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.

CSDE

APERTURE EDUCATION

INTRODUCTIONS

INITIATIVE GOALS

APERTURE SYSTEM

ONBOARDING & IMPLEMENTATION

APPLICATION & SELECTION

Q&A

Today's Presenters

John D. Frassinelli
Education Division Director
Connecticut State Department of
Education

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Senior Partnership Manager &
Master Trainer
Aperture Education

Ashley Kurth
SEL Implementation Consultant
Aperture Education

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CONNECTICUT STATE
DEPARTMENT OF EDUCATION

APERTURE
EDUCATION

SEL Assessment Initiative Goals

Improve K-12 students':

- **Social-emotional skills** and habits, contributing to a positive school climate
- **Equitable access** to social-emotional skills and habits
- **Academic outcomes**

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

Connections to State Goals & Initiatives
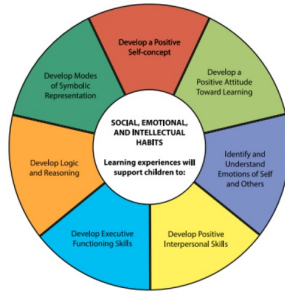
Components of Social, Emotional & Intellectual Habits
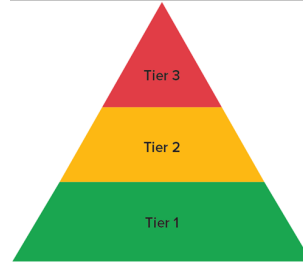
MTSS

Project AWARE

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Aperture Education **creates transformations** through the

- **Easiest**

- **Fastest**

- **Most reliable**

Strengths-based social and emotional learning system.

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EDUCATION

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

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

APERTURE EDUCATION

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**

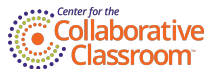# Aperture K-12 System

DESSA SEL Assessments

Reporting & Insights

Strategies for Growth

OUR PARTNERS

opencircle®
getting to the heart of learning

Center for the
Collaborative
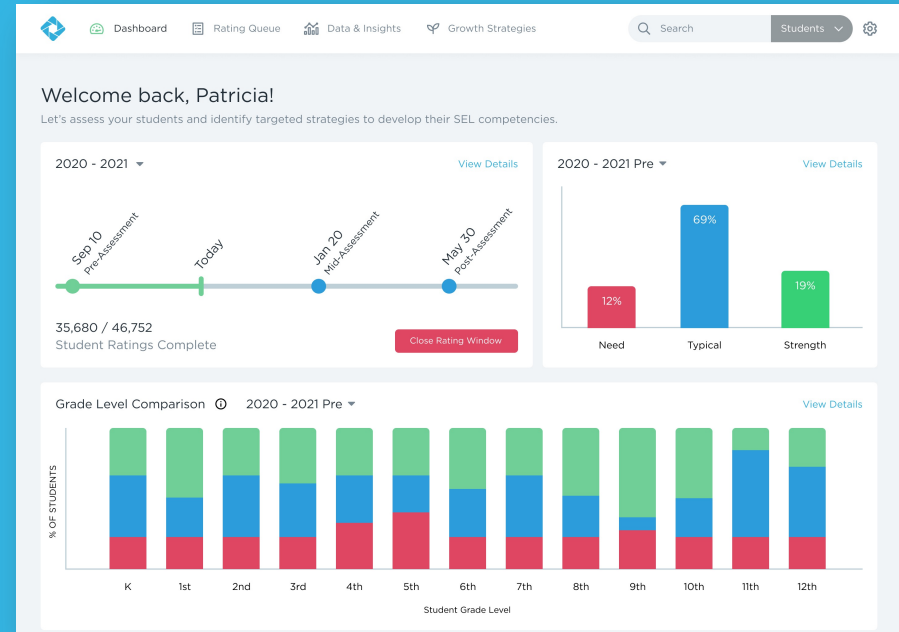Classroom™

MOVE
THIS WORLD™

second step®

APERTURE EDUCATION

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

DESSA MINI
DEVEREUX STUDENT
STRENGTHS ASSESSMENT
K-8TH GRADE

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
05/15/2017

Rater
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?	○	○	○	○	○
2	do something nice for somebody?	○	○	○	○	○
3	speak about positive things?	○	○	○	○	○
4	pay attention?	○	○	○	○	○
5	contribute to group efforts?	○	○	○	○	○
6	perform the steps of a task in order?	○	○	○	○	○
7	show care when doing a project or school work?	○	○	○	○	○
8	follow the advice of a trusted adult?	○	○	○	○	○

COMPLETE & RATE NEXT STUDENT →   **COMPLETE & RETURN TO RATINGS LIST** ✔   🖨 **GENERATE GROUP REPORT**

APERTURE EDUCATION

Bell curve

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

	Need for Instruction	Typical	Strength

T-score	30	40	50	60	70
Percentile	2	16	50	84	98

APERTURE EDUCATION
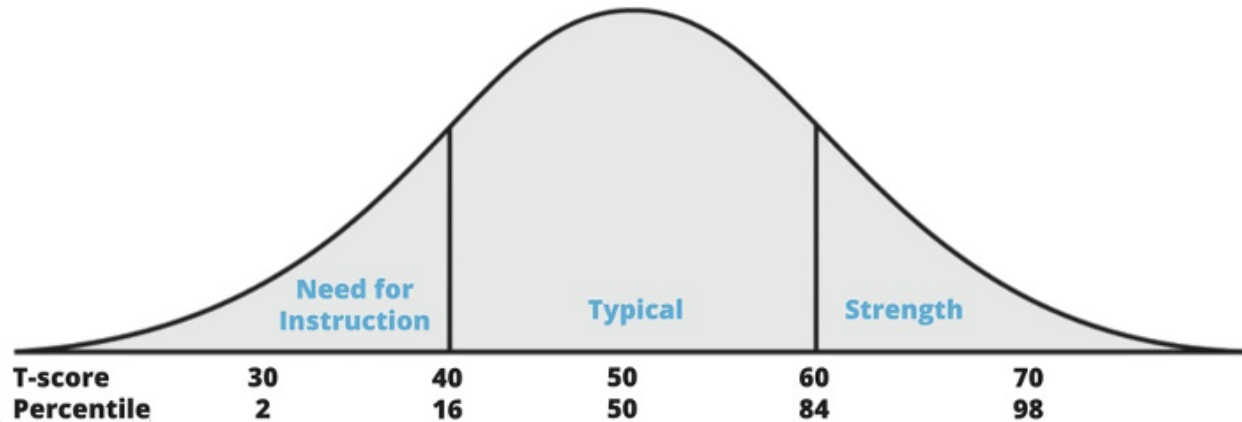
Data & Insights: My Students

Quickly identify students in need for instruction
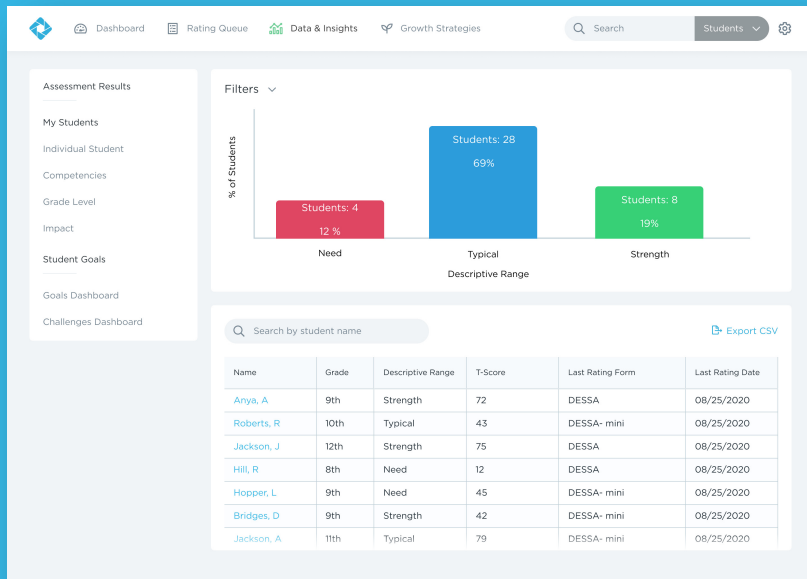
Dashboard: Educator & Support Staff
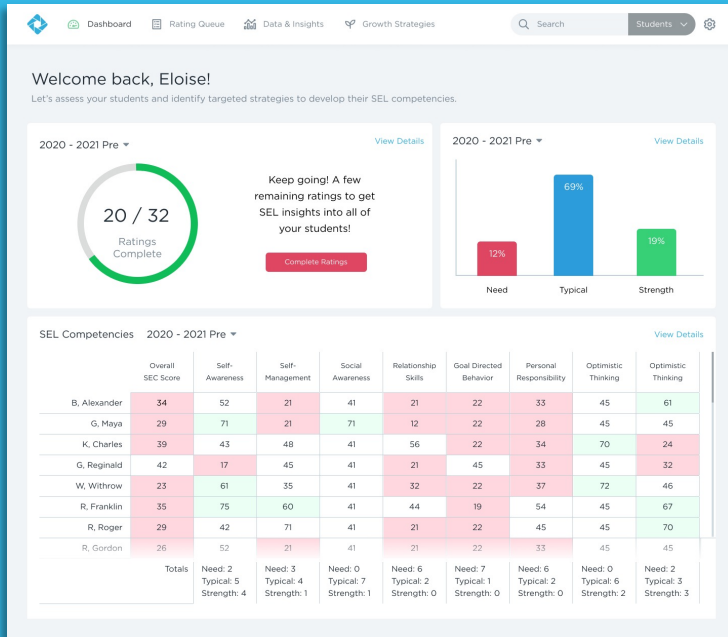
Raters see instant, actionable results

- 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
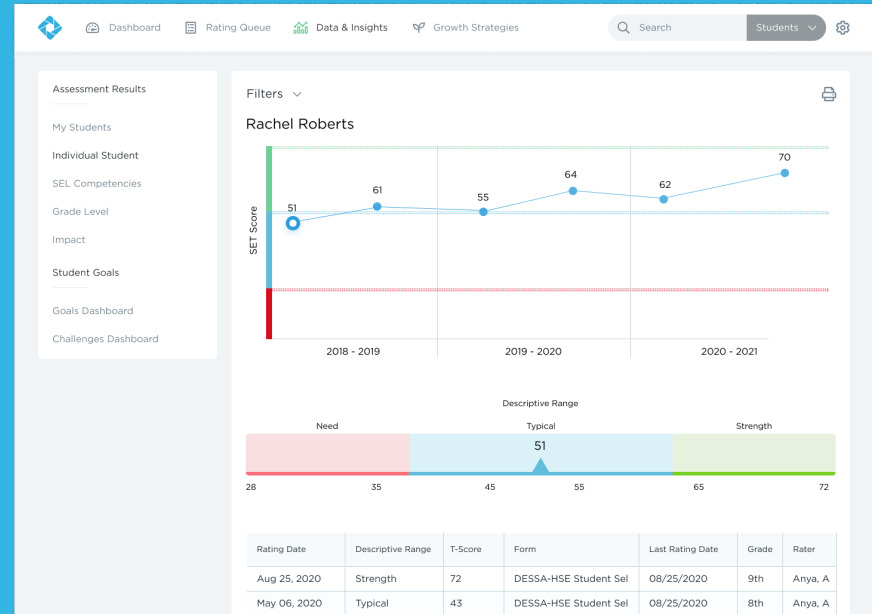
Dashboard: Program Admin, Site Lead

Key information at your fingertips:

- SEL assessment timeline

- % completion report

- Grade level comparison report

- Filterable by student demographics
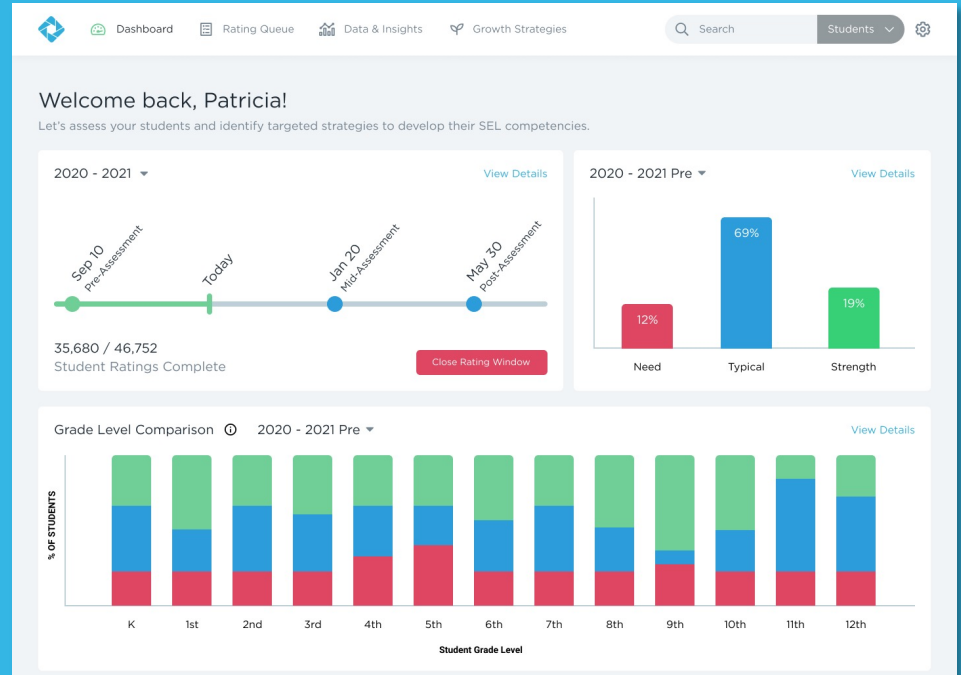
Self Awareness

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)

APERTURE EDUCATION

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

APERTURE EDUCATION

M
Middletown
Public Schools

9-12

Capture Student Voice, Drive Student Agency

- DESSA HSE Student Self-Report
- DESSA HSE
- Real-time student feedback
- 35 SEL strategies
- 45 personal goal templates
- Reporting & Insights
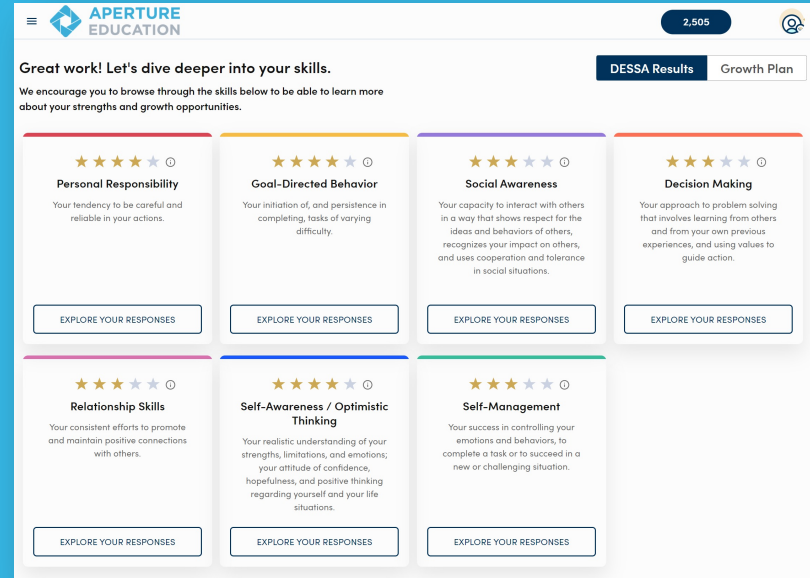
DESSA High School Edition Student Self-Report

- 55 questions, takes most students less than 7 minutes to complete

- **8 CASEL™ -aligned** competencies

- Normed on a nationally representative sample of 700 students, grades 9-12, various racial, ethnic and socioeconomic groups were represented

- English and Spanish available

Personalized Strategies

Empower students to develop research-based growth plans of their choice:

- **35 research-based strategies ("Challenges")** to aid in student choice
- **Personalized goal-setting** tracks for any area of a student's life, including healthy habits, academic goals, and more
- **Gamified system** provides instant feedback and point-based incentives to increase engagement
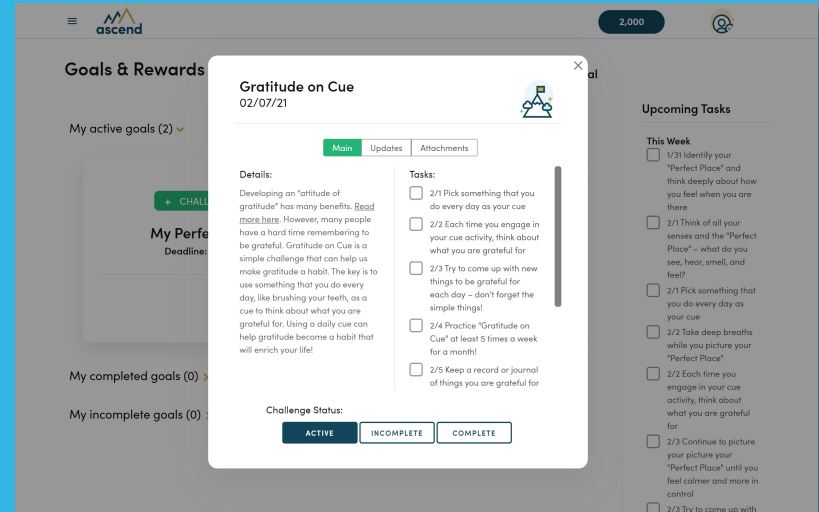
DESSA High School Edition (HSE)

- 43 questions

- Normed on a nationally representative sample, grades 9-12, various racial, ethnic and socioeconomic groups were represented

- **8 CASEL™ -aligned** competencies

HS-Recommended Usage

Our recommended model:

- Year 1: Universal use of SSR (pre, mid, post)
  - ☐ If already doing teacher ratings or implementing SEL may also want to use HS DESSA-mini and/or DESSA

- Year 2: Continued use of the SSR + HS DESSA-mini and/or DESSA

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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2021-2022 Roll Out

Two cohorts of districts will use the Aperture System

COHORT 1

- 25 new districts maximum

- First assessment – October 2021

COHORT 2

- 75 additional districts maximum

- First assessment – early February 2022

Existing Aperture CT districts can participate in either cohort.

2021-2022 Timeline and Key Milestones
Cohort 2

Preparing & Committing	Onboarding	Implementation

Jul 2021	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar – Jun 2022

Preparing & Committing

- **Information sessions** to learn more
- Review, complete and submit **application** form
- **Follow up** with Aperture SEL consultant

Onboarding

- **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

Implementation

- **Universal screening** using DESSA-mini
- **Training #2:** Using Social-emotional Competence Data for district, school and raters
- Aperture Implementation **Surveys** (2x)
- **Mid-year DESSA** for progress monitoring (optional)
- **End-of-year DESSA**

Professional Learning (K-8)

Audience	Role	Example Participants	Training Topic 1	FIRST RATING PERIOD	Training Topic 2
Aperture District Leadership Team	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		Using SEC Data to Drive Instruction

APERTURE EDUCATION

Professional Learning (K-8)

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

Professional Learning (K-8)

Audience	Role	Example Participants	Training Topic 1	FIRST RATING PERIOD	Training Topic 2
Raters	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		Using SEC Data to Drive Instruction

APERTURE EDUCATION

Professional Learning (9-12 Student Self-Report)

Audience	Training Topic	Description
Aperture School Team & Raters	Program Overview of High School Edition Student Self Report (HSE-SSR)	Overview of the student portal that allows students to rate their social-emotional competence, guidance for how to review, interpret and communicate results and resources for planning for success.

APERTURE EDUCATION

CSDE SEL Assessment Initiative Cohort 2 (VERSION 2.0) Professional Learning Timeline 2021-2022 School Year

NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY
			1st Ratings Completed			

DISTRICT LEADERSHIP

District Leadership Team Training #1: Intro to the Aperture System (2 hrs)

District Leadership Team Training #2: Analyzing & Utilizing Data from the Aperture System (2 hrs)

SCHOOL LEADERSHIP

School Leadership Team Training #1: Introduction to the Aperture System (2 hrs)

DESSA HSE SSR Training (Option for 9-12) Introduction to the Student Self Report (1.5 hrs)

School Leadership Team Training #2: Analyzing and Utilizing Data from the Aperture System (2 hrs)

Educators

DESSA HSE SSR Training (Option for 9-12) Introduction to the Student Self Report (1.5 hrs)

Rater Training #1: Introduction to the Aperture System (1 hr)

Rater Training #2: Analyzing and Utilizing Data from the Aperture System (1 hr)

APERTURE EDUCATION

Assessment Rating Windows

	COHORT 2	ANNUAL
Rating Period 1	**Early February**	**October**
Rating Period 2 (Optional)	**Late March/Early April (Optional)**	**Early February**
Rating Period 3	**May/June**	**May/June**

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Key Dates: Cohort 2 (75 districts)

September 10
Application submission deadline

October 8
Commit to participate

September 24
Selection notification from Aperture
If not selected, there is opportunity to
participate in Year 2
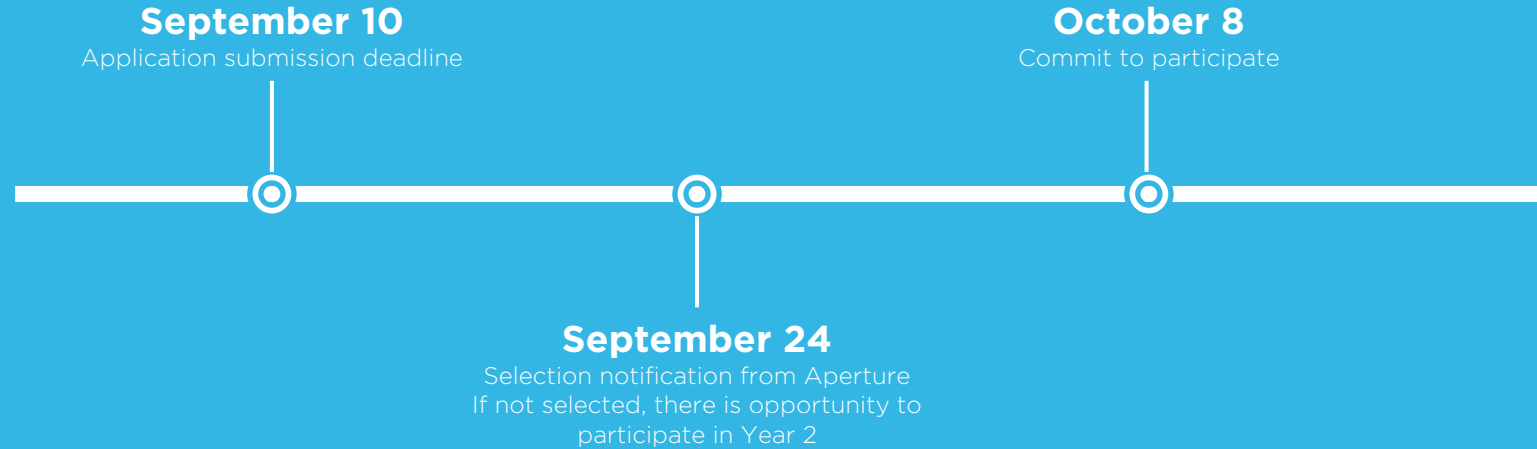
Participation Expectations

Participation Expectation	District	School	Raters
Establish Leadership Team	X	X	
Identify Aperture System Program Administrator	X		
Attend Aperture trainings	X	X	X
Determine calendar of assessment windows	X		
Plan for teacher trainings and ratings		X	
Complete ratings on all students			X
[High School] Plan for DESSA-HSE Student Self Report		X	
Meet a minimum of 3x to review progress and plan	X	X	
Review, interpret and utilize data as defined by School Team			X
Respond to two Aperture Implementation Surveys	X	X	

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Guidance for Identifying Schools in District

- District with fewer than 10 schools
  - Minimum of 2 schools

- District with 10 or more schools
  - At least one third of schools (3 or more)
  - Not to exceed 20 schools in the first year of implementation

CSDE APERTURE EDUCATION

Requirements to Apply

- District attendance at Live Virtual Aperture Information Session
- Complete District application form and submit to Aperture by
  - September 8
- Follow guidance from Aperture and 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

- CSDE has engaged in a state-level contract with Aperture Education.

- Districts that choose to implement the DESSA assessments will receive access to the DESSA-mini, DESSA supplemental assessments, training and support at no-cost to the district.

- CSDE's statewide contract includes all requisite data privacy protections for districts to use the platform; no separate district-level contract is necessary.

- 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.

Selection Considerations

To ensure all districts have the equitable opportunity to participate, Aperture and CSDE will seek to include a diverse representation of districts based on:

- District size
- District participation in other district/state initiatives
- Free and reduced lunch
- Student demographics
- Teacher to student ratios
- Alliance district status
- Reflection ratings on SEL practices, systems and supports from participation application form

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

Name	Title	Email
Ashley Kurth	Director of Customer Success	akurth@apertureed.com
Lisa-Anne Williams	Senior Partnership Manager & Master Trainer	lawilliams@apertureed.com

CSDE Contacts

Name	Title	Email
John Frassinelli	Education Division Director	John.frassinelli@ct.gov
Kimberly Traverso	Education Consultant, Office of Student Supports	kimberly.traverso@ct.gov

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

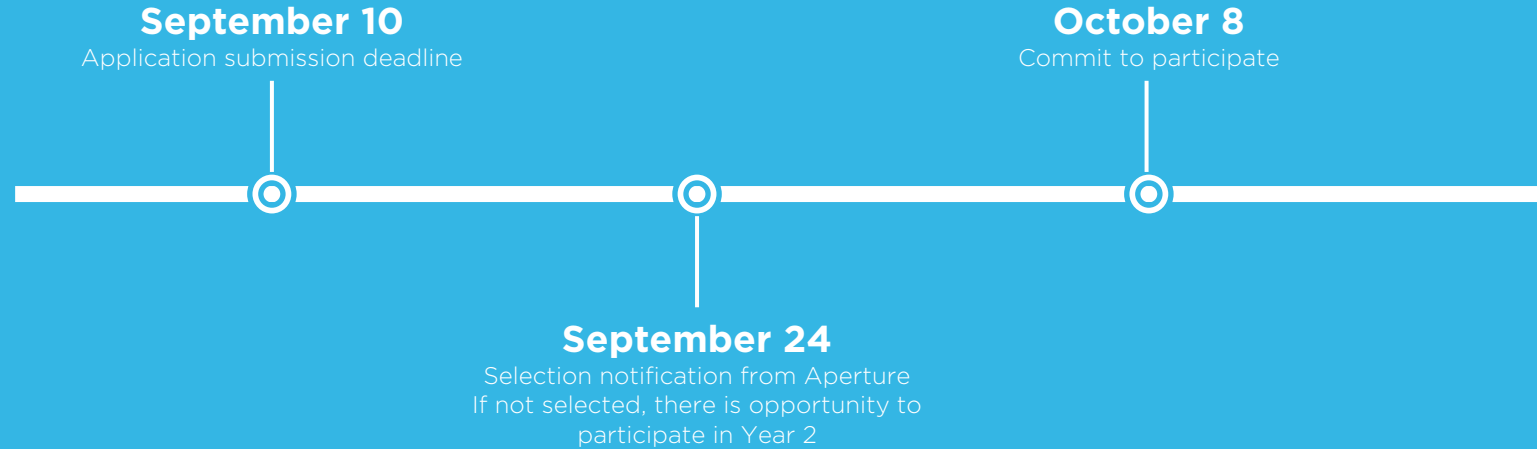- **Review** the Aperture Assessment System.

THE HOW

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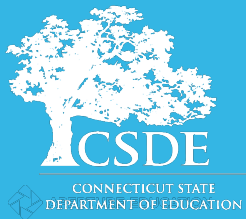
CSDE
APERTURE EDUCATION

Key Dates: Cohort 2 (75 districts)

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September 24
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Q&A

Thank You!