Aperture Education

PROGRAM ADMINISTRATOR QUICK-START GUIDE

A guide to the basics of getting started with the Aperture System

LEARN HOW TO:

PLAN YOUR IMPLEMENTATION

Plan Your SEL Program, Complete Aperture System Training, Complete Rostering

MONITOR RATINGS & REVIEW DATA REPORTS

Monitor Ratings, Explore the Data & Insights Tab, Analyze Data Reports

COMMUNICATE WITH STAKEHOLDERS

Create a Communication Action Plan, Reflect, Access Support

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BACKGROUND

DEMO VIDEO ICON

Look for this icon throughout this Quick-Start Guide to access short demo videos to support your work in the Aperture System.

OVERVIEW: SUPPORTING SOCIAL AND EMOTIONAL LEARNING

According to the Collaborative for Academic, Social, and Emotional Learning (CASEL), social and emotional learning (SEL) is "the process through which children and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions." Aperture Education provides evidence-based, strength-based assessments; data reports; and strategies for supporting SEL.

FULL IMPLEMENTATION GUIDE

This quick-start guide is designed to take you through the basics of using the Aperture System to support student SEL in a brief, accessible format. For more detailed information, frequently asked questions, and additional resources for your work, please view our full implementation guides, The Aperture Education Guide to Data-Driven SEL and The Aperture Education Guide to Data-Driven SEL: High School Edition, as well as the Academy tab in your Aperture System, where you'll find many training and support options.
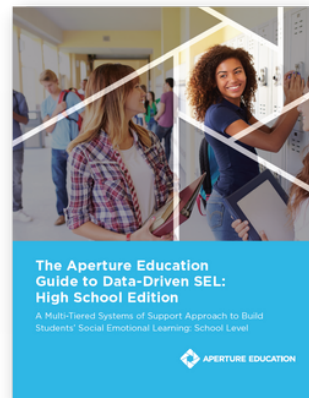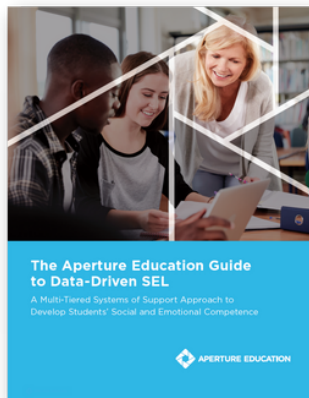
GETTING SUPPORT

Additional resources for all users in the Aperture System include self-paced courses, short on-demand videos, live webinars, quick-start guides, FAQs, and other helpful documents and guides. To access all of our learning options and choose the best path for you, log in to your Aperture System account and click the Academy tab.

You can also access our 24/7 Support Portal in your account by clicking on the question mark icon in the upper right-hand corner of the dashboard. In the Support Portal, type the name of the resource you are looking for into the search bar or scroll through the suggested resources. To contact our Support Team, click the Submit A Request button on the top right to submit a ticket.
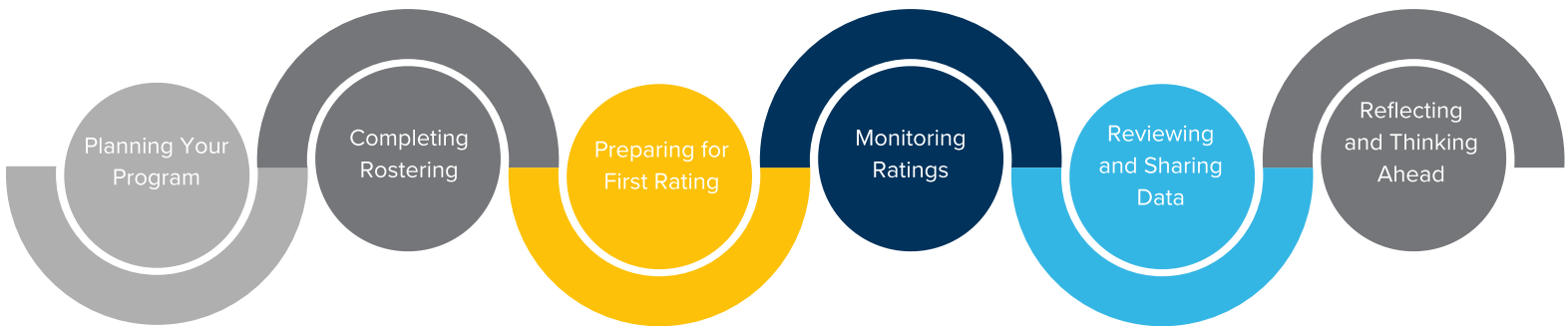
OVERVIEW: DESSA INFORMATION ▶

Universal Screener

DESSA-mini	8 questions (1-2 min per student)	Educator completes	Sample Form
DESSA-HSE mini	8 questions (1-2 min per student)	Educator completes	Sample Form

Diagnostic Strength-Based Assessment of Social and Emotional Competencies

DESSA	72 questions (5-7 min per student)	Educator completes for students who demonstrate need for instruction	Sample Form
DESSA-HSE	43 questions (3-5 min per student)	Educator completes for students who demonstrate need for instruction	Sample Form

IN THIS QUICK-START GUIDE

Planning Your Program

Completing Rostering

Preparing for First Rating

Monitoring Ratings

Reviewing and Sharing Data

Reflecting and Thinking Ahead

ADDITIONAL PRODUCT RESOURCES

SEL STRATEGIES AND INTERVENTIONS PACKAGE

The SEL Strategies and Interventions Package includes data-driven recommendations based on students' DESSA results, provides SEL strategies and tiered interventions, and offers the ability to track implementation. Leveraging the MTSS framework, the package allows educators to provide students the level of support they need to be successful.

Key Resources:
- SEL Strategies and Interventions Overview Video
- SEL Strategies and Interventions Quick-Start Guide

STUDENT SELF REPORT

The DESSA Student Self-Report (which includes Middle School (MS-SSR) and/or High School Student Self-Report (HS-SSR)) is a student-facing platform that allows students to report on their own social and emotional strengths, adding an important perspective to the assessment and promotion of students' social and emotional competence. This information allows students to make choices about which skills they want to develop and which goals they want to set.

Key Resources:
- SSR Fundamentals Video
- Getting Started with DESSA-SSR (Student Facing Slide Deck)
- High School SSR Quick Start Guide
- Middle School SSR Quick Start Guide

EDSERT

Educator Social and Emotional Reflection and Training (EdSERT) is a holistic approach for educators that enhances their understanding of SEL, increases their capacity to teach SEL, and empowers them to model SEL to their students. For the 2023-2024 school year, CEUs will be offered for EdSERT. Individuals who wish to obtain CEU credits should complete the CEU Application Form in the Educator Guide at least seven days prior to the start of the EdSERT program.

Key Resources:
- EdSERT Overview Video
- EdSERT Facilitator Guide
- EdSERT Educator Guide

PLANNING YOUR PROGRAM IMPLEMENTATION

> **Planning Your Program**
>
> The following steps will help you plan your program implementation, including how to:
>
> - ☐ Determine which grade levels or groups of students you want to assess.
> - ☐ Determine which educators will complete the assessments.
> - ☐ Determine which staff will hold which roles in the Aperture System.
> - ☐ Identify your overall program timeline including key dates.
> - ☐ Finalize your implementation plan by combining these details with additional program details, such as key responsibilities and supports.

1 DETERMINE WHICH GRADE LEVELS OR GROUPS OF STUDENTS YOU WANT TO ASSESS.

Which students' social and emotional skills do you want to measure using the DESSA assessment? Do you want to assess social and emotional competence in specific grades, sites, or even specific groups of students?

2 DETERMINE WHICH EDUCATORS WILL COMPLETE THE ASSESSMENTS.

The educators you choose to assess students should be the individuals who know the students best. At the elementary school level, this is often the student's classroom or homeroom teacher. At the middle and high school level, there is more complexity due to class schedules, so the best choice is likely to vary from school to school. If the school has a meaningful advisory or homeroom period, or a time where one teacher remains with a small group of students throughout the year (or several years), that teacher would be a good choice.

3 DETERMINE WHICH STAFF WILL HOLD WHICH ROLES IN THE APERTURE SYSTEM.

Roles in the Aperture System are defined below. These roles correspond to levels of user access within the Aperture System and may correspond to particular responsibilities at your school site if you so choose.

Program Administrator: A Program Administrator has access to manage all sites, staff, and students in the program's Aperture System. This means they can view and edit the majority of student and staff information within all sites in the system.

Site Leader: Site Leaders can access all students and staff at a specific site or sites. Typically, Site Leaders are in an administrative or support role within the school or organization. Changes to Site Leaders are managed by Program Administrators.

Educator: Educators are typically the people rating students' social and emotional skills. Often, Program Administrators or Site Leaders assign students to Educators to rate; however, Educators may also choose to rate other students who are enrolled in their classes. Educators have access to data from any students rostered in their classes in the Aperture System.

**4** IDENTIFY KEY DATES TO FORM AN IMPLEMENTATION TIMELINE.

The following are key dates to identify to successfully measure your students' social and emotional learning:

- **Roster Ready Date**: This is the date when your school rosters are up to date with new class assignments.
- **Training Completion Date**: This is a target date for your teams to have completed initial training in the Aperture System.
- **Rating Window Dates**: These dates will include the first rating date for a new school year as well as any subsequent rating dates throughout the year. We recommend completing ratings within 2 weeks of the Rating Window opening. Two things to consider when choosing your rating window dates include:
  - Educators' knowledge of students: We recommend educators spend at least 24 hours with students over the course of four weeks before completing the first rating (read more),
  - Time to complete ratings: Ensure your educators have enough time to complete ratings. Often the universal screener (DESSA-mini) takes educators about 1 minute per student to complete, while the DESSA takes an additional 5-7 minutes per student to complete.

5 FINALIZE YOUR IMPLEMENTATION PLAN.

In order to successfully support your staff in assessing, monitoring, and supporting students' social and emotional skills, it's important to also consider and communicate the following details to your team:

- When will you meet with Site Leaders to discuss district/site growth and goal progression?
- What are the expectations and responsibilities for Site Leaders in using the Aperture System?
- What stakeholders do you need to share results with?
- What are educators expected to do with this data, and what guidance can be provided for a successful implementation?
- Do you have a plan to communicate with overall goals and timeline? See our Sample Email Template for Program Administrators to Communicate with Staff here.
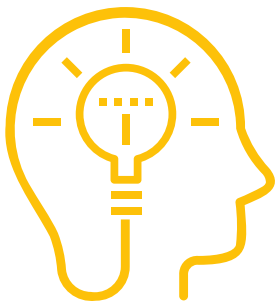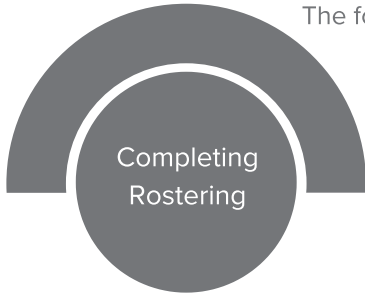
NEED A SPOT TO BRAINSTORM?

Find this planning checklist as a fillable brainstorming document here! You can use this document as a workspace to plan how you will use the Aperture System to support students' social and emotional growth this year and check each planning step off below as you complete it.

The following sections will help you prepare for your first rating, including how to:

- ☐ Complete and review Rostering to add students to the Aperture System
- ☐ Review and adjust students and student information
- ☐ Update student information as needed

Completing Rostering

1   COMPLETE ROSTERING

Rostering is the process of getting students and educators added to the Aperture System. Rostering can be done in two different ways: by having your technology team set up a file upload that automatically updates rosters using your Student Information System (SIS) rostering, or by manually inputting your rosters via spreadsheet files. After Rostering is complete, you will need to review your Aperture System to ensure the correct students, educators, and sites were rostered and manage any individual students as needed. Choose the method below that applies to you for instructions on how to complete rostering:

> **Instructions for SIS Rostering**

> **Instructions for Manual Rostering**

2   REVIEWING AND ADJUSTING ROSTERING

Once your rostering is complete, check your data to ensure you have the correct students, educators, and sites rostered. Ensure you haven't included any students who won't be rated (for instance, because they have opted out), since each student rostered in the Aperture System will use a license. if you need to make adjustments, use the following instructions to do so:

> **Add a Student, Staff Member, or Site**

> **Delete a Student**

3   UPDATING STUDENT INFORMATION

Only Program Administrators who are manually rostering can update student information. If you have SIS rostering, please talk with your tech contact to get student information changed in the files they are sending. if you are manually rostered, click the gear icon at the top right of your Aperture System dashboard and select Admin. Select Students on the left-hand menu. Search for the student by name, Student ID, or by scrolling down the screen. Click on the Edit pencil and paper icon next to the student's name to update the student's information.

PREPARING FOR FIRST RATING

Preparing for First Rating

The following sections will help you prepare for your first rating, including how to:

- ☐ Add Site Leaders
- ☐ Schedule Rating Windows and Rating Window Reminders
- ☐ Review and assign raters to any unassigned students
- ☐ Send out Site Leader and Educator invitations
- ☐ Complete/ Monitor staff training

1 ADD SITE LEADERS

Site Leaders are staff (often a principal, counselor, psychologist, etc.) who can have user access to the entire school in the Aperture System. They will not be included in your class roster imports. To add a small number of Site Leaders, follow the instructions on this page in the Add Staff section. To add a larger number of Site Leaders, follow the instructions here in the Add Site Leaders in Bulk via CSV File section.

2 SCHEDULE YOUR RATING WINDOWS

Educators will be assigned DESSA forms to complete during these dates. We recommend scheduling Rating Windows at least 90 days apart. Follow these instructions to schedule your rating windows. Communicate these dates to Site Leaders and set up automatic reminder emails to remind Educators to complete their DESSA ratings at your desired frequency.

3 REVIEW AND ASSIGN RATERS TO UNASSIGNED STUDENTS

Review and assign raters to unassigned students: Follow these instructions to view students who have not been assigned a rater in your Aperture System. Then either assign a rater to each of these students individually, assign multiple students to the same rater, or (SIS customers) create a new assignment rule.

4 SEND OUT SITE LEADER AND EDUCATOR INVITATIONS

Send your staff invitations so they can register their Aperture System accounts, access the Aperture Academy and EdSERT, complete ratings, and view data.

5 COMPLETE/MONITOR TRAINING

- Complete training to ensure effective implementation: Program Administrators, Site Leaders, and Educators should complete training in the Aperture System Academy before the first rating. Log in to the Aperture System and click Academy to find the appropriate training for your needs before supporting Site Leaders in doing so for themselves and their Educators.

- Monitor Training Completion: Before the first rating window, you can monitor staff training completion with the Training Completion Report which breaks down the completion of all training courses by site. To access it, see more detailed instructions here.
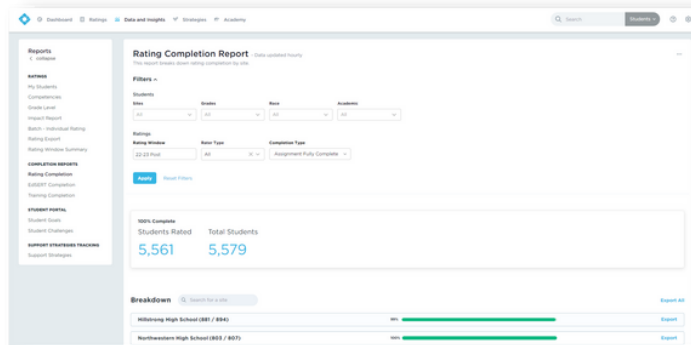
MONITORING RATINGS

The following sections will help you monitor ratings, including how to:

- Use the Rating Completion Report to monitor ratings
- Reach out to Site Leaders and Educators who may need additional support to complete ratings
- Celebrate rating completion

Monitoring Ratings

1 MONITORING STUDENT RATINGS

During the rating window, you can monitor how many students have been rated and the breakdown of ratings completed at each site and by each Educator through the Rating Completion Report, which displays Rating Window completion by site and also has the ability to export a list of all students with their rating status. To access the Rating Completion Report, log into your Aperture System, click on the Data and Insights tab, select Rating Completion, use the Rating Window Filter to select your preferred Rating Window, and click Apply. Use the Export All function to download a CSV file with rating status of each student. See more detailed instructions here.

2 CELEBRATING RATING COMPLETION

Ensure Site Leaders know how to monitor their rating completion as described above and are reaching out to Educators who haven't completed their ratings and may need additional support to do so. Congratulate campuses, Site Leaders, and Educators who complete their ratings. Our guide, Celebrate Success: A Program Administrator Guide, has more guidance for how to encourage your team in this process.
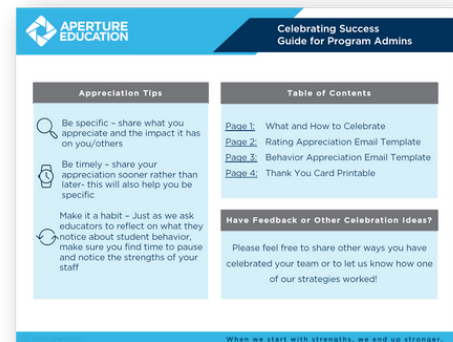
REVIEWING AND SHARING DATA

The following sections will help you review and share data, including how to:

Reviewing and Sharing Data

- ☐ Prepare for data analysis by completing training and supporting Site Leaders and Educators to complete training.
- ☐ Provide Site Leaders with data analysis expectations and resources
- ☐ Review district- or organization-level data
- ☐ Share results, trends, and action steps with stakeholders

1 COMPLETE TRAINING ON ANALYZING DATA

The data you obtain on your students' social and emotional strengths and areas for growth can be used to plan thoughtful SEL instruction, contribute to intervention and individualized education plans, and give insight into students who may need additional emotional or behavioral support, so it's important that all staff who will be analyzing and acting on this data receive training in interpreting and applying their DESSA data. Program Administrators should visit the Aperture System Academy after the first Rating Window is complete to complete the next step in their training, which will support them to engage with their data before using it to support site-wide and program-wide action steps. Then, ensure Site Leaders and Educators also use the Academy to learn how to engage with their data.

2 PROVIDE SITE LEADERS EXPECTATIONS AND RESOURCES FOR DATA REVIEW

At each site, data review will include looking at the DESSA results at the school, grade, group, classroom, and individual student levels. Provide our Site Leaders Post-Rating Reports Guide, which has a detailed walkthrough of the reports available in the Aperture System, and our Implementation Guides (K-8 Guide, 9-12 Guide) for guidance on how SEL teams can use DESSA data to inform their multi-tiered SEL programming. Work with Site Leaders to establish:

WHO? Who will be included on their site SEL team to review the data? The team might include the Site Leader, Educators, and other key stakeholders.

WHAT? What should the SEL team at each site focus on during data review? What process will you use to do analyze the data?

WHEN? When should all team members have completed Section 2 of their Aperture System Essentials course? When can sufficient time be provided for both that training and the subsequent data review as a team?

HOW? How will the SEL team be prepared for data review (for instance, what Aperture training offerings will be completed, when will they be completed, and by whom will they be completed?)

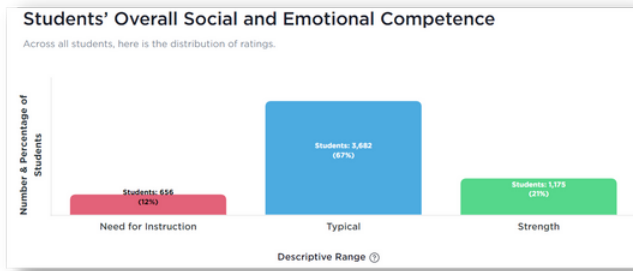**WHY?** What outcomes or action items should the SEL team aim to produce with the data review?

3 REVIEW YOUR DISTRICT OR ORGANIZATIONAL LEVEL DATA

After you have completed your own training, set aside time to review aggregate results from your district. The following report overviews will introduce you to some of the reports you may want to start with and how you might use each one in your work. To access reports, log into the Aperture System and click on the Data and Insights tab at the top of your Dashboard. The following reports will then be accessible on the left-hand menu.

RATING WINDOW SUMMARY REPORT

Description	How You Can Use It
The Rating Window Summary Report shows students' overall Social and Emotional Competence (SEC) distribution as well as a disaggregation of this data by various student characteristics (site, grade level, race/ethnicity, and other subgroups) for a selected Rating Window.	1. Support educational equity (pair with questions for reviewing disaggregated data in the Implementation Guide.) 2. Identify and leverage schools with particularly positive outcomes. What are they doing that other schools could learn from? 3. Identify and support schools that are not having positive outcomes. What do they need to be successful?

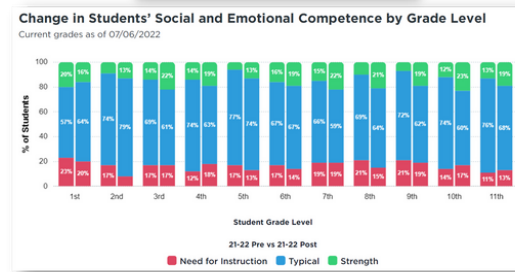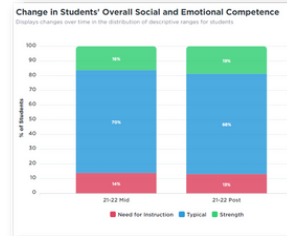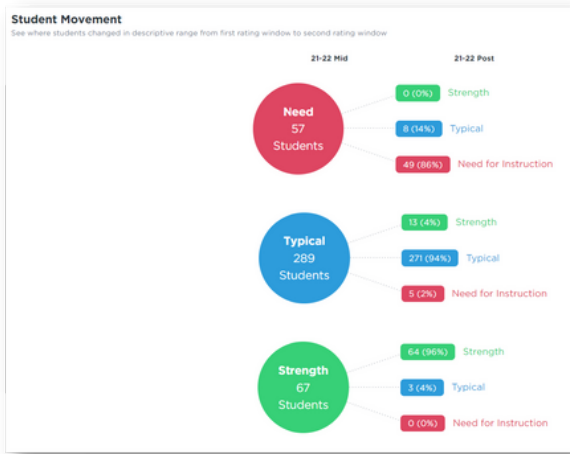## COMPETENCIES REPORT

| Description	How You Can Use It
The Competencies Report shows a comparison of descriptive range distributions across the social and emotional competencies for students who were assigned a full DESSA.	1. Identify social and emotional skills that are strengths to be leveraged in your student population. 2. Identify social and emotional skills that are areas for growth in your student population.
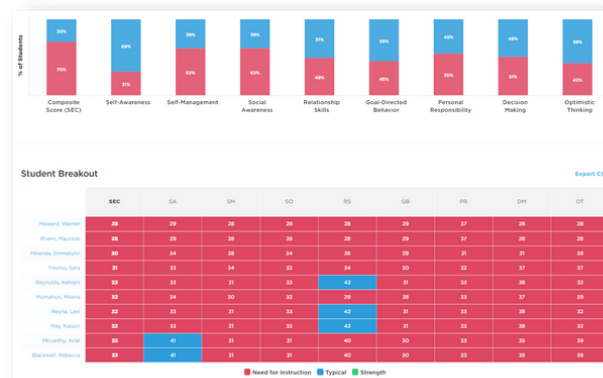
IMPACT REPORT

Description	How You Can Use It
The Impact Report provides several different views of the compared data for the rating windows selected. It includes a graph of Change in Students' Overall Social and Emotional Competence, a Student Movement visualization, and a chart breaking down rating comparisons by specific competencies.	1. Measure progress towards your goals. 2. Identify and leverage schools that are demonstrating positive progress. What are they doing that other schools could learn from? 3. Identify and support schools that are not demonstrating positive progress. What do they need to be successful?

SUPPORT STRATEGY TRACKING REPORT

Description	How You Can Use It

The Support Strategy Tracking Report summarizes Support Strategies being employed by your teams.	1. Combine this information with outcomes from the Impact Report to support continuous improvement efforts. For example:
	  a. What strategies are related to the most success in your district or organization?
	  b. Where might you need to make adjustments to how strategies are delivered?
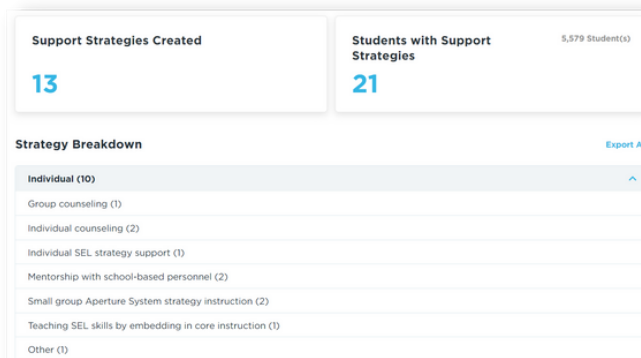
4   SHARE RESULTS, TRENDS, AND ACTION STEPS WITH STAKEHOLDERS

A complete communication plan will define social and emotional learning; convey the research about the benefits of supporting students' social, emotional, and academic growth; and share progress, outcomes, and future SEL action steps with all stakeholders. Consider how your communication plan can invite stakeholders including District Leaders, Site Leaders, Educators, Students, and families to meaningfully participate in your SEL program.

Our Communication Action Plan can help you plan whom to communicate with, when to schedule communications, what messaging to include, and what outcomes you hope your communication will produce or support.

Reflecting and Thinking Ahead

Toward the end of your school year, close out your year by doing the following:

☐ **Save copies of your reports from the Aperture System.** Reports within the Aperture System will only show results for students who are currently rostered, so if you'd like to preserve reports for students who will graduate or leave the district, use the Export option on each report to save copies of your reports at the end of the year. All DESSA records for current and previously rostered students will continue to be available in the Rating Export report.

☐ **Reflect on your implementation with your teams.** Engage your teams in conversations around what went well this year, opportunities for improvement, and any key outcomes you'd like to maintain or improve upon.

☐ **Plan for the summer and next school year.** Use your data and reflection to create implementation plans for next school year. Visit the Aperture System Academy to evaluate any training options you might want to engage in over the summer. Here are some other ways you may want to use your data to inform planning for next year.