Call to order

• Roll Call
Approval of Agenda and Minutes

Agenda: July 26, 2021
Minutes: April 29, 2021

Poll questions will allow the votes to be public information but will not reveal how individuals vote.
• Guidelines for Testimony
  • Prior to start of the School Mental Health Advisory Council meeting, be sure to email Kelli Byrne, kbyrne@ksde.org expressing desire to speak during public comment.
  • All comments will be taken under advisement by the council.
  • Any response from the Council to public comments will come at a later date.

• Verbal Public Comment
  • Verbal comments are limited to three minutes.
  • Cue will be given one minute before time expires.

• Written Testimony
  • Written input must include the name, address and county of residence of the person submitting comment.
  • Written comments can be submitted via email to Kelli Byrne, kbyrne@ksde.org
KCTC Data Usage – Best Practices

Kent Reed
Jane Groff
Rebecca Kramer
Christina Mann
Danira Fernandez-Flores

Kansas leads the world in the success of each student.
Today’s Presentation

• Brief history & research behind KCTC Climate Types Report
• An overview of the newly validated Climate Types Report
• Best practices for using this data alongside other data sources; systematizing use in Kansas MTSS and Alignment
• Example of district using Climate Types Report
Empowering Relationships:
- Teacher-Student Scale
- Parent-Student Scale

Empowering Engagement:
- Student Voice Scale
- Student Agency Scale

Scales in the Climate Types

<table>
<thead>
<tr>
<th>Protective Climates</th>
<th>Risk Climates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Empowering Engagement:</td>
<td>Depressed Scale</td>
</tr>
<tr>
<td>Student Voice Scale</td>
<td></td>
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<tr>
<td>Student Agency Scale</td>
<td></td>
</tr>
<tr>
<td>Empowering Relationships:</td>
<td>Anxious-Conflictual Scale</td>
</tr>
<tr>
<td>Teacher-Student Scale</td>
<td></td>
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<tr>
<td>Parent-Student Scale</td>
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View a 15-min. Orientation to the Climate Types Report here:

https://vimeo.com/465069530/0cd7f7c245

Detect “Hot Spots” and Strengths

<table>
<thead>
<tr>
<th>Student Voice Scale</th>
<th>Empowering Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>My teacher notices when I do a good job [yes]</td>
<td>41.32</td>
</tr>
<tr>
<td>My teacher notices when I do a good job and lets me know about it [yes]</td>
<td>57.68</td>
</tr>
<tr>
<td>The school lets my parents know when I have done something well [yes]</td>
<td>36.68</td>
</tr>
<tr>
<td>Friends ask me to work on special classroom projects [yes]</td>
<td>39.14</td>
</tr>
</tbody>
</table>

| Staff Training | Evidence Based SEL Skills & Competencies (eg: Relationship Skills, etc); Systemic Positive Relationships; Individual Plans of Study to personalize learning; Graduation Rate | 80.34 |

<table>
<thead>
<tr>
<th>Graduation Rate</th>
<th>Family Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>District KCTC Participation</td>
<td>55.63</td>
</tr>
<tr>
<td>10th grade Participation</td>
<td>21.69</td>
</tr>
<tr>
<td>Free &amp; Reduced Lunch %</td>
<td>36.66</td>
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<table>
<thead>
<tr>
<th>Parent-Student Relationships Scale</th>
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<tbody>
<tr>
<td>More than 50%</td>
<td>83.75</td>
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<tr>
<th>District Enrollment</th>
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<td>21.69</td>
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<th>ACT Average</th>
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<td>15.4</td>
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<thead>
<tr>
<th>Depressed Scale</th>
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<tbody>
<tr>
<td>No fill if your score is better than state average</td>
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<table>
<thead>
<tr>
<th>Protective Factor Scales Scores</th>
<th></th>
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<tbody>
<tr>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>Parent-Student Scale</th>
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</thead>
<tbody>
<tr>
<td>How often did you enjoy being in school? [often, almost always]</td>
<td>82.01</td>
</tr>
<tr>
<td>How often did you hate being in school? [never, seldom]</td>
<td>40.97</td>
</tr>
<tr>
<td>How often do you feel the school work you are assigned is meaningful and important? [yes, almost always]</td>
<td>54.11</td>
</tr>
<tr>
<td>How often do you feel the school is going to be for your future [yes, very important]</td>
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<td>How often did you ask your best work in school [often, almost always]</td>
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| 3.9 | |
Screening for Risk

- Risk screening serves a critical function: finding those students who may need additional support.
- Risk screening data should not be used in a manner that could potentially compromise its intended function.

Climate Data as a Growth Measure

Use the KCTC Climate Types Report for data-informed decision-making

- **Formatively**: to plan and prioritize responsive practices to strengthen districts’ Tier 1 Core
- **Summatively**: to assess climate, note hot spots and strength spots, and determine progress toward goals (growth)
- **Longitudinally**: to ensure data is moving in a direction of improvement over time (validated or sustained growth)

Examples of Using Data

- **Climate**: What are our hot spots & strengths spots? What strategies will we systematize to improve the core and culture? Are we seeing growth?
- **SEL Skills**: How does strength-based SKILL assessment data inform core curriculum & instruction? Are we seeing growth?
- **Risk**: How systematically are we screening & responding to RISK data? Are we finding all who may need support?

Look at Relationships Among Data

- Triangulating: How does each area appear to relate to the others? What is needed to optimize outcomes?

District Example

- **Depression**
  - 2018 District 33.8%
  - 2018 State 28.9%
- **Been Bullied**
  - 2018 District 47.1%
  - 2018 State 27.3%

**Strategies:**
- Student Focus Group
- Active Supervision
- Relationship-Building
- SEL Curriculum
Results

Bullying Indicator

During this school year, how often have you been bullied at school? (sometimes - every day)

<table>
<thead>
<tr>
<th>Year</th>
<th>District %</th>
<th>State %</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>27.3</td>
<td></td>
</tr>
<tr>
<td>2019</td>
<td>47.1</td>
<td></td>
</tr>
<tr>
<td>2020</td>
<td>31.8</td>
<td></td>
</tr>
</tbody>
</table>

Results

There are lots of chances for students in my school to talk with a teacher one-on-one (yes)

<table>
<thead>
<tr>
<th>Year</th>
<th>District %</th>
<th>State %</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>84.3</td>
<td>77.9</td>
</tr>
<tr>
<td>2019</td>
<td>83.9</td>
<td>88.9</td>
</tr>
<tr>
<td>2020</td>
<td>83.9</td>
<td>86.7</td>
</tr>
</tbody>
</table>

Results

My teachers praise me when I work hard in school (yes)
The school lets my parents know when I’ve done something well (yes)

<table>
<thead>
<tr>
<th>Year</th>
<th>District %</th>
<th>State %</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>41.6</td>
<td>46.9</td>
</tr>
<tr>
<td>2019</td>
<td>45.6</td>
<td>51.3</td>
</tr>
<tr>
<td>2020</td>
<td>51.3</td>
<td>58.5</td>
</tr>
</tbody>
</table>

Results

Depression Indicator

During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more in a row that you stopped doing some usual activities? (yes)

<table>
<thead>
<tr>
<th>Year</th>
<th>District %</th>
<th>State %</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>28.9</td>
<td>33.8</td>
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</tr>
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<td>2020</td>
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</tr>
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</table>

Systemic Use of Climate Data

- Set priorities for strengthening Core curriculum, instruction and/or practices
- Set training or professional learning priorities
- Communications & Engagement plans for staff & families
- Connect to efforts related to KESA, strategic plan, and Board goals; include in reports
- Review along with skill assessment & risk screening to make responsive adjustments

Thank You!

christina@kansasmtss.org

KCTC Climate Types Report
Christina Mann, LSCSW Kansas MTSS State Trainer
www.ksdetasn.org/mtss
### Climate Types Report Example

**USD 000 FAKE SAMPLE District**

<table>
<thead>
<tr>
<th>2019 KSDE District Data</th>
<th>All Data Reported as Percentages</th>
<th>2020 KSDE District Student Survey Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>USD</td>
<td>MS</td>
<td>KS</td>
</tr>
<tr>
<td>Graduation Rate</td>
<td>92.1</td>
<td>91.96</td>
</tr>
<tr>
<td>Attendance Rate</td>
<td>93.5</td>
<td>91.56</td>
</tr>
<tr>
<td>Level 1 Math</td>
<td>29.1</td>
<td>41.8</td>
</tr>
<tr>
<td>Level 1 ELA</td>
<td>49.4</td>
<td>54.8</td>
</tr>
<tr>
<td>ACT Average</td>
<td>19.1</td>
<td>21.1</td>
</tr>
</tbody>
</table>

### Risk Factor Scales: Lower Percentage is more desirable.

#### KCTC questions comprising each scale

**Depressed Climate Scale**

- During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more in a row that you stopped doing some usual activities? (yes)  
  - Substantially better than Kansas Average (10% or more)  
  - Better than Kansas Average  
  - Approximately equal to Kansas Average  
  - Worse than Kansas Average  
  - Substantially worse than Kansas Average (10% or more)

- Have you ever seriously thought about killing yourself? (yes, past 30 days)  
  - Approximately equal to Kansas Average

- Have you ever made a plan about how you would kill yourself? (yes, past 30 days)  
  - Substantially worse than Kansas Average (10% or more)

- Have you ever tried to kill yourself? (yes, past 30 days)  
  - Approximately equal to Kansas Average

#### Anxious-Conflicted Climate Scale

- During this school year, how often have you been bullied at school? (sometimes - everyday)  
  - Substantially better than Kansas Average (10% or more)

- During the past 12 months, have you ever been electronically bullied? (include being bullied through email, chat rooms, instant messaging, websites, or texting.) (sometimes - everyday)  
  - Substantially worse than Kansas Average (10% or more)

- During this past school year, how often have you had your property stolen or deliberately damaged, such as your car, clothing, or books? (sometimes - everyday)  
  - Approximately equal to Kansas Average

- During the past year, how often did you miss school because you felt unsafe, uncomfortable or nervous at school or on your way to or from school?  
  - Substantially worse than Kansas Average (10% or more)

### Protective Factor Scales: Higher Percentage is more desirable.

**Student Voice Scale**

- How often did you enjoy being in school? (often, almost always)  
  - Approximately equal to Kansas Average

- How often did you hate being in school? (never, seldom)  
  - Substantially worse than Kansas Average (10% or more)

- How often did you try to do your best work in school? (often, almost always)  
  - Substantially better than Kansas Average (10% or more)

### Empowering Relationships

**Teacher-Student Relationships Scale**

- My teacher praises me when I work hard in school. (yes)  
  - Substantially better than Kansas Average (10% or more)

- My teacher notices when I do a good job and lets me know about it. (yes)  
  - Approximately equal to Kansas Average

- The school lets my parents know when I have done something well. (yes)  
  - Substantially worse than Kansas Average (10% or more)

- Teachers ask me to work on special classroom projects. (yes)  
  - Substantially worse than Kansas Average (10% or more)

**Parent-Student Relationships Scale**

- Do you share your thoughts and feelings with your mother? (yes)  
  - Substantially better than Kansas Average (10% or more)

- If I had a personal problem, I could ask my mom or dad for help (yes)  
  - Approximately equal to Kansas Average

- My parents ask me what I think before most family decisions affecting me are made. (yes)  
  - Substantially worse than Kansas Average (10% or more)

- My parents notice when I do a good job & let me know about it. (all the time; often)  
  - Substantially worse than Kansas Average (10% or more)

### Climate Types Scale Scores Section

- **Depressed**
  - Scale scores tell the percentage of students who are "at risk" or "protected" within each band of the climate types. Consider whether the percentages "at risk" and "protected" are at the desired levels for your district / buildings. What goals might you set? What practices might you apply in your MTSS? What PD may you want to prioritize?
Climate Types Report Explanation

Description and Overview:
The Kansas MTSS Climate Types report contains data from the Communities That Care survey arranged into FOUR broad climate types: Depressed, Anxious-Conflictedual, Empowering Engagement, and Empowering Relationships. Survey items in the first two climate types contain known risk factors for students' development, learning and wellbeing. Survey items in the last two climate types contain known protective factors for students' development, learning and wellbeing.

The full KCTC survey contains numerous risk-related questions. Based on what we know about Adverse Childhood Experiences (ACES) research, our report allows schools to look quickly to the items around depression and suicidality, as well as anxiety and conflict, to serve as efficient, key risk signposts to which schools can be responsive. Kansas MTSS provides considerations for action that align with our framework and state priorities.

Based on what we know from Positive Childhood Experiences (PCEs) research and school engagement research, our report allows schools to look at items related to relationships, voice and agency to serve as key protective data to which schools can respond in actionable manner. Considerations aligned to the Kansas MTSS framework and state priorities are included.

How to work with the report:
For a short webinar overview with a couple of quick data analysis activities, click or paste this address in your browser:
https://vimeo.com/465069530/0cd7f7c245

Use Visual "First Impressions"
Heat Map Visual Patterning. Your data is color-coded to better reveal patterns, or 'hot spots' and relative strengths in the climate types. It is best to notice the general visual patterns first, before digging into the specific questions. Like a heat map, the most concerning data shows as red, followed by orange, then yellow. Relative strengths show up as clear, and significant strengths as green. Look at the pattern for your buildings: Which climate types emerge as concerning, and which ones are strengths?

The color coding rules are:
- **Green** if your score is 10 percentage points better than state average
- Clear / no fill if your score is better than state average
- **Yellow** if your score is state average, plus or minus a percentage point
- **Orange** if your score is worse than state average
- **Red** if your score is 10 percentage points worse than state average (or double state average scores for suicidality questions)

**BOLD** numbers or squares indicate that the building score is equal to or greater than 10 percentage points worse than the other building(s).

**TREND.** The report also provides a "trend" column to show whether the district score improved, worsened, or stayed largely the same from the previous year.

How is the Color "Calculated?" The color coding represents comparison of the District's students with Kansas students for the specific grade levels taking the KCTC. For example, districts that have 10th & 12th grade at the high school level will have those scores color-coded in comparison with the scores for all Kansas 10th & 12th graders.

Digging In to the Report:

Top Section of the Report:
All data is provided as percentages. The top section contains both KSDE Report Card and CTC Survey data. KSDE Building Report Card items as well as demographics as shown. The CTC participation rate for each grade level is provided, as well as CTC demographics. This will allow you to see if the demographics of the students completing the CTC are roughly similar to your building demographics. If there are large discrepancies, use some caution in generalizing the data. What connections do you make between the strengths and concerns in your climate types, and the KSDE Report Card data?

Climate Types Section:
Questions in each Climate Type. Schools can see the percentage of students endorsing the answers shown for each question, or item, within each climate type. Schools can look at concerns item by item, as a building type, and as a district. The district can see whether the district data as a whole improved, worsened or stayed mostly the same over the previous year via the "USD Trend" column. The district can also consider its building level data in light of the Kansas average provided for high school (10th & 12th gr) and middle school (6th & 8th gr).

Risk Factor Scale Scores. The lower the scale score for risk, the better. A Scale Score transforms raw scores from all the questions in that scale to a given mean and allows us to say something about the entire scale. The numbers provided in the light blue section at the bottom of the report for the district, buildings, and state represent the percentage of students considered "at risk" for that scale. The Depressed Climate scale score represents all 4 items in a manner that allows schools to see the percentage of students considered "at risk" for this climate type as a whole. The Anxious-Conflictual Climate scale score includes all 5 items in a manner that allows schools to see the percentage of students considered "at risk" for this climate type as a whole.

Protective Factor Scales Scores. The higher the scale score for protection, the better. A Scale Score transforms raw scores from all the questions in that scale to a given mean and allows us to say something about the entire scale. The numbers provided in the light blue section at the bottom of the report for the district, buildings, and state represent the percentage of students considered "protected" for that scale. The Student Voice scale score includes all 6 items and the Student Agency scale score includes all 4 items to allow schools to see the percentage of students considered "protected" in each of these two areas that create the Empowering Engagement climate type. The Teacher-Student scale score includes all 4 items and the Parent-Student scale score includes all 5 items to allow schools to see the percentage of students considered "protected" in each of these two areas that create the Empowering Relationships climate type.

MTSS Considerations:
One of the strongest protective factors for children and adolescents is caring relationships. To address the needs represented on the left side of the report, schools can choose an instructional practice that will bring the type of emphasis in the relationship designed to be most regulating and growth-promoting for that climate issue. Additional core structures addressed in Kansas MTSS and Alignment that may be particularly helpful for a given climate issue are noted. District requirements regarding the Jason Flatt Act and bully prevention policies are noted in the relevant climate areas. This information can aid districts in setting priorities for instructional practices and core systemic structures to improve school climate.
Kansas Community that Cares Survey

District Integration
How do we use the data

- MTSS implementation
- Programming adjustments
- Public transparency
- Community conversations
Multi-Tier System of Supports (MTSS) Implementation

- District Leadership Teams
- Building Leadership Teams
- Collaborative Teams
  - Grade level
  - Content area
## Programming Adjustments

- Use protocols to analyze data
  - What do you see?
  - What does the data suggest?
  - What does this mean for our work?
  - So, what are we going to do?

### Table

<table>
<thead>
<tr>
<th>ITEM</th>
<th>FACTS</th>
<th>INTERPRETATIONS &amp; WISDOMS</th>
<th>IMPLICATIONS</th>
<th>NEXT STEPS</th>
<th>WHOLE GROUP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5 minutes</td>
<td>10 minutes</td>
<td>15 minutes</td>
<td>Discussion</td>
<td></td>
</tr>
<tr>
<td>School Climate</td>
<td>SMS is 2.8% more at risk.</td>
<td>Our students are struggling with managing school.</td>
<td>We need to re-examine expectations for common school happenings.</td>
<td>Research family and community. Positive group work to promote good behavior.</td>
<td></td>
</tr>
<tr>
<td>Bullying</td>
<td>There is a 5.5% increase in kids that were bullied.</td>
<td>With COVID bullying has increased, we find digital.</td>
<td>Digital citizenship lessons.</td>
<td>KSB talks, SEL lessons.</td>
<td></td>
</tr>
<tr>
<td>Lack of Student Engag.</td>
<td>13% decrease in access to talk to a teacher.</td>
<td>Students feel more access to teachers.</td>
<td>Continue to reach out and be available for students.</td>
<td>Promote positive behavior, high level expectations, academic success.</td>
<td></td>
</tr>
</tbody>
</table>

### Graph

**School Climate**

- Building 30.6
- Kansas 33.6

**Composite Index of Expectations**

- Numbers shown below are percentage of students responding.
- Promote positive behavior, high level expectations, academic success.

**Bullying**

- Promote open lines of communication, positive
Public Transparency

- Posted on website and shared at an annual district banquet
- Annual Board of Education presentation
- Building Site Council Meetings

9. Discussion Items

A. R2R Update (DF, RK, JG, RB, KK, XC)
B. Snow Day Plan / Late Start Schedule (DF, RK)
C. Hear Teaching & Learning Report (DF, RK, MN)
D. KCTC Survey (RK, DF)
E. Hear Special Services Report (DR)
F. Building and Grounds Report (JG)
G. Business and Finance Report (LM)
Community Conversations

- Identified anecdotal evidence for concern
- Look for quantitative data
- Create a prevention committee
- Build plans
Questions???

Rebecca Kramer, Director of Early Childhood and Elementary Education
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Danira Fernandez-Flores, Director of Secondary Education
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BREAK – 15 minutes
STAR Recognition Update

Myron Melton

Kansas leads the world in the success of each student.
Kansans Can Star Recognition Program

2020 and 2021 Progress and Results

Kansas leads the world in the success of each student.
2020 Kindergarten Readiness Award

**BRONZE:** Kindergarten Readiness Award

- Fairfield USD 310
- Goddard USD 265
- Perry-Lecompton USD 343

**COPPER:** Kindergarten Readiness Award

- Colby Public Schools USD 315
- Hillsboro USD 410
- Moundridge USD 423
- North Jackson USD 335
- Rock Creek USD 323
- South Barber USD 255
2020 Individual Plan of Study Award

GOLD: Individual Plan of Study Award
- Piper USD 203

SILVER: Individual Plan of Study Award
- Nemaha Central USD 115

BRONZE: Individual Plan of Study Award
- De Soto USD 232

COPPER: Individual Plan of Study Award
- Basehor-Linwood USD 458
- Caldwell USD 360
- Seaman USD 345
- Southern Lyon County USD 252
- Valley Falls USD 338
- Wichita USD 259
2020 Social-Emotional Growth Award

**SILVER: Social-Emotional Growth Award**
- De Soto USD 232
- Fairfield USD 310
- Olathe USD 233
- Seaman USD 345

**BRONZE: Social-Emotional Growth Award**
- Augusta USD 402
- Barber County North USD 254
- Basehor-Linwood USD 458
- Coffeyville USD 445
- Garden City USD 457
- Piper USD 203
- South Brown County USD 430
- South Haven USD 509

**COPPER: Social-Emotional Growth Award**
- Derby USD 260
- Humboldt USD 258
- Independence USD 446
- Jayhawk USD 346
- Perry-Lecompton USD 343
- Southern Lyon County USD 252
- Valley Falls USD 338
2021 Application Estimates

- Kindergarten Readiness - 4
- Individual Plan of Study - 12
- Social-Emotional Growth - 13

* 2020 Awards will be carried over and recognized in 2021
Bullying Task Force Recommendation on Teacher Preservice/Preparation

Catherine Chmidling
Teacher Preparation Standards

• How higher ed standards are inter-related:
  - Professional Education standards (field)
  - Accreditation standards
    - Early Childhood Unified B-3
    - Elementary K-6
    - English Lang Arts 5-8
    - ALL LICENSE / ENDORSEMENT AREAS
    - Chemistry 6-12
    - Music PreK-12
    - Building Leadership PreK-12

• Interstate Teacher Assessment and Support Consortium (InTASC) standards are national professional education standards
Interpersonal & mental health topics addressed at multiple levels

• Each license content area (Elementary, Art, Chemistry, etc) addresses working with children and each individual child, parents/caregivers/stakeholders, and fellow teachers.

• Education Dept oversees all license areas. Addresses Professional Education standards that include
  • recognizing individual student needs,
  • creating a supportive learning environment,
  • positive social interaction, mutual respect,
  • working with stakeholders and professional peers to advocate for each child and build a supportive culture.
License tests and requirements:

• Each applicant for an initial teaching license must pass the Principals of Learning and Teaching (PLT) Praxis test as well as a content-specific test.

• PLT test includes
  • promoting a positive learning environment
  • detecting bias, promoting a safe and open forum
  • Awareness of school peers’ roles and stakeholders, and implications of major legislation including mandated reporting
  • Test includes examples of working with individual children to develop a skill or address a concern
Student Teacher Work Sample

- Preparation programs require a student teacher work sample.
- Work sample requires
  - Observe social characteristics of a classroom and a selected subgroup, including emotional, attitudinal, motivational, etc.
  - Written plan for establishing a positive learning environment including self-motivation, positive relationships, positive classroom behavior, cooperation, active engagement and purposeful learning.
  - Sample lesson plans must discuss specific classroom routines, procedures, activities that address social emotional needs of students.
  - Candidates must provide summaries of communication interactions with individual P12 students and reflect on the impact of instruction, learning, and student growth (social/emotional).
Collected brief summaries from a sample of teacher prep institutions – 2 public, 2 private.

- Mental health, bullying, mandatory reporting, and suicide prevention are addressed repeatedly throughout a program plan of study.
- Often included in an interpersonal relations, classroom management, developmental psychology, and exceptionalities courses.

See mental health summary responses
Fastbridge Update

Kent Reed

Kansas leads the world in the success of each student.
[FREE WEBINAR]

Addressing Implicit Bias and Disproportionality in Social-Emotional and Behavior Assessment

Katie Ekstrand, Ph.D.
Janine Jones, Ph.D., NCSP

May 27, 2021

Watch On-Demand

One Simple, Powerful Solution for Your Formative Assessment Needs
SEB functioning is nurtured through a combined learning approach that addresses both social-emotional skills and behavior.

**SEL**
Social-Emotional Learning
Teach SEL skills to navigate specific situations

**SEB**
Social-Emotional Behavior
Teach positive SEL skills
Manage poor problem behaviors
Reinforce positive behavior

**PBIS**
Positive Behavioral Interventions and Supports
Prompt and reinforce positive behaviors
PLAYBOOK

SEB BEFORE ABCs

Read actionable, expert advice for supporting students’ SEB needs to get them in the best mindset to learn.

READ THE PLAYBOOK

WEBINAR SERIES

RESTART LEARNING DURING A CRISIS WITH SEB SUPPORTS AND STRATEGIES

In this two-part webinar series, examine the need for Tier 1 SEB supports and review specific strategies for implementing them in classrooms.

WATCH ON-DEMAND

FastBridge SEB Assessments

SAEBRS

The Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) identifies students grades K-12 who are at-risk for academic, social, and/or emotional behaviors. SAEBRS can also universally screen by class, grade or school to identify trends that may need class-wide attention.

DevMilestones

DevMilestones provides data by evaluating each student’s performance relative to established milestones across the Preschool through Kindergarten years. Capture the time and stage at which students demonstrate these skills—from emerging levels through to mastery.

Direct Behavior Rating

The Direct Behavior Rating (DBR) is a criterion-referenced rating scale currently in Lab Status, used to track student development in key areas of skill and performance across the school year. Evaluate each student’s performance relative to established milestones across the Preschool through Kindergarten years.
How Do I Know Which Social-Emotional Skills Need Support in My Classroom?

The Collaborative for Academic, Social, and Emotional Learning (CASEL)

The Collaborative for Academic, Social, and Emotional Learning (CASEL) has identified five areas of social-emotional competence that support students’ development and well-being. But how do you know which skills students may need support in developing?
The Social, Academic, and Emotional Behavior Risk Screener (SAEBRS)

The Social, Academic, and Emotional Behavior Risk Screener (SAEBRS), which is part of the FastBridge assessment solution, provides educators with specific attributes and behaviors they can look for in their students that demonstrate their skill level with the CASEL 5.
SELF-AWARENESS

Ability to understand one's emotions and how they influence behavior.

To identify how well developed self-awareness skills are in students, ask yourself:

- **How well do they adapt to change?**
- **Do they have difficulty rebounding from setbacks?**
- **Are they withdrawn or appear worried?**
- **Do they tend to have a positive attitude?**

Independently adapted from CASEL’s SEL Framework. ©2020 CASEL. All rights reserved. www.casel.org.
Review of Teaching and Leading (Navigating Next)

Kent Reed
John Calvert
Jane Groff

Kansas leads the world in the success of each student.
Navigating Next

Kansas leads the world in the success of each student.

For more information, contact:
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Links
- Navigating Change: Kansas Guide to Learning and School Safety Operations
  - Resources
- Kansas Vision for Education
- Kansas Teaching and Learning Project (website)
  - Signup for newsletter

Navigating Next
- Full document (PDF) Modified Mar. 9, 2021
Timeline

• Released: February 12, 2021

• Last update: March 9, 2021
Purpose

• The goal of Navigating Next is to support school systems by providing concise, prioritized guidance for effectively and successfully completing the 2020-2021 school year while simultaneously planning and preparing for the start of the 2021-2022 school year.

• Navigating Next will support districts in determining options for the use of federal Elementary and Secondary School Emergency Relief (ESSER) funds, scheduled to be expended by September 2023.

• Navigating Next builds on previous guidance, Navigating Change: Kansas’ Guide to Learning and School Safety Operations (2020), a key resource for school systems as they implement instructional and operational practices.
Kansas Education Action Plan for Navigating Next
February 9 - May 31, 2021

Fiscal and Operational Management

Vaccinate Your Staff.
Coordinate with your local health authorities to secure vaccinations for every school employee choosing to receive it.

Plan to Spend Funds Strategically to Support Local Plans.
Districts must have a clear strategic plan for using these additional funds to directly support student, family, and staff needs created by the pandemic. The money provided by the federal government should be used to create and advance your plan through the summer of 2023.

Communication and Engagement with Families

Remain Engaged with your Students.
Account for every student enrolled in your district during the 2019-2020 and 2020-2021 school years, and reconnect with students who have disengaged from instruction or who left the district for any reason this year.

Assessing Student Learning

Develop plans for assessing and analyzing the academic and social-emotional needs of each student.

Academic Delivery and Support

Prepare the Class of 2021 for Graduation and Postsecondary Success.
Conduct a comprehensive review to ensure all graduation requirements have been met and plan to support each student in their postsecondary planning.

Social-Emotional Learning (SEL) Delivery and Support

Address Student and Staff Social-Emotional Needs.
Create and provide academic enrichment and supervised activities that go beyond the traditional school year and daily schedule identify and promote child and adult well-being.

Learning Environment Considerations

Plan Master Schedule for 2021-22 School Year.
The extent of learning loss and social-emotional issues Kansas students have experienced as a result of the pandemic will be felt for years to come. Districts will need to create innovative practices and environments to address the course correction, including extending the school year for the next two years. These activities should model the guidance given in Navigating Change.

Design Extended Summer Learning Opportunities.
Identify opportunities for additional learning and plan summer school, tutoring, and other programs for extended learning. Identify those teachers, staff, and parents willing and able to provide these opportunities. These activities should model the guidance given in Navigating Change.
As we move forward into what we hope to soon be a post-pandemic era, focus must begin in earnest to address our students’ social-emotional and academic needs created by this extraordinary event.

Schools must take what they’ve learned about their capacity for providing non-traditional classroom settings and instructional models, and mobilize that into an innovative plan for recovery.

Assessing and addressing the loss of student success skills won’t happen overnight, but our efforts must start immediately. This document provides guidance for how to begin that work today.
The Kansas Teaching & Leading Project

A Collection of Resources for Educators & School Leaders.

See Upcoming Events, Sessions, And Trainings

Sign Up For Our Newsletter

10938 Total Views, 6 Views Today
The Kansas Teaching and Leading Project

★ Social and Emotional Learning
  ○ Addressing Diverse Staff SEL and Well-Being Needs
  ○ Taking Care of Yourself

★ SEL Delivery and Support
  ○ SEL for Adults Fun and Functional
HB 2208 Updates

Diane Gjerstad
Report of the Special Committee on Kansas Mental Health Modernization and Reform to the 2021 Kansas Legislature

**Chairperson:** Representative Brenda Landwehr

**Vice-Chairperson:** Senator Carolyn McGinn

**Other Members:** Senators Larry Alley, Dan Kerschen, Pat Pettey, and Mary Jo Taylor; Representatives Tory Marie Arnberger, Barbara Ballard, Elizabeth Bishop, Will Carpenter, Megan Lynn, Adam Smith, and Rui Xu
HB 2208 – Mental Health Modernization

• Contains the contents of 3 bills:
  
  • SB 175 Rural Emergency Hospital Act
  
  • HB 2208 – Behavioral Health workforce
  
  • HB 2261 and SB 138 – directs KDHE to develop processes to certify CCHBC, submit to federal agency for approval and develop a prospective (actual cost) payment system
Rural Emergency Hospital Act

• Problem: current hospital licensure requires high cost, low census services, such as acute care over-night beds. Rural hospitals serving declining populations are unable to cover costs.

• December 2020 Congress passed bill creating a category of licensure for rural hospitals, fewer than 50 beds, to a model specializing in emergency services and out-patient services
  • New payment system for rural hospital under threat of closure
  • New model focuses on primary care needs of community, chronic disease management, out patient treatment, emergency services
  • Requires on-site 24/7 emergency services and transfer agreements to regional facility and maintain a healthcare clinic
Behavioral Sciences Regulatory Board: Workforce

• BSRB requested language mirroring 2019 changes in social worker licensure to professions clinically licensed: Marriage & Family Therapists, Professional Counselors, Masters Level Psychologists and Addiction Counselors.

• Modernized language allowing clinical supervision via “televideo”

• Social Worker Association testified Kansas was only state requiring 350 hours of direct client contact during internship was a barrier to increasing the number of clinicians (time, money, out of state)
## Workforce

Licensed Specialist Clinical Social Workers Across Kansas

- 1,755 – Statewide
- 83 – Western Kansas
- 1,672 – Eastern Kansas

### 2019 Licensed Clinical Social Workers Living or Working in KS Compared to Neighboring States

<table>
<thead>
<tr>
<th>State</th>
<th>Licensed Clinical Social Workers</th>
<th>LMSW</th>
<th>Total</th>
<th>Percent of clinical social workers of total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Missouri</td>
<td>5939</td>
<td>1857</td>
<td>7796</td>
<td>76 %</td>
</tr>
<tr>
<td>Colorado</td>
<td>6090</td>
<td>1612</td>
<td>7702</td>
<td>79 %</td>
</tr>
<tr>
<td>Oklahoma</td>
<td>2761</td>
<td>1072</td>
<td>3833</td>
<td>72 %</td>
</tr>
<tr>
<td>*Kansas</td>
<td>1755</td>
<td>3169</td>
<td>4916</td>
<td>36 %</td>
</tr>
</tbody>
</table>
Certified Community Behavioral Health Clinic

• Issue: All four surrounding states have expanded Medicaid, implemented CCBHC model or both.
  • Workforce competition: All four neighboring states are drawing down higher rates, providing additional client services and able to recruit away Kansas BH professionals.
  • CDC data: 35% Kansans diagnosable anxiety or depression (up from 21%), alcohol/substance abuse, overdose deaths, higher percentage of incarcerated have diagnosed mental illness (31% compared to 22% nationally)
  • Suicide continues to be a significant mental health crisis – second leading cause of death for ages 15 to 44.
  • Post - pandemic increase in demand for services.
Certified Community Behavioral Health Centers

- Requires federal approval of Medicaid state plan amendment
- KDHE will build certification process and reimbursement
- Applying CMHCs will develop plans for integrated services, meeting needs of specific populations,
  - focus on Veterans & active duty, underserved populations;
  - ‘whole person’ integrating behavioral health needs and physical health;
- Comprehensive screening and services – substance abuse, tobacco cessation
- Collecting data – evaluating client, how to remove barriers for client access
- Mobile crisis services – working along with law enforcement
Governor Laura Kelly Signs Bipartisan Legislation to Improve Mental Health Services, Telehealth, and Protect Rural Hospitals

“This legislation improves mental health services, protects rural hospitals, and increases access to telemedicine statewide. It’s a win for all Kansans – which is why I was proud to sign it surrounded by advocates.”
Lunch Break
Membership Updates

Kathy Busch

Kansas leads the world in the success of each student.
Wrap Up Comments

Kathy Busch
Kathy Busch  
Chair  
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