Reviewing and Using DESSA SEIR Data

A step-by-step guide

After collecting DESSA SEIR data, it's time for a data-review process that includes: accessing the data, reviewing the data, acting on the data, and continued progress monitoring and support. This resource will guide users through reviewing DESSA SEIR results within the DESSA System and provide action steps based on the response guidelines by group and concern level.

Response Guidelines by Concern Level	Important Considerations for Reviewing DESSA SEIR Data:
• **Concern:** These students likely need ongoing support and monitoring, until a comprehensive assessment of their internalizing and/or externalizing concern(s) can be completed and appropriate support services determined. • **Possible Concern:** These students may need additional attention and some focused support, along with periodic monitoring of their potential internalizing and/or externalizing concern(s) to ensure the situation does not worsen. • **No Concern:** No additional support is needed at this time.	• **Designate Primary Reviewers:** At least two staff (primary and backup) need to be assigned to review results promptly. These members should be school-based mental health professionals or staff familiar with emotional and behavioral health. • **Review Results with Stakeholders:** Administrators should schedule time for teachers, staff, and school leaders to review results of the assessments. • **Determine Action Steps:** Designated school-based mental health professionals or program staff should review results promptly and follow-up with students in the **Concern** and **Possible Concern** ranges.

✴ Reminders:

- The DESSA SEIR does not ask about sensitive or self-injurious behaviors.
- Because the DESSA SEIR screens for emotional and behavioral risk, school teams should follow-up with students who score in the **Concern** or **Possible Concern** levels *as soon as possible*.
- For additional resources and guidance, we recommend visiting the **National Center for School Mental Health**.

Student Portal

DESSA SEIR results are **not** reported to students in the Student Portal. The purpose of the DESSA SEIR is to provide school staff with information about students' emotional and behavioral risks so that the appropriate follow-up and support can be provided.

School-Level Review

Review School-Level Results

- Start by reviewing the overall **DESSA Student Self-Report (SSR)** data by using the **My Students** report, located under the Data and Insights tab of the DESSA System.
- Use the filters to generate results by **Site**.

Guiding Questions to Consider

- How does the school distribution align with expected norms: (approximately) 16% **Strength**, 68% **Typical**, and 16% **Need for Instruction**?
- Which descriptive range did the majority of students score?
- Are the results what you expected?

Action Steps & Reminders

Action Step: Review School-Wide Implementation Practices
- What does the current **DESSA SSR** implementation look like at the site level?
- How frequently are educators intentionally integrating support and instruction for students' social and emotional development?
- What additional training or materials are needed for all staff?

- Next, use the **SEIR Risk Report**, also located under the Data and Insights tab, to filter for results by **Site**.
- Examine the results for both the **Externalizing** and **Internalizing** risk scales by using the toggle feature to view data for each scale.

- What number of students within each descriptive category (bar graph): **Concern**, **Possible Concern**, and **No Concern**?
- What percentages appear for each category? (hover over each bar)

Reminder:
- The **DESSA SEIR** is a criterion-referenced screener (not a norm-referenced screener). The percentages of students in the three **Concern Level** ranges will likely vary by school.
- **Note:** The following score distributions were found in the development samples provided in the technical manual: approximately 80-88% **No Concern**, 7-12% **Possible Concern**, 5-8% **Concern**.

Guiding Questions to Consider When Using Data to Inform Programming and Supports

Data discussions should focus on the efforts to foster a positive learning environment and support students' overall well-being. The reflection process should involve key stakeholders setting goals and developing an action plan for continuous improvement. The data can be used to inform decisions at the school, classroom, and student level. A list of guiding questions for school-level review (not exhaustive) is provided below.

School-Level Review

- Are students developing the social and emotional skills that will help them be successful? Are they making progress over time?
- Are there patterns of risk factors among students that indicate a need for school-wide interventions?
- Are students from specific grades or demographics showing higher rates of social and emotional skills? Higher rates of risk?
- Is there a relationship between risk and social and emotional skill levels and attendance rates across the school?
- Is the school effectively supporting students at higher risk for behavioral issues?

DESSA SEIR

Grade and/or Class-Level Review

Review Grade and/or Class-Level Results

Guiding Questions to Consider

Action Steps & Reminders

- Start by reviewing the overall **DESSA Student Self-Report (SSR)** data by grade and/or class.
- Use the **Grade Level** report and filter for the SSR assessment (form) to generate results by grade.
- Use the **My Students** report and filter for the SSR to generate by specific class.

- Are there any grades levels that deviate significantly from school-level data?

Action Step: Review Implementation Practices by Grade/Class
- What does the current **DESSA SSR** implementation look like within the different grade levels?
- How frequently are educators intentionally integrating support and instruction for students' social and emotional development in different grade levels?
- What additional training or materials are needed for different grade levels?

- Next, use the **SEIR Risk Report** to filter for results by grade and/or class.
- Examine the results for both the **Externalizing** and **Internalizing** risk scales by using the toggle feature to view data for each scale.

- Are there any grades levels that deviate significantly from school-level data?

Reminders:
- The **DESSA SEIR** scales and the **DESSA SSR** are used together to provide a comprehensive picture of a student's overall social and emotional well-being.
- While the **DESSA SSR** assesses resilience factors that highlight a student's strengths, the **DESSA SEIR** identifies risk factors that may indicate the need for additional support.

Guiding Questions to Consider When Using Data to Inform Programming and Supports

Data discussions should focus on the efforts to foster a positive learning environment and support students' overall well-being. The reflection process should involve key stakeholders setting goals and developing an action plan for continuous improvement. The data can be used to inform decisions at the school, classroom, and student level. A list of guiding questions for grade and/or class-level review (not exhaustive) is provided below.

Grade and/or Classroom-Level

- Do certain grades or classes show higher levels of social and emotional skills? If yes, why?
- Are there trends in internalizing or externalizing behaviors across this (specific) classroom?
- How effective is our classroom-based social and emotional programming approach addressing student needs?
- Are students in this classroom feeling safe and supported by their peers?

Subgroup Review

Review Subgroup Results

- View **DESSA Student Self-Report (SSR)** results for subgroups of students using the filters on the **My Students** report.
- Disaggregate results by race/ethnicity, gender, and special population group (e.g., ELL, SPED)

Guiding Questions to Consider

- Do disaggregated results suggest a need for reflection, discussion, or additional support?
- Are there specific subgroups that may need additional support based on the results?

Action Steps & Reminders

Action Step: Discuss Existing Intervention Practices
- What intervention processes are currently in place for identifying and supporting students?
- Which staff member(s) have been identified to facilitate targeted interventions?
- How is the focus of targeted interventions determined? (e.g. implementing the Tier 2 Intervention Programs, etc.)

- Next, view the results for the same subgroups of students using the filters on the **SEIR Risk Report**.
- Disaggregate results by race/ethnicity, gender, and special population group (e.g., ELL, SPED)
- Examine the results for both the **Externalizing** and **Internalizing** risk scales by using the toggle feature to view data for each scale.

- Do disaggregated results suggest a need for reflection, discussion, or additional support?
- Are there specific subgroups that may need additional support based on the results?

Reminders:
- Data from the **DESSA SEIR** provide insights into areas that can be leveraged for growth and those that may require targeted intervention or support.
- This information helps educators make data-driven decisions about instruction, intervention, and support.

Guiding Questions to Consider When Using Data to Inform Programming and Supports

Data discussions should focus on the efforts to foster a positive learning environment and support students' overall well-being. The reflection process should involve key stakeholders setting goals and developing an action plan for continuous improvement. The data can be used to inform decisions at the school, classroom, and student level. A list of guiding questions for subgroup review (not exhaustive) is provided below.

Subgroup Review

- Do certain groups show higher levels of social and emotional skills? If yes, why?
- Are there trends in internalizing or externalizing behaviors across different subgroups?
- How effective is our classroom-based social and emotional programming approach addressing student needs?
- Are students in different subgroups feeling safe and supported by their peers?

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DESSA SEIR

Individual Student Review

Review Individual Student Results

- Use the **My Students** report to filter for the **DESSA Student Self-Report (SSR)** results and click on the bar graph to filer for students that scored in the **Need for Instruction** range.
- Below the line graph, select the report icon for a completed SSR assessment (on the far right of the assessment table).
- Review the bar graph with the competency scores.

- Next, view the results for the same individual student. On an individual student profile, a snapshot of the student's SSR and SEIR results are included at the top, with detailed results listed below.
- Examine the results for both the **Externalizing** and **Internalizing** risk scales by using the toggle feature to view data for each scale.

Guiding Questions to Consider

- Does the student have results from more than one rating? If so, are there any trends in results over time?
- If the student has only one assessment completed so far, note the T-score and descriptive range.
- When viewing the comptencies for a specific rating, which competency area has the highest T-score? Which competency area has the lowest T-score?

- Is the student currently receiving additional services or specialized support?
- What additional information is necessary to include in this review? *(Attendance, behavior, academic, out-of-school context, etc.)*

Action Steps & Reminders

Action Step: Review Additional Data Points
- Examine individual results in combination with attendance, behavior, academic, and other student data.

Reminders:

DESSA SEIR Response Guidelines by Concern

- **Concern**: These students likely need ongoing support and monitoring, until a comprehensive assessment of their internalizing and/or externalizing concern(s) can be completed and appropriate support services determined.
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- **No Concern**: No additional support is needed at this time.

✳ Because the **DESSA SEIR** screens for emotional and behavioral risk, school teams should follow-up with students who score in the **Concern** or **Possible Concern** levels *as soon as possible*.

Guiding Questions to Consider When Using Data to Inform Programming and Supports

Data discussions should focus on the efforts to foster a positive learning environment and support students' overall well-being. The reflection process should involve key stakeholders setting goals and developing an action plan for continuous improvement. The data can be used to inform decisions at the school, classroom, and student level. A list of guiding questions for individual student review (not exhaustive) is provided below.

Individual Student Review

- Is this student showing early signs of risk for academic disengagement?
- Are there indicators that this student may benefit from additional mental health support?
- Have this student's social and emotional skills improved over time?
- Are specific stressors impacting this student's ability to engage in learning?

Topic	Implementation Considerations
DESSA SEIR Reading Level and Accommodations	The **DESSA SEIR** has a second-grade readability level, so most students in Grades 6–12 should be able to read and comprehend the items without accommodation; however, reading support can be provided without affecting the validity of scores because reading is not the target behavior of concern.
DESSA SEIR Completion Time	Students can complete the **DESSA SEIR** in about 1 minute. It is completed after students submit their **DESSA Student Self-Report (SSR)** ratings, which take 5-7 minutes. In total, the SSR and SEIR can be completed in under 10 minutes.
Parent & Guardian Communication	Prior to collecting **DESSA SEIR** data, review policies on collecting and using student data, including parent communication and consent requirements, as well as parent/guardian access to results and opt-out options. Visit the Support Portal article **Parent Consent Resources** for more information. Develop a parent communication plan aligned with district policies. Use clear, jargon free language to explain the screener's benefits for student well-being, confidentiality measures, and data privacy procedures. Include community mental health resources, if applicable. For an example template, visit the Support Portal article **Information for Parents and Guardians**.
Identify Key Personnel for a Multidisciplinary Team	This team should include administrators, counselors, psychologists, social workers, special education staff, and teachers. Assess the team's capacity and consider additional support from community partners or external mental health providers if needed.
Form a Data Team and Convene Regularly	Form a data team, including school-based mental health professionals like psychologists, counselors, and social workers. This team will manage student data, receive scores, and handle immediate notifications for students flagged with **Concern** or **Possible Concern** scores. Schedule regular meetings to facilitate data collection and review, and plan interventions and supports for students.
Progress Monitoring	The **DESSA SSR** and **DESSA SEIR** can be administered between 3-4 times during the school year. Results can be reviewed at school, grade, class, and student levels to monitor changes over time, including disaggregated data to assess equitable growth across student groups.
Additional Resources	For additional resources and guidance, visit the National Center for School Mental Health website at: https://schoolmentalhealth.org/. **DESSA Resources:** DESSA SEIR Technical Manual DESSA SEIR Implementation Guide