APERTURE EDUCATION

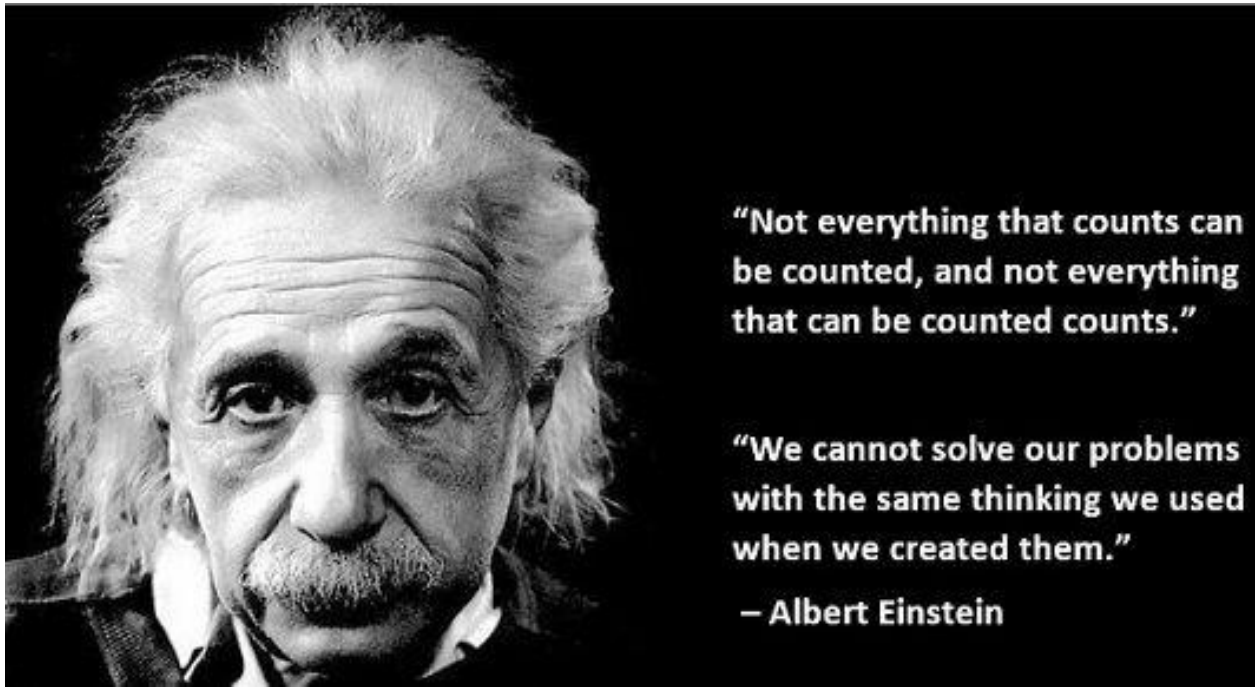
Using DESSA Data Within the MTSS Framework

Session Objectives

- Understand how the MTSS framework impacts student outcomes.
- Learn best practices for integrating DESSA data into the MTSS decision-making framework.
- Establish procedures for monitoring student growth.

Reflect and Respond

Based on your current outcomes, how confident are you that your current decision-making process and the fidelity of this process is as effective as it could be?



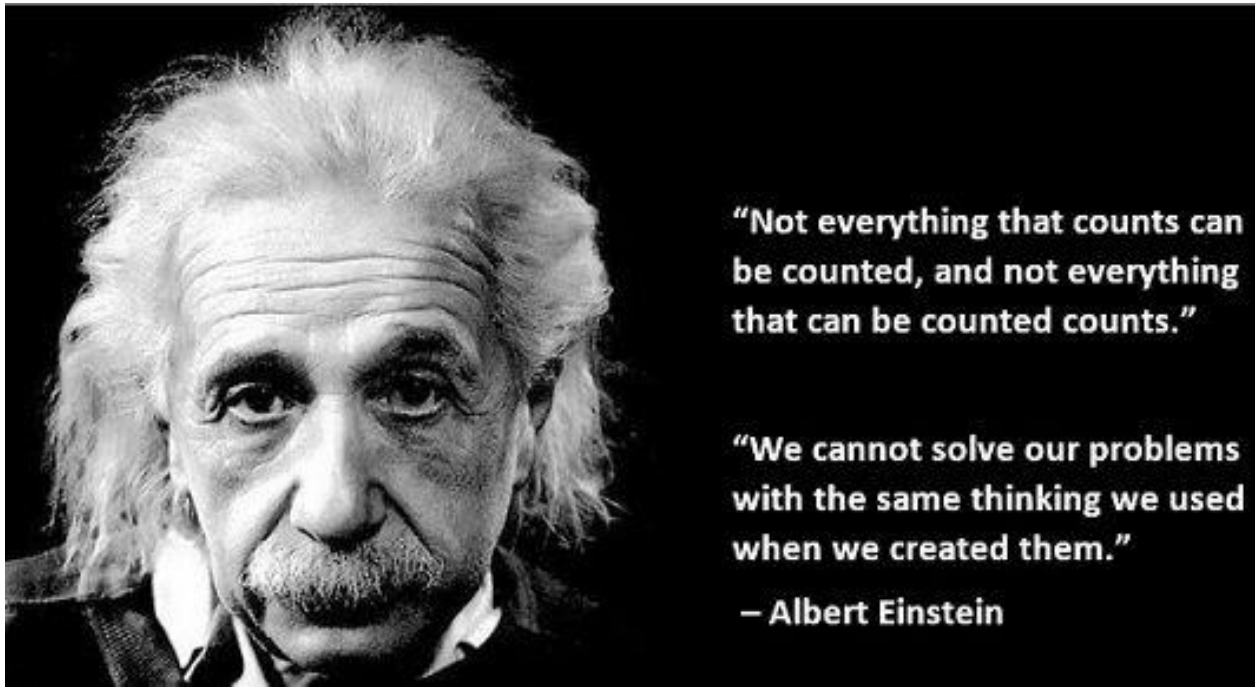
Reflect and Respond

Introductions:
Name, State, Level, Role

Partner Discussion:
What is your greatest strength in your decision-making process?

What is your greatest barrier to effective decision-making?

Whole Group Share



AGENDA

MTSS AND STUDENT OUTCOMES

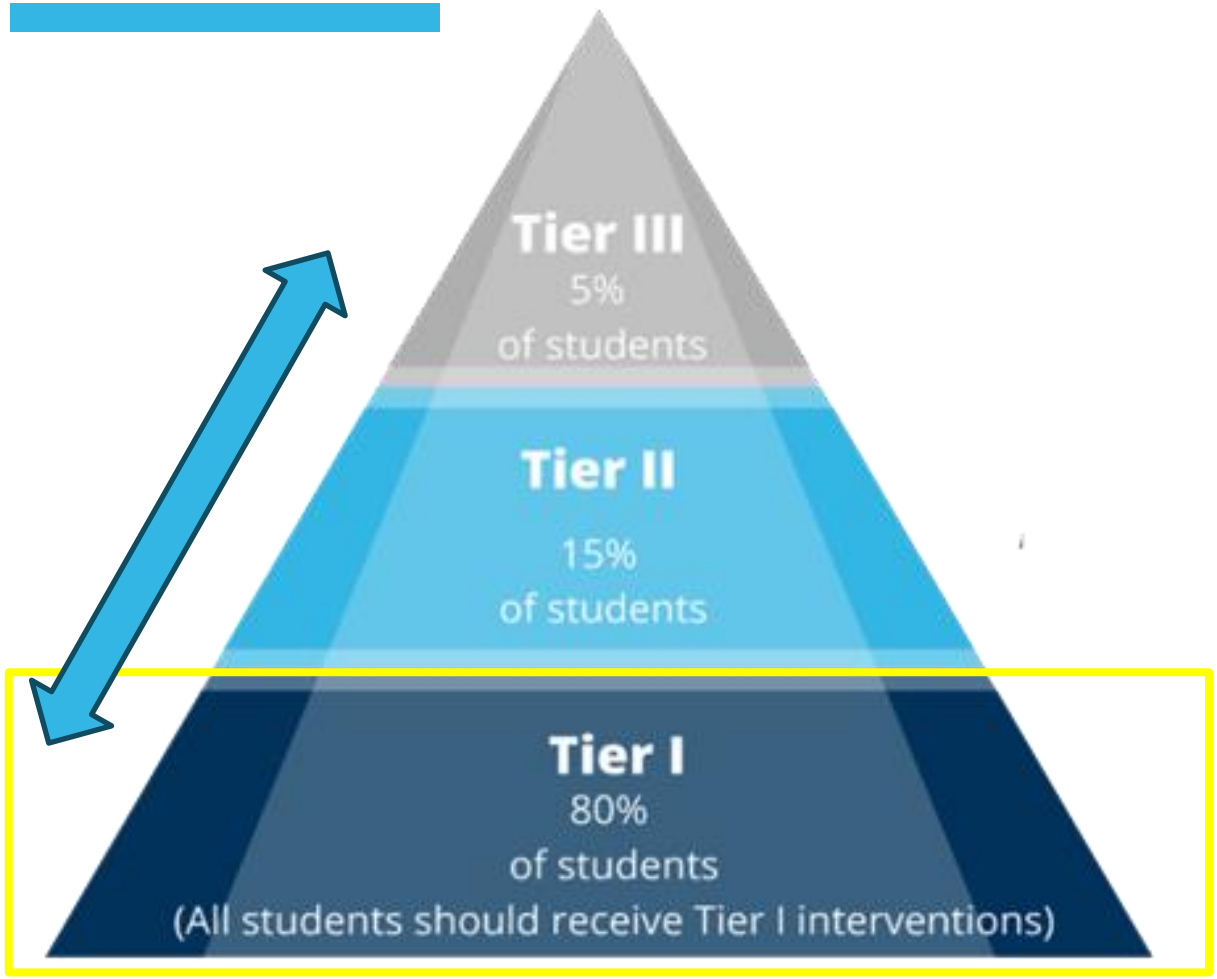
INTEGRATING DESSA DATA INTO THE MTSS FRAMEWORK

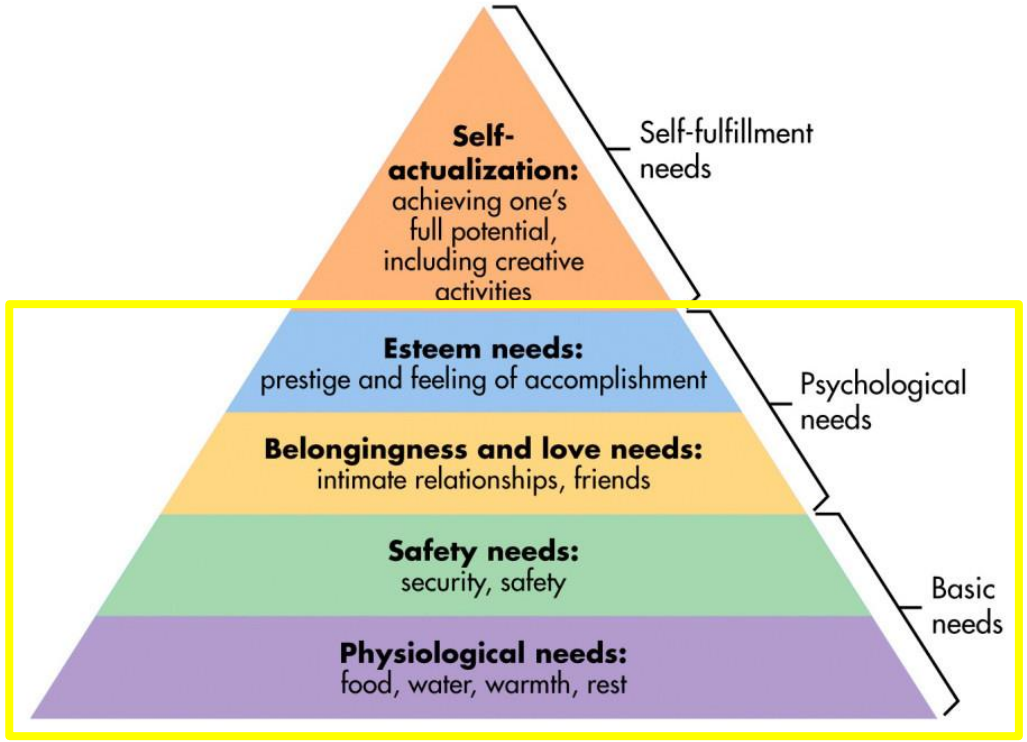
MONITORING GROWTH

CLOSING

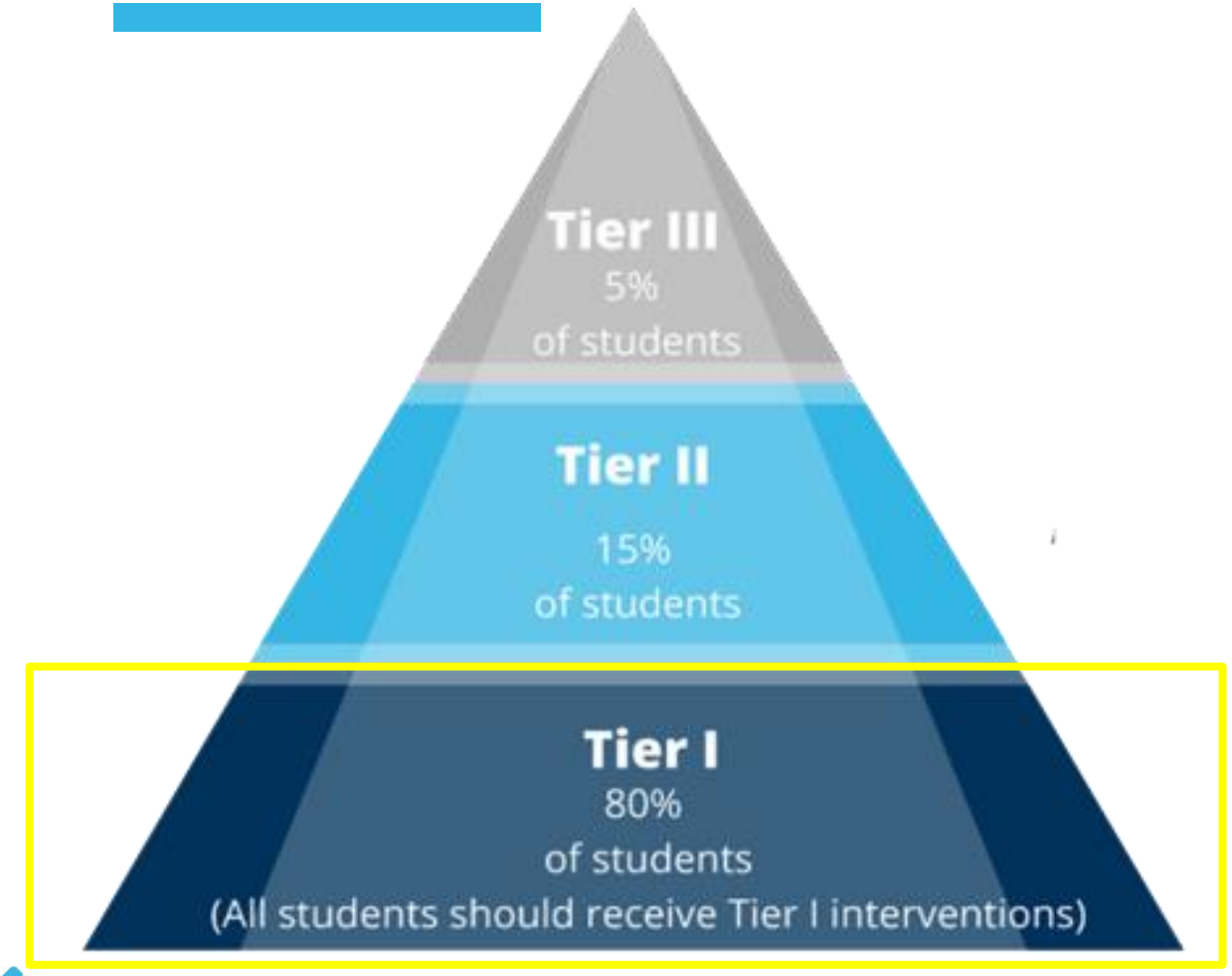
APERTURE EDUCATION

MTSS and Student Outcomes





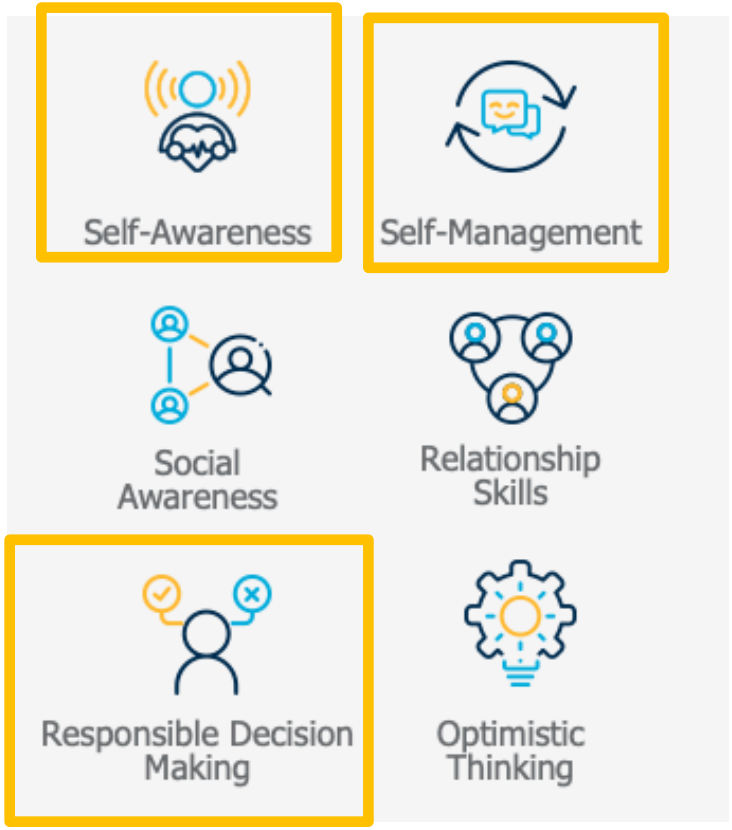
MTSS and Student Outcomes



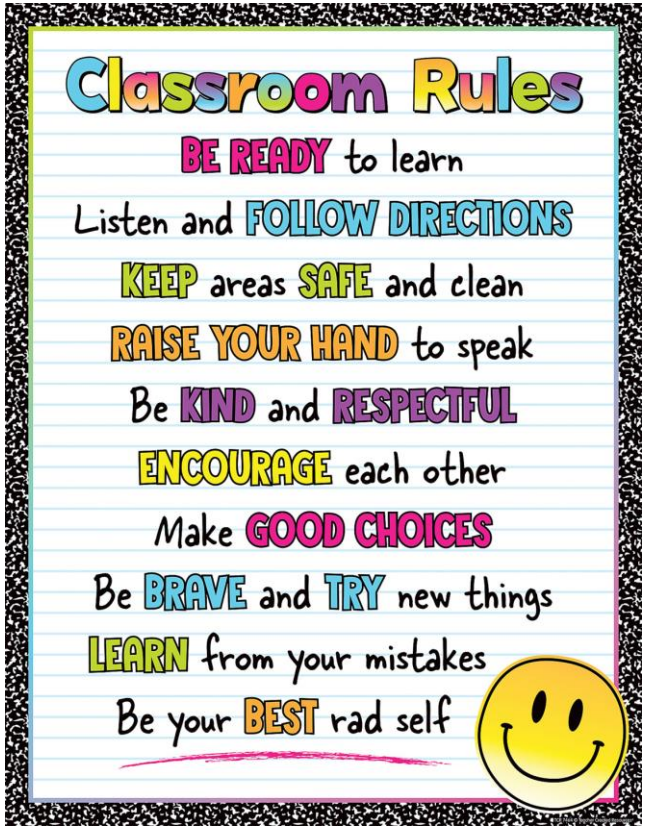
Components of Trauma-Informed Care, Substance Abuse for Mental Health Services Administration, 2014

MTSS and Student Outcomes

Students need these skills



to demonstrate these behaviors



AGENDA

MTSS AND STUDENT OUTCOMES

INTEGRATING DESSA DATA INTO THE MTSS FRAMEWORK

MONITORING GROWTH

CLOSING

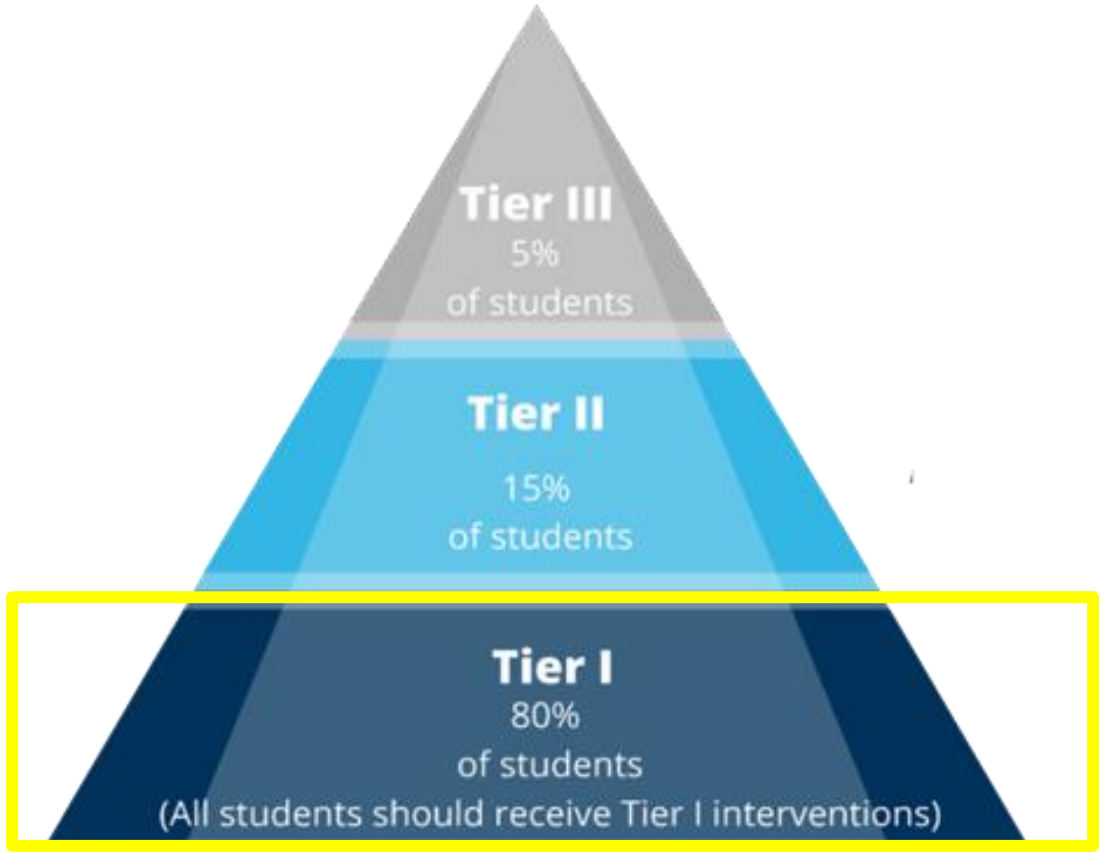
APERTURE EDUCATION

Is there a need?

What is the need?

What will we do?

Is it working?



Aniya Abbott

DESSA 2 mini Form A

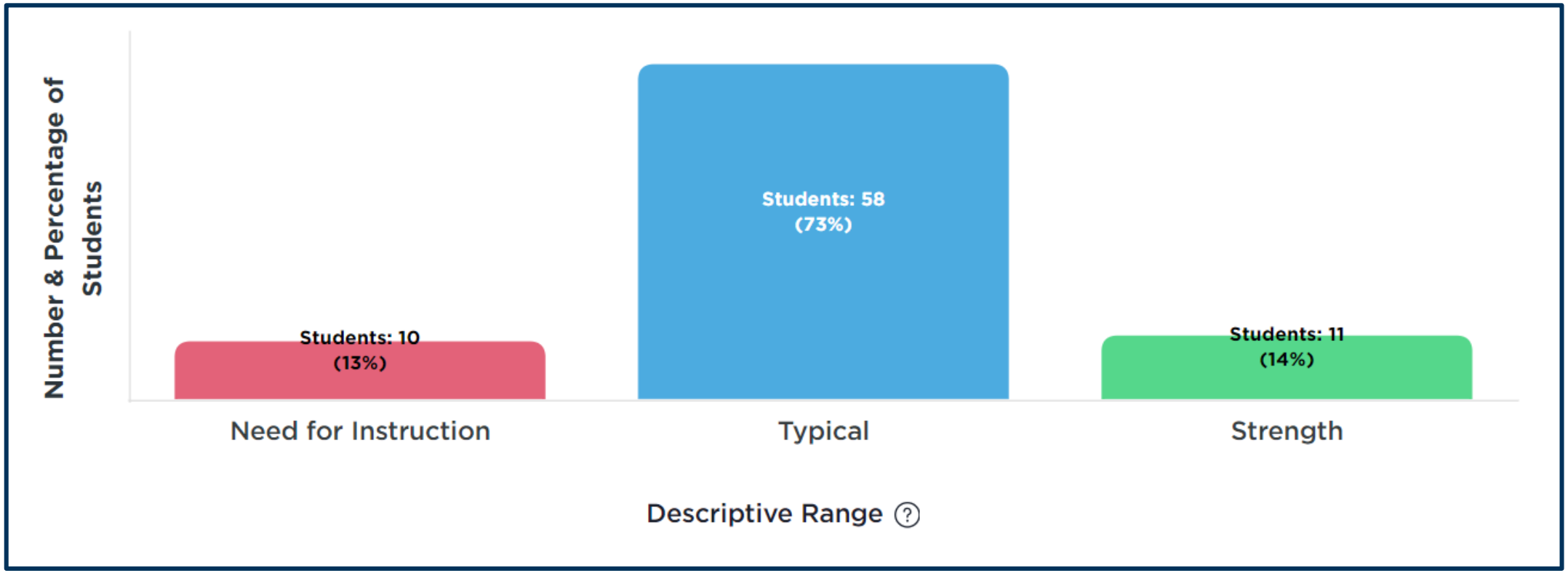
Student ID: 3461283 **Expand Instructions**

During the past 4 weeks, how often did the student...	Never	Rarely	Sometimes	Often	Almost Always
1. cooperate with others to solve a problem?	○	○	○	○	○
2. accept responsibility for their actions?	○	○	○	○	○
3. believe they can achieve their goals?	○	○	○	○	○
4. work to develop their personal strengths?	○	○	○	○	○
5. keep trying when unsuccessful?	○	○	○	○	○
6. show appreciation of others?	○	○	○	○	○
7. encourage others?	○	○	○	○	○
8. gather information before making an important decision?	○	○	○	○	○

APERTURE EDUCATION

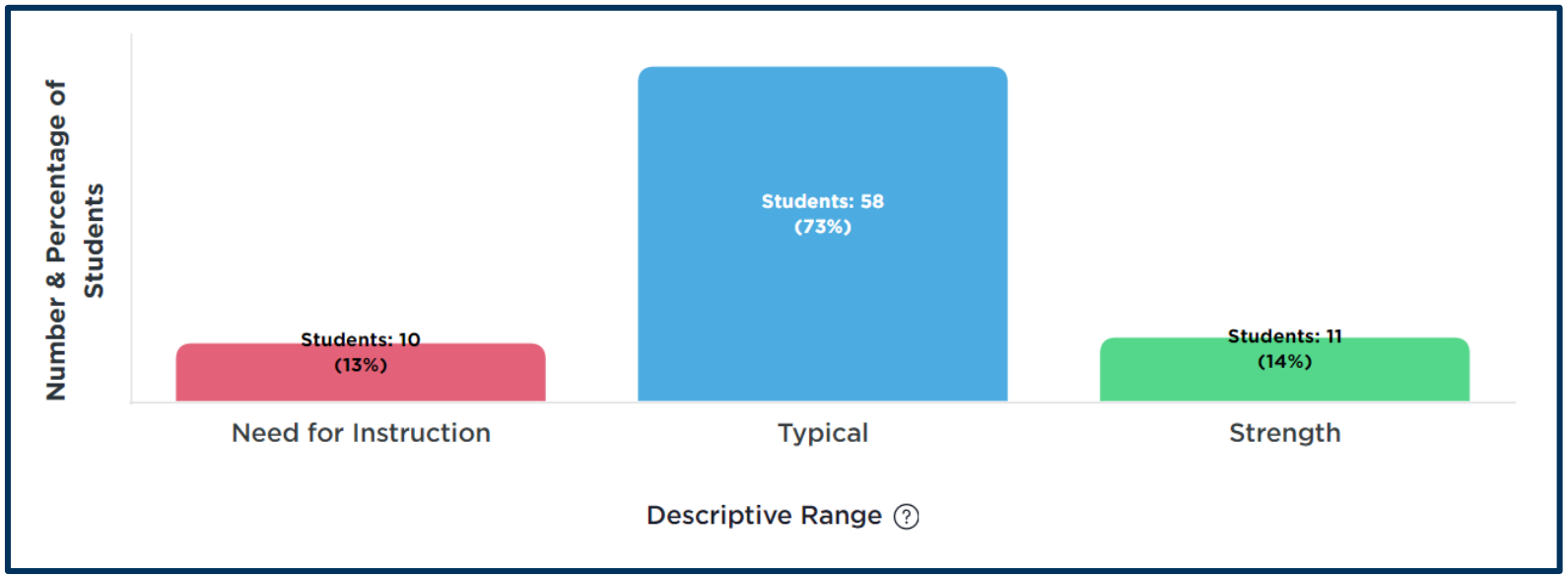
Tier 1 Example

Is there a need?



Tier 1 Example

Is there a need?



- **What is working well at Tier 1? How do I know?**
- **How do I know that universal practices are implemented with integrity?**
- **How might this impact our outcomes?**

Tier 1 Example

Is there a need?

What's Working Well?

- 87% of students are in Typical or Strength
- Foundational Practices
- Transitions
- Brain breaks

How do I know practices are implemented to fidelity?

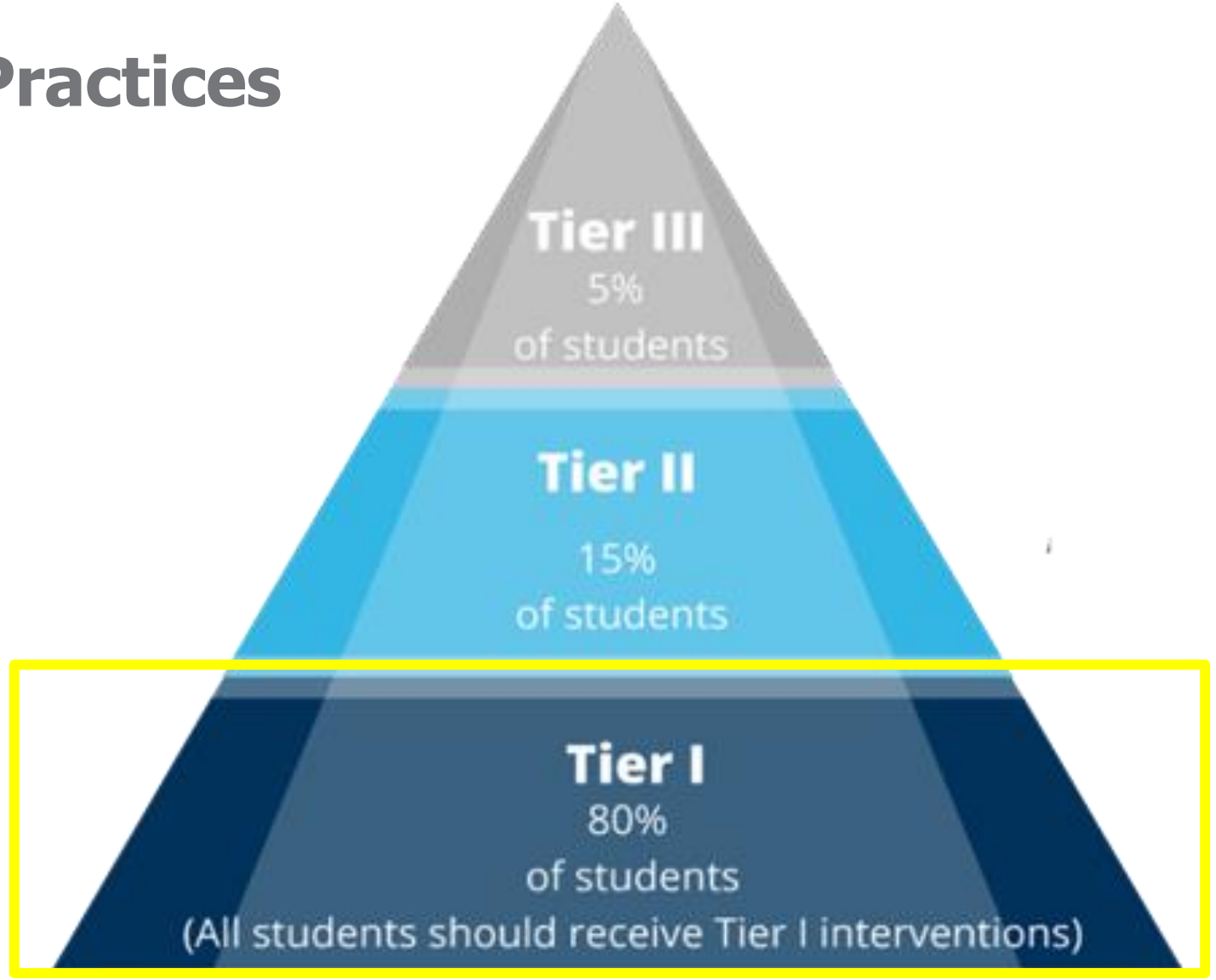
- Second step lessons are on pace

How does this impact outcomes?

- 83% of students are academically proficient.

Reflection: Universal Practices

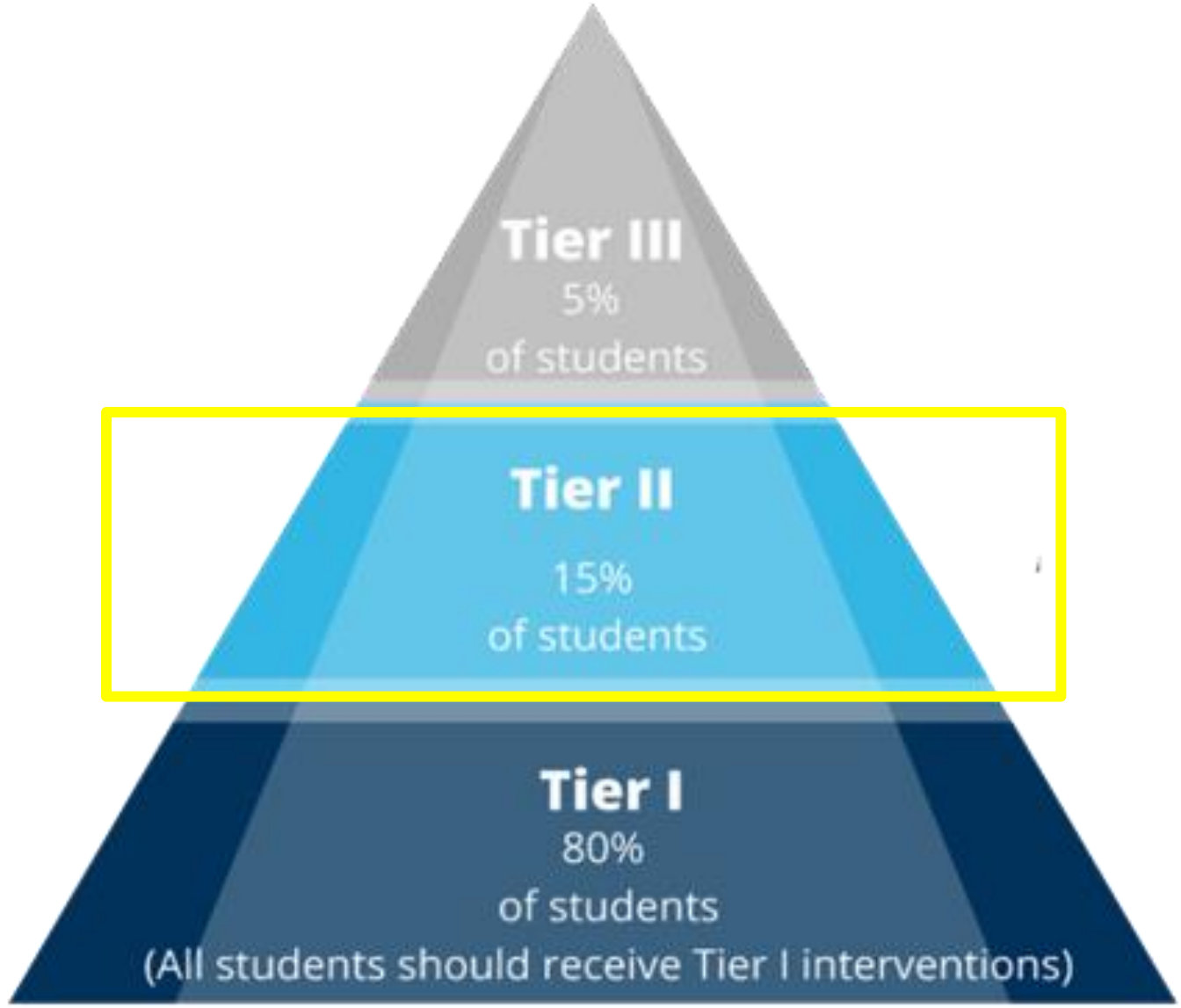
- **What is working well at Tier 1?**
- **How do I know?**
- **How do I know that universal practices are implemented with integrity?**
- **How might this impact our outcomes?**



Tier 2

Tier 2 Interventions are:

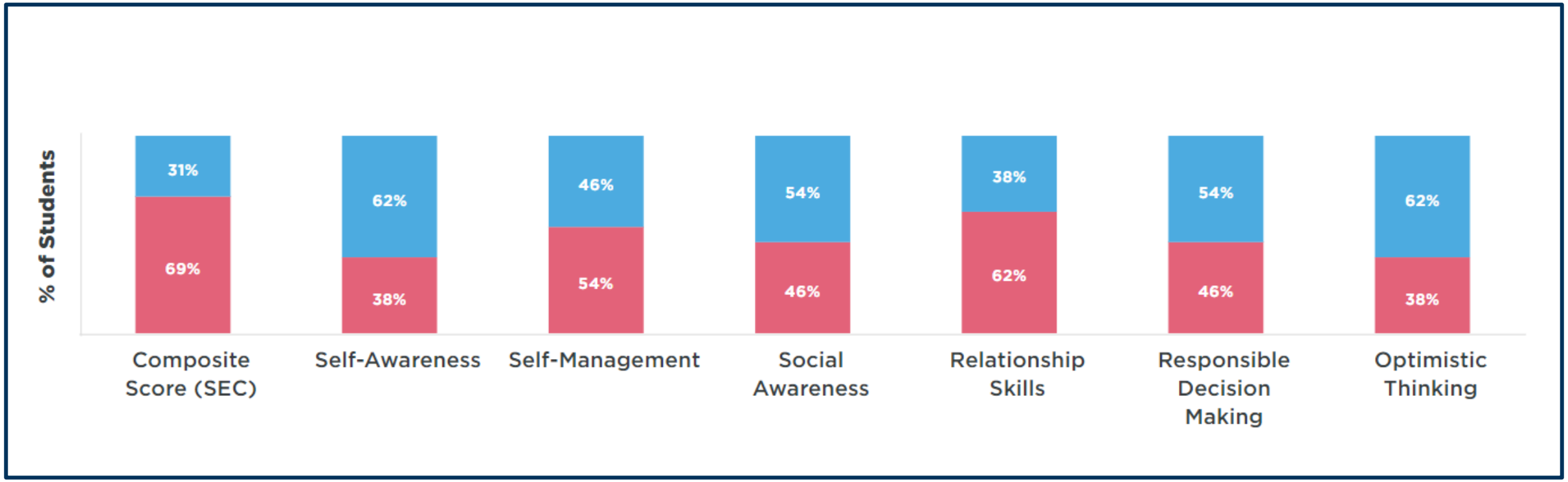
- **Easily & quickly accessible**
- **Aligned and layered on universal practices**
- **Data-driven for early intervening**



Tier 2 Example

Is there a need?

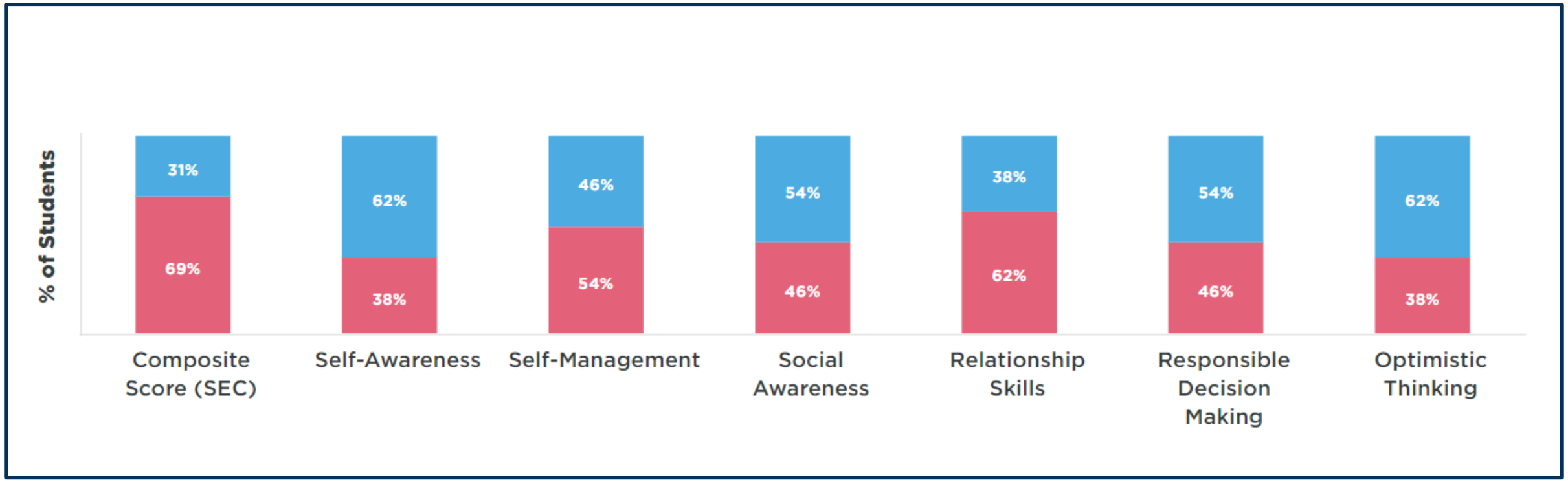
What is the need?



Tier 2 Example

Is there a need?

What is the need?

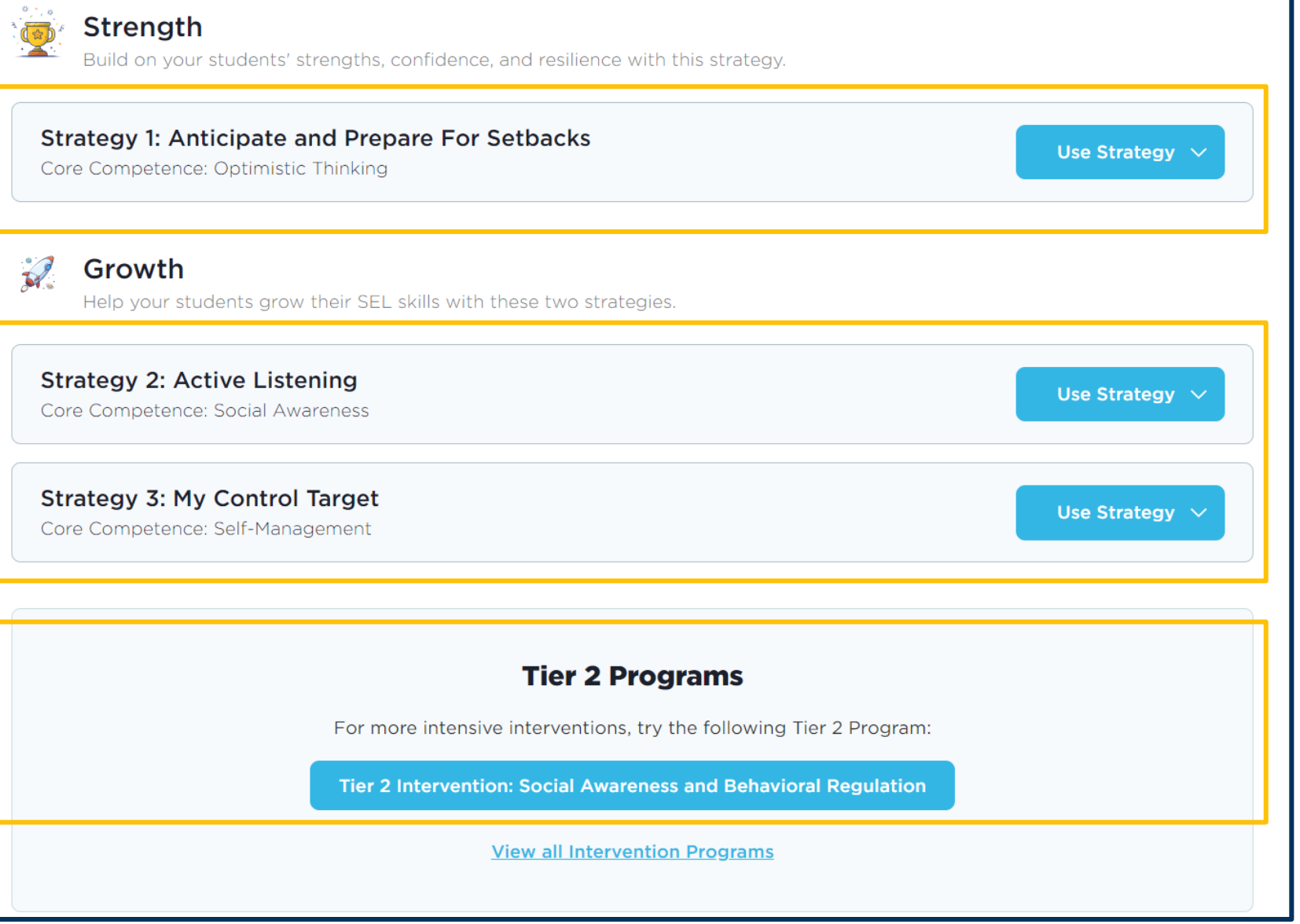


Tier 2 Example

Is there a need?

What is the need?

What will we do?



APERTURE EDUCATION

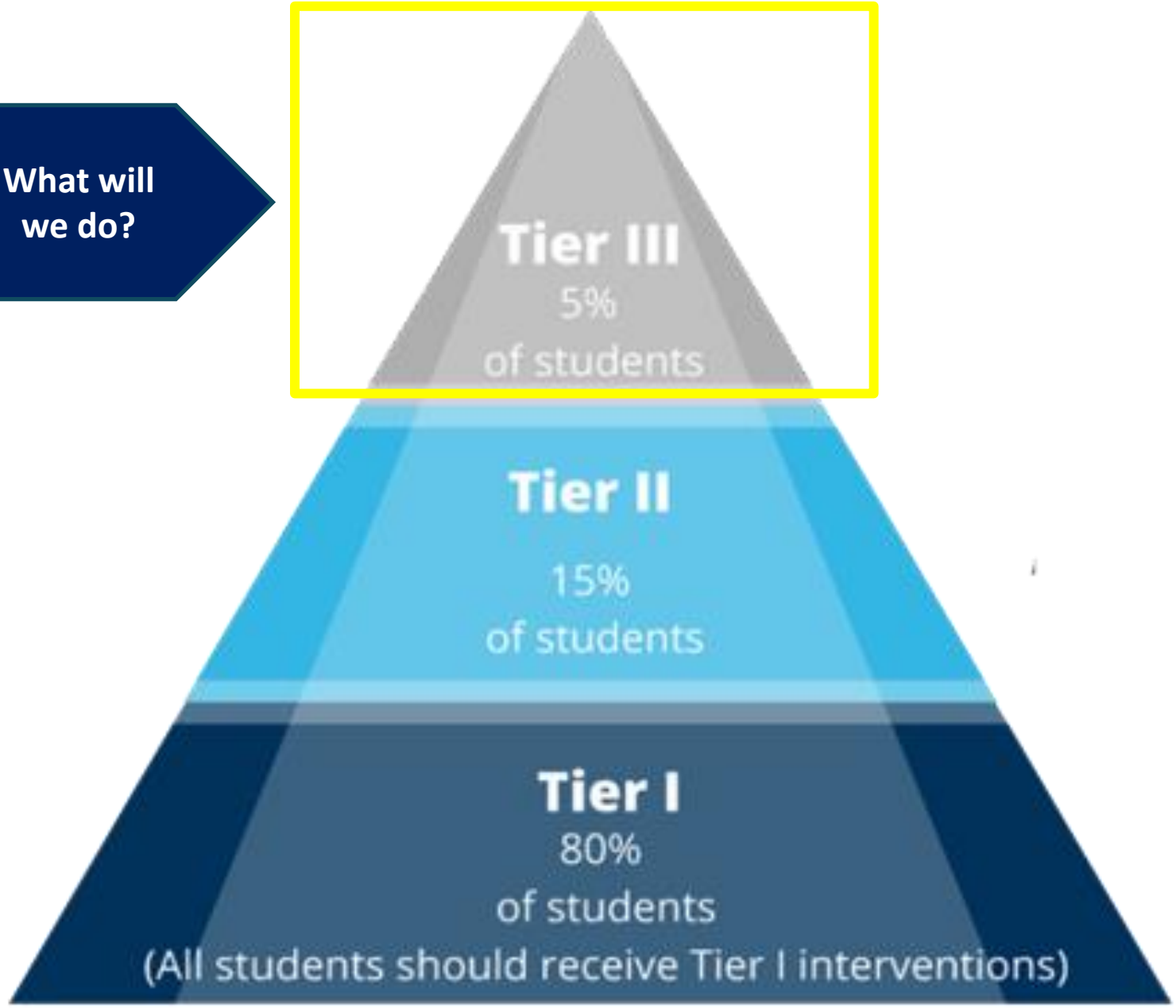
Is there a need?

What is the need?

What will we do?

Tier 3 Interventions are:

- Intensified
- Individualized
- Aligned with Tiers 1 & 2
- Data-driven



APERTURE EDUCATION

Tier 3 Example

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.

APERTURE EDUCATION

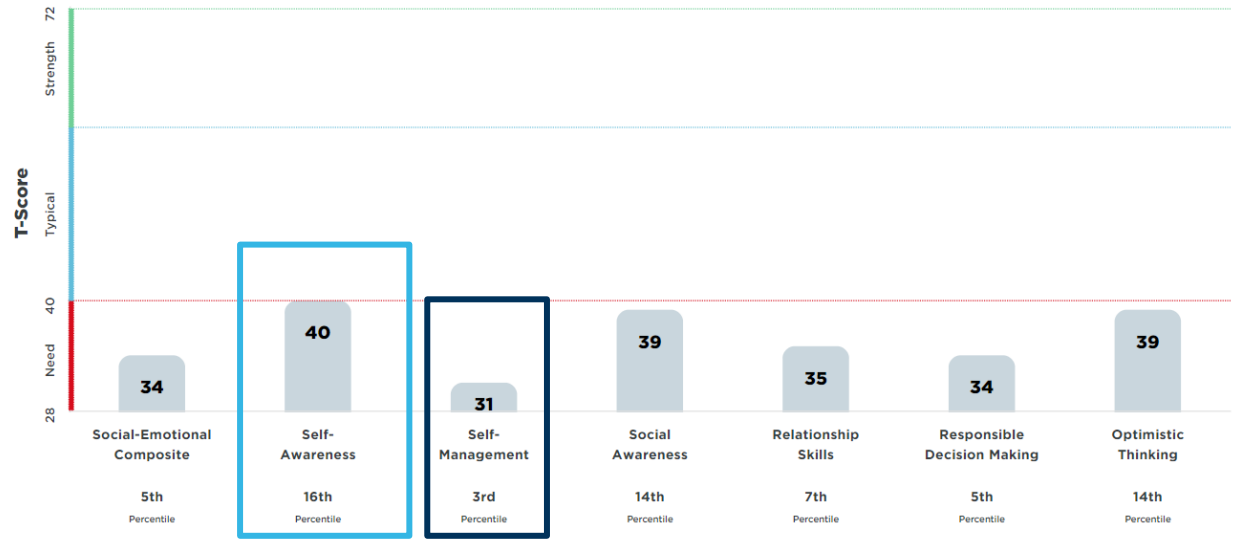
Tier 3 Example

‹ Back to Student Profile

Joel Charity

Rosehill Elementary (DESSA 2) • 4th Grade • SID #936826436

Devereux Student Strengths Assessment, Second Edition completed on **01/03/2024** by **Tab Viste**



Strength

Individual Item Analysis Self-Awareness

Competency	Item	Response	Category
Self-Awareness	ask questions when they did not understand something?	Sometimes	Typical
Self-Awareness	show a willingness to examine their beliefs and opinions?	Sometimes	Typical
Self-Awareness	demonstrate a sense of who they are and what is important to them?	Sometimes	Typical
Self-Awareness	explain what caused their emotions?	Sometimes	Typical
Self-Awareness	show an awareness of their personal strengths?	Rarely	Need
Self-Awareness	describe the emotion they were feeling?	Rarely	Need
Self-Awareness	work to develop their personal strengths?	Rarely	Need

Need

Individual Item Analysis Self-Management

Competency	Item	Response	Category
Self-Management	contribute to group or team goals?	Often	Typical
Self-Management	stay focused despite a distraction?	Never	Need
Self-Management	keep trying when unsuccessful?	Rarely	Need
Self-Management	think before they acted?	Never	Need
Self-Management	work carefully on projects or schoolwork?	Rarely	Need
Self-Management	persist to achieve a goal?	Rarely	Need
Self-Management	stay calm when faced with a challenge?	Never	Need

APERTURE EDUCATION

The Power of Strengths-Based Support

Strengths-Based Approach	Deficit-Based Approach
• Fosters students' mindset of growth and resilience • Promotes student well-being, self-esteem, and self-confidence • Proactive upstream approach • Supports mental health promotion and prevention efforts	• Fosters students' mindsets of low expectations and helplessness • Focuses on behavioral concerns • Reactive downstream approach • Lagging indicators reliant on elevated behavioral concerns

APERTURE EDUCATION

(Aperture Education, 2024)

Think-Pair-Share

How might a strength-based approach improve:

- Conversations about student support?
- Culture and climate?
- Engagement with families?

AGENDA

MTSS AND STUDENT OUTCOMES

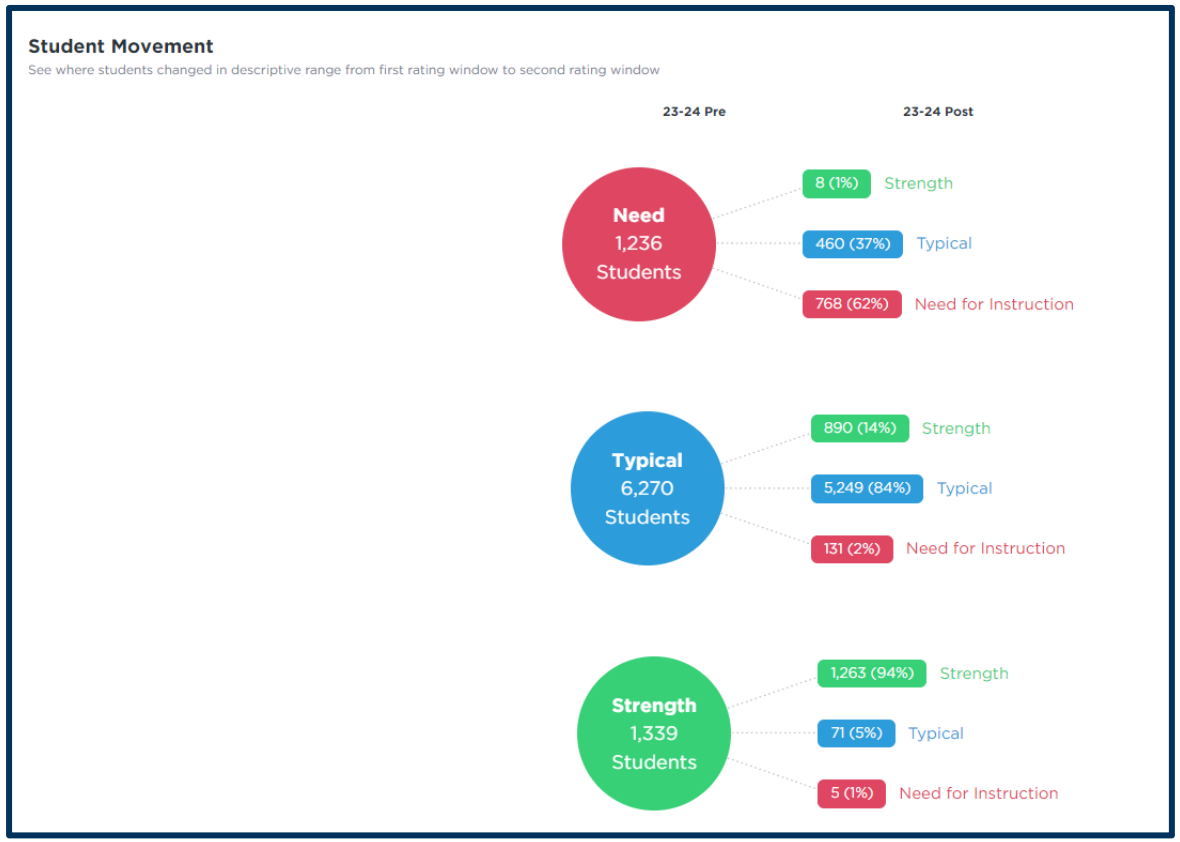
INTEGRATING DESSA DATA INTO THE MTSS FRAMEWORK

MONITORING GROWTH

CLOSING

APERTURE EDUCATION

Monitoring Growth

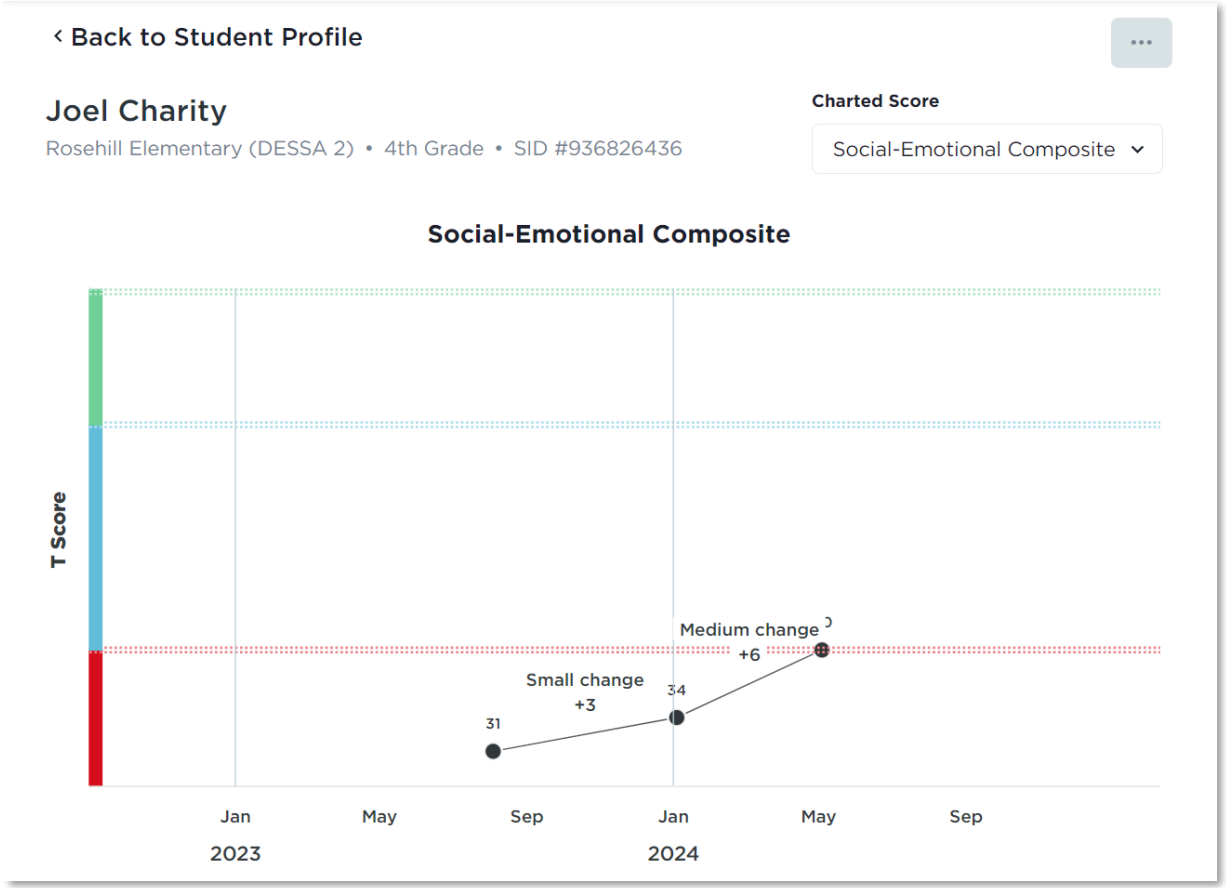


Is it working?

- **The Impact Report allows you to compare the progress from one rating to the next.**
- **The DESSA and DESSA Mini allow for progress monitoring throughout the year.**

Monitoring Growth

Is it working?



6 T-Score Points = Medium Change

APERTURE EDUCATION

AGENDA

MTSS AND STUDENT OUTCOMES

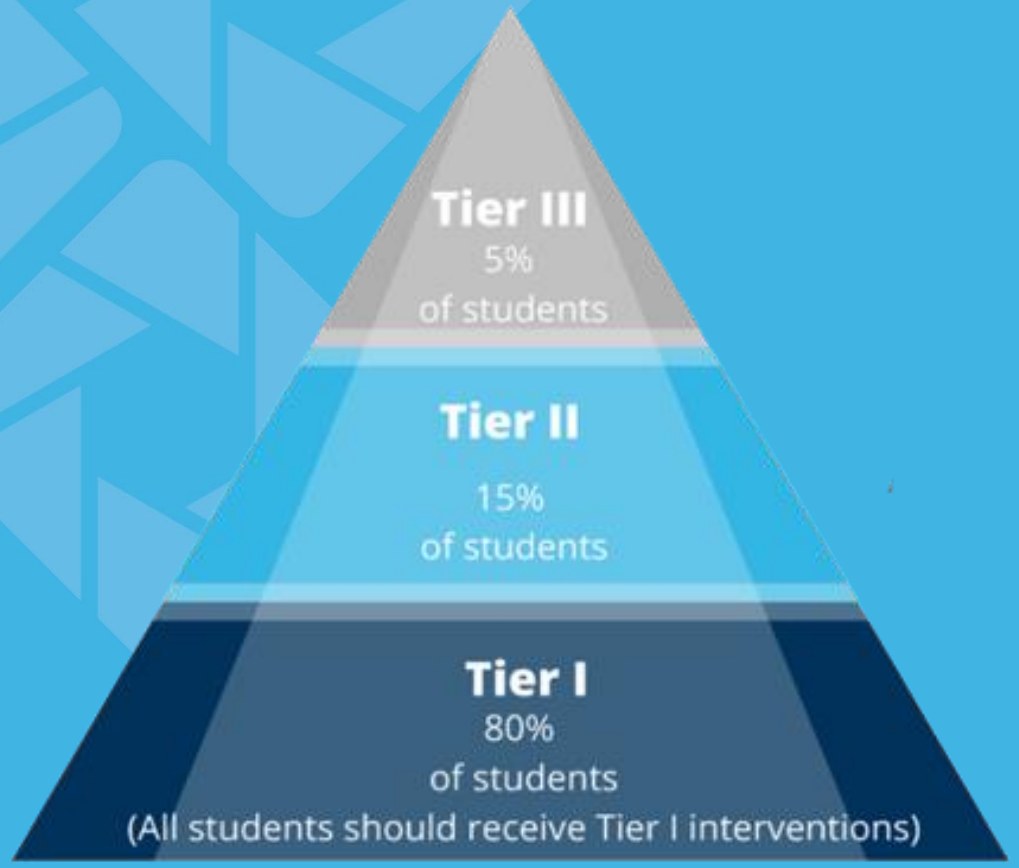
INTEGRATING DESSA DATA INTO THE MTSS FRAMEWORK

SUSTAINING YOUR IMPLEMENTATION

CLOSING

APERTURE EDUCATION

In Summary . . .



Set a foundation for social and emotional well being by cultivating safe and predictable environments.

Integrate the DESSA into the MTSS decision-making framework by:

1. Determining if there is a need.
2. Naming the need.
3. Creating a plan to address the need.
4. Monitoring the effectiveness of the plan.
5. Celebrating success along the way.

Implement and reflect on fidelity and impact of practices at all levels.

Optimistic Closure

Based on your takeaways, what is one thing you can do right now to improve your integration of DESSA data into your data-driven decision-making process?