



SSIS CoLab

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SSIS Reports Guide

Introduction

The SSIS SEL Brief + Mental Health Scales (SSIS SELb + MH Scales) are multiinformant, criterion-referenced behavior rating scales consisting of 30 items, 20 of which measure students' social emotional learning (SEL) skills. The SEL competencies assessed are based on the CASEL Competency Framework (2020) and are as follows:

- **Self-Awareness:** Accurate recognition of one's emotions and thoughts and their influence on behavior, including accuracy in the assessment of skills and a sense of confidence and optimism.
- **Self-Management:** Effective regulation of one's emotions, thoughts, and behaviors in different situations, including stress management, impulse control, self-motivation, and goal setting.
- **Social Awareness:** Taking the perspective of, and empathizing with, others from diverse backgrounds and cultures, including understanding social and ethical norms for behavior and recognizing various resources and supports that are available.
- **Relationship Skills:** Establishing and maintaining healthy and rewarding relationships with diverse individuals and groups, including clear communication, active listening, cooperation, resisting peer pressure, conflict negotiation, and seeking/offering help when appropriate.
- **Responsible Decision Making:** Making constructive and respectful choices about personal behavior and social interactions that are based on consideration of ethical standards, safety concerns, social norms, consequences, and the well-being of self and others.

The SSIS SELb + MH Scales also has a 10 items to assess two key domains indicative of students' emotional behavior concerns (EBC). These domains are:

- **Internalizing Behaviors:** Negative emotions and behaviors directed inwardly involving feeling anxious, sad, or lonely; exhibiting poor self-esteem; lack of interest or limited engagement with others.
- **Externalizing Behaviors:** Negative emotions and behavior directed primarily toward others involving verbal or physical aggression; poor control of temper; arguing; actively excluding others.

Introduction

Together, the SEL and EBC scales allow teachers, school leaders, and other key stakeholders to capture and understand a better picture of the whole student in a manner that supplements the academic component of school. This will allow students to be better served and developed in a way that will improve behavioral, academic, and personal outcomes for every child.

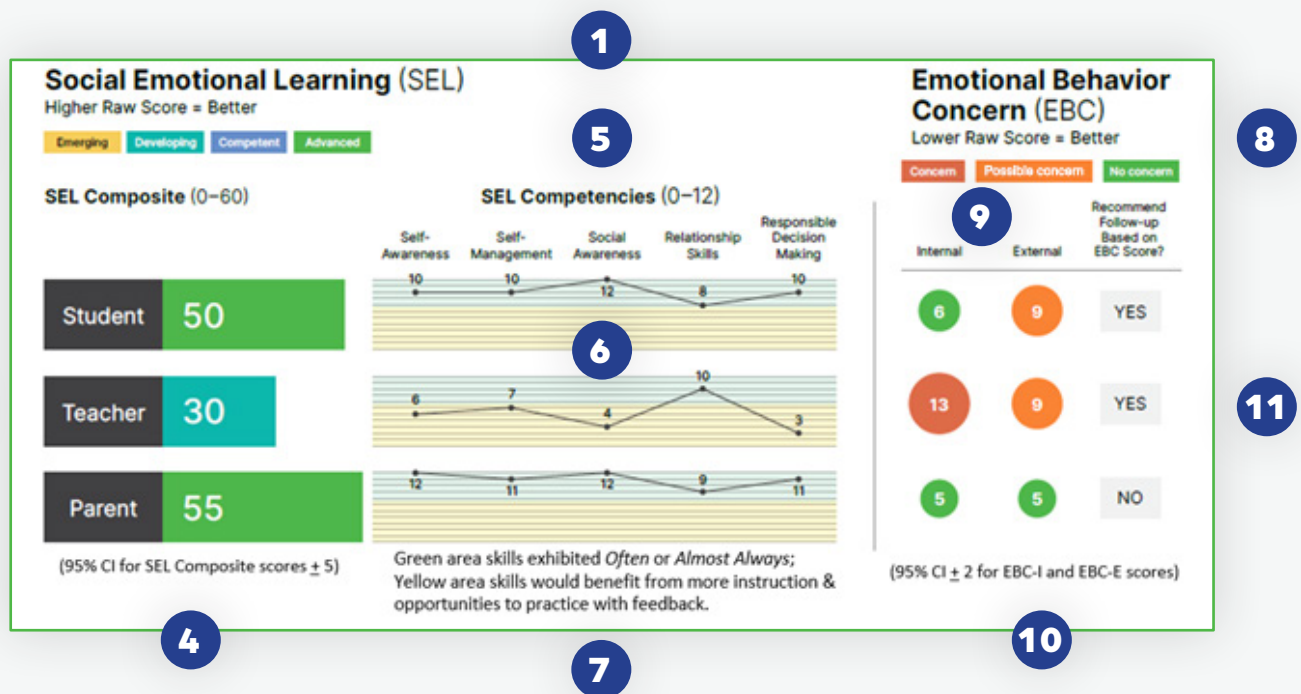
There are 5 primary components of the report:

- **Individual Informant Report**
- **Individual Informant Summary**
- **SEL Performance Levels Summary**
- **EBC Concerns Levels Summary**
- **SEL x EBC Matrix Summary**

Each SEL component has ratings completed by a Student, Teacher, and/or Parent, with composite scores being calculated according to informant group as well. SEL Composite scores range from 0 to 60, with individual competencies scored on a 0 to 12 scale. Higher scores are considered better, and scores are grouped into performance levels of *Emerging*, *Developing*, *Competent*, and *Advanced*. Scores also are color coded like the performance levels to provide quick visual reference.

EBC scales also are completed by a Student, Teacher, and/or Parent with individual behaviors being rated on a 0 to 15 scale. In this case, lower scores are considered better, and composite scores are classified into *No Concern*, *Possible Concern*, and *Concern* levels. EBC behaviors and scores are grouped either as Externalizing or Internalizing, and these groups are never combined for a joint score. Scores also are color coded like the concern levels to provide quick visual reference.

Individual Informant Report



REPORT DESCRIPTION

1. This report has 3 sections: SEL Composite, SEL Competency profile, & EBC Scales based on ratings completed by a Student, Teacher, and/or Parent.
2. SEL Composite (total) scores range 0 to 60 with higher scores being better or desired; a Composite score represents 1 of 4 colorized performance levels (Emerging, Developing, Competent, & Advanced).
3. Composite Scores for each informant indicated by the actual score and performance level color code.
4. Composite scores should always be reported with a Confidence Interval (CI) score band to recognize a score has a small amount of measurement error associated with it.
5. Each of the five SEL Competency scores range between 0 to 12 with higher scores indicating a higher frequency of the behaviors represented by the competence.
6. The five SEL Competency scores create a profile indicating relative strengths and areas for improvement.

Individual Informant Report

7. Scores in the Green area on the profile are exhibited Often or Almost Always, while scores in the Yellow area would benefit from more instruction.
8. Two Emotional Behavior Concern Scales (Internalizing and Externalizing) exist. Scores on both scales range between 0 to 15 with the lower the score, the better. Scores are characterized across colorized levels of No Concern, Possible Concern, and Concern.
9. The EBC-I (Internal) and EBC-E (External) scores are not added together. These Scales can be completed by a Student, Teacher, and/or Parent.
10. EBC-I and EBC-E scores should always be reported with a Confidence Interval (CI) score band to recognize a score has a small amount of measurement error associated with it.
11. When EBC-I or EBC-E scores from any informant are at the Possible Concern Level (Orange) or Concern Level (Red), a follow-up with the student is recommended to determine if additional assessment or support is needed.

PRIMARY USER

This report is the foundation of the entire assessment – it provides an in-depth look at each individual student across the range of competencies being measured. The Individual Informant Report allows school counselors, teachers, and parents to understand the needs of each individual student and informs personalized intervention where needed. Each individual student will have their own report that outlines their personal SEL and EBC scores based on the assessment, allowing relevant stakeholders to understand the social-emotional and emotional behavioral well-being of every person in the class.

Individual Informant Summary

Social Emotional Learning
High Raw Score = Better
The higher the SEL score, the greater the frequency of desirable behaviors and more advanced the Competency Level

Emotional Behavior Concern
Lower Raw Score = Better
The lower the EBC Scores, the lower the frequency of undesirable behaviors and the lower the level of concern

Select All	Name	Total (0-60)	Self-Awareness (0-12)	Self-Management (0-12)	Social Awareness (0-12)	Relationship Skills (0-12)	Responsible Decision Making (0-12)	Internal (0-15)	External (0-15)	Recommend Follow-up Based on EBC Score (Yes/No)
<input type="checkbox"/>	Alberes, Graciela (44023)	38	5	8	8	9	8	2	4	No
<input type="checkbox"/>	Caldarera, Abel (11953)	32	3	8	6	7	8	1	2	No
<input type="checkbox"/>	Darakjly, James (70116)	47	6	11	10	8	12	0	0	No
<input type="checkbox"/>	Dilliard, Mitsue (60632)	36	6	8	7	7	8	2	0	No

REPORT DESCRIPTION

1. This report is a summary view of individuals' responses and has 2 sections: SEL competency scores – both composite and by component – and EBC-I and EBC-E results based on composite ratings from Students, Teachers, and Parents.
2. The summary view provides each individual student's name and their full set of scores. Additionally, all columns have a filter feature, allowing users to sort alphabetically.
3. SEL composite scores are color coded according to competency level.
4. SEL composite scores are provided based on each student's response and users can sort by value in ascending or descending order. Composite scores range between 0 and 60.
5. Each of the five SEL Competency scores range between 0 to 12 with higher scores indicating a higher frequency of the behaviors represented by the competence. Competency scores are displayed for each student in the roster.

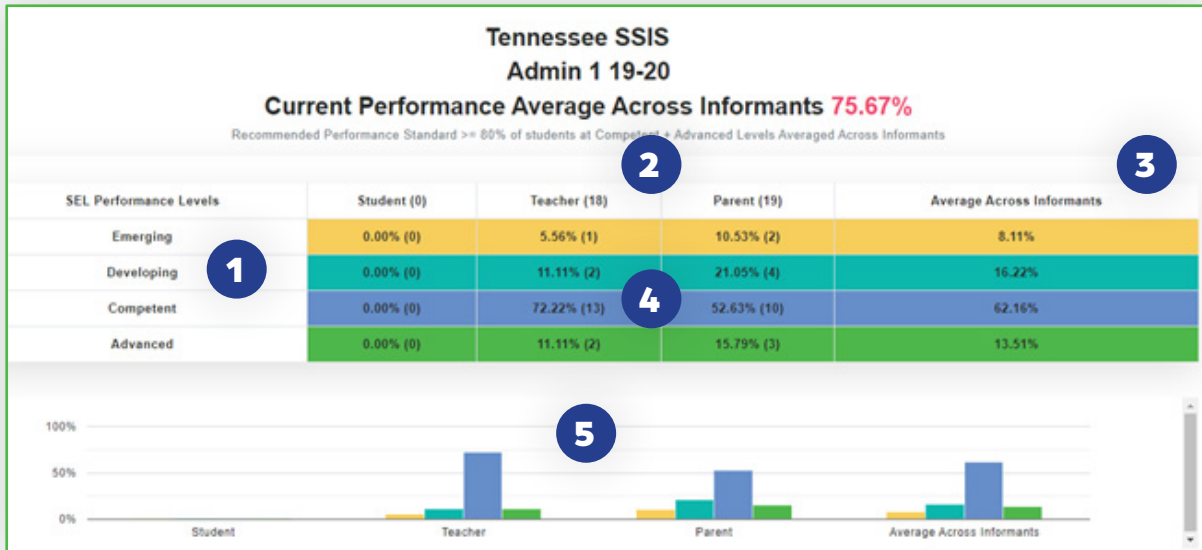
Individual Informant Summary

6. Emotional Behavior Concern Scales range between 0 to 15 and are displayed by Internalizing and Externalizing for each student. Lower scores are better or desired. Scores are characterized across colorized levels of No Concern (green), Possible Concern (orange), and Concern (red).
7. Students are assigned with a recommendation for follow-up based on the results of their EBC scores. If either Internalizing or Externalizing behaviors fall above 7, then follow-up is suggested.

PRIMARY USER

This report view can include rosters from individual classes, entire grades, or even schools. As such, the critical users of this information could be teachers, principals, counselors, or other school leaders who would benefit from identifying which students might need more attention to address SEL or EBC opportunity areas. Teachers and counselors would be able to view rosters in an aggregate view rather than needing to flip through each student's report to identify students with the most need. Such information enables a quicker look at who needs more attention and in what areas to begin developing appropriate interventions.

SEL Performance Levels Summary



REPORT DESCRIPTION

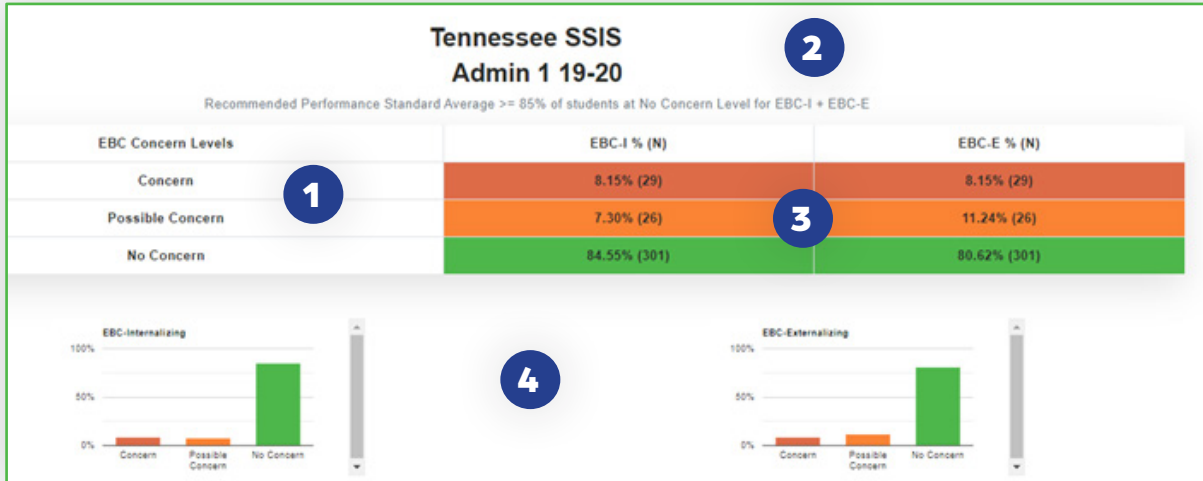
1. This figure features all informant ratings regarding SEL Performance Levels. The count and percentages of students are depicted based on SEL Performance Level as indicated by each of the three informants.
2. Responses are delineated by informant group via columns, with each column representing the number (in parentheses) and percentage of students belonging to each SEL Performance Level.
3. An average across informants is provided to indicate what percent of students, on average, were indicated as belonging to each Performance Level.
4. All Performance Level X Informant cells are color coded according to their SEL Performance Level.
5. An accompanying color-coded bar chart depicts the distribution by percentage of students within each SEL Performance Level by informant group and, on average, across all informant groups.

SEL Performance Levels Summary

PRIMARY USER

The SEL summary view allows a user to understand the breakdown of student SEL competency based performance as rated by informant group. This ultimately offers an overview of SEL Performance Level across the population of a school/ school district, and would therefore be most helpful to principals, school leaders, or district leaders who want to understand what the bigger picture looks like in terms of SEL. Additionally, teachers might find this information helpful for aggregate grade-level analysis. Any systematic disparities in responses – for example, if a teacher is consistently providing higher or lower scores than the other informants – can also become more easily visible, and may lead to an examination of students' behavior across different environments or situations.

EBC Concern Levels Summary



REPORT DESCRIPTION

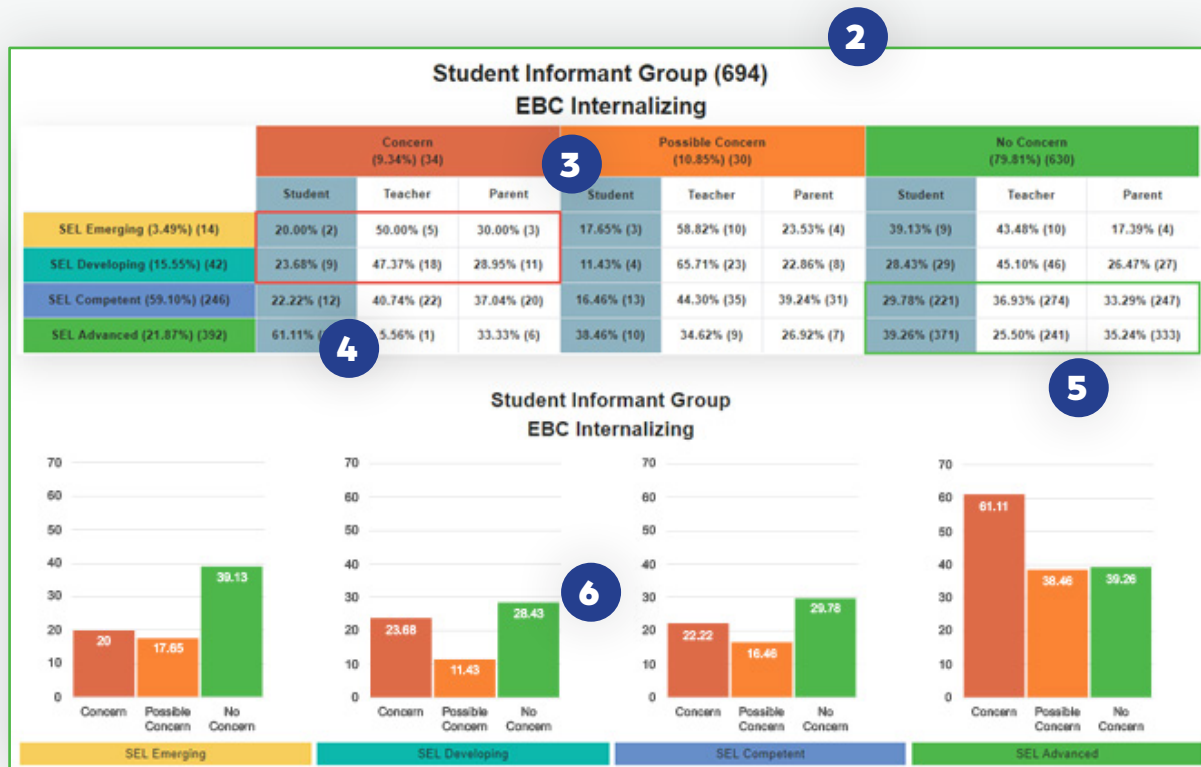
1. This figure features informant ratings on the Emotional Behavior Concerns items of the SSIS SEL Brief + Mental Health Scales. The percentage and number of students who fall under each Concern Level is provided. This view shows only one informant group at a time, and can be changed to reflect Student, Teacher, or Parent responses.
2. The number and percentages of students' EBC behaviors are divided separately between Internalizing and Externalizing scales. The same student can appear under two different Concern Levels, depending on their Externalizing vs. Internalizing behaviors. The EBC-I and EBE-E columns should not be summed or combined.
3. Concern Levels are color coded (red = Concern, orange = Possible Concern, green = No Concern).
4. The accompanying color-coded charts depict the percentage of students within each Concern Level for Internalizing and Externalizing scales, respectively.

EBC Concern Levels Summary

PRIMARY USER

The EBC summary view allows a user to understand the breakdown of student EBC Level based on informant group. This ultimately offers an overview of EBC Level across a school or district population, and would therefore be most helpful to principals, school leaders, or district leaders who want to understand what the bigger picture looks like in terms of Emotional Behavior Concerns. Additionally, teachers might find this information helpful for aggregate grade-level analysis. Any systematic disparities in responses – for example, if a teacher is consistently providing higher or lower scores than the other informants – can also become more easily visible, and may lead to an examination of students’ behavior across different environments or situations.

SEL x EBC Matrix



REPORT DESCRIPTION

1. This figure features ratings on the SEL and Emotional Behavior Concerns-Internalizing items of the SSIS SEL Brief + Mental Health Scales. The percentage and numbers of students who fall within each SEL competency is provided across rows.
2. Columns represent the number and percentages of students who fall within each EBC Level. The figure displays Internalizing or Externalizing behaviors only and cannot combine the categories or show them simultaneously.
3. The informant group corresponding to the applied filter is shaded and indicates which group's data is shown in the accompanying graph below.
4. A red rectangular outline indicates the students of highest concern – those who fall within Emerging or Developing SEL competencies and the Concern EBC Level.

SEL x EBC Matrix

5. A green rectangular outline indicates the students of least concern – those who fall within Competent or Advanced SEL competencies and the No Concern EBC Level.
6. The accompanying charts graphically depict the information provided in the figure. Each bar chart represents students who fall within the labeled SEL Competency Level, and the bars themselves reflect the percent of students who fall within each EBC Level within the corresponding SEL competency.

PRIMARY USER

This report offers the most aggregate and high-level view of both SEL Performance Level and EBC Concern Level. Therefore, this view is useful for any stakeholders that desire to identify what proportion of the student population falls within high-concern areas (Emerging or Developing SEL and/or Concern or Possible Concern EBC as indicated by the red rectangle). This will provide a more holistic look at student emotional and behavioral well-being while enabling users to drill down into the appropriate population of interest. Ideally, the desired goal would be to shift as many students from the red rectangle toward the green rectangle.