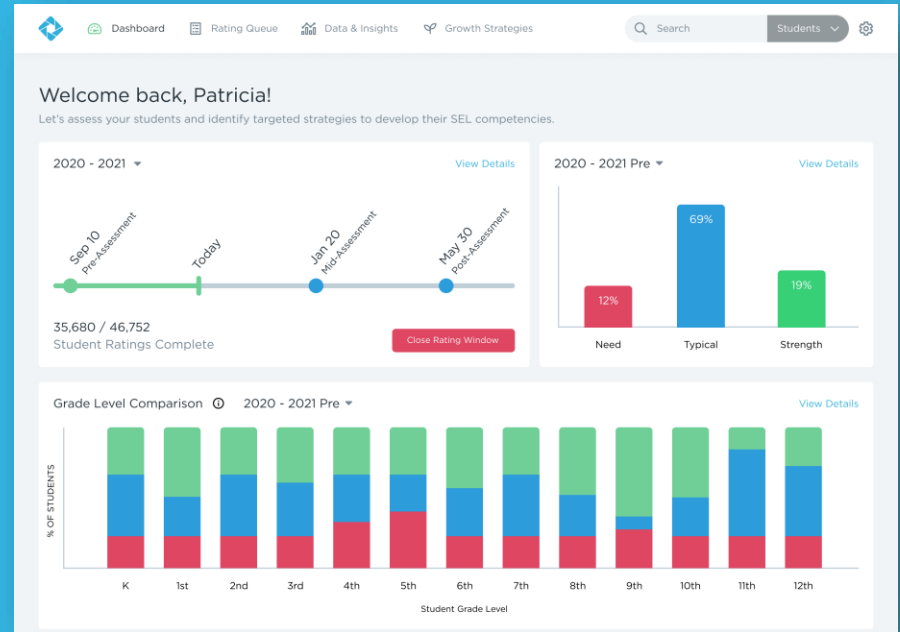
OUR PARTNERS



K-8 Aperture System Components

Utilize strengths to unlock opportunity for each child

- DESSA mini (1 minute screener)
- DESSA
- Research-based strategies
- Reporting & Insights
 - Individual student
 - Classroom
 - Building
 - District



The *DESSA-mini*

20 of 35 Complete



DESSA-MINI FORM 1

This 8 question form describes a number of behaviors seen in some children. Read the statements that follow the phrase: During the past 4 weeks, how often did the child... and click on the button underneath the word that tells how often you saw the behavior. Please answer each question carefully. There are no right or wrong answers. If you wish to change your answer, just click on the button for your new choice. Please do not skip any items.

Actual Rating Date

Rater

05/15/2017

Marc Kirsch

DURING THE PAST 4 WEEKS, HOW OFTEN DID THE CHILD...		NEVER	RARELY	OCCASIONALLY	FREQUENTLY	VERY FREQUENTLY
1	accept responsibility for what she/he did?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	do something nice for somebody?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	speak about positive things?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	pay attention?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	contribute to group efforts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	perform the steps of a task in order?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	show care when doing a project or school work?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	follow the advice of a trusted adult?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

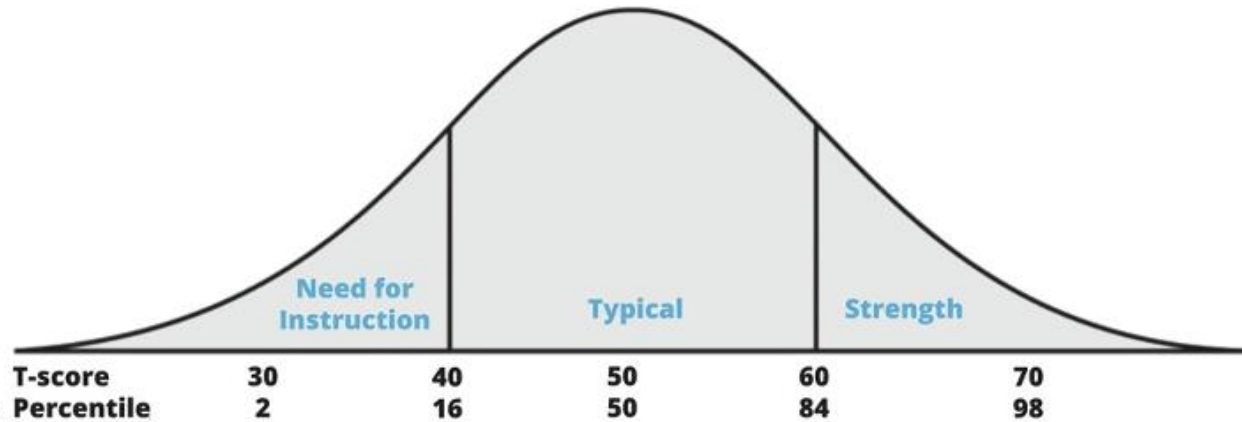
COMPLETE & RATE NEXT STUDENT →

COMPLETE & RETURN TO RATINGS LIST ✓

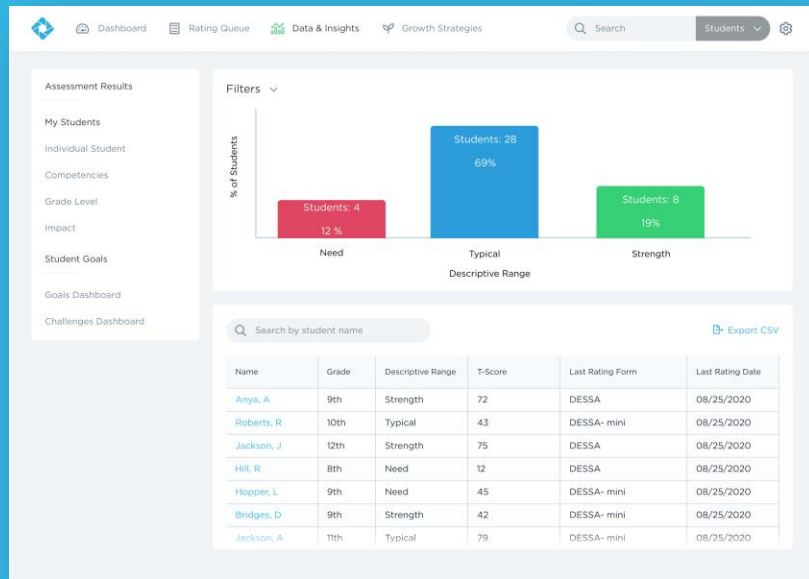
GENERATE GROUP REPORT

Bell curve

Relationship of DESSA/DESSA-mini T-scores, Percentile Ranks, and the Normal Curve

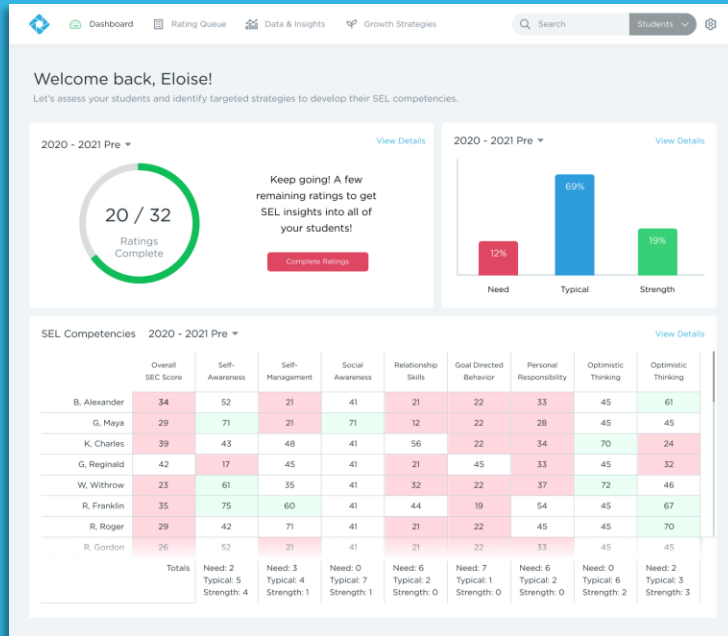


Data & Insights: My Students



Quickly identify students in need for instruction

Dashboard: Educator & Support Staff

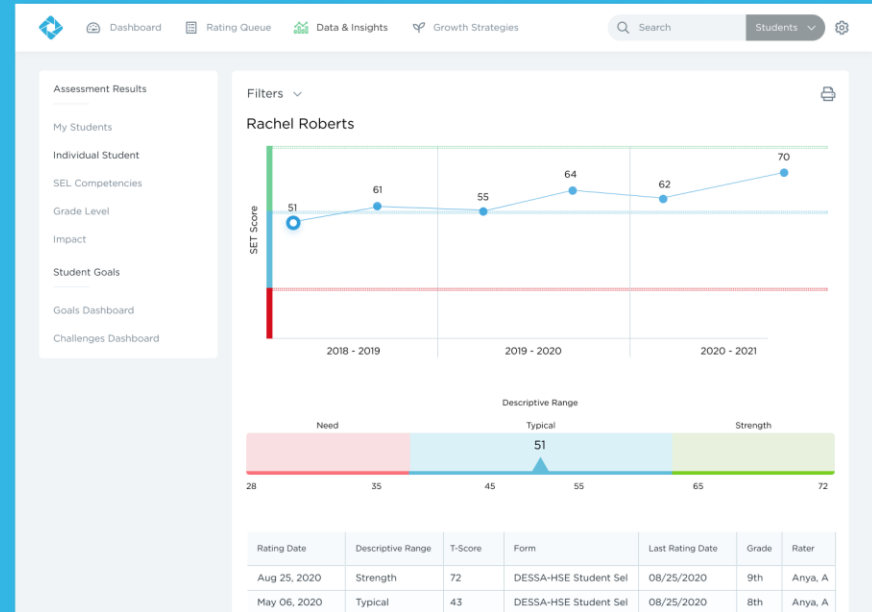


Raters see instant, actionable results

- Personal completion report
- Classroom profile report with a summary of students
- Strategies on-demand

Data & Insights: Individual Student

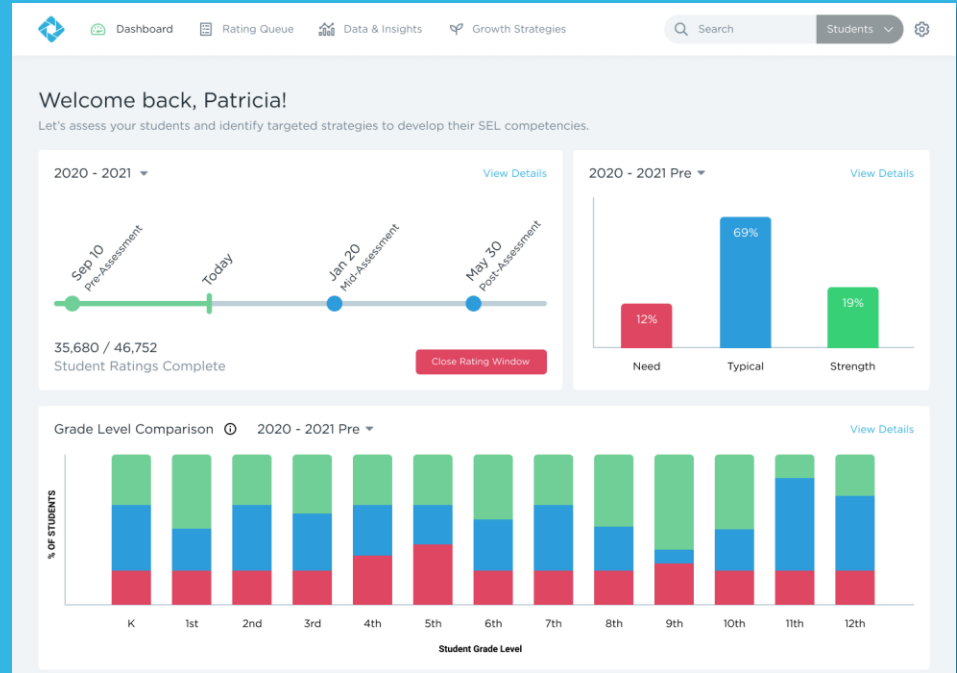
See change over time so
you can monitor and
report on your impact



Dashboard: Program Admin, Site Lead

Key information at your fingertips:

- SEL assessment timeline
- % completion report
- Grade level comparison report
- Filterable by student demographics





***Self
Awareness***



***Goal-Directed
Behavior***

Desire to improve
Awareness of strengths & limitations
Can put language to feelings



***Self
Management***



***Personal
Responsibility***

Ability to contribute to the overall task
A positive leader
Can help others with a challenge
Complete what they say that they will do
when say they will do it



***Social
Awareness***



***Decision
Making***

Problem-solving skills
Accepting responsibility for decisions
Can reflect on choices and talk about
alternatives next time



***Relationship
Skills***



***Optimistic
Thinking***

Positive thinking & self-talk
Hopeful
Build confidence
(Growth vs Fixed Mindset)



After researching several assessments our leadership team elected to use the DESSA as our Universal Screener in grades K - 6. It is a ***teacher-friendly tool*** that can be ***completed quickly*** to provide immediate individual, classroom and school level data, and the online platform has a variety of excellent visuals, graphs, and reports. Use of this assessment provides ***comprehensive actionable data*** that facilitates appropriate core instruction and tiered intervention in the SEL domains.”

-Amy A. Clarke, Director of Pupil Services and Special Education, Middletown Public Schools

DESSA High School Edition (HSE)

- 43 questions
- Normed on a nationally representative sample, grades 9-12, various racial, ethnic and socioeconomic groups were represented
- **8 CASEL™ -aligned** competencies

Aperture System Features and Benefits

- ✓ Reliable and efficient screener
- ✓ Strength-based lens
- ✓ In-depth diagnostic tool
- ✓ Clearly defined teachable skills
- ✓ Immediate data at the student, classroom, school and district level
- ✓ Measuring positive skills, not risk levels
- ✓ Focused only on SEL
- ✓ CASEL & resiliency foundation
- ✓ Progress monitoring to inform instruction for students and groups of students

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2022-2023 Roll Out

5 cohorts of districts will use the Aperture System

COHORT 1

- 29 districts

COHORT 2

- 22 districts

COHORT 3

- 30 districts

COHORT 4

- 4 pre-selected
- 25 districts maximum
- First assessment – Feb. 2023

COHORT 5

- 25 districts maximum
- First assessment – Oct. 2023

Preparing & Committing			Onboarding			Implementation		
2022	Aug	Sept	Oct	Nov	Dec	Jan 2023	Feb	Mar – Jun
<ul style="list-style-type: none"> Information sessions to learn more Follow up with Aperture SEL consultant Review, complete and submit application & Commitment form 			<ul style="list-style-type: none"> Commit to participate Kick off meeting with Aperture Success team member System set up Training #1: Intro to the Aperture System for districts, schools, raters 			<ul style="list-style-type: none"> Universal screening using DESSA-mini Training #2: Using Social-emotional Competence Data for district, school and raters Aperture Implementation Surveys (1x) End-of-year DESSA (optional) 		

Professional Learning (K-8)

<i>Audience</i>	<i>Role</i>	<i>Example Participants</i>	<i>Training Topic 1</i>	FIRST RATING PERIOD	<i>Training Topic 2</i>
<i>District Leaders</i>	Has districtwide reporting visibility. Leads the set up or rating periods and assignments.	Leaders of district SEL, Assessment, Curriculum, and/or Behavior team	Intro to the Aperture System		Analyzing Data in the Aperture System

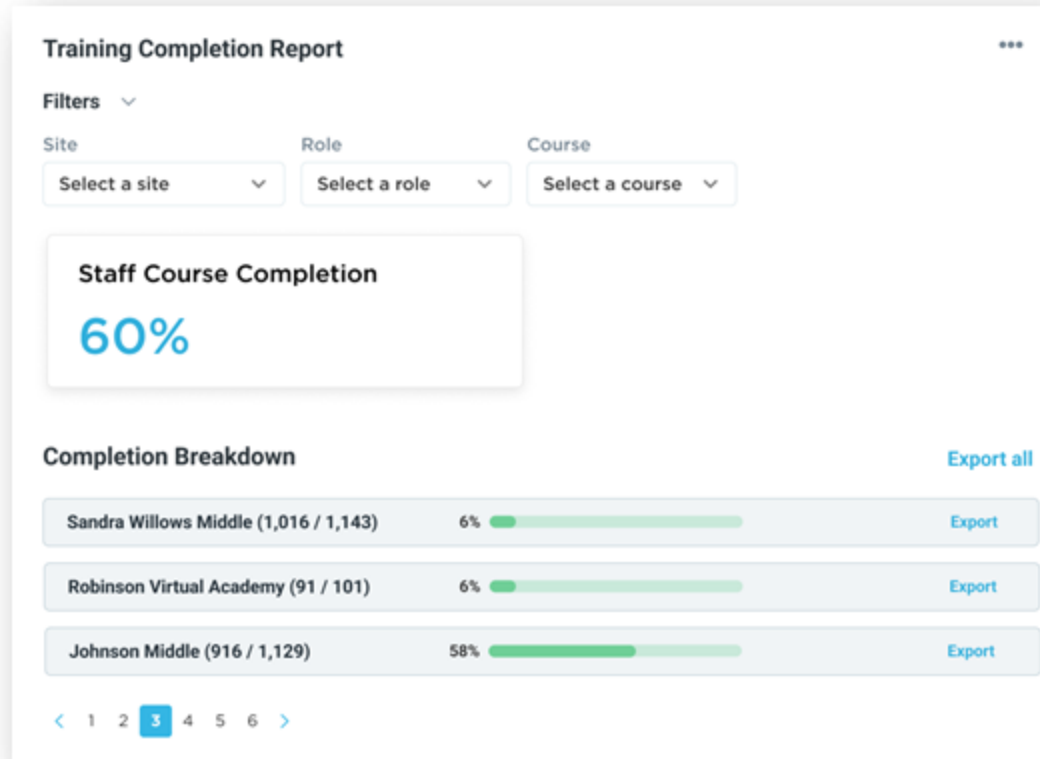
Professional Learning (K-8)

Audience	Role	Example Participants	Training Topic 1	FIRST RATING PERIOD	Training Topic 2
School Leaders	Able to view and analyze all levels of student SEC data	Principal, Asst Principal, school psychologist, counselor	Intro to the Aperture System		Analyzing Data in the Aperture System

Professional Learning (K-8)

Audience	Role	Example Participants	Training Topic 1	FIRST RATING PERIOD	Training Topic 2
Educators	Observe and rate student social and emotional behaviors and view their classroom data	Educators, Support Staff, Out of School Time Staff	Intro to the Aperture System Async Course		Analyzing Data in the Aperture System Async Course

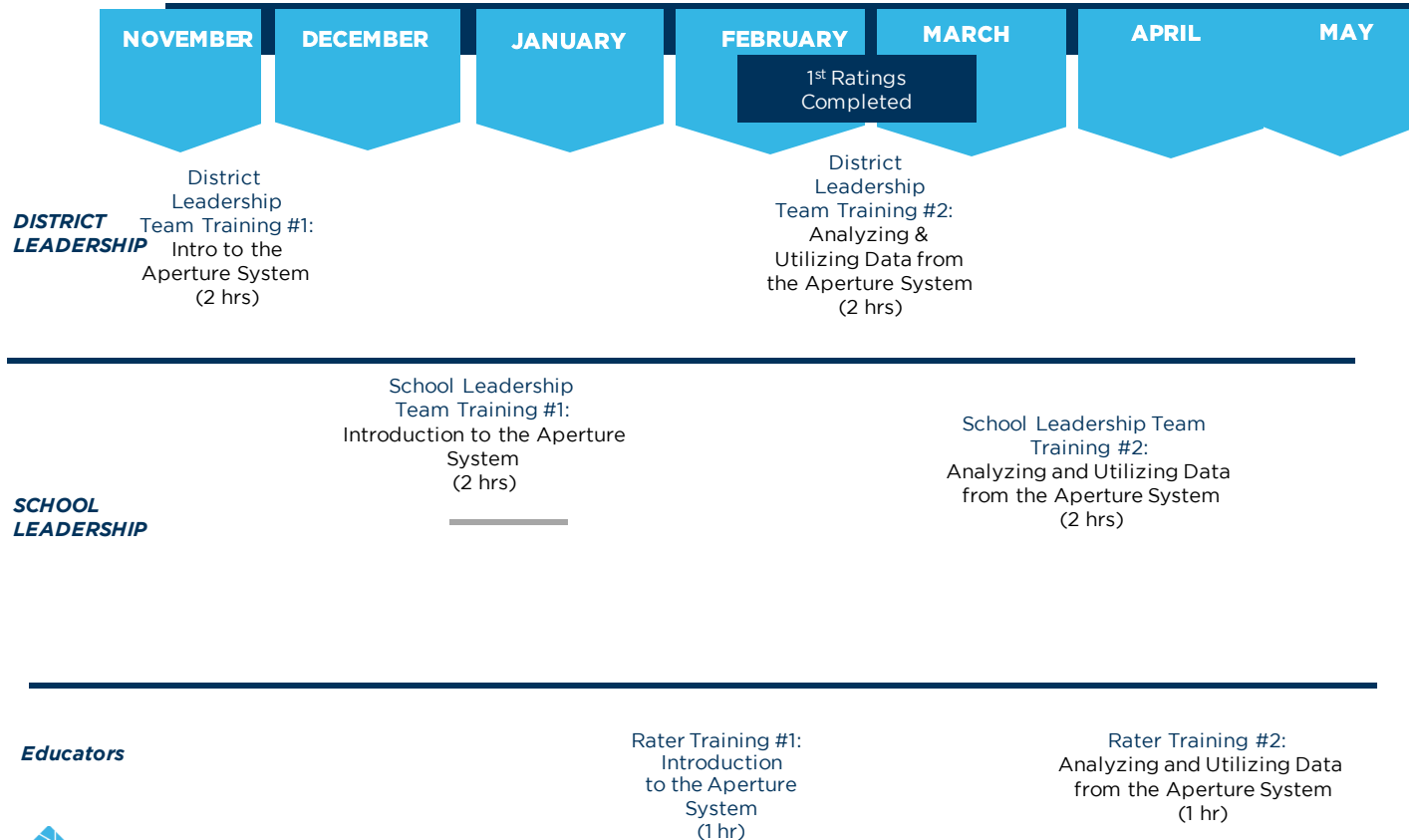
Professional Learning for Educators



The CSDE SEL Assessment Initiative Cohort 4 (VERSION 2.0)

Professional Learning Timeline

2022-2023 School Year



Assessment Rating Windows

	COHORT 4	ANNUAL
Rating Period 1	Early February	October
Rating Period 2	N/A	Early February
Rating Period 3	May/June (optional)	May/June

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Key Dates: Cohort 4



Participation Expectations

<i>Participation Expectation</i>	<i>District</i>	<i>School</i>	<i>Raters</i>
<i>Establish Leadership Team</i>	<i>X</i>	<i>X</i>	
<i>Identify Aperture System Program Administrator</i>	<i>X</i>		
<i>Attend Aperture trainings</i>	<i>X</i>	<i>X</i>	<i>X</i>
<i>Determine calendar of assessment windows</i>	<i>X</i>		
<i>Plan for teacher trainings and ratings</i>		<i>X</i>	
<i>Complete ratings on all students (Screen with DESSA-mini & Conditional follow up with DESSA)</i>			<i>X</i>
<i>[High School] Plan for DESSA-HSE Student Self Report</i>		<i>X</i>	
<i>Meet a minimum of 2x to review progress and plan</i>	<i>X</i>	<i>X</i>	
<i>Review, interpret and utilize data as defined by School Team</i>			<i>X</i>
<i>Respond to one Aperture Implementation Surveys</i>	<i>X</i>	<i>X</i>	

Guidance for Identifying Schools in District

- District with fewer than 10 schools
 - Minimum of 2 schools
- District with 10 or more schools
 - Approx. one third of schools (3 or more)
 - Not to exceed 20 schools in the first year of implementation

Requirements to Apply

- District attendance at Live Virtual Aperture Information Session
- Complete District application form and submit to Aperture by October 3rd
- Follow guidance from Aperture and the CSDE for determining number of schools to participate
- Majority of district and school staff have received professional learning in SEL implementation
- Review application with Aperture SEL consultant, as necessary
- Willing to share data with the state
- Willing to commit to participate through June 2024

State-Level Contract

- The CSDE has engaged in a state-level contract with Aperture Education.
- Districts that choose to implement the DESSA System will receive access to the DESSA-mini, DESSA supplemental assessments, training and support at no-cost to the district.
- The CSDE's statewide contract includes all requisite data privacy protections for districts to use the platform; no separate district-level contract is necessary.
- The CSDE may work with Aperture to use statewide DESSA data to:
 - ❑ learn about areas of SEL strengths and challenges for students across Connecticut;
 - ❑ provide SEL-related interventions, professional learning opportunities, and supports to Connecticut districts; and
 - ❑ study the relationship of SEL attributes to other academic and behavioral measures.

What's Next?

1. Review information and FAQs

Follow up email will include information and application materials.

2. Complete and submit the application

Reach out to Aperture to ask questions!

3. Notified of selection

Multiple opportunities to join!

Visit the [Aperture website for Connecticut](#) for more information.

Aperture Education Contacts

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The CSDE Contacts

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Session Goals: How did we do?

THE WHY

- **Build awareness** of Connecticut's statewide SEL assessment initiative and its goals.
- **Make connections** between initiative goals and broader goals of the state department of education.

THE WHAT

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THE HOW

- Provide **timelines, key dates and information** about participation in the SEL assessment initiative.

Key Dates: Cohort 4



Q&A



Thank You!

