

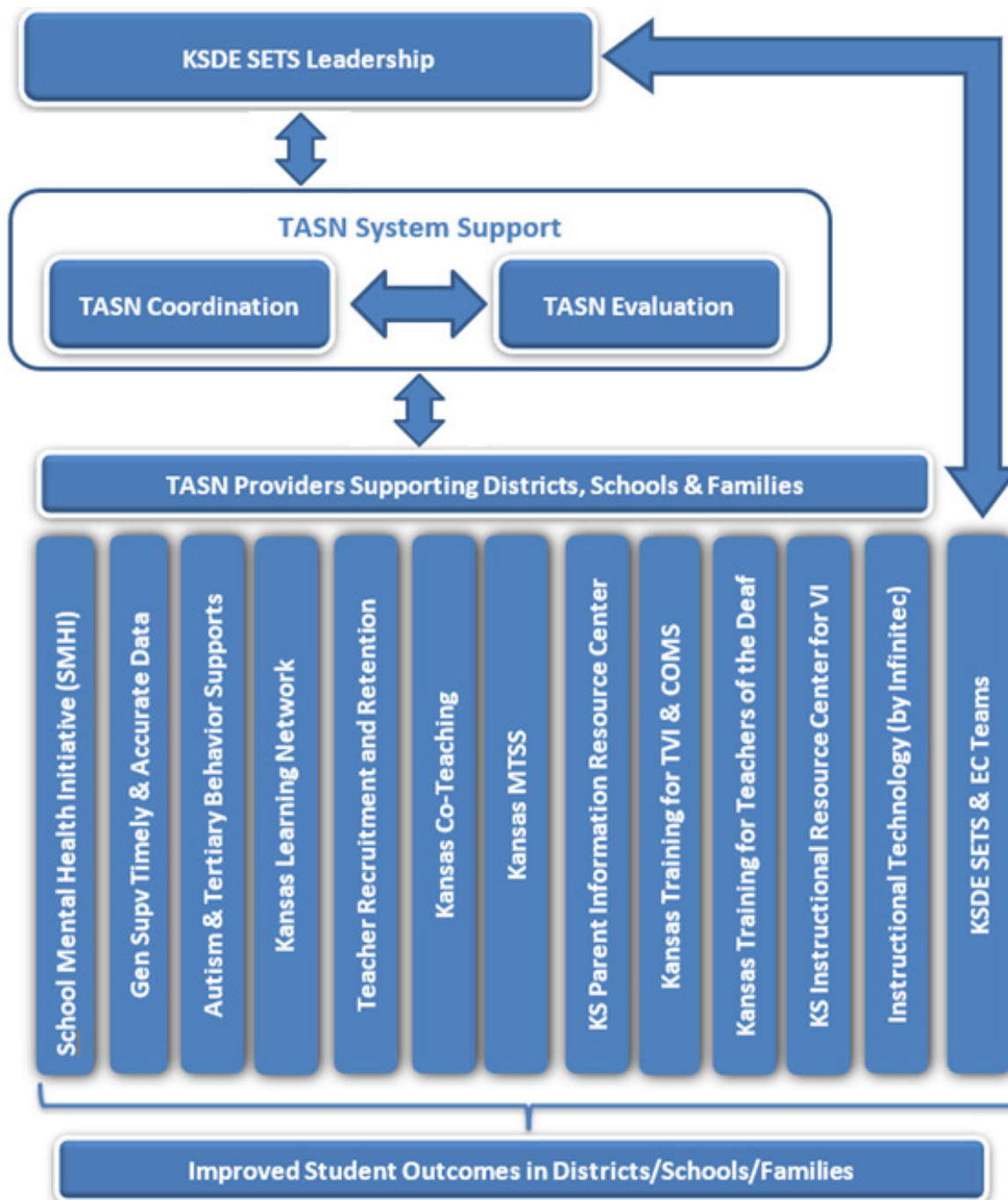
# TASN Evaluation

Amy Gaumer Erickson  
[agaumer@ku.edu](mailto:agaumer@ku.edu)





# TASN Alignment



# Theory of Change

**Through high-quality  
professional learning**

**Participants increase awareness,  
knowledge, skills & change attitudes**

**Administrators/supervisors create  
conditions that support implementation**

**Participants implement  
evidence-based practices with fidelity**

**Students/children improve academic,  
behavioral, and social outcomes**

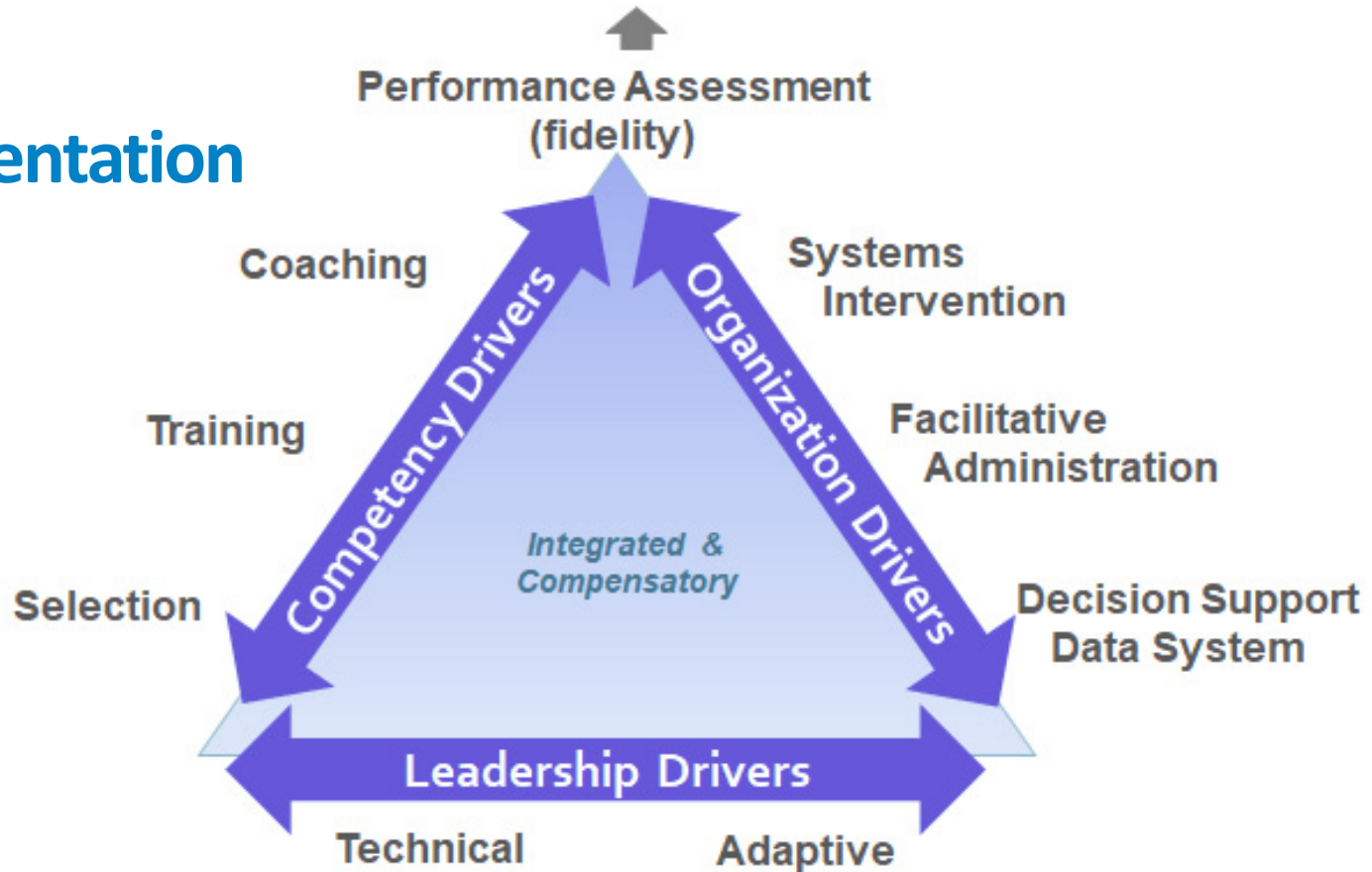
**Schools/organizations sustain the  
implementation with fidelity**

# TASN Evaluation Philosophy

- Utilization-Focused
- Empower, don't overburden educators
- Draw accurate conclusions
- Continually improve
- Support decision-making at the state, provider, district, school, team, and teacher levels
- **Determine impact**

# Improved OUTCOMES For Children and Families

## Implementation Science



Learn more at [www.ScalingUp.org](http://www.ScalingUp.org)

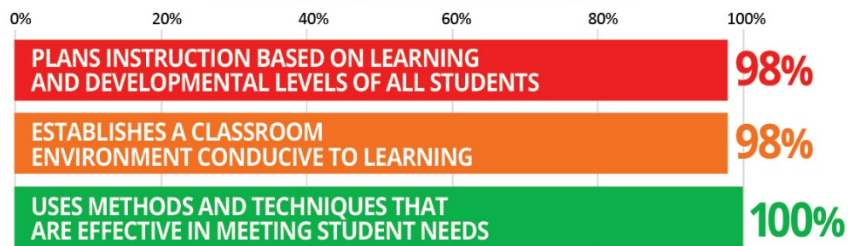


# KANSAS EARLY CAREER SPECIAL EDUCATOR MENTORING

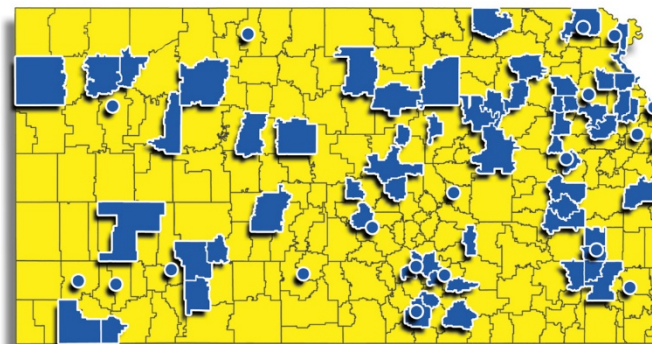
2018

## MENTOR RATINGS OF MENTEES

(Percentage Proficient or Somewhat Proficient)



## DISTRICTS/RELATED ORGANIZATIONS IMPACTED (2012-18)



It is an  
excellent opportunity  
to spend time  
reflecting on my performance  
and get feedback for  
how to improve.

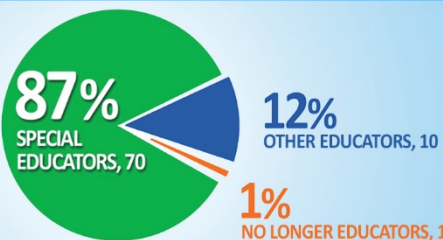
- Mentee

**99%**  
of mentees  
**Continue Teaching**  
**2** years after  
participating in mentoring

I have really enjoyed  
having a seasoned special  
educator guide and advise me  
in what has been the most  
challenging year, my second  
year, of teaching.

- Mentee

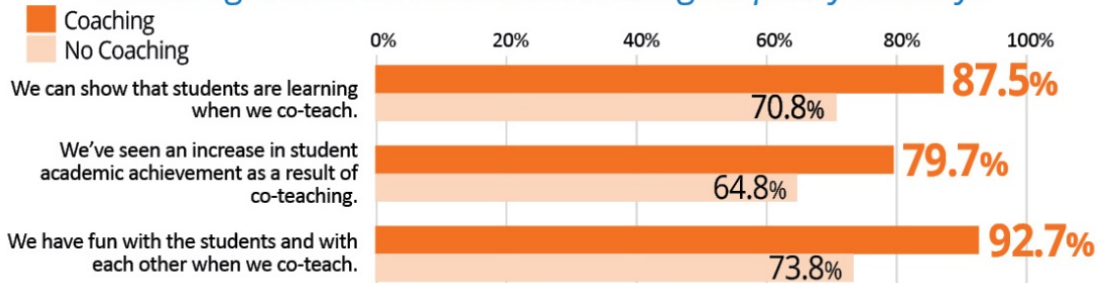
## CURRENT TEACHING ROLES OF 2015-16 MENTORING PARTICIPANTS



Includes one mentee that moved out of Kansas but is still teaching special education.  
Does not include five mentees whose current teaching roles are unknown.

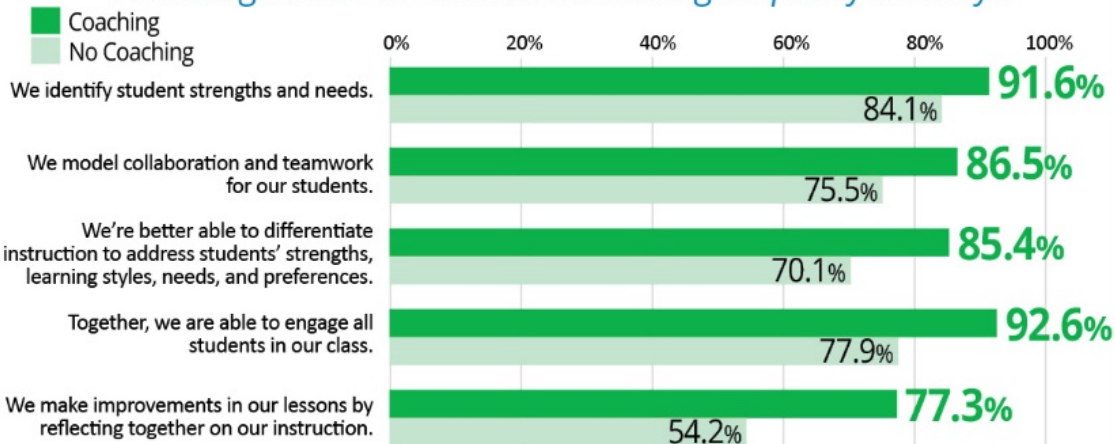
## CO-TEACHER PERCEPTIONS

Percentage of 251 Co-Teachers Answering *Frequently or Always*

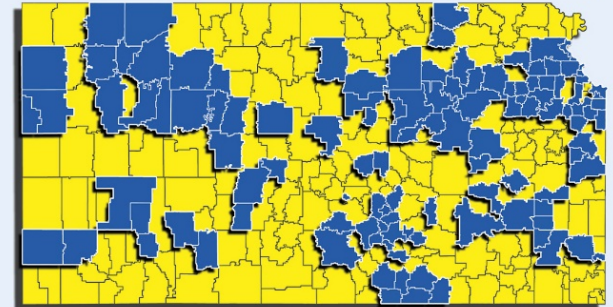


## CO-TEACHER PRACTICES

Percentage of 251 Co-Teachers Answering *Frequently or Always*



105 DISTRICTS IMPACTED  
BY THE KANSAS CO-TEACHING PROJECT (2012-18)



*"I have been a professional for over 30 years and have attended trainings too numerous to mention.*

***This training... ranks in the top two of best trainings that I have ever attended.***

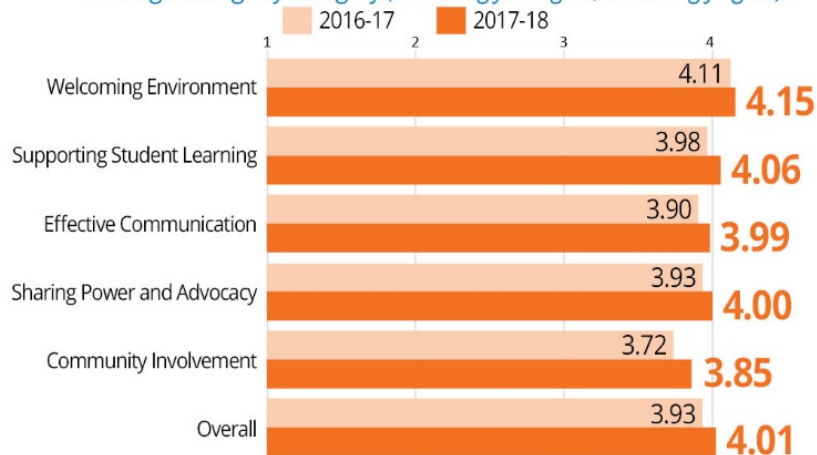
*If all professional training was conducted like this, more things would be implemented from theory to application."*





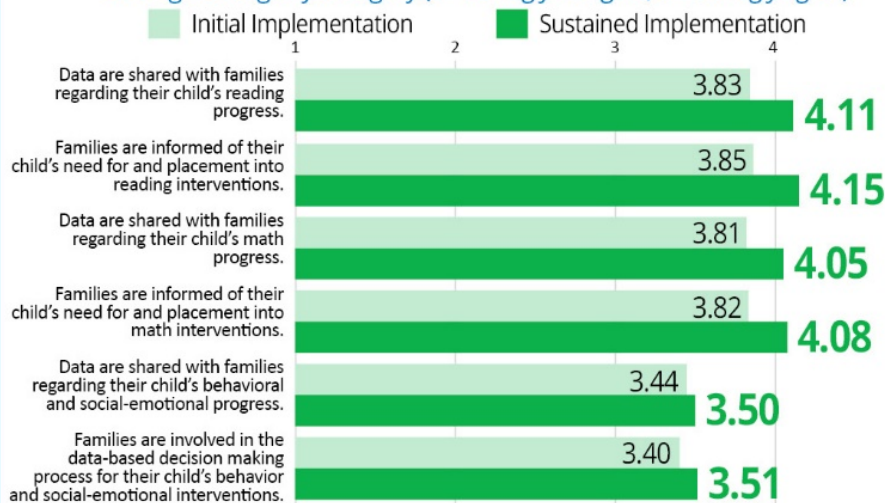
## FAMILY ENGAGEMENT SURVEY RESULTS

Average Ratings by Category (1 = Strongly Disagree, 5 = Strongly Agree)



## IMPLEMENTATION RESULTS REGARDING FAMILY-SCHOOL PARTNERSHIPS

Average Ratings by Category (1 = Strongly Disagree, 5 = Strongly Agree)



## PUBLIC SCHOOL DISTRICTS' KESA FAMILY ENGAGEMENT RUBRIC RATINGS

☐ No Evidence
 ☐ Implementing
 ☐ Transitioning
 ☐ Modeling

17.8%

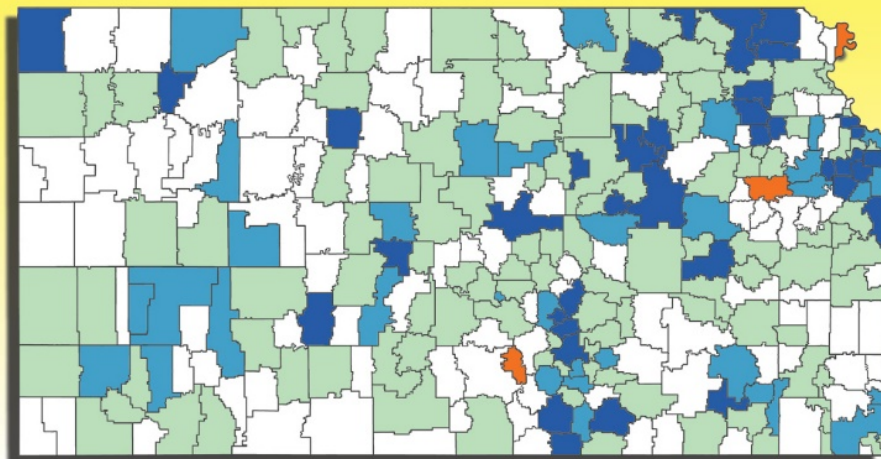
62.9%

16.4%

# KANSAS MULTI-TIER SYSTEM OF SUPPORTS AND ALIGNMENT

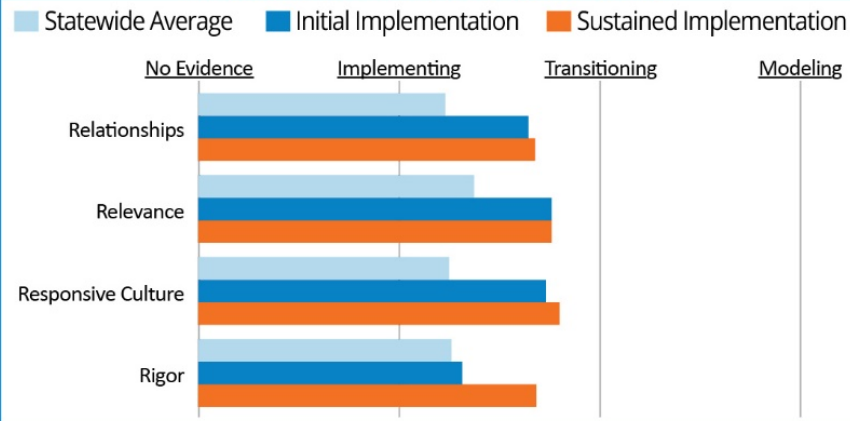
2018

## KANSAS DISTRICTS SUPPORTED

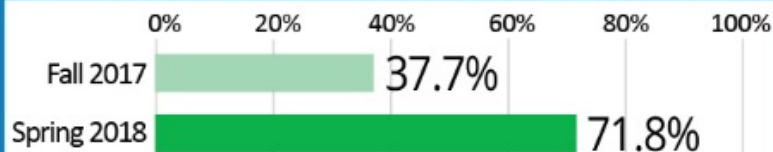


● TRAINING
 ● BOTH TRAINING AND COACHING
 ● COACHING OR OTHER SUPPORTS
 ● STRUCTURING, IMPLEMENTING, SUSTAINING

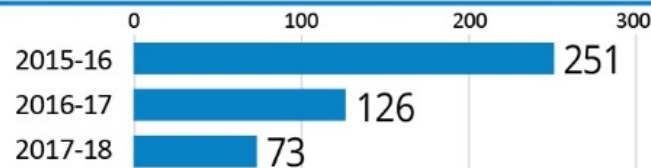
## KANSAS MTSS DISTRICT KESA RATINGS

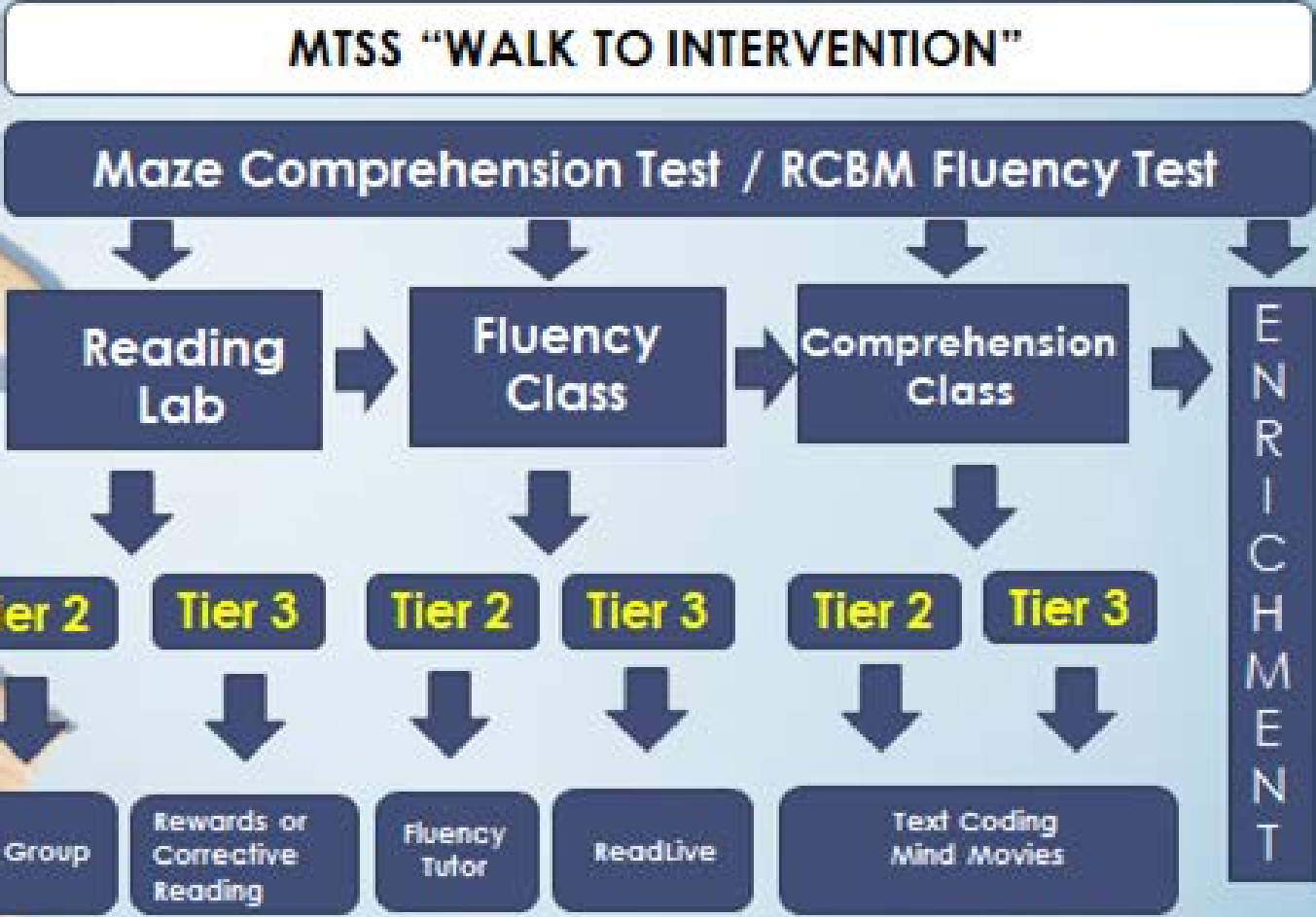


## PERCENTAGE OF STUDENTS WITH DISABILITIES READING ACCURATELY



## NUMBER OF DETENTIONS PER YEAR

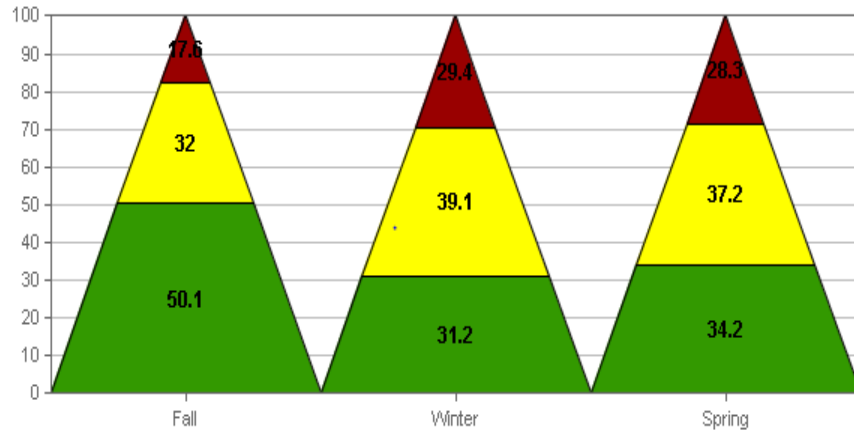




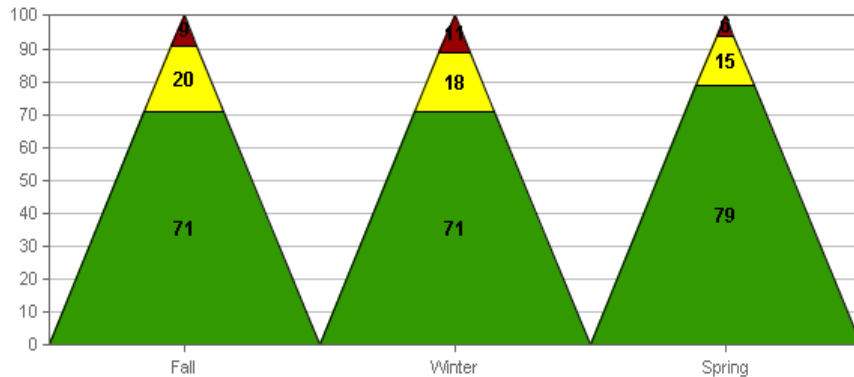
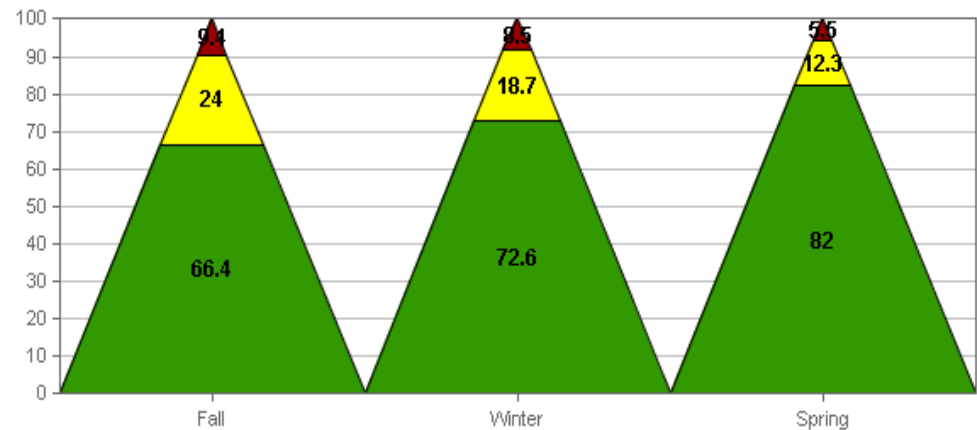
Great Bend Middle School Example

# Great Bend Middle School 8<sup>th</sup> Grade

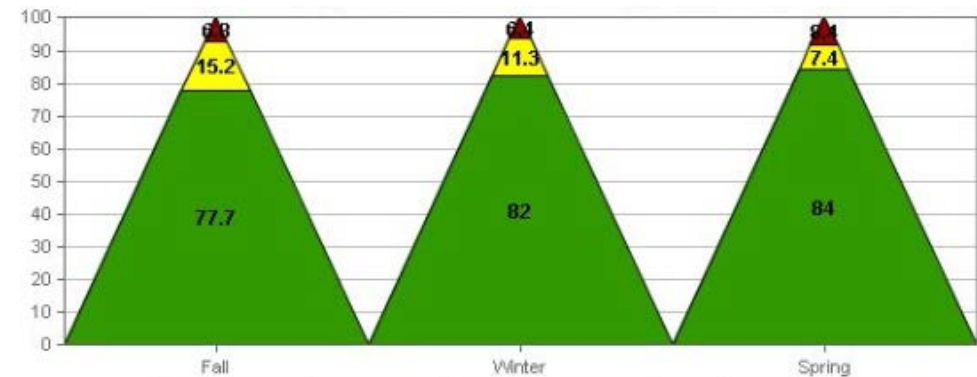
2014-2015



2015-2016



2016-2017



2017-2018



# Using Data to Continually Improve the System

- Implementing and sustaining evidence-based practices
- Data-based improvements through the Self-Correcting Feedback Loop
- Determining and addressing unmet needs
- Supporting decision-making at the educator, school, district, provider, and state levels

# Thank you!

Amy Gaumer Erickson, [agaumer@ku.edu](mailto:agaumer@ku.edu)

Learn More: <https://ksdetasn.org/evaluation>

TASN Evaluation Briefs:

<https://ksdetasn.org/evaluation/2017-18-tasn-provider-evaluation-briefs>

