TASN Evaluation

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KANSAS VISION FOR EDUCATION
Kansas leads the world in the success of each student.

Successful High School Graduate
A successful Kansas high school graduate has the
- Academic preparation,
- Cognitive preparation,
- Technical skills,
- Employability skills and
- Civic engagement
to be successful in postsecondary education, in the attainment of an industry recognized certification, or in the workforce, without the need for remediation.

RESULTS
- Social-Emotional Factors Measured Locally
- Kindergarten Readiness
- Individual Plans of Study
- High School Graduation
- Postsecondary Success

Evidence-Based Practices
- RELATIONSHIPS
  - Staff
  - Students
  - Families
  - Community
- RELEVANCE
  - Curriculum
  - Instruction
  - Student Engagement
  - Technology
- RESPONSIVE CULTURE
  - Leadership
  - Early Childhood
  - District Climate
  - Nutrition and Wellness
- RIGOR
  - Career and Technical Education
  - Professional Learning
  - Resources
  - Data

Foundational Structures
- Compliance
  - Follows state and federal laws and regulations
  - Tobacco Free School Policies
  - School-Community Partnerships
  - Parent and Family Engagement
  - Communication and Social Skills
  - Discipline and Social Engagement
  - Physical and Mental Health
  - Arts and Cultural Appreciation
  - Technology and Career Preparation
<table>
<thead>
<tr>
<th>Through high-quality professional learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants increase awareness, knowledge, skills &amp; change attitudes</td>
</tr>
<tr>
<td>Administrators/supervisors create conditions that support implementation</td>
</tr>
<tr>
<td>Participants implement evidence-based practices with fidelity</td>
</tr>
<tr>
<td>Students/children improve academic, behavioral, and social outcomes</td>
</tr>
<tr>
<td>Schools/organizations sustain the implementation with fidelity</td>
</tr>
</tbody>
</table>
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
MENTOR RATINGS OF MENTEES
(Percentage Proficient or Somewhat Proficient)

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>Plans instruction based on learning and developmental levels of all students</td>
<td>98%</td>
</tr>
<tr>
<td>20%</td>
<td>Establishes a classroom environment conducive to learning</td>
<td>98%</td>
</tr>
<tr>
<td>40%</td>
<td>Uses methods and techniques that are effective in meeting student needs</td>
<td>100%</td>
</tr>
</tbody>
</table>

DISTRICTS/RELATED ORGANIZATIONS IMPACTED (2012-18)

CURRENT TEACHING ROLES OF 2015-16 MENTORING PARTICIPANTS

- 87% Special Educators, 70
- 12% Other Educators, 10
- 1% No Longer Educators, 1

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

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

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

TASN Evaluation
## CO-TEACHER PERCEPTIONS

Percentage of 251 Co-Teachers Answering Frequently or Always

<table>
<thead>
<tr>
<th>Statement</th>
<th>Coaching</th>
<th>No Coaching</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>We can show that students are learning when we co-teach.</td>
<td>70.8%</td>
<td>87.5%</td>
<td></td>
</tr>
<tr>
<td>We’ve seen an increase in student academic achievement as a result of co-teaching.</td>
<td>64.8%</td>
<td>79.7%</td>
<td></td>
</tr>
<tr>
<td>We have fun with the students and with each other when we co-teach.</td>
<td>73.8%</td>
<td>92.7%</td>
<td></td>
</tr>
</tbody>
</table>

## CO-TEACHER PRACTICES

Percentage of 251 Co-Teachers Answering Frequently or Always

<table>
<thead>
<tr>
<th>Practice</th>
<th>Coaching</th>
<th>No Coaching</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>We identify student strengths and needs.</td>
<td>84.1%</td>
<td>91.6%</td>
<td></td>
</tr>
<tr>
<td>We model collaboration and teamwork for our students.</td>
<td>75.5%</td>
<td>86.5%</td>
<td></td>
</tr>
<tr>
<td>We’re better able to differentiate instruction to address students’ strengths, learning styles, needs, and preferences.</td>
<td>70.1%</td>
<td>85.4%</td>
<td></td>
</tr>
<tr>
<td>Together, we are able to engage all students in our class.</td>
<td>77.9%</td>
<td>92.6%</td>
<td></td>
</tr>
<tr>
<td>We make improvements in our lessons by reflecting together on our instruction.</td>
<td>54.2%</td>
<td>77.3%</td>
<td></td>
</tr>
</tbody>
</table>

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."

11% increase in inclusion rates
**FAMILY ENGAGEMENT SURVEY RESULTS**

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

- Welcoming Environment: 2016-17 = 3.72, 2017-18 = 4.11
- Supporting Student Learning: 2016-17 = 3.93, 2017-18 = 4.06
- Sharing Power and Advocacy: 2016-17 = 3.93, 2017-18 = 4.00
- Community Involvement: 2016-17 = 3.85, 2017-18 = 4.01
- Overall: 2016-17 = 3.93, 2017-18 = 4.15

**IMPLEMENTATION RESULTS REGARDING FAMILY-SCHOOL PARTNERSHIPS**

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

- Data are shared with families regarding their child’s reading progress: Initial Implementation = 3.83, Sustained Implementation = 4.11
- Families are informed of their child’s need for and placement into reading interventions: Initial Implementation = 3.85, Sustained Implementation = 4.15
- Data are shared with families regarding their child’s math progress: Initial Implementation = 3.81, Sustained Implementation = 4.05
- Families are informed of their child’s need for and placement into math interventions: Initial Implementation = 3.82, Sustained Implementation = 4.08
- Data are shared with families regarding their child’s behavioral and social-emotional progress: Initial Implementation = 3.44, Sustained Implementation = 3.50
- Families are involved in the data-based decision making process for their child’s behavior and social-emotional interventions: Initial Implementation = 3.40, Sustained Implementation = 3.51

**PUBLIC SCHOOL DISTRICTS’ KESA FAMILY ENGAGEMENT RUBRIC RATINGS**

- No Evidence: 17.8%
- Implementing: 62.9%
- Transitioning: 16.4%
KANSAS MULTI-TIER SYSTEM OF SUPPORTS AND ALIGNMENT

KANSAS DISTRICTS SUPPORTED

PERCENTAGE OF STUDENTS WITH DISABILITIES READING ACCURATELY

<table>
<thead>
<tr>
<th></th>
<th>0%</th>
<th>20%</th>
<th>40%</th>
<th>60%</th>
<th>80%</th>
<th>100%</th>
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</thead>
<tbody>
<tr>
<td>Fall 2017</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>37.7%</td>
<td></td>
</tr>
<tr>
<td>Spring 2018</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>71.8%</td>
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KANSAS MTSS DISTRICT KESA RATINGS

<table>
<thead>
<tr>
<th>Statewide Average</th>
<th>Initial Implementation</th>
<th>Sustained Implementation</th>
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<tbody>
<tr>
<td></td>
<td>No Evidence</td>
<td>Implementing</td>
</tr>
<tr>
<td>Relationships</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relevance</td>
<td></td>
<td></td>
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<tr>
<td>Responsive Culture</td>
<td></td>
<td></td>
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<tr>
<td>Rigor</td>
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NUMBER OF DETentions PER YEAR

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<thead>
<tr>
<th></th>
<th>0</th>
<th>100</th>
<th>200</th>
<th>300</th>
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<tbody>
<tr>
<td>2015-16</td>
<td></td>
<td></td>
<td>251</td>
<td></td>
</tr>
<tr>
<td>2016-17</td>
<td></td>
<td>126</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2017-18</td>
<td>73</td>
<td></td>
<td></td>
<td></td>
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MTSS “WALK TO INTERVENTION”

Maze Comprehension Test / RCBM Fluency Test

- Reading Lab
  - Tier 2
  - 95% Group
    - Rewards or Corrective Reading
- Fluency Class
  - Tier 2
  - Fluency Tutor
- Comprehension Class
  - Tier 2
  - ReadLive
  - Tier 3
  - Text Coding Mind Movies

ENRICHMENT

Great Bend Middle School Example
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!

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Learn More: https://ksdetasrn.org/evaluation

TASN Evaluation Briefs:
https://ksdetasrn.org/evaluation/2017-18-tasn-provider-evaluation-briefs