



**APERTURE EDUCATION**

# Analyzing DESSA Data in the Educator Portal

**INTRODUCTION**

**DESSA IMPLEMENTATION**

**ACCESSING DESSA DATA**

**REVIEWING DESSA RESULTS**

**ANALYZING AND USING DESSA DATA**

**PROGRESS MONITORING**

**RESOURCES AND REMINDERS**

**OPTIMISTIC CLOSURE**

**AGENDA**

# Session Objectives

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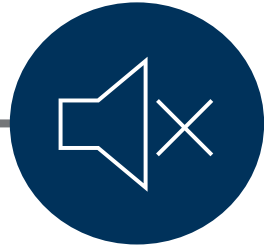
- Learn how to access different reports in the Educator Portal.
- Interpret data from a tiered perspective.
- Consider how to support students' social-emotional growth using a strengths-based approach.

# Session Norms & Agreements

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**Introduce yourself to your neighbor.**



**One speaker at a time.**



**Participate in engagement activities.**



**Engage in a solution-based, growth mindset.**



**Follow along in your Educator Portal.**

# Opening Reflection

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- **What does success look like at your site?**
- **How will you know if DESSA implementation is working well?**

# DESSA Questions?

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- Please ask any initial questions you have at this time.
- As we progress, feel free to enter questions as you think of them.

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# Best Practices for DESSA Implementation

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Team  
Approach



Training  
Raters



Completing  
Ratings



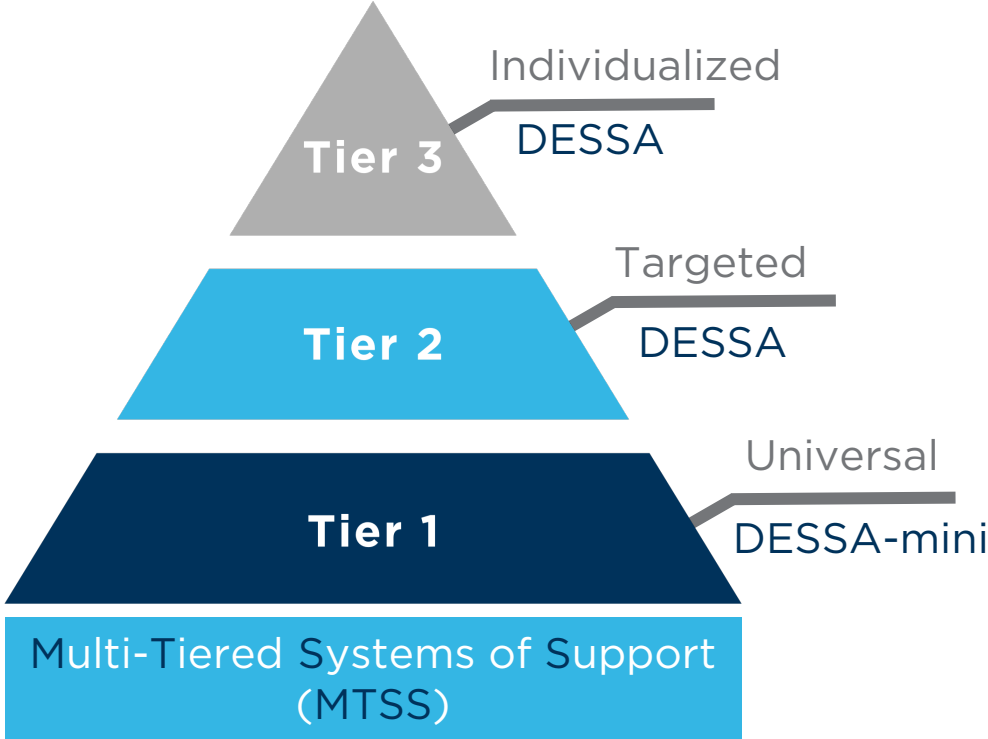
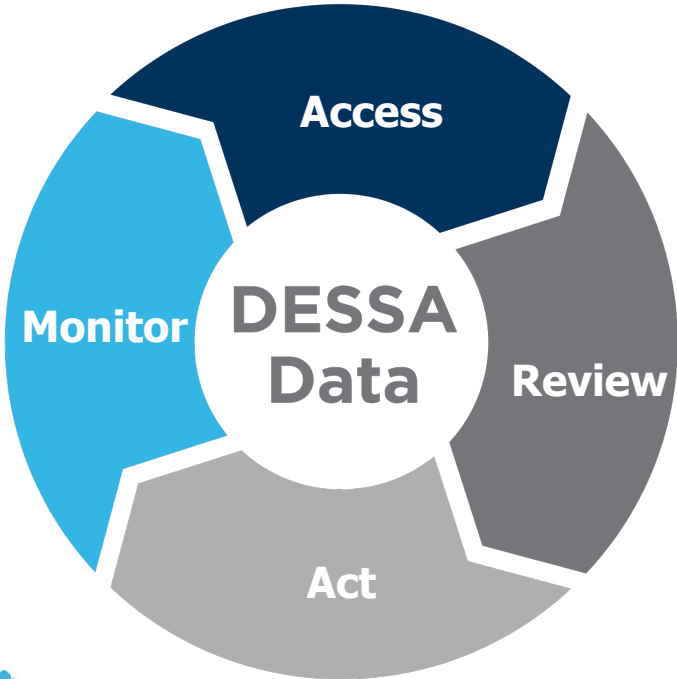
Analyzing  
Data Results



Utilizing Data  
& Resources



# Analyzing DESSA Data



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**PROGRESS MONITORING**

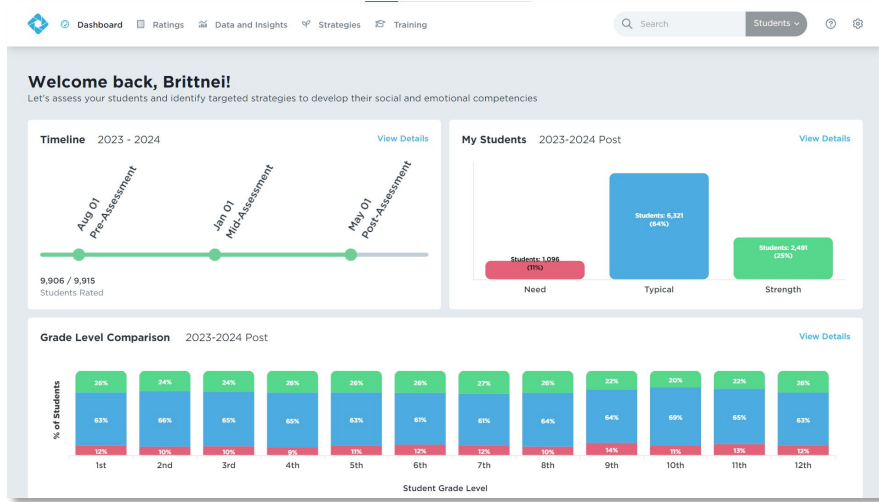
**RESOURCES AND REMINDERS**

**OPTIMISTIC CLOSURE**

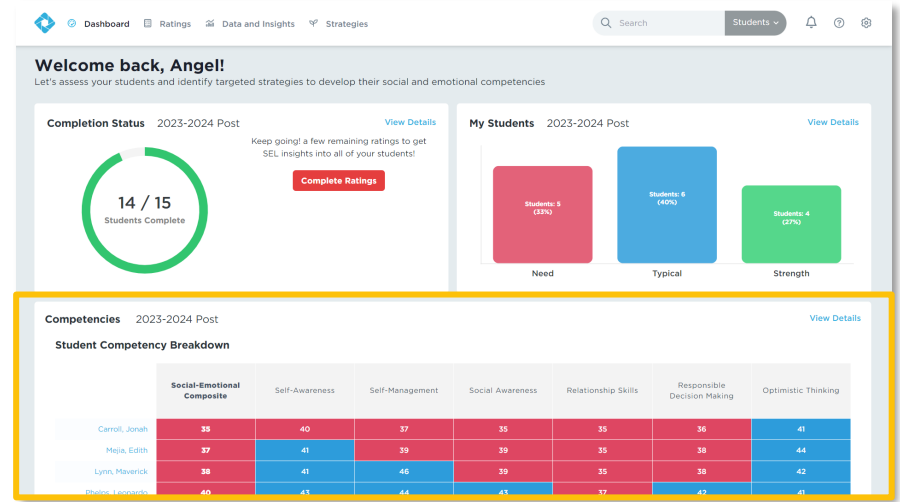
**AGENDA**



# Accessing DESSA Data: Dashboard



School Leader Dashboard



Educator Dashboard

# Accessing DESSA Data: Data & Insights

The screenshot shows the DESSA Data & Insights dashboard. The top navigation bar includes 'Dashboard', 'Ratings', 'Data and Insights' (highlighted with a yellow circle), 'Strategies', and 'Training'. A search bar and a 'Students' dropdown menu are also present. On the left, a sidebar menu is highlighted with a yellow rounded rectangle, containing sections for 'Reports', 'RATINGS', 'COMPLETION REPORTS', 'STUDENT PORTAL', and 'STRATEGIES'. The main content area is titled 'My Students - Data updated hourly' and includes a description: 'This report shows the distribution of student assessment scores across the descriptive ranges.' Below this is a 'Filters' section with dropdown menus for 'Students' (Sites, Grades, Raters, Race, Academic) and 'Custom Group'. There is also a 'Ratings' section with dropdowns for 'Rating Window', 'Forms', 'Start Date', and 'End Date'. At the bottom, there is an 'Apply' button and a 'Reset Filters' link. A partial bar chart is visible at the bottom, showing 'Students: 6,346 (64%)'.

- Real-time results
- Interactive, filterable charts (Tiers 1-3)
- Data availability and report options vary based on user type

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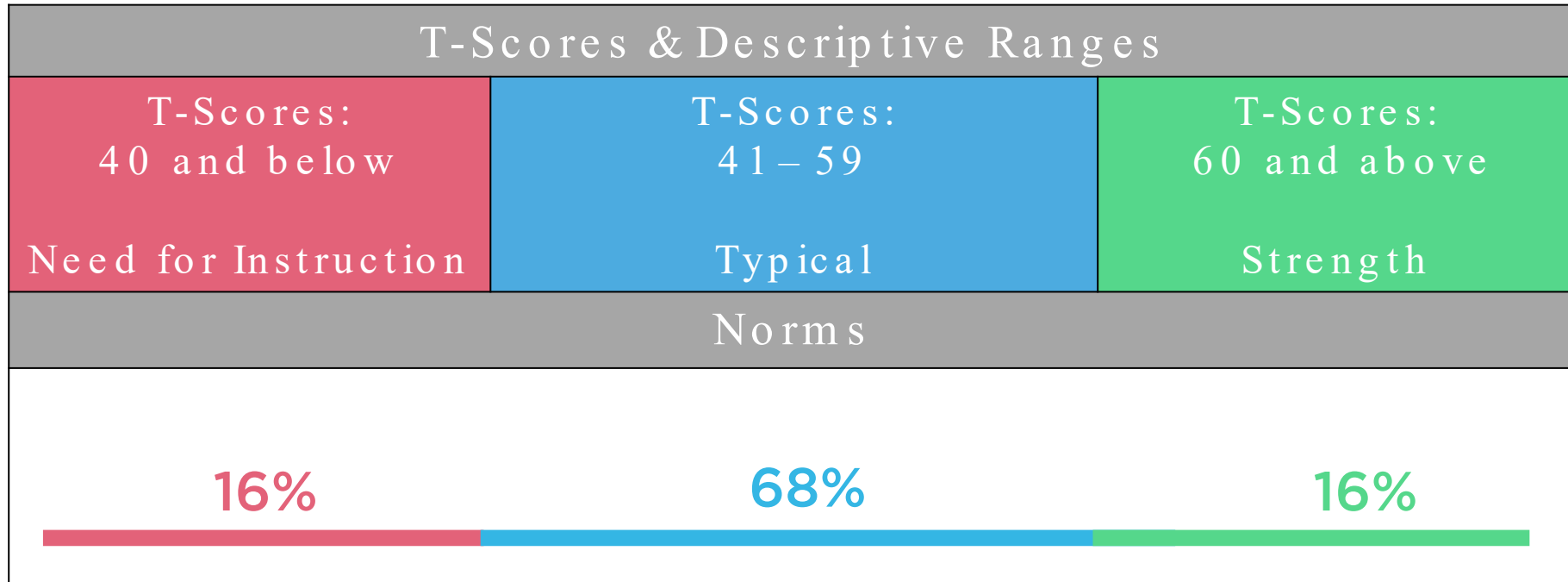
**PROGRESS MONITORING**

**RESOURCES AND REMINDERS**

**OPTIMISTIC CLOSURE**

**AGENDA**

# Continuum of Scores



# T-Scores

## T-Score Quick Facts

- ▶ Based on standardization sample:
  - Age, gender, geographic region, ethnicity, socioeconomic status
- ▶ T-Score Range: 28 – 72

## T-Score Interpretation

- ▶ Use T-scores to locate where the result lies within the descriptive range
- ▶ Consider additional available information about the student when making decisions

# Percentile Scores

## Percentile Score Quick Facts

- ▶ Indicates the percentage of students who earned the same or lower score
- ▶ Percentile ranks range from a minimum of 1 to a maximum of 99

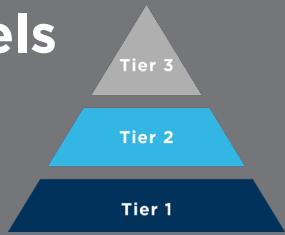
## Percentile Score Interpretation

- ▶ Describe the relative standing of student's score
- ▶ Cannot be used to compare a student's scores across DESSA competency areas or used in computation of scores



# Student Population

## Tiered Levels



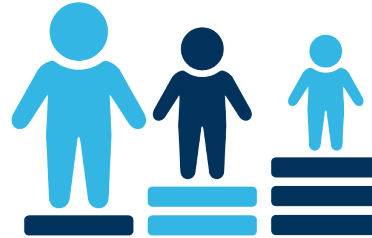
## Demographic Information

### Questions to consider as you review disaggregated data

1. For each subgroup of interest - check the percentage of students in **strength**, **typical**, **need** for instruction categories. Expected distribution is **16 - 68 - 16**. ***\*Note that currently you will need to run and print/download the report for each group to manually compare across groups.***
2. By student population - are there differences in results based on racial/ethnic, gender, student service (e.g., EL, SPED) groups?
3. Do disaggregated results suggest a need for reflection, discussion, or possibly professional development?
4. What supports are in place for this group of students?
5. Do disaggregated results suggest differential instructional supports may be needed in the context of universal programming to support certain groups of students?

# Equity Pause

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Example Questions to Consider:

- What assumptions might we be making in this review process?
- Are there any groups or reports that differ significantly? Why might that be?
- How can we adjust systems or processes that are in place to ensure equitable access to support for all students?

# Group Share

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**Based on your role, what additional available data points can you consider when reviewing the DESSA data?**

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# Data and Insights Tab

Dashboard Ratings **Data and Insights** Strategies Training

Search Students

### My Students - Data updated hourly

This report shows the distribution of student assessment scores across the descriptive ranges

#### Filters ^

**Students**

Sites: All | Grades: All | Raters: All | Race: All | Academic: All

**Custom Group**: [Dropdown]

**Ratings**

Rating Window: 23-24 Post | Forms: All | Start Date: \_\_\_/\_\_\_/\_\_\_ | End Date: \_\_\_/\_\_\_/\_\_\_

Apply Reset Filters

Students: 6,346 (64%)

- RATINGS**
  - My Students
    - Competencies
    - Grade Level
    - Impact Report
    - Batch - Individual Rating
    - Rating Export
    - Rating Window Summary
- COMPLETION REPORTS**
  - Rating Completion
  - EdSERT Completion
  - Training Completion
- STUDENT PORTAL**
  - Student Goals
  - Student Challenges
- STRATEGIES**
  - Support Strategies
  - Data-Driven Recommendations

DESSA Data Reports

My Students  
Competencies  
Grade Level  
Impact Report  
Rating Export

Implementation Reports

Batch - Individual Rating  
Rating Completion  
Student Goals  
Student Challenges  
Training Completion  
EdSERT Completion  
Support Strategies  
Data-Driven Recommendations

# Report Filters

**Filters** ^

**Students**

**Sites**  ▾

**Grades**  ▾

**Raters**  ▾

**Race**  ▾

**Academic**  ▾

**Custom Group**  ▾

**Ratings**

**Rating Window**  × ▾

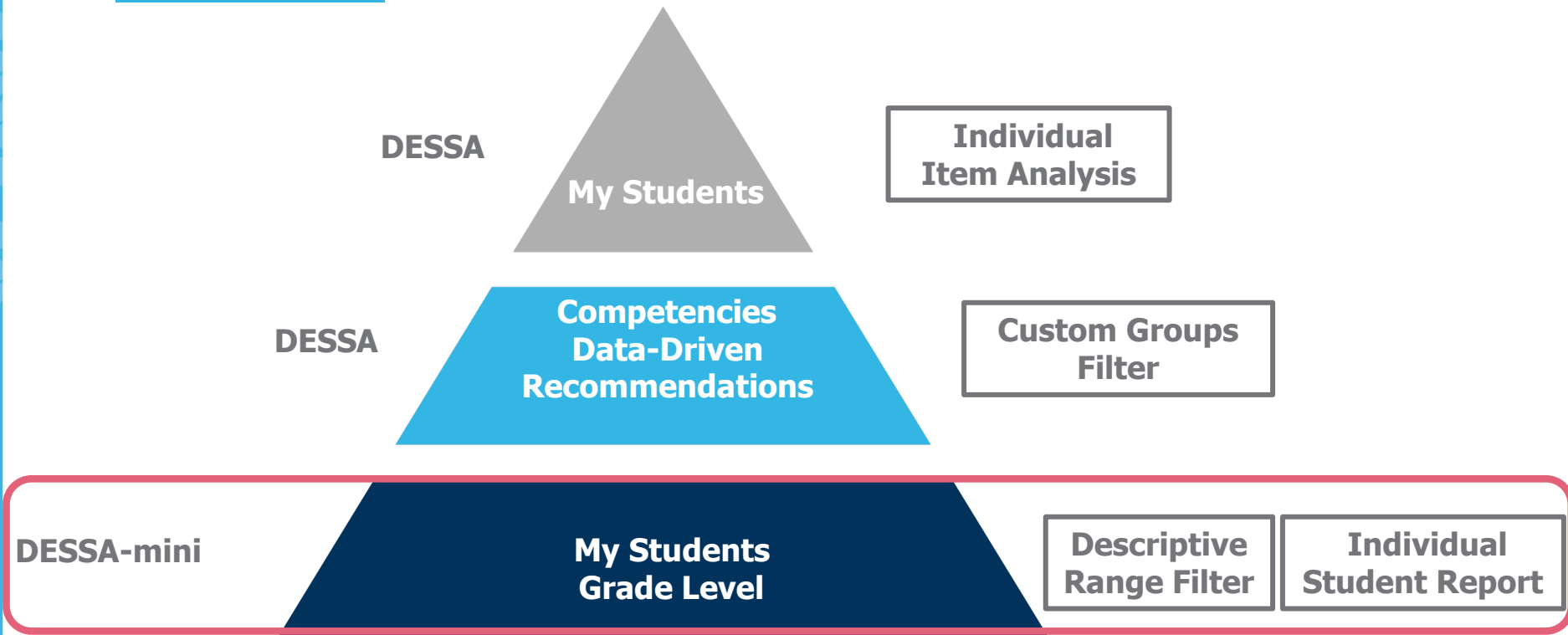
**Forms**  ▾

**Start Date**

**End Date**

Student Population	
Tiered Levels	Demographic Information

# DESSA Data Reports & MTSS



# Data Report: My Students



**Action:**  
Select the **My Students** report option.  
  
Filter by **site**, **grade**, or other categories.

The screenshot shows the 'My Students' data report interface. At the top, a navigation bar includes 'Dashboard', 'Ratings', 'Data and Insights' (circled in blue), 'Strategies', and 'Training'. A search bar and a 'Students' dropdown menu are also present. On the left sidebar, under the 'RATINGS' section, 'My Students' is highlighted with a blue circle. Below this, various report options like 'Competencies', 'Grade Level', and 'Impact Report' are listed. The main content area is titled 'My Students - Data updated hourly' and includes a description: 'This report shows the distribution of student assessment scores across the descriptive ranges.' Below the description is a 'Filters' section with a blue border. It contains dropdown menus for 'Sites', 'Grades', 'Raters', 'Race', and 'Academic', all currently set to 'All'. There is also a 'Custom Group' dropdown. Below the filters are sections for 'Ratings' (with a 'Rating Window' dropdown set to '23-24 Post') and 'Forms' (with a search bar and a list of checkboxes for 'DESSA 2 mini Form A', 'B', 'C', and 'D'). A blue circle highlights the 'Apply' button. At the bottom left, a vertical axis is labeled 'Percentage of students'. A blue-bordered callout box on the right contains the text: 'Action: Filter for DESSA 2 mini Forms A-D'.

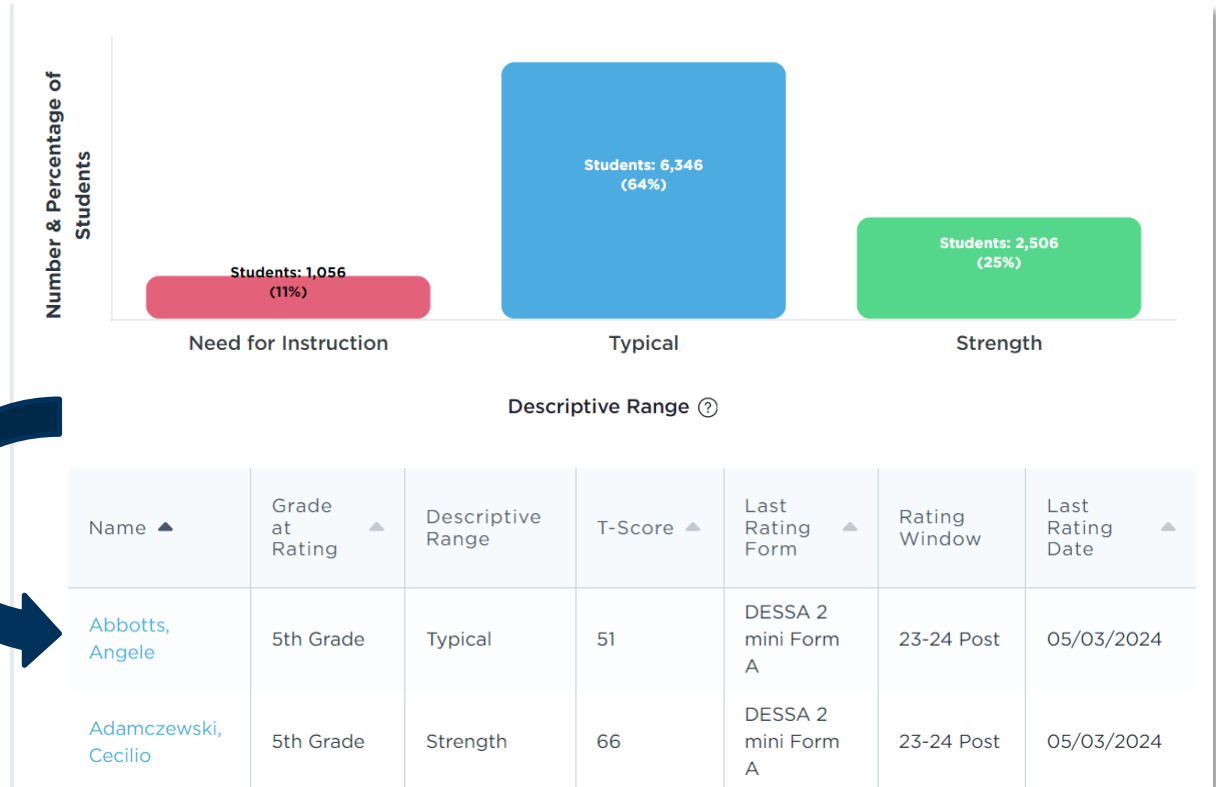


# Data Report: My Students



**Action:**  
Review the distribution of students in the descriptive range bar graph

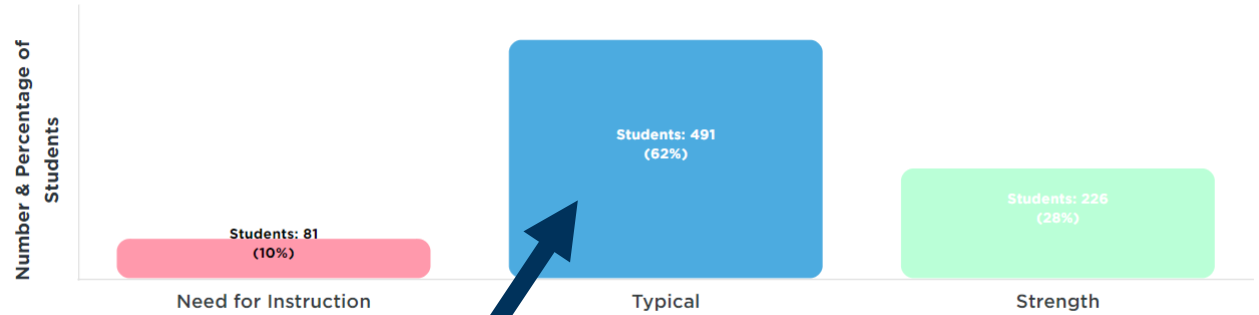
**Action:**  
Scroll down to view the list of students within the filters set



# Data Report: My Students



**Action:**  
Click on each descriptive range bar to filter for student rosters



Search by student name

Typical X

[Export CSV](#)

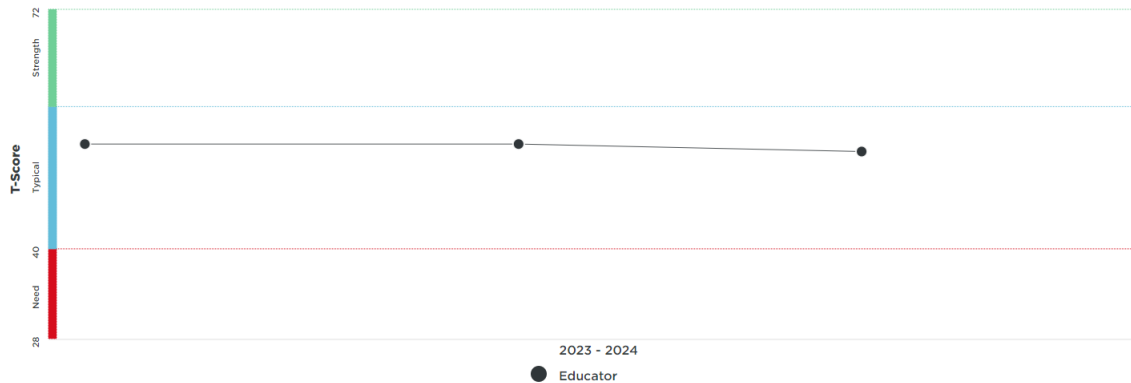
Name ▲	Grade at Rating ▲	Descriptive Range	T-Score ▲	Last Rating Form ▲	Rating Window	Last Rating Date ▲
<a href="#">Atyeo, Orelie</a>	4th Grade	Typical	59	DESSA 2 mini Form A	23-24 Post	05/03/2024
<a href="#">Balfour, Arlan</a>	2nd Grade	Typical	57	DESSA 2 mini Form A	23-24 Post	05/03/2024
<a href="#">Barlie, Lorens</a>	3rd Grade	Typical	46	DESSA 2 mini Form A	23-24 Post	05/03/2024

# Data Report: My Students



Erma Klimt





Fallbridge Elementary (DESSA 2) • 3rd Grade • SID #191043263



## Individual Student Profile

- Historical ratings available to assigned educators
- Multiple raters of the same student produce separate data points
- **Action:** View individual assessment details

Compare 2 of 4 are selected



	Rating Date	Rating Window	Descriptive Range	T-Score	Percentile	Form	Grade at Rating	Rater	
<input checked="" type="checkbox"/>	08/03/2023	23-24 Pre	Typical	54	66th	DESSA 2 mini Form B	3rd Grade	Ernaline Chisholme	 
<input checked="" type="checkbox"/>	01/03/2024	23-24 Mid	Typical	54	66th	DESSA 2 mini Form C	3rd Grade	Ernaline Chisholme	 

# Data Report: My Students



Action:

T-Score & Percentile Interpretation

	Rating Date	Rating Window	Descriptive Range	T-Score	Percentile	Form	Grade at Rating	Rater	
<input type="checkbox"/>	08/03/2023	23-24 Pre	Typical	54	66th	DESSA 2 mini Form B	3rd Grade	Ernaline Chisholme	 



Where does the T-score lie within the descriptive range?

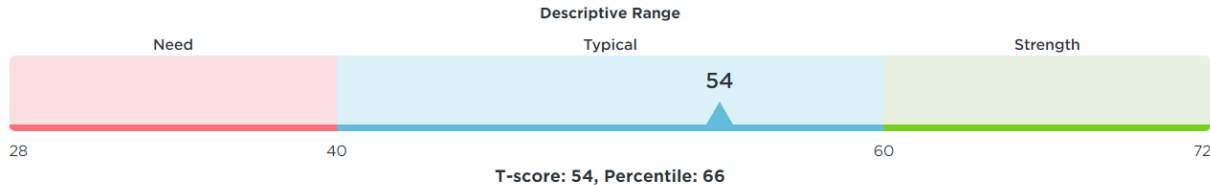
How does the percentile score describe the relative standing?

What other available information can be considered?

## Erma Klimt

Fallbridge Elementary (DESSA 2) • 3rd Grade • SID #191043263

DESSA 2 Mini Form B completed on 08/03/2023 by Ernaline Chisholme

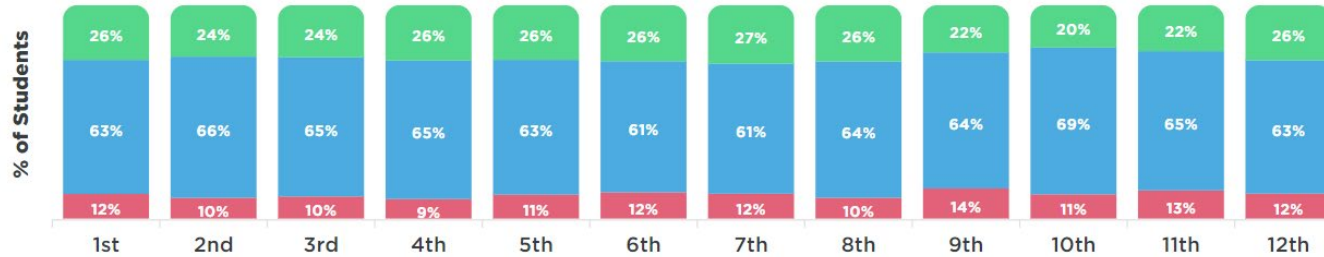


# Data Report: Grade Level

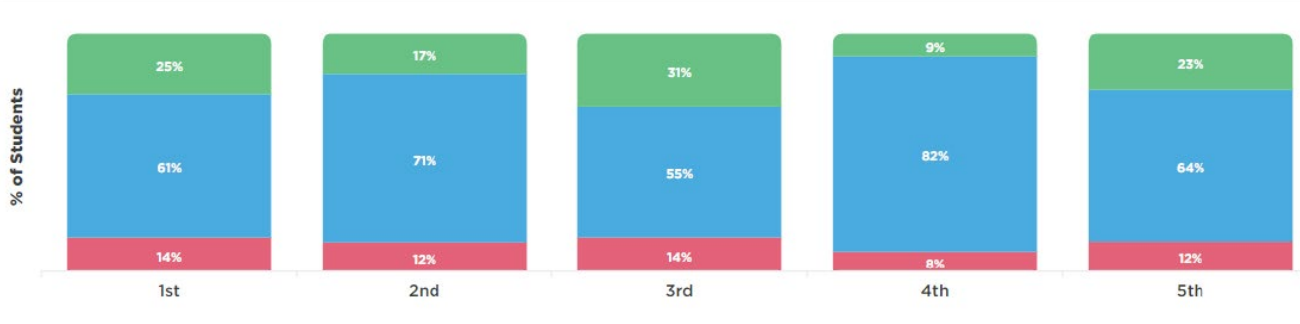


The screenshot shows the "Grade Level" report interface. The top navigation bar includes "Dashboard", "Ratings", "Data and Insights" (circled in blue), "Strategies", and "Training". A search bar and a "Students" dropdown are also present. The left sidebar lists various reports and completion reports, with "Grade Level" (circled in blue) highlighted under the "RATINGS" section. The main content area is titled "Grade Level - Data updated hourly" and includes a description: "This report allows school leaders to identify differences in social and emotional competence across grades." Below this is a "Filters" section with the following options: "Students" (Sites: Joyluck Middle S, Raters: All, Race: All, Academic: All, Custom Group: dropdown), "Ratings" (Rating Window: 23-24 Post, Forms: All, Start Date: \_\_/\_\_/\_\_, End Date: \_\_/\_\_/\_\_), and an "Apply" button (circled in blue). A dropdown menu for "Forms" is open, showing options for "DESSA 2 mini Form A", "DESSA 2 mini Form B", "DESSA 2 mini Form C", and "DESSA 2 mini Form D". A callout box (circled in blue) contains the text: "Action: Filter for DESSA 2 mini Forms A-D".

# Data Report: Grade Level



**District/Multi-Site View**



**Single Site View**

# Group Share

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**How can you use grade level data comparison in your role?**

# Analyzing and Utilizing DESSA 2 Mini Data

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What are the  
baseline  
results?

School-wide  
Grade Level  
Rater  
Individual Student

Are there any  
groups/reports  
that differ  
significantly?

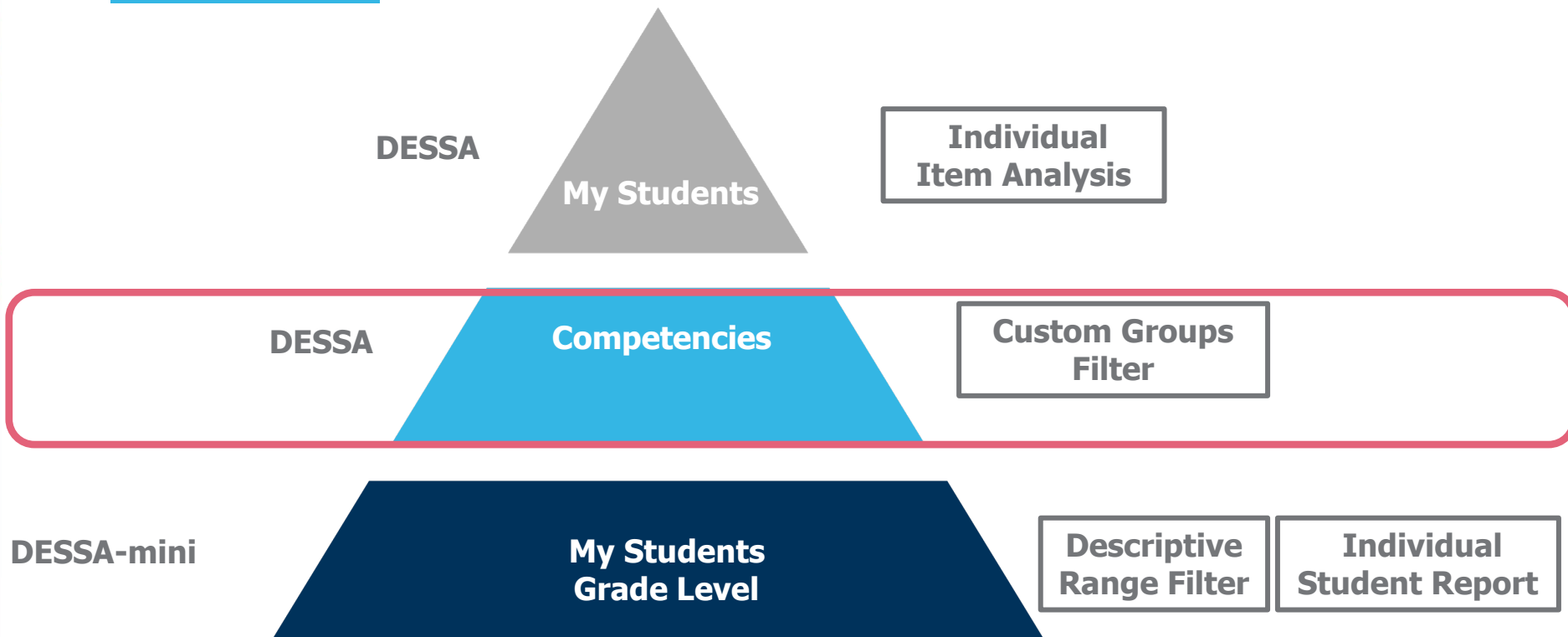
Grade Levels  
Classrooms  
Demographics (i.e.,  
Race,  
Student Need)

How can this  
data be used to  
enhance  
universal SEL  
programming?

Resources &  
Materials  
Staff Support  
Family Engagement



# DESSA Data Reports & MTSS



# Data Report: Competencies



Action:  
Select the  
**Competencies**  
report option

The screenshot shows the 'Data and Insights' section of the DESSA 2 interface. The 'Data and Insights' menu item is circled in blue. In the left sidebar, the 'Competencies' option under the 'RATINGS' section is circled in blue. The main content area displays the 'Competencies' report page, which includes a 'Filters' section with dropdown menus for 'Sites', 'Grades', 'Raters', 'Race', and 'Academic'. Below these are 'Custom Group', 'Ratings', 'Rating Window', 'Forms', 'Start Date', and 'End Date' filters. An 'Apply' button and a 'Reset Filters' link are at the bottom of the filter section. A callout box on the right says 'Action: Filter by demographic data' with arrows pointing to the 'Race' and 'Academic' dropdowns.

Action:  
Filter by demographic  
data

Race: All Academic: All

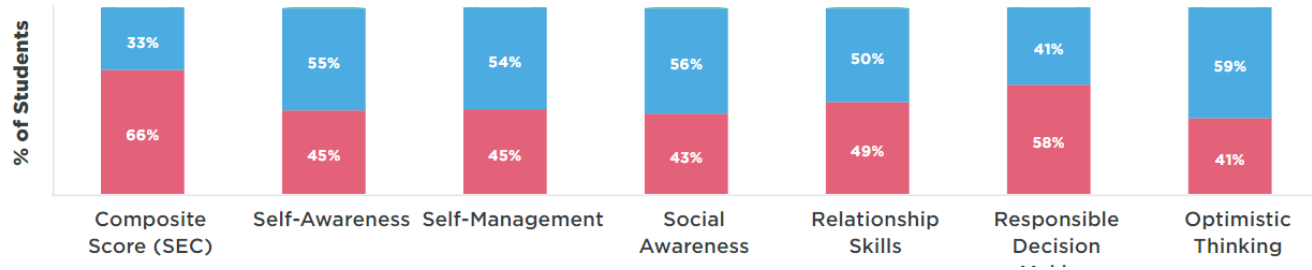
# Data Report: Competencies

## Action:

Review the results for completed DESSA 2 assessments based on the filters set

## Action:

Consider students' overlapping areas of strength and need



Student Competency Breakdown

[Export CSV](#)

	SEC	SA	SM	SO	RS	RDM	OT
Workman, Pablo	28	34	28	31	28	28	28
Normanton, Uriah	28	34	32	28	28	30	32
Orkney, Gawen	33	34	37	35	35	36	35
Stoller, Deloria	36	37	39	41	34	36	39
Oulett, Erda	37	37	37	37	41	40	42

# Competencies: Custom Groups

The screenshot shows the 'Competencies' report interface. At the top, there is a navigation bar with 'Dashboard', 'Ratings', 'Data and Insights', 'Strategies', and 'Academy'. A search bar and a 'Students' dropdown are also present. The left sidebar contains sections for 'Reports', 'RATINGS', 'Competencies', 'COMPLETION REPORTS', 'STUDENT PORTAL', and 'STRATEGIES'. The main content area is titled 'Competencies - Data updated hourly' and includes a description: 'This is a great report to evaluate which strategies would be most impactful to implement.' Below this is a 'Filters' section with dropdowns for 'Students' (Sites: Rosehill Element, Grades: 4th Grade, Raters: All, Race: All), 'Academic' (All), 'Ratings' (Rating Window: 23-24 Post), 'Start Date', and 'End Date'. A blue box highlights the 'Custom Group' dropdown menu, which is open and shows options: 'Create Custom Group', 'LittleBears', '7th Heaven', '11:11', '12 Strong', 'LittlePharoahs', 'PirateGroup', and 'Block2Babies'. At the bottom of the filters, there are 'Apply' and 'Reset Filters' buttons.

Action:  
Click into the  
Custom Group  
Filter

# Data Report: Custom Groups



Action:  
Name the  
group.

Action:  
Add students  
by searching  
their names.

The screenshot shows a web application interface with a sidebar on the left containing navigation menus for Reports, RATINGS, Competencies, COMPLETION REPORTS, STUDENT PORTAL, and STRATEGIES. The main content area is partially obscured by a white modal dialog box titled "Add Custom Group". The dialog box contains the following elements:

- A sub-header "Add Custom Group" and a brief description: "This will allow you to filter to a predefined set of students on all interactive reports."
- A "Group Name" input field containing the text "Fab5".
- A "Site" dropdown menu currently set to "Rosehill Elementary".
- An "Add Student(s)" section with a search input field labeled "Search Students".
- A list of selected students: Normanton, Uriah; Orkney, Gawen; Stoller, Deloria; and Oulett, Erda. The list is titled "Students" and shows "(5 Selected)".
- At the bottom, there are "Cancel" and "Save" buttons.

# Data Report: Custom Groups



Student Competency Breakdown

[Export CSV](#)

	SEC	SA	SM	SO	RS	RDM	OT
Workman, Pablo	28	34	28	31	28	28	28
Normanton, Uriah	28	34	32	28	28	30	32
Orkney, Gawen	33	34	37	35	35	36	35
Stoller, Deloria	36	37	39	41	34	36	39
Oulett, Erda	37	37	37	37	41	40	42
Records, Melvyn	38	45	36	41	35	36	46
Fratczak, Culver	38	41	42	35	41	42	39
Charity, Joel	40	45	42	33	39	46	46
Bampforth, Norbie	40	41	42	41	39	42	44
Janjic, Lynnett	41	43	41	45	43	42	42

**Action:**  
Export the Student Competency Breakdown into a CSV.

# Data Report: Custom Groups



## Action:

Copy the Student ID #s of the students you want to add to a Custom Group.

	A	B	C
1	Student ID	Last Name	First Name
2	379150416	Workman	Pablo
3	924775748	Normanton	Uriah
4	715095029	Orkney	Gawen
5	588466634	Stoller	Deloria
6	218123984	Oulett	Erda
7	169675784	Records	Melvyn
8	257086844	Fratczak	Culver
9	936826436	Charity	Joel
10	100508248	Bampforth	Norbie
11	431360506	Janjic	Lynnett
12	347638276	Chippis	Taddeo
13	79621006	Thorsen	Matty
14	682665392	Herley	Wilbur

## Action:

Paste the ID numbers into the Search bar and click Save.

The screenshot shows a dialog box titled "Add Custom Group" with a close button (X) in the top right corner. The dialog contains the following fields and elements:

- Group Name:** A text input field containing "Fantastic 5".
- Site:** A dropdown menu showing "Rosehill Elementary" with a downward arrow.
- Add Student(s):** A section with the instruction "You may copy and paste StudentIDs to batch assign". Below this is a search bar with a magnifying glass icon and the placeholder text "Search Students".
- Students:** A list of five students: "Workman, Pablo", "Normanton, Uriah", "Orkney, Gawen", and "Stoller, Deloria". The list is preceded by "(5 Selected)" and a trash icon. Each student name has a trash icon to its right.
- Buttons:** "Cancel" and "Save" buttons are at the bottom. The "Save" button is highlighted with a blue circle.

A blue arrow points from the "Save" button to a green notification banner at the bottom right of the interface that reads "5 students added to group" with a close button (X).

# Analyzing and Utilizing DESSA 2 Data: **Tier 2**

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Based on the data, which students would benefit from Tier 2 support?

Small Group Setting,  
Reinforce Tier 1  
Instruction

Are there any groups/reports that differ significantly?

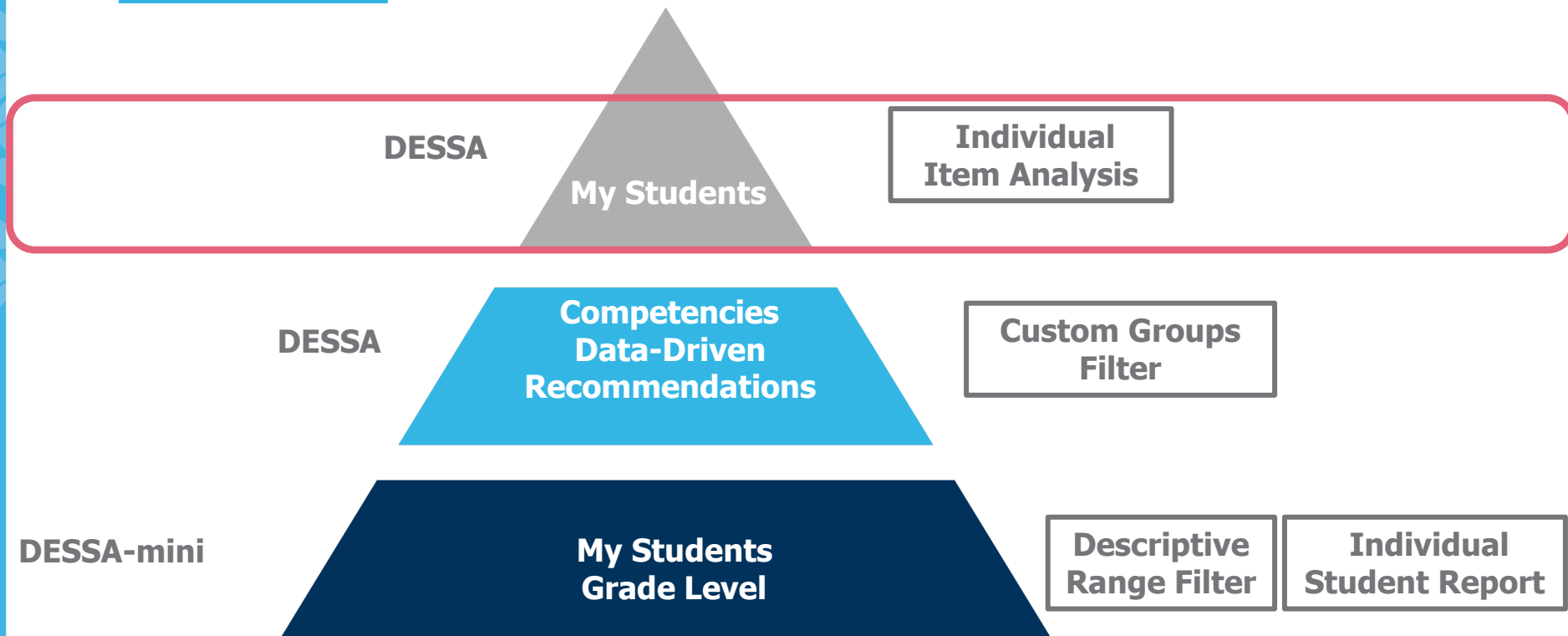
Problem Solve  
Solutions

Which competency areas can be targeted during small group instruction?

Select Strategies



# DESSA Data Reports & MTSS





# Data Report: My Students

**Action:**  
Select the **My Students** report option

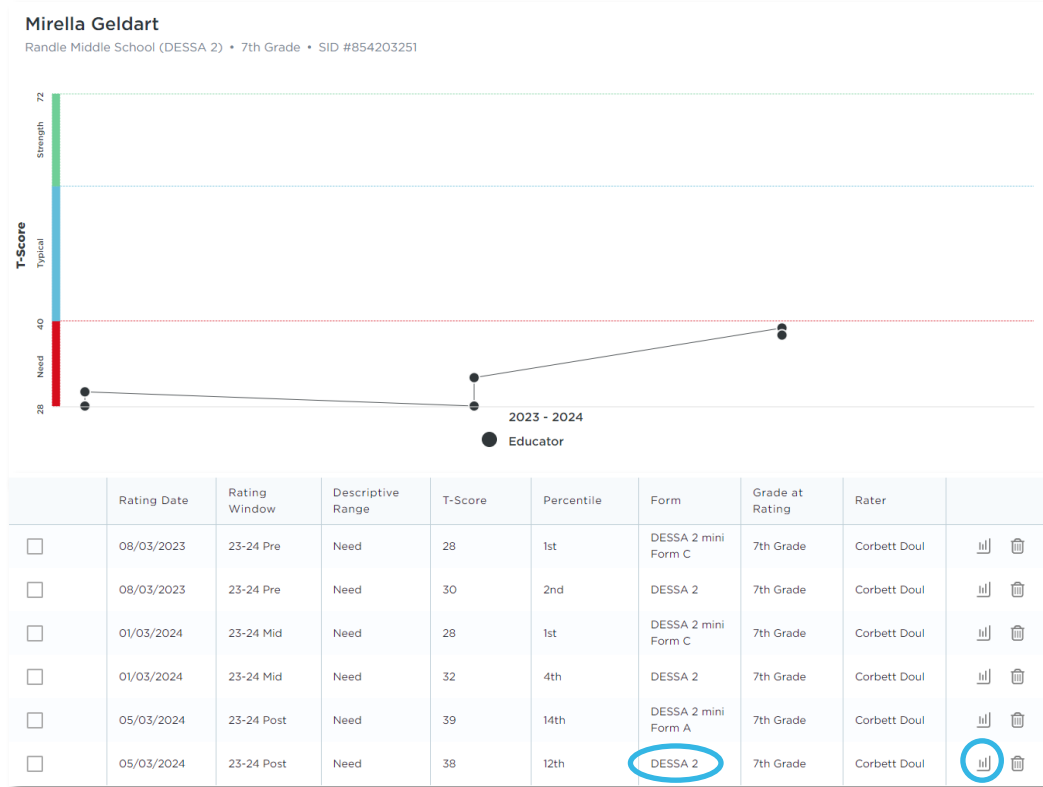
**Action:**  
Use filters to view specific classroom rosters

A screenshot of the 'My Students' data report interface. The top navigation bar includes 'Dashboard', 'Ratings', 'Data and Insights' (circled in blue), 'Strategies', and 'Academy'. A search bar is on the right. The left sidebar lists various reports, with 'My Students' (circled in blue) selected under the 'RATINGS' section. The main content area is titled 'My Students - Data updated hourly'. Below the title is a 'Filters' section (circled in blue) with dropdown menus for 'Students' (Randle Middle Sc), 'Grades' (7th Grade), 'Raters' (Reese, Angel), 'Race' (All), and 'Academic' (All). Below the filters are 'Rating Window' (23-24 Post), 'Forms' (DESSA 2, circled in blue), 'Start Date', and 'End Date' fields. An 'Apply' button (circled in blue) and a 'Reset Filters' link are at the bottom of the filter section. The top right of the main area has a search bar and a 'Students' dropdown menu. The bottom left of the main area shows the start of a chart labeled 'Percentage of students'.

**Action:**  
Use search bar to view specific student profiles

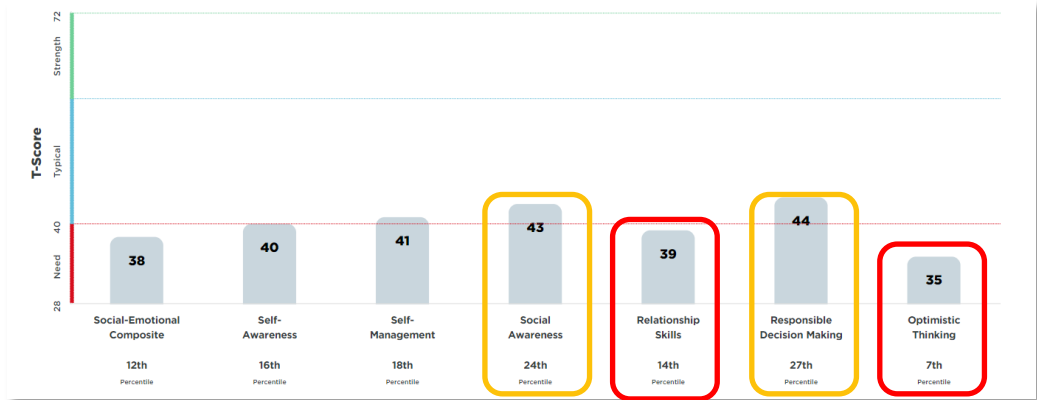
# Data Report: My Students

**Action:**  
On the student's individual profile, select the most recent DESSA report



# Data Report: Individual Item Analysis

**Action:**  
Review the results and identify areas of strength and need for support based on T-scores.



**Action:**  
Scroll down to view the Individual Item Analysis report.

Individual Item Analysis All Competencies

Competency	Item	Response	Category
Optimistic Thinking	... is part of learning?	Sometimes	Typical
Optimistic Thinking	...s?	Rarely	Typical
Optimistic Thinking	focus on the positive aspects of a situation?	Often	Typical
Optimistic Thinking	believe they can achieve their goals?	Sometimes	Typical
Optimistic Thinking	view negative outcomes as a learning opportunity?	Never	Need
Optimistic Thinking	speak positively about their future potential?	Never	Need
Optimistic Thinking	express high expectations for themselves?	Never	Need



# Data Report: Individual Item Analysis

**Action:**  
Select an area of strength and review items (questions)

**Action:**  
Consider ways that adults can support continued growth

Individual Item Analysis

Competency	Item	Response	Category
Responsible Decision Making	prepare for school, activities, or upcoming events?	Sometimes	Typical
Responsible Decision Making	demonstrate openness to new situations, experiences, and people?	Sometimes	Typical
Responsible Decision Making	show a willingness to update their thinking?	Sometimes	Typical
Responsible Decision Making	gather information before making an important decision?	Sometimes	Typical
Responsible Decision Making	do the right thing in a difficult situation?	Sometimes	Typical
Responsible Decision Making	accept responsibility for their actions?	Sometimes	Typical

# Data Report: Individual Item Analysis

## Action:

Select an area of need, based on the data.

Identify skills for direct instruction using the Strategies resources and consider ways to support growth through daily activities.

Individual Item Analysis Optimistic Thinking

Competency	Item	Response	Category
Optimistic Thinking	accept that making mistakes is part of learning?	Sometimes	Typical
Optimistic Thinking	seek out challenging tasks?	Rarely	Typical
Optimistic Thinking	focus on the positive aspects of a situation?	Often	Typical
Optimistic Thinking	believe they can achieve their goals?	Sometimes	Typical
Optimistic Thinking	view negative outcomes as a learning opportunity?	Never	Need
Optimistic Thinking	speak positively about their future potential?	Never	Need
Optimistic Thinking	express high expectations for themselves?	Never	Need

# Data Report: Individual Item Analysis

## Action:

Select an area of need, based on the data.

Identify skills for direct instruction using the Strategies resources and consider ways to support growth through daily activities.

**BOUNCE BACK**
Middle School

---

In this strategy, students explore how to positively reframe their thinking to bounce back from challenging emotions or situations.

**Duration:** 15-20 minutes.

**Why this Works**

**REFRAMING CHALLENGES**

Setbacks and challenges can be disappointing for students. Learning to reframe their thinking gives students a stronger sense of agency and helps build their resilience.

**Activity Overview**

In this activity, students learn about a reframing strategy called “bounce back” to practice their optimistic thinking skills. To facilitate this activity, you’ll invite students to reflect on how it feels to experience disappointment, rejection, and difficulty by using a See, Hear, Feel Chart (included below). You’ll then explore with students how it is possible to bounce back from these experiences and build resilience. You’ll introduce the bounce back strategy, and students can practice applying this approach using situations that are meaningful and relevant to them.

**Implementation Considerations**

This strategy includes opportunities to use manipulatives and incorporate movement. Consider facilitating this activity in a space that allows students to participate safely.

Consider using the Academic Integration Foundational Practice, **Incorporate Movement**, to support this strategy.

**Italicized text** is recommended language to lead the conversation and activity with your students.

**Purpose**

- Students reflect on how they feel when they experience strong feelings.
- Students explore how resilience can help them navigate challenging emotions.
- Students learn a reframing strategy to practice their optimistic thinking skills.

**SUPPORT SPECIALIST** For students about whom you have concerns with respect to their ability to be resilient, you might consider working with an academic or mental/behavioral health specialist to support implementation.

**Materials**

- See, Hear, Feel Chart (included below)
- Bounce Back!—template (included below)
- Ball that can bounce (such as a tennis ball or basketball)

**DESSA Theme**

Belief and demonstration of confidence & self-efficacy

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## Analyzing and Utilizing DESSA 2 Data: **Tier 3**

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Based on the data, which areas of strength can be leveraged to support areas of need?

Engage students to build positive relationships

Which specific competency areas and skills can be targeted for individual support?

Select Strategies resources

How can targeted skills be generalized across settings and environments for student success?

Include classroom teacher, school staff, and parent/guardians



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# Progress Monitoring

The screenshot shows a web application interface for 'Progress Monitoring'. At the top, there is a navigation bar with a logo, a search bar, and a 'Students' dropdown menu. Below the navigation bar, the main content area is divided into a left sidebar and a main panel. The sidebar contains a 'Reports' section with a 'collapse' icon, followed by 'RATINGS' (with 'My Students' highlighted in a blue box), 'COMPLETION REPORTS', and 'STUDENT PORTAL'. The main panel is titled 'My Students - Data updated hourly' and includes a description: 'This report shows the distribution of student assessment scores across the descriptive ranges.' Below this, there are 'Filters' for 'Students' (Sites, Grades, Raters, Race, Academic) and 'Ratings' (Rating Window, Forms, Start Date, End Date). The 'Rating Window' filter is set to '23-24 Post'. At the bottom of the main panel, there are 'Apply' and 'Reset Filters' buttons. The y-axis of the chart is labeled 'Percentage of students'.

Dashboard

Ratings

Data and Insights

Strategies

Academy

Search

Students

Reports

collapse

RATINGS

My Students

Competencies

Grade Level

Impact Report

Batch - Individual Rating

Rating Export

Rating Window Summary

COMPLETION REPORTS

Rating Completion

EdSERT Completion

Training Completion

STUDENT PORTAL

Student Goals

Student Challenges

STRATEGIES

Support Strategies

Data-Driven Recommendations

My Students - Data updated hourly

This report shows the distribution of student assessment scores across the descriptive ranges.

Filters ^

Students

Sites

Grades

Raters

Race

Academic

Custom Group

Ratings

Rating Window

Forms

Start Date

End Date

Apply

Reset Filters

Percentage of students

Individual  
Progress  
Monitoring

Impact  
Report

# Progress Monitoring: My Students

## Action:

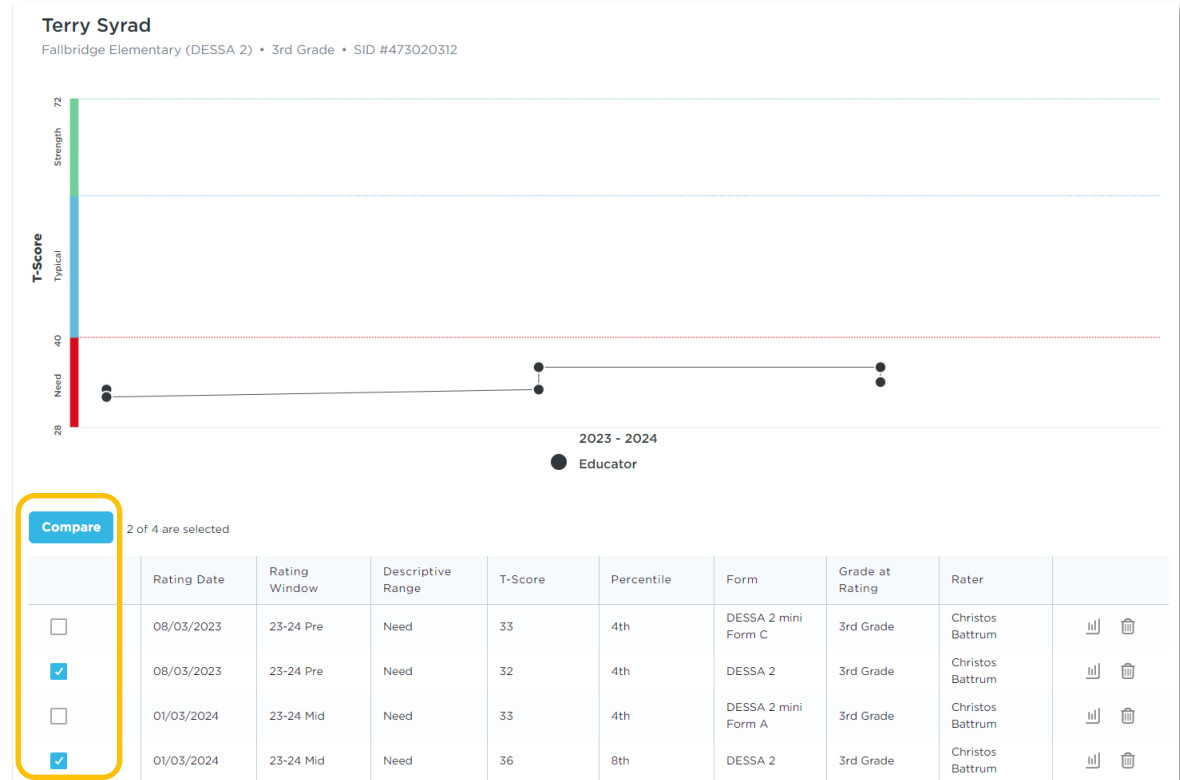
Locate the list of completed ratings on Individual Student Profile

## Action:

Check the box on the left side of the list to compare up to 4 assessments

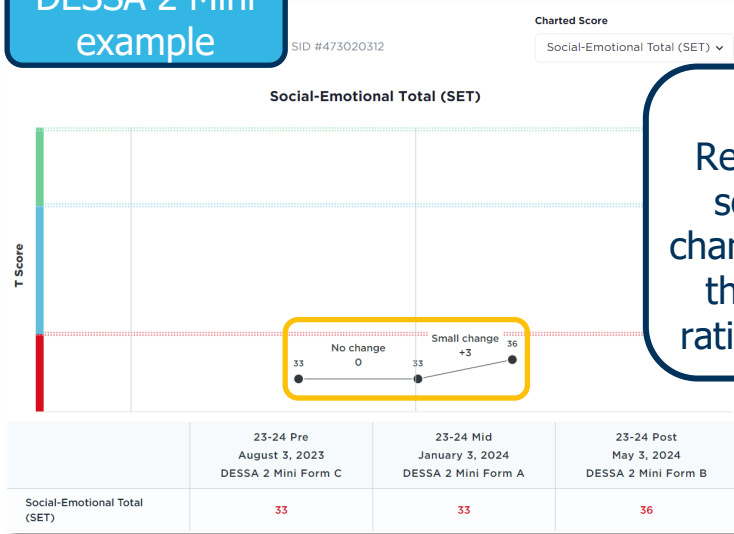
*Results compared to the same type of assessment:*

*DESSA-mini → DESSA-mini  
DESSA → DESSA*

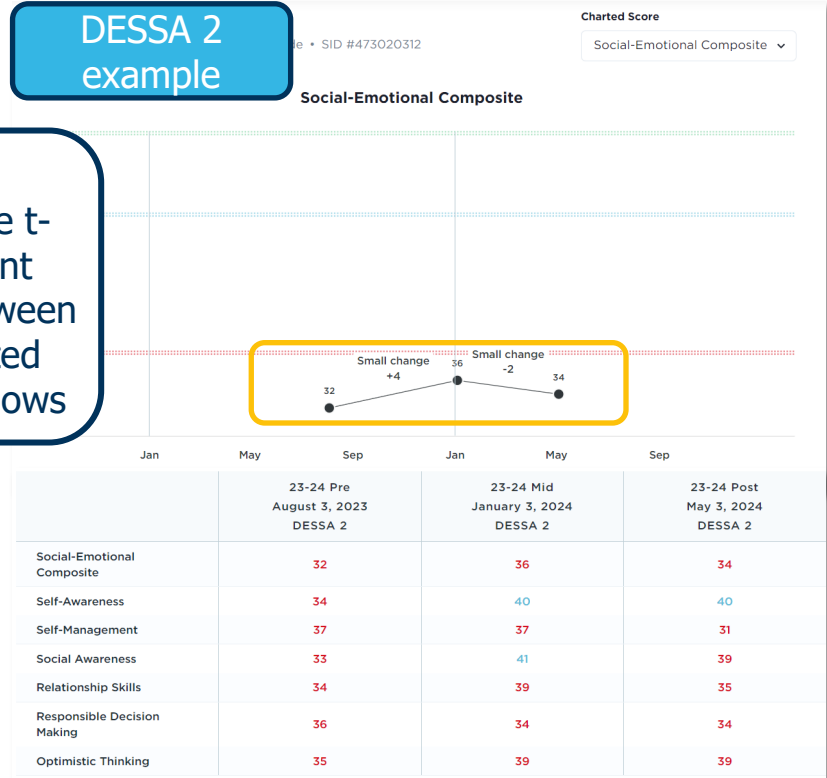


# Progress Monitoring: My Students

DESSA 2 Mini example



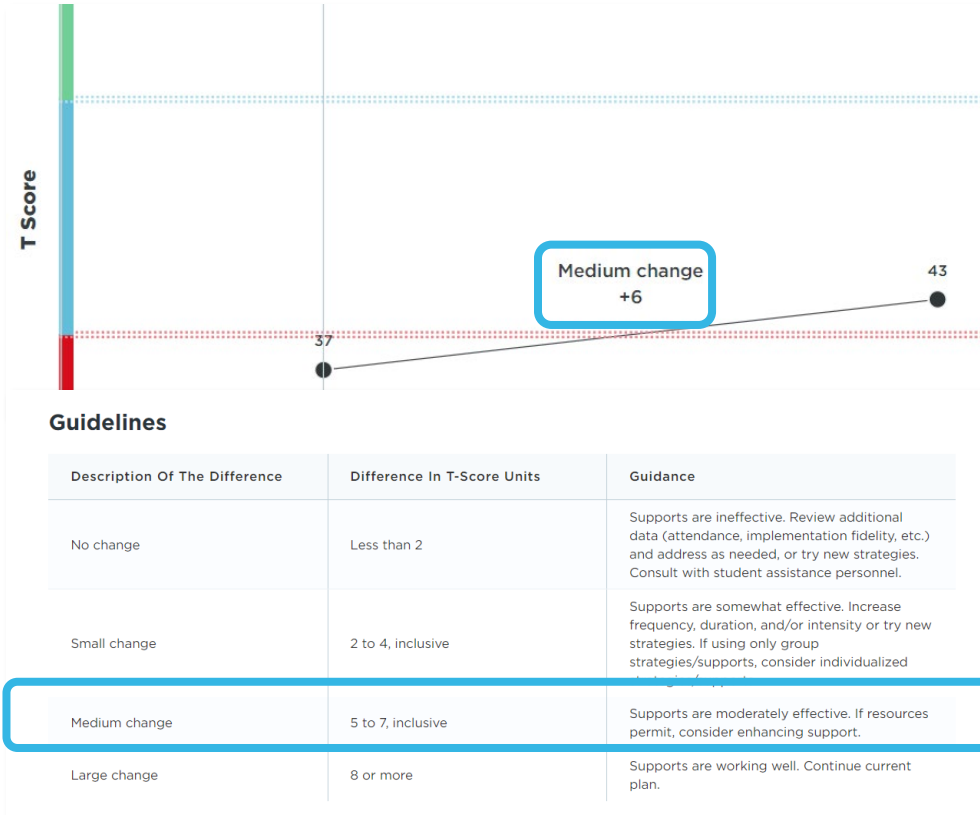
DESSA 2 example



Action:  
Review the t-score point change between the selected rating windows

# Progress Monitoring: My Students

**Action:**  
Utilize the  
change  
description  
guidelines for  
suggested next  
steps.



# Progress Monitoring: Impact Report

Action:  
Select the  
**Impact  
Report**  
option

Action:  
Use filters to  
select two  
rating  
windows

## Impact Report

- Data updated hourly

This report only shows 8,845 students with ratings in both rating windows.

**Filters** ^

Students

**Sites**  **Grades**  **Raters**  **Race**

**Academic**  **Custom Group**

**Ratings**

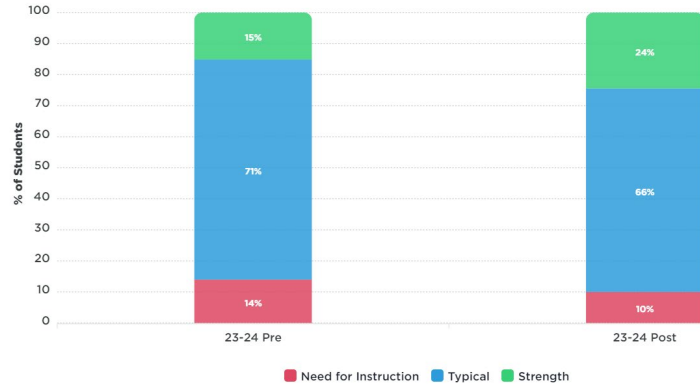
**Rating Window 1**  **Rating Window 2**  **Rater Type**  **Forms**

[Run Report](#) [Reset Filters](#)

# Progress Monitoring: Impact Report

## Change in Students' Overall Social and Emotional Competence

Displays changes over time in the distribution of descriptive ranges for students



**Action:**  
View change in overall student competence

**Action:**  
Identify student movement between descriptive ranges

## Student Movement

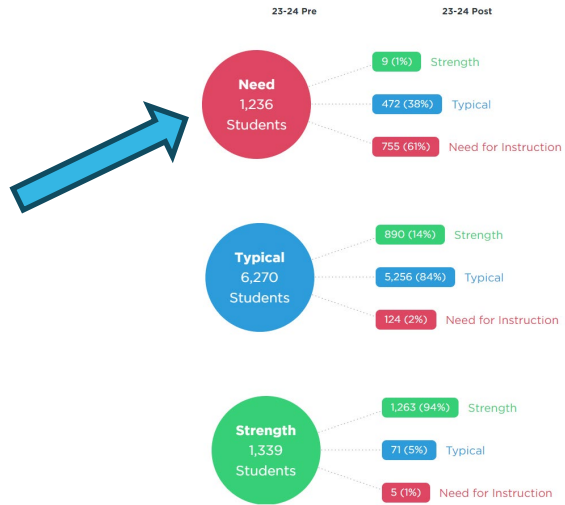
See where students changed in descriptive range from first rating window to second rating window



# Progress Monitoring: Impact Report

## Student Movement

See where students changed in descriptive range from first rating window to second rating window.



## Student Movement

See where students changed in descriptive range between two rating windows.

Initial Descriptive Range

New Descriptive Range

Need for Instruction

All

Apply

Export CSV

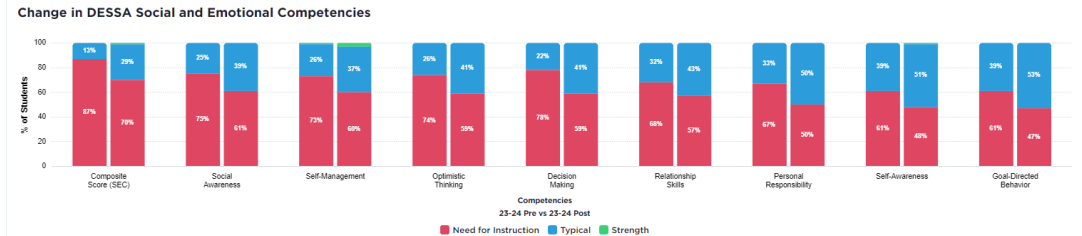
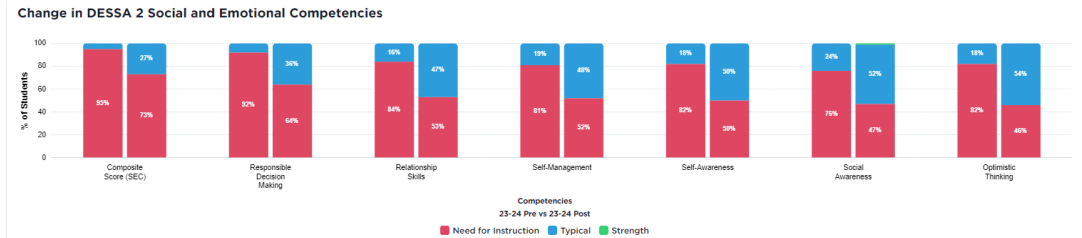
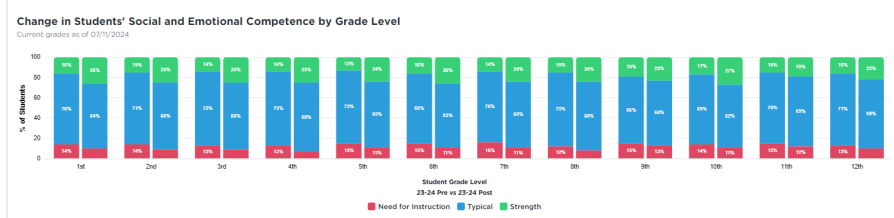
Name ▲	23-24 Pre		23-24 Post		Amount Changed ▲	Magnitude ? ▲
	Rating Date ▲	Rating T-Score ▲	Rating Date ▲	Rating T-Score ▲		
Abbott, David	08/01/2023	28	05/01/2024	32	4	Small
Abrahamowicz, Jamie	08/03/2023	29	05/03/2024	35	6	Medium
Acosta, Kiana	08/01/2023	37	05/01/2024	46	9	Large
Adams, Livia	08/01/2023	40	05/01/2024	62	22	Large
Adaway, Pierson	08/03/2023	34	05/03/2024	38	4	Small
Adkins, Yosef	08/01/2023	39	05/01/2024	44	5	Medium
Adriani, Wang	08/03/2023	28	05/03/2024	30	2	Small
Ahmed, Wallace	08/01/2023	34	05/01/2024	35	1	No change
Aldred, Fraser	08/03/2023	30	05/03/2024	42	12	Large
Alexander, Kaliyah	08/01/2023	28	05/01/2024	33	5	Medium



# Progress Monitoring: Impact Report

**Action:**  
Review changes  
by grade level

**Action:**  
Specify changes  
by competency  
area



**Change in DESSA-SSE Social and Emotional Competencies**

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# Resources and Reminders

## Site Leaders Post-Rating Guide



### Site Leaders Post-Rating Guide

APERTURE SYSTEM



### My Students Report



#### Navigation: Data & Insights → My Students

**Description:** The My Students Report shows the distribution of student assessment scores across the *Need for Instruction*, *Typical*, and *Strength* descriptive ranges and helps to identify students in most need for intervention and support.

Feel free to use the filters at the top to narrow the visible results shown based on the site, grade, rater, or demographic categories. By default, this report will filter to the current rating window for all sites you have access to.

**Notes:** If you'd like to export the table of student scores, click on the button on the top right of the table to **Export CSV**.

To drill into a particular student, click on the student's name.

## Implementation Guide



### The Aperture Education Guide to Data-Driven SEL

A Multi-Tiered Systems of Support Approach to Develop Students' Social and Emotional Competence



Once an educator completes DESSA ratings for students who need targeted support, the results will be available to them immediately. For educators, results will be available for students they have rated in their classrooms or programs. SEL team leaders or site administrators will be able to review data at the grade and school levels.

#### 2. Review the Data

At the beginning of the school year, DESSA data should be reviewed to make decisions about how to structure and provide targeted SEL services. The review process should include SEL Team members and key stakeholders. School SEL teams should dedicate sufficient time for data review. The length of time will depend on school characteristics (e.g., number of students in need). In subsequent rating periods, DESSA data should be reviewed to evaluate students' progress and to inform continued targeted SEL implementation. Table 4 provides a suggested process for SEL teams to review DESSA results to inform targeted SEL programming.

Table 4. Targeted SEL Programming: Guiding Questions For Using DESSA Results

**Question 1: How can we use DESSA results to get started with Tiered SEL programming?**  
Review initial screening data using the following steps as a guide.

1. Review DESSA results	Data Sources
a. By grade/class - are there specific social and emotional competencies for which most students demonstrate a need for instruction? Are there relative strengths that can be leveraged?	<a href="#">Impact Report</a> <a href="#">Competencies Report</a>
b. For individual students - which students might benefit from support within the general class? Which students might need more focused, targeted interventions?	<a href="#">My Students Report</a> Observational data and team discussion
2. Consider focusing targeted interventions using one of the following approaches based on your results in this one, and that best fits your school's SEL programming model and resources.	<a href="#">Competencies Report</a> Consult the Growth Strategies in the Aperture System for focus on targeted intervention
a. If there are select (2-3) competencies in which most students demonstrate a need for instruction, focus targeted interventions on those areas.	<a href="#">Competencies Report</a> <a href="#">My Students Report</a>
b. If all/most students have a demonstrated need for instruction across most competencies, consider beginning a targeted intervention aligned with the schoolwide focus.	
c. Review individual student results to determine the best fit of targeted programming options given.	

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# Optimistic Closure

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Based on your takeaways, which report will help you take the best first step in data-driven decision making for your students?

