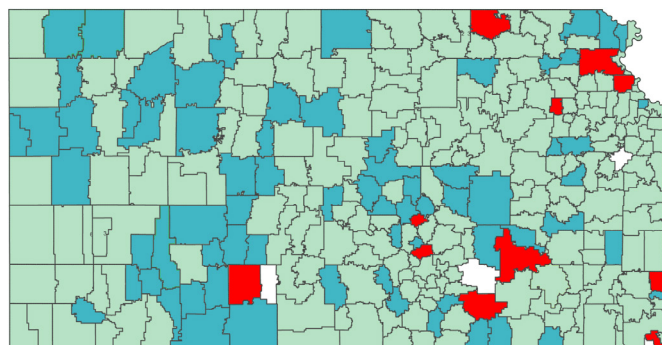


Driven by the Kansas State Board of Education's vision and under the direction of KSDE, **TASN** supports school districts' systemic implementation and evaluation of evidence-based instructional practices. This network of progressive and responsive collaborators from 20 different organizations partner to meet the professional learning needs of educators for the improvement of state-level outcomes.



## TASN PROVIDERS SERVE EDUCATORS ACROSS KANSAS

### DISTRICTS SUPPORTED IN 2015-2016



**TASN** providers supported educators in districts across Kansas through training, coaching, recruitment, and technical assistance. **A total of 282 districts across all 105 Kansas counties** were supported during the 2015-2016 school year. In most cases, training was ongoing or included follow-up coaching.

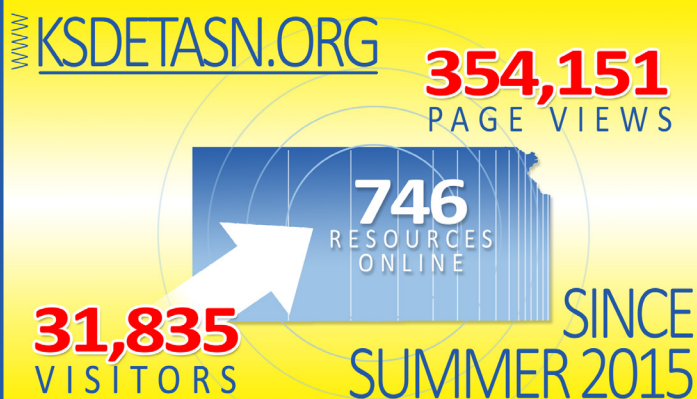
In addition, 93 districts submitted 381 requests through the "Big Blue Button." The median response time was 6 hours and 33 minutes from assignment to delivery of customized technical assistance. **92.8% of participants who responded indicated that support was helpful.**

Through site visits, **TASN** providers delivered additional coaching, assistance, and training. 98.2% of respondents indicated that these visits were helpful.



## TASN WEBSITE SUPPORTS THOUSANDS

The **TASN** website ([www.ksdetasn.org](http://www.ksdetasn.org)) houses 746 vetted resources (612 file uploads, 85 videos, 49 external URLs). Since the summer of 2015, the site has logged 31,835 visitors and 354,151 page views. **Over 3,000 users have created logins.**



## PROFESSIONAL LEARNING IS OF HIGH QUALITY

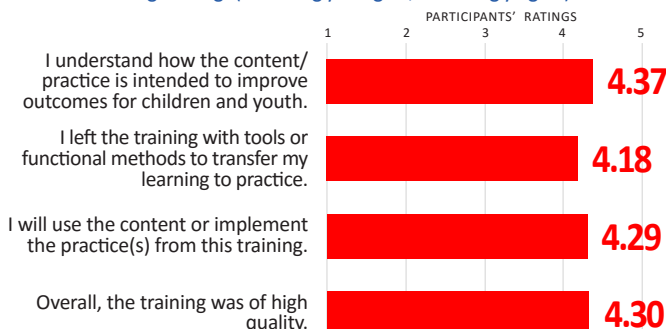
During 2015-2016, more than 300 **TASN** professional learning events were planned, managed and evaluated online through [www.ksdetasn.org](http://www.ksdetasn.org), which included approximately 250 face-to-face workshops, 60 online learning events, and 12 conferences held across the state.

Forty-five trainings were observed by an evaluator: 100% met the criteria for demonstration of new practices, 91% met the criteria for high-quality engagement of adult learners, and 91% met the criteria for participant reflection and evaluation.

Overall, evaluation results provided by 2,854 participants showed that the participants were highly satisfied with their learning experience and felt ready to implement newly learned skills.

## FEEDBACK FROM 2,854 TRAINING PARTICIPANTS

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



LEARN MORE ABOUT TASN AT [WWW.KSDEASN.ORG](http://WWW.KSDEASN.ORG)

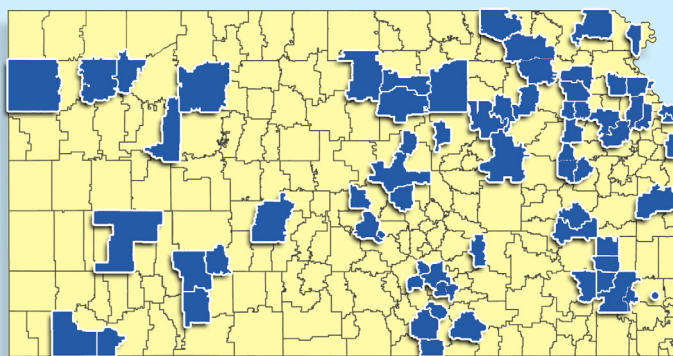
**Kansas Early Career Special Educator Mentoring** provides ongoing, online mentoring to teachers beginning their careers in special education. This project represents a partnership among the Kansas Education Employment Board at the Southeast Kansas Education Service Center, the New Teacher Center, and the Kansas Parent Information Resource Center. Mentors and experienced special educators in Kansas and nationwide are trained by the New Teacher Center in order to ensure that quality mentorship is provided.



Mentee participation is reviewed by project staff and reported to local administrators and mentors on a monthly basis to create self-correcting feedback loops at the district, mentor, and project levels for continuous improvement. Based on virtual observations and mentoring conversations, mentors rate each mentee's level of proficiency on indicators aligned with the Kansas Educator Evaluation Guidelines. Mentees also self-rate their proficiency. For 2015-2016, mentors were more likely to rate mentees as proficient than the mentees rated themselves.

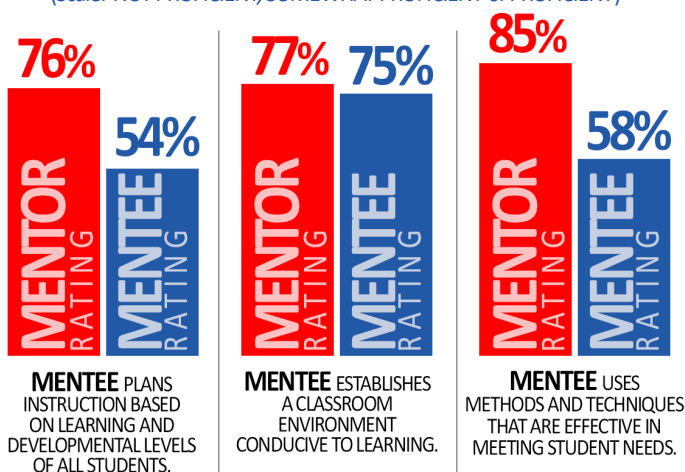
In the past four years, 355 early career special educators in 82 Kansas school districts have been impacted by Early Career Special Educator Mentoring.

## KANSAS DISTRICTS IMPACTED



## 2016 MENTEE SUCCESS: PERCENTAGE RATED 'PROFICIENT'

(Scale: NOT PROFICIENT, SOMEWHAT PROFICIENT or PROFICIENT)



Mentor Ratings (n=63) Mentee Ratings (n=67)

Mentors provide training, coaching, and reflection opportunities that guide new teachers to implement evidence-based instructional practices. Additionally, mentees participate in one to two Explorations (i.e., eight-week guided conversations with application and reflection components on a topic related to classroom practices) and monthly Dilemmas (i.e., discussions related to short scenarios focused on specific teaching issues).

For the past three years, *Developing IEPs* has consistently been the most frequently completed Exploration. This year, *Partnering with Families* was introduced. This Exploration, together with *Developing IEPs*, was developed by KEEB and KPIRC, and both are now offered nationally. Additional topics for Explorations are added based on both mentor and mentee feedback.

### Cumulative Top Five Explorations

*Developing IEPs* (77)  
*Accommodations and Modifications* (37)  
*Working with Paraprofessionals* (34)  
*Managing Student Behavior* (20)  
*Using Technology* (20)



"eMSS does an outstanding job of training and providing resources to us."

Mentee

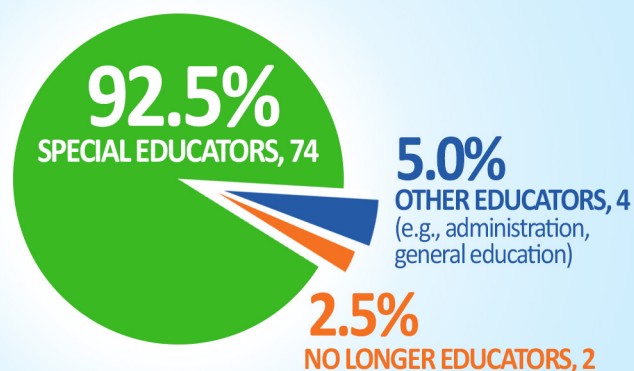
"I feel VERY well supported."

Mentee

Mentee retention is tracked through an annual follow-up survey, which is administered to mentees in February/March of each year. When necessary, additional data and data verification are obtained from KSDE. **Two years after participating in mentoring, 98% of early career special education teachers are still teaching.**

Of the 84 mentees who participated during the 2013-14 school year, 74 mentees (88.1%) returned to a special education position in 2015-16 and 4 (4.8%) are still working as educators, but not in special education positions. Six (7.2%) are either no longer employed by schools or their current positions are not known. Overall, 96% of mentees participating in the 2015-16 school year agreed with the statement "I am generally satisfied with being a teacher at this school."

## CURRENT TEACHING ROLES OF 2013-2014 MENTORING PARTICIPANTS



Includes mentees who moved out of Kansas (1 Special Educator, 2 Other Educators, 2 No Longer Educators). Does not include 4 mentees whose current teaching roles are unknown.

TO LEARN MORE VISIT: [WWW.KSDETASN.ORG/KEEB](http://WWW.KSDETASN.ORG/KEEB)



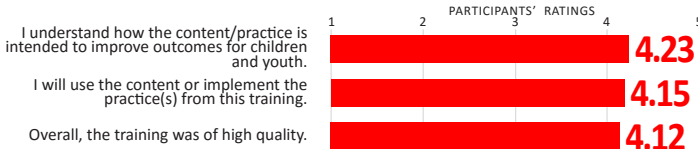
**Kansas Multi-Tier System of Supports (MTSS) Integrated Framework** is a coherent continuum of evidence based, system-wide practices to support a rapid response to academic and behavioral needs, with frequent data-based monitoring for instructional decision making to empower each Kansas student to achieve high standards. **Kansas MTSS** provides multi-phase training and ongoing support for refinement and sustainability purposes to districts (including pre-K through high school) to implement the integrated academic, behavior, and social framework.



During 2015-2016, **Kansas MTSS** provided 50 trainings with a total of 2635 participant registrations. Of the 13 trainings observed by the TASN Evaluation Team, all were found to meet the four indicators of high-quality engagement for adult learners and the three indicators of participant reflection/evaluation. Educators reported that the trainings were of high quality and that the information would be used to improve their instructional practices.

## AVERAGE EVALUATION RESULTS: MTSS TRAININGS

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



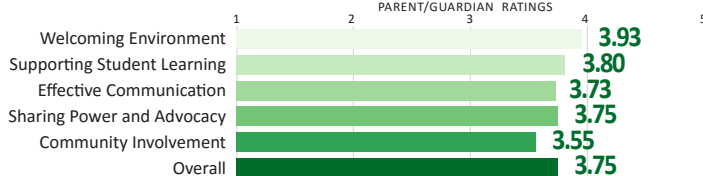
**Kansas MTSS** provided both intensive professional development for districts implementing the Integrated Framework as well as technical assistance and professional development to enhance the implementation of academic, behavior, and social instruction and interventions to districts across the state. During the 2015-2016 school year, **Kansas MTSS** provided professional development or technical assistance to educators in 118 districts and 13 educational service centers/cooperatives (see map).

## FAMILY ENGAGEMENT

Twenty-seven MTSS schools received feedback from parents of 2,985 students through the completion of Family Engagement Surveys. **Overall, these family members reported that the schools provided a welcoming environment, engaged families in supporting student learning, effectively communicated, and shared power** (see results by domain below).

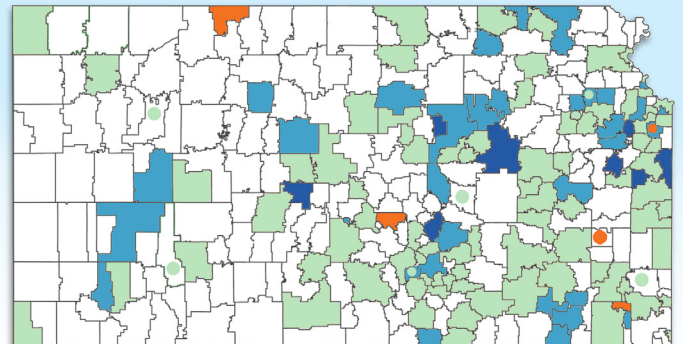
## MTSS FAMILY ENGAGEMENT SURVEY RESULTS

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



Schools participating in **Kansas MTSS** Structuring phase training have implemented academic, behavior, and social systems and Tier 1 practices with fidelity. During Phase 1 of training, on average, **Kansas MTSS** buildings have 75% of structures in place and 80% of Tier 1 (Universal) practices in place.

## DISTRICTS SUPPORTED

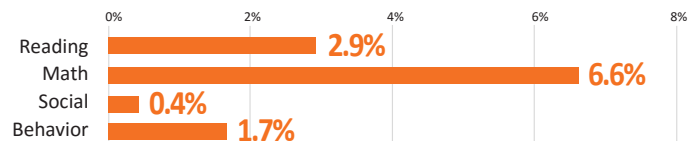


● TRAINING  
● BOTH TRAINING AND COACHING  
● COACHING OR OTHER SUPPORTS  
● STRUCTURING, IMPLEMENTING, REFINING

## STUDENT GROWTH

Twenty-five collaborative teams across eight schools analyzed universal screening data and reflected as a team on the effectiveness of the core curriculum. The percentage of students meeting the grade-level benchmark increased in every area between winter and spring assessments.

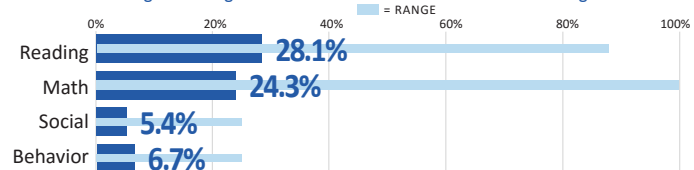
## AVERAGE PERCENTAGE INCREASE AT BENCHMARK SINCE PRIOR SCREENING



These same collaborative teams followed the performance of students receiving interventions to supplement the core curriculum. On average, about a quarter of the students who received Tier 2 interventions in reading and math met the intervention exit criteria during Spring 2016. These same teams reported that, on average, 9.3% of students met the criteria for exiting Tier 3 reading support and 17.3% of students met the criteria for exiting Tier 3 math support.

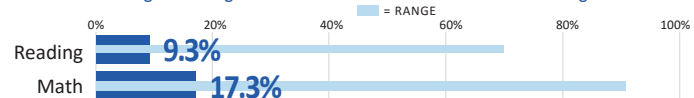
## STUDENTS EXITING TIER 2 SUPPORT

Average Percentage Who Exited the Intervention Since Prior Screening



## STUDENTS EXITING TIER 3 SUPPORT

Average Percentage Who Exited the Intervention Since Prior Screening



TO LEARN MORE VISIT:

[WWW.KSDETASN.ORG/MTSS](http://WWW.KSDETASN.ORG/MTSS)



The **Kansas Instructional Resource Center for the Blind and Visually Impaired (KIRC)** supports teachers across Kansas who work with students who have visual impairments by providing instructional materials and services, including professional development seminars. The project represents a partnership between KSDE and the Kansas School for the Blind.



## KIRC RESOURCES

This year, KIRC provided \$500,244 in resources to 1,085 students within 85 Kansas school districts.

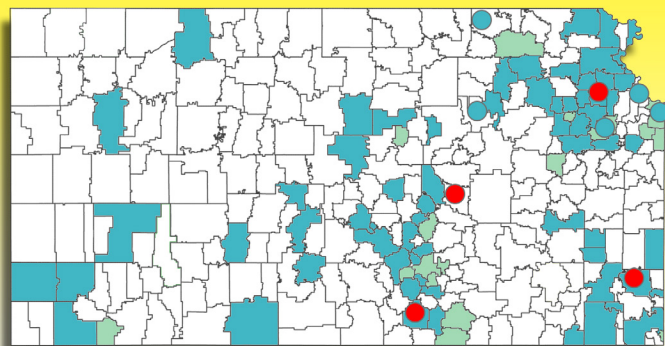
These resources, which can be found in a searchable, online catalog (<http://webopac.klas.com/ksirc>), included textbooks and library books in braille and large type, assistive technology, and electronic files that meet the National Instructional Materials Accessibility Standard (NIMAS).

KIRC also provided 3 workshops that were attended by 97 participants from 20 districts.

*"The training was an **amazing opportunity** to learn about the **Learning Media Assessment (LMA)** from one of its creators. Dr. Holbrook did such a nice job of **explaining the changes to the LMA.**"*

-Training Participant

## KANSAS DISTRICTS IMPACTED



■ TRAINING ■ RESOURCES ■ BOTH TRAINING & RESOURCES

Dots represent service centers or cooperatives that support a large geographic area.



*"It was great!  
Good mix of discussion  
and hands on."*

-Training Participant

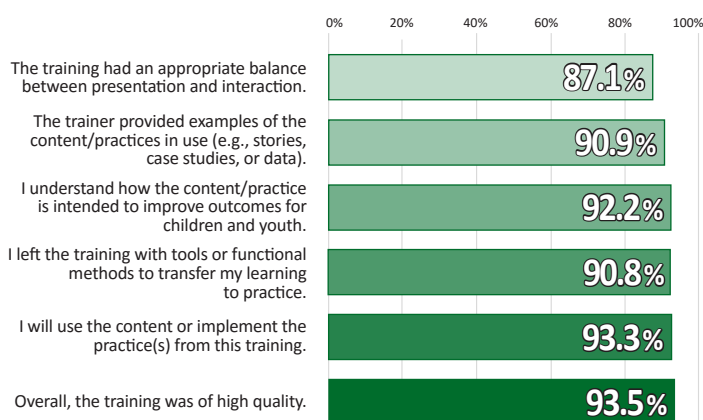


## PROFESSIONAL TRAINING IS OF HIGH QUALITY

Overall, 94% of participants agreed or strongly agreed that the training was of high quality. 93% of participants indicated they would use the content or implement practices from the training. In addition, 92% of participants across all the workshops understood how the content or practices would improve outcomes for children and youth. 91% of participants felt equipped to transfer their learning to practice.

### AVERAGE EVALUATION RESULTS

Percentage of Respondents Answering Agree or Strongly Agree

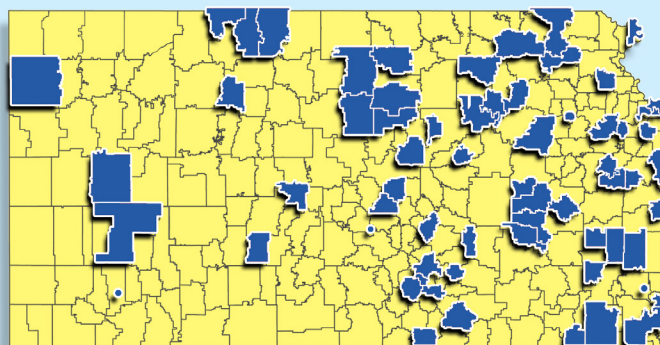




The **Kansas Parent Information Resource Center (KPIRC)** supports meaningful family engagement at all levels of education to promote the educational success of every Kansas child. In 2015-16, over 200 presentations, coaching opportunities, and/or technical assistance were provided to 64 districts, as noted in the map. As a result of this support, educators developed skills to engage families, self-assessed their family engagement practices, and collected data from families to better understand their schools' strengths and areas for improvement.



## KANSAS DISTRICTS IMPACTED

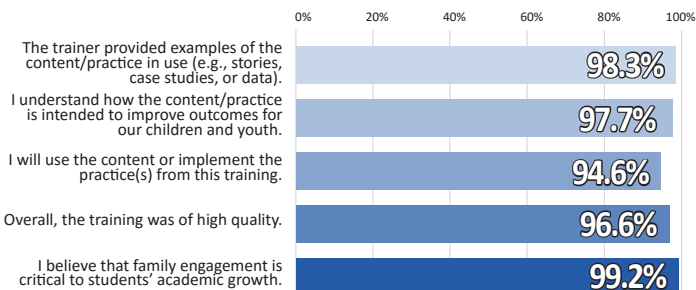


## TRAINING WAS EFFECTIVE

Training provided by KPIRC is of high quality, as illustrated by summarized results from 241 evaluations collected at seven trainings.

### EVALUATION RESULTS FROM 241 TRAINING PARTICIPANTS

Percentage of Participants Who Responded *AGREE* or *STRONGLY AGREE*

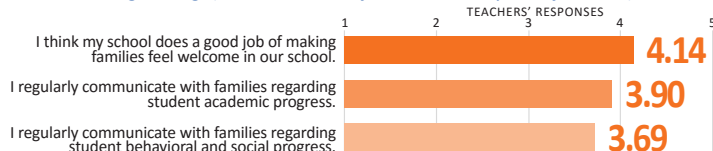


## TEACHERS REFLECTED ON HOW THEY ENGAGE FAMILIES

In 2015-16, the School Implementation Scale was adopted to help instructional staff self-assess the levels of implementation of key MTSS indicators. As part of this self-assessment, 199 teachers from two Kansas districts reflected on how well they and their schools engage families. Results were used by the building implementation teams to identify strengths and areas for improvement.

### AVERAGE EVALUATION RESULTS: MTSS TRAININGS

Average Ratings (1 = Not at all true of me now, 5 = Very true of me now)



## TEACHERS LEARNED SKILLS TO ENGAGE PARENTS

As a result of **KPIRC** training, numerous educators said they would:

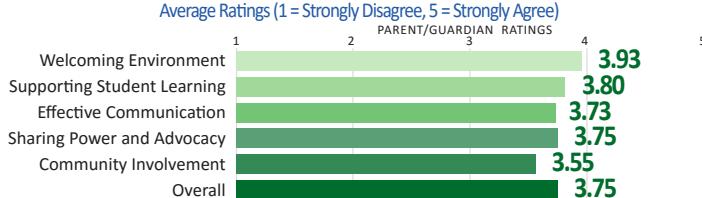
- Host **more effective** teacher conferences
- Believe in families as **equal partners** with a capacity for teaching their children
- Use **positive, two-way** communication
- **Build relationships** with families
- Have students **set and share goals** with families
- Find ways to **give students a voice**
- **Share meaningful data** with parents

## SCHOOLS LISTENED TO FAMILIES

The Family Engagement Survey (Noonan, Gaumer Erickson, & Groff, 2015) was created in alignment with the PTA National Standards for Family-School Partnerships to help schools self-assess the degree to which they engaged families in the education of their children. Parents of 2,985 students completed the 15-item survey in either English or Spanish. The responses represented 27 buildings in four districts.

### MTSS FAMILY ENGAGEMENT SURVEY RESULTS

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



## KPIRC COLLABORATED TO MULTIPLY IMPACT

KPIRC collaborated at the state level to incorporate family engagement into Accreditation (KESA), Individual Plans of Study (IPS), and the Kansas Learning Network (KLN). The project also partnered with other TASN projects (e.g., Kansas MTSS) to infuse family engagement strategies into statewide professional development. The project worked to directly address the following State Board outcomes for measuring progress: Kindergarten Readiness, Graduation Rates, Postsecondary Completion, Individual Plan of Study, and Social/Emotional Growth.



TO LEARN MORE VISIT:  
[WWW.KSDETASN.ORG/KPIRC](http://WWW.KSDETASN.ORG/KPIRC)

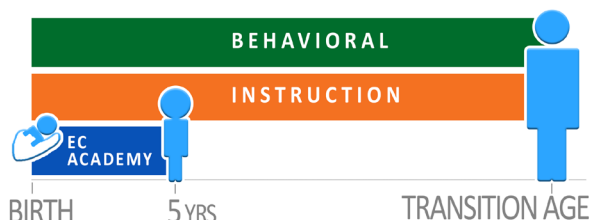


The **TASN Autism and Tertiary Behavior Supports (ATBS)** project is made up of an interdisciplinary team of educators, social workers, speech and language therapists, and behavior specialists with the goal of supporting Kansas school districts in building local capacity to serve children with diverse learning or complex and challenging behavioral needs through results-based professional development training, coaching, and technical assistance.



## SUPPORTING CHILDREN BIRTH THROUGH TRANSITION AGE

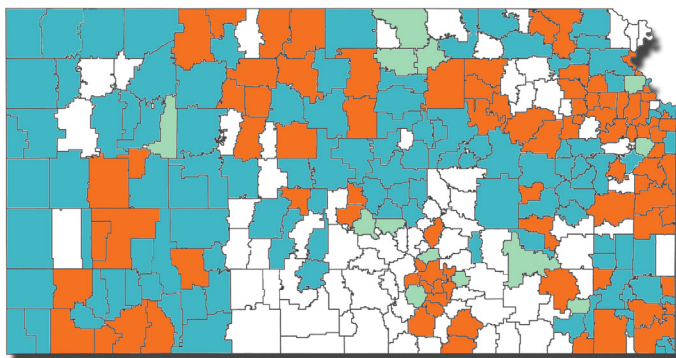
The **ATBS** project addresses the needs of children from birth through exit from high school by providing ongoing professional development, technical assistance, and webinars to educators.



## A STATEWIDE SERVICE

The **ATBS** project touches all corners of Kansas by providing professional development to teams of educators on evidence-based instructional and behavioral intervention strategies, responding to requests for technical assistance from educators and parents addressing instructional and behavioral issues, and supporting diagnosis and screening of students with autism. The project initiatives provided 1,818 participants with professional development opportunities during 48 face-to-face learning events ranging in length from one to five days. More than 2,300 Kansans registered for 45 instructional webinars; 29 of these were part of the Tri-State Webinar series, a collaboration with the Colorado and Nebraska Departments of Education.

The project also responded to 146 support requests from 106 districts: 48% of the requests were for assistance with challenging behavioral needs, 32% were requests for professional development, 16% were for instructional support, and 5% were for assessment or evaluation. Of those requesting support, 48% were administrators, 42% were teachers, and 10% were parents.



● TRAINING ● COACHING OR OTHER SUPPORTS ● BOTH TRAINING AND COACHING

*"I think it was an excellent training. The TASN staff are knowledgeable and communicate their thoughts and ideas clearly."*

-Training Participant

*"The training was excellent. The quality of the material and the organization from those putting on the event was great."*

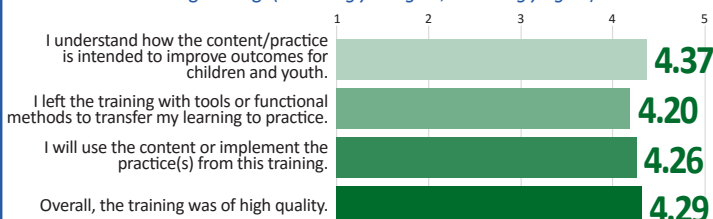
-Training Participant

## EDUCATORS' OUTCOMES

On average, participants in **ATBS** professional development improved their knowledge of the content by 20% from pre- to post-test. Follow-up surveys showed that 92% of training participants in the Early Childhood Academy indicated that training and resources had a medium or high impact on their teaching and 97% reported that they improved their practices related to intentional teaching strategies, targeted small group instruction, functional behavior assessment, and stabilization. All of the participants in Youth Mental Health trainings indicated that would highly recommend the session to others. More than 1,000 participants rated the quality of professional development events.

### AVERAGE EVALUATION RESULTS

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





## A COMPREHENSIVE SERVICE MODEL

The **ATBS** Project:

- Collaborates with KU Medical Center clinicians and doctors to provide training to district, cooperative, and interlocal **Autism Diagnostic Teams** on autism and differential diagnosis, appropriate screening tools, assessment tools, and the diagnostic process.
- Trains district, cooperative, and interlocal **Autism Interdisciplinary Teams** in order to build capacity in recognizing and screening for autism.
- Provides training and coaching to district teams on **Functional Behavior Assessment and Interventions**, a process specifically designed to address the behavioral support and emotional needs of students who require a Tier 3 level of response and intervention.
- Provides regional training sessions on **Evidence-Based Instructional Strategies** to provide instructional staff with a variety of teaching methods in order to intervene before instructional errors or problematic behaviors occur, resulting in measurable student progress.
- Conducts the **Summer Institute**, a five-day immersive training that provides hands-on application of the Structured Teaching model. This is an evidence-based instructional intervention for students with the most complex and/or challenging behavioral needs. The Institute includes follow-up coaching in the classroom to support implementation and sustain practice.
- Conducts the **Autism Specialists Summit**, an advanced two-day training for district-level consultants on emerging topics that impact the success of students with autism spectrum disorder.
- Supports **Registered Behavior Technicians** by offering free, online sessions that help fulfill credentialing requirements of the Behavior Analyst Certification Board.
- Provides training and support on the research-based **Coaching Conversation** process as applied to all ATBS project initiatives.
- Provides teachers, parents, and community members with **Youth Mental Health First Aid** training on how to help adolescents who are experiencing mental health or addiction challenges or crises.
- Provides training to school-based teams on the use of both formal and informal assessment tools in the development of IEP goals, benchmarks, or objectives for students with complex learning and/or behavioral needs as they **Transition** to adulthood settings.

## RESULTING IN REAL CHANGE

Through the work of the Autism Diagnostic Teams, the mean age for a diagnosis of autism in Kansas is three years six months while, according to the U.S. Centers for Disease Control and Prevention, most children in the U.S. are not identified until after the age of four. An early diagnosis enables students to receive specialized services at an earlier age.

During the 2015-2016 school year, school-based teams were trained in applying function-based behavioral interventions. Ninety-four percent of 16 teams involved families in the development of the interventions for their children. Ninety-four percent of the 16 students supported by these teams showed positive behavioral changes.

Teachers who participated in the Summer Institute focusing on the use of the research-based Structured Teaching model tracked the growth of their students. Of the 29 students for which data was collected, all improved (with a 52% average gain) in their ability to initiate and identify their own class schedule, identify and use the scheduling cues, and follow the schedule for completion of tasks.



Percentage of Teams  
***That Involved Families***  
in the Development of the  
Interventions For Their Children

Percentage of Students  
Supported by These Teams Who  
***Showed Positive Behavioral  
Changes***



Percentage of Students Who  
***Improved Their Ability*** to:

- **Initiate** & **Identify** Their Own Class Schedule
- **Identify** & **Use** the Scheduling Cues
- **Follow the Schedule** for Completion of Tasks



**52%**  
AVERAGE GAIN  
IN ABILITIES

TO LEARN MORE VISIT: [WWW.KSDETASN.ORG/ATBS](http://WWW.KSDETASN.ORG/ATBS)

