



Timeline to Kansas Multi-Tier System of Supports and Alignment

2022	<ul style="list-style-type: none"> • Supported 69 districts in structuring, implementation, and sustainability phases of Kansas MTSS and Alignment implementation. • Held the 13th annual Kansas MTSS and Alignment Symposium (873 participants). • Provided a full-day pre-conference session on improving teacher credibility and increasing collective efficacy prior to the annual Symposium (134 participants). • Provided three early childhood webinars open to anyone in the state (310 combined participants). • Provided two reading webinars (62 combined participants). • Provided four math webinars (220 combined participants). • Provided three behavioral/social-emotional learning webinars (139 combined participants). • In partnership with the Kansans Can Competency Framework, provided three webinars on measuring social-emotional growth (884 combined participants). • In partnership with InnovateEd, continued the Leading for Impact (encompassing 24 full-day trainings throughout the 2021–22 school year), focused on creating cohesive systems engaged in frequent data-based decision making to drive school improvement efforts. • Continued to partner with KSDE to refine the Kansas Education Systems Accreditation process and provide regional training on the refined process to a pilot group of school districts. • In partnership with Corwin, began providing a PLC+ (professional learning communities) training series, including providing a six-part, virtual, statewide training and three days of in-person training for a cohort of participating districts. • Collaborated with TASN Evaluation to create the <u>2020–21 Kansas MTSS and Alignment evaluation brief</u>.
2021	<ul style="list-style-type: none"> • Supported 61 districts in structuring, implementation, and sustainability phases of Kansas MTSS and Alignment implementation. • Provided two early childhood webinars open to anyone in the state (238 combined participants). • Provided three reading webinars (152 combined participants). • Provided four math webinars (175 combined participants). • Provided a behavioral/social-emotional learning webinar (51 participants).

	<ul style="list-style-type: none"> • Provided four math webinars, in partnership with Dr. Bradley Witzel, open to anyone in the state (187 combined participants). • Canceled the annual Kansas MTSS and Alignment Symposium due to the ongoing impact of COVID-19. Alternatively, provided series of content-area-specific webinars available statewide, including three on reading, four on math, one on behavior/social-emotional learning, and two on early childhood education. • Expanded the number of designated Systems Alignment Specialists to four, with one dedicated to each regional training team. • In partnership with InnovateEd, launched a new training series, Leading for Impact (encompassing 24 full-day trainings throughout the 2021–22 school year), focused on creating cohesive systems engaged in frequent data-based decision making to drive school improvement efforts. • Partnered with KSDE to refine the Kansas Education Systems Accreditation process and provide regional training on the refined process to a pilot group of school districts. • Began providing professional development and direct support specific to summer school programs. • In partnership with the Southeast Kansas Education Service Center, began the process of making custom streamlined reports available for all Kansas school districts administering the Kansas Communities That Care Youth Survey (Greenbush, nd). • Collaborated with TASN Evaluation to create the <u>2020–21 Kansas MTSS and Alignment evaluation brief</u>.
2020	<ul style="list-style-type: none"> • Supported 60 districts in structuring, implementation, and sustainability phases of Kansas MTSS and Alignment implementation. • Provided three early childhood webinars open to anyone in the state (239 combined participants). • Provided two math webinars, in partnership with Dr. Bradley Witzel, open to anyone in the state (187 combined participants). • Planned the 13th annual Kansas MTSS and Alignment Symposium but was forced to cancel due to COVID-19 restrictions. • Planned the Kansas MTSS and Alignment Institute: Leading by Design featuring national and international experts John Hattie, Peter DeWitt, Olivia Amador-Valerio, Jenni Donohoo, and Tommy Thompson, although this event was canceled due to COVID-19 restrictions. • Collaborated with TASN Evaluation to create the <u>2019–20 Kansas MTSS and Alignment evaluation brief</u>.
2019	<ul style="list-style-type: none"> • Supported 51 districts in structuring, implementation, and sustainability phases of Kansas MTSS and Alignment implementation. • Provided two full-day Sustainability Trainings (Salina), with a combined 105 attendees, in order to foster collaboration around sustainability efforts and to present updated information regarding each content area. • Held the 12th annual Kansas MTSS and Alignment Symposium (1,234 participants).

	<ul style="list-style-type: none"> ● Provided two preconference sessions prior to the 12th annual Symposium: <ul style="list-style-type: none"> ○ The Instructional Playbook presented by Dr. Jim Knight (197 participants). ○ Preschool Style presented by the Kansas MTSS and Alignment early childhood team (126 participants). ● Implemented an additional training phase as part of the structuring process, designating two Systems Alignment Specialists to lead District Leadership Teams through a process of systemwide decision making and in preparation for full structuring and implementation. ● Collaborated with TASN Evaluation to create the <u>2018–19 Kansas MTSS and Alignment evaluation brief</u>.
2018	<ul style="list-style-type: none"> ● Provided regional reading trainings (Salina and Topeka). ● Hosted the Kansas MTSS and Alignment Behavior Conference (Manhattan). ● Held regional behavior training (Garden City). ● Supported 44 districts in structuring, implementation, and sustainability phases of Kansas MTSS and Alignment implementation. ● Assisted KSDE in writing an Innovative Assessment Demonstration Authority application with relation to newly developed Diagnostic Classification Model assessment. ● Expanded partnership with Pathstery, MasteryConnect, Certica and several school districts to beta test and externally evaluate a diagnostic cognitive model of assessment. ● Expanded the Pre-K State Training team to four specialists. ● Became members of the Kansans Can Redesign Policy Advisory Team. ● Presented at the KSDE 29th Annual Conference. ● Collaborated with KSDE Technical Assistance System Network (TASN) School Mental Health Professional Development and Coaching System to embed mental health instruction and interventions within Kansas MTSS and Alignment. ● Held the 11th annual Kansas MTSS and Alignment Symposium (1,351 participants). ● Served on Kansas Education Systems Accreditation (KESA) Outside Visitation Team (OVT) committees in 24 districts. ● Collaborated with TASN Evaluation to create the <u>2017–18 Kansas MTSS and Alignment evaluation brief</u>.
2017	<ul style="list-style-type: none"> ● In collaboration with KSDE leadership, expanded Kansas MTSS and Alignment to focus on system alignment within districts, now call Kansas Multi-Tier System of Supports and Alignment. ● Participated in the Kansans Can Redesign Committee. ● Began partnership with Pathstery, MasteryConnect, Certica, Olathe Public Schools, and Wichita Public Schools to build, pilot, and externally evaluate a diagnostic cognitive model of assessment. ● Began using the Inclusive MTSS Implementation Scale (Gaumer Erickson, Monroe, & Noonan, 2017), an expanded adaptation of the School Implementation Scale (Gaumer Erickson, Noonan, & Jenson, 2012), to guide schools in assessing and refining implementation.

	<ul style="list-style-type: none"> • Added a psychometrician as a Kansas MTSS and Alignment State Trainer to allow the team to appropriately engage in the new Kansas Interim Assessment Initiative. • Collaborated and assisted KSDE in training on Kindergarten Readiness screening tool (Ages & Stages Questionnaire, 3rd edition). • Participated in KSDE Social-Emotional and Character Development (SECD) workgroup related to State Board initiatives and the SECD standards designed to help keep children safe and successful while developing their academic, social-emotional, and postsecondary skills. • Collaborated with Career Standards and Assessment Services in math, English, and language arts groups on standards review and revision committees. • Provided professional development, technical assistance, and coaching to educators from 185 Kansas school districts. • Supported 26 districts in structuring, implementation, and sustainability phases of Kansas MTSS and Alignment implementation. • Held the 10th annual Kansas MTSS and Alignment Symposium (over 1,200 participants). • Provided regional trainings for math, behavior, reading, and early childhood. • Hosted Dr. Phil Strain’s presentations on managing challenging behaviors in Pre-K classrooms (Manhattan, Wichita, and Dodge City). • Served on Kansas Education Systems Accreditation (KESA) Outside Visitation Team (OVT) committees in 24 districts. • Divided the training team into four groups based on geographical regions, with a reading specialist, math specialist, behavior/social-emotional learning specialist, and early childhood specialist dedicated to each region in order to better accommodate the needs of districts throughout the state. • Collaborated with TASN Evaluation to create the <u>2016–17 Kansas MTSS and Alignment evaluation brief</u>.
2016	<ul style="list-style-type: none"> • Created webinars and published resources on the Kansas MTSS page of the TASN website. • Added seven new school districts for structuring and implementation training. • Gave additional ‘Outside the Build’ trainings and technical assistance to three school districts. • Held the ninth annual Kansas MTSS Symposium (over 1,000 participants). • Began facilitating a schoolwide expectation questionnaire for schools to determine area of priorities in the safe, responsible, and respectful domains aligned to the OSEP Technical Assistance Center for Positive Behavior Interventions & Supports recommendations and adapted from the Schoolwide Expectations Survey for School Settings (SESSS) (Lane, Oakes, & Menzies, 2010). • Developed and administered the Family Engagement Survey (Noonan, Gaumer Erickson, & Groff, 2015) in conjunction with the Kansas Parent Information Resource Center (KPIRC) and the TASN Evaluation Project. • Provided regional support and training to teachers regarding low-intensity behavioral strategies through the Statewide Behavior Tour. • Held the first Kansas MTSS Math Symposium.

	<ul style="list-style-type: none"> • Collaborated with Kansans Can Competencies as a guiding source for teaching social-emotional skills. • Launched Facebook and Twitter accounts. • Restructured training system and materials into phases (as opposed to years) to adapt more readily to meet district needs. • Revised application and materials to align with the Kansas State Board of Education outcomes. • Began facilitating the Family Engagement Survey, aligned with the National Parent Teacher Association’s Standard’s for Family–School Partnerships, allowing districts to evaluate their family engagement practices and determine ways to better engage and partner with students’ families. • Collaborated with TASN Evaluation to create the <u>2015–16 Kansas MTSS evaluation brief</u>.
2015	<ul style="list-style-type: none"> • Participated on the KESA Advisory Committee. • Contract awarded by KSDE to Kansas MTSS to continue scale-up and promotion of academic, behavior, and social-emotional learning. • Added MTSS structures and procedures for reading into the Kansas Reading Roadmap agreement. • Opened statewide application for participants in the MTSS training series. • In collaboration with the TASN Evaluation Project, developed and began implementing a sustainable evaluation of MTSS professional development, implementation, and impact. • Held the eighth annual Kansas MTSS Symposium (over 1,000 participants). • Created scope, sequence and materials for aligned model including reading, math, behavior, and social-emotional learning. • Collaborated with TASN Autism and Tertiary Behavior Supports to migrate tertiary supports work into Kansas MTSS. • Ended formal collaboration with Dr. Kathleen Lane. • Provided regional and in-district professional development and coaching to districts in the structuring, implementation, and sustainability phases of MTSS implementation. • Added four new school districts for structuring and implementation training. • Began partnership with the Kansas Learning Network (Priority 5: Scaling-up targeted district and building improvement support). • Began partnership with TASN Priority 4: Scaling-up support for students with Autism Spectrum Disorders and other complex needs. • Developed and created readiness activities and trainings. • Collaborated with the KPIRC and Families Together (the Kansas PTI) to create materials and trainings to support families with emergency safety interventions and family engagement. • Began using the revised School Implementation Scale (Gaumer Erickson, Noonan, & Jenson, 2012) to guide schools in assessing and refining implementation of Kansas MTSS.
2014	<ul style="list-style-type: none"> • Initiated final year of large-scale external evaluation (conducted by WestEd).

	<ul style="list-style-type: none"> • MTSS framework and reading assessment procedures instituted as the system for aligning in-school and out-of-school supports for schools participating in the Kansas Reading Roadmap. • Participated in cross-state collaboration to advance efforts in Kansas, Michigan, Oregon, Illinois, and Tennessee. • Held the seventh annual Kansas MTSS Symposium (over 1,200 participants). • Added four new school districts for structuring and implementation training. • Kansas MTSS included in the Kansas Elementary and Secondary Education Act (ESEA) flexibility waiver and approved by U.S. Department of Education. • Obtained commitment from Wichita Public Schools to continue with districtwide implementation. Introduced numeracy and behavior protocols across schools. • Provided regional alignment sessions to support teams with special education within Kansas MTSS implementation. • Established additional teams across Kansas for tertiary support training. • Keystone Learning Services awarded grant for the KSDE TASN Kansas MTSS project. • Collaborated with the Kansas Preschool program to support Readiness for MTSS. • Developed application and selection process for future MTSS districts. • The Individuals with Disabilities Education Act Kansas State Performance Indicator 17: State Systemic Improvement Plan, State-Identified Measurable Results was designed to track the K–5 progress for students with disabilities achieving grade-level benchmark in reading within an initial cohort of Kansas MTSS districts.
2013	<ul style="list-style-type: none"> • Participated in cross-state collaborations with Michigan and Oregon. • Kansas State Board of Education approved Emergency Safety Intervention regulations. • Held the sixth annual Kansas MTSS Symposium (over 1,000 participants). • Collaborated with the Kansas Reading Roadmap initiative to align reading supports in-school and out-of-school, using the framework, and supported participating schools with implementation. • Collaborated with Michigan’s Integrated Behavior and Learning Support Initiative (MiBLSI) to provide the session <i>Cross-State Perspective of MTSS</i> at the National Association of State Directors of Special Education (NASDSE) Annual Conference to advance MTSS at a national level. • Began MTSS:CI3T training series with four districts. • Collaborated with Kathleen Lynne Lane, Ph.D., BCBA-D to inform the refinement of the framework. • Collaborated with the Kansas Reading Initiative to support effective implementation within the framework. • Expanded collaboration with Wichita Public Schools, introducing literacy and instructional protocols across schools. • Established teams across Kansas trained in TASN Tertiary Behavior Supports. • Provided Positive Behavior Support training to transportation directors using the Safe and Civil Schools <i>In the Driver’s Seat</i> toolkit.

2012	<ul style="list-style-type: none"> • Established new level of MTSS Facilitator (Content Area Specialist) to provide training and support to districts. • Addressed reading, mathematics, and behavior for PreK–12 through the <i>Kansas MTSS: Implementation Guides</i>. • Amended <i>Kansas MTSS: Innovation Configuration Matrix (ICM) Version 3.0</i> to align with revisions to the KSDE accreditation model. • Held the fifth annual Kansas MTSS Symposium (over 1,000 participants). <ul style="list-style-type: none"> ○ KSDE State Personnel Development Grant (SPDG) supported national speakers, materials, and scholarships for the Kansas MTSS Symposium. ○ KSDE Safe and Supportive Schools (S3) grant supports materials for the Kansas MTSS Symposium. • Teams established for TASN Tertiary Behavior Supports professional development. • Offered regional MTSS reading refinement professional development statewide. • Presented on <i>Kansas MTSS for Young Children</i> at Response to Intervention Summit.
2011	<ul style="list-style-type: none"> • Presented at the request of the Kansas Legislature Education Committee. • Public findings of the Evaluability Assessment of the external evaluation of MTSS by WestEd released. • Kansas State Board of Education, on a nine-to-one vote, approved KSDE providing support for statewide implementation of MTSS. • Held the fourth annual Kansas MTSS Symposium (over 1,000 participants). <ul style="list-style-type: none"> ○ KSDE SPDG supported national speakers, materials, and scholarships for the Kansas MTSS Symposium. ○ KSDE Safe and Supportive Schools (S3) grant supported materials for the Kansas MTSS Symposium. • <i>Kansas MTSS: Structuring Guides</i> address Reading, Mathematics, and Behavior PreK–12. • <i>Kansas MTSS: Implementation Guides</i> address Reading, Mathematics, and Behavior K–12. • District Leadership Team Facilitation provided by KSDE TASN Kansas MTSS Project. • Joined TASN workgroups for reading, math, and behavior. • Began collaboration with the Kansas Preschool Program to support MTSS readiness.
2010	<ul style="list-style-type: none"> • KSDE Special Education Services funded proposal to continue support for the development of a statewide infrastructure to support MTSS. • Created and/or updated the following guides: <ul style="list-style-type: none"> ○ <i>Kansas MTSS: Structuring Guide Ver. 3.0—K–12</i>. ○ <i>Kansas MTSS: Structuring Guide Reading Supplement—K–12</i>. ○ <i>Kansas MTSS: Structuring Guide Math Supplement—K–12</i>. ○ <i>Kansas MTSS: Structuring Guide Behavior Supplement—K–12</i>. ○ <i>Kansas MTSS: Implementation Guide System</i>. ○ <i>Kansas MTSS: Implementation Guide Reading</i>. ○ <i>Kansas MTSS: Implementation Guide Math</i>. • Held the third annual Kansas MTSS Symposium (over 1,000 participants).

	<ul style="list-style-type: none"> ○ Safe & Drug Free Schools supported the MTSS Symposium through scholarships to schools and funding a national speaker. ● First District MTSS Summit for school leadership teams provided by external partners. ● KPIRC published, <i>MTSS: Helping Your Child Grow, Learn, and Succeed</i>. ● KPIRC published, <i>Family Engagement: A Critical Component to Building an Empowering Culture in the Kansas Multi-Tier System of Supports</i>. ● In collaboration with Kansas MTSS, Wichita Public Schools developed a five-year professional development plan for full MTSS implementation. ● Administered the Kansas MTSS: Leadership Essentials workshop. ● Kansas State Board of Education adopted Kansas College and Career Readiness Standards; Kansas MTSS aligned with these standards. ● Large scale external evaluation initiated.
2009	<ul style="list-style-type: none"> ● <i>Kansas MTSS: Innovation Configuration Matrix V2</i> created with a KSDE agency-wide team. ● KPIRC published, <i>A Family Guide to Multi-Tier System of Supports (MTSS)</i>. ● With assistance from Kansas MTSS, Wichita Public Schools developed new strategic plan which was officially adopted by the board of education. Planning for systemic MTSS implementation began between Kansas MTSS and Wichita Public Schools as they formed an MTSS District Leadership team. ● Over 250 buildings received support from the State MTSS System since 2005. ● Developed <i>Kansas MTSS: Academic Structuring Guide Ver. 2.0—K–12</i> literacy and math and <i>Kansas MTSS: Elementary Implementation Guide Ver. 2.0</i>. ● Established state structure to support MTSS. ● Formally established the Kansas MTSS Leadership Structure for the state, including an MTSS Core Team and Transformational Team. ● Full-time staff added to the team to address behavior and leadership. ● Held the second annual Kansas MTSS Symposium (over 800 participants). <ul style="list-style-type: none"> ○ SPDG supported podcasts of MTSS Symposium presenters. ○ Safe & Drug Free Schools provided scholarships to allow PBIS Schools to attend the MTSS Symposium, as well as sponsored a national behavior speaker. ● Partnership began between MTSS and Safe and Civil Schools. ● KSDE Special Education Services began addressing special education reimbursement as related to MTSS.
2008	<ul style="list-style-type: none"> ● Reading First conducted Schoolwide Positive Behavior Supports Training. ● Governor Kathleen Sebelius presented MTSS at National Governors Association Education Committee. ● Developed the <i>Kansas MTSS Innovation Configuration Matrix</i>. ● The <i>Kansas MTSS: Research Base</i> document was created. ● Developed the <i>Kansas MTSS Elementary Academic Structuring Guide</i>. ● Held the first annual Kansas MTSS Symposium. ● The <i>Kansas MTSS: Elementary Academic Implementation Guide Beginning of Year</i> was created.

	<ul style="list-style-type: none"> • Schoolwide Positive Behavior Supports training was expanded to include schools from northeast and central Kansas. • Added new MTSS Facilitators from across Kansas, totaling 22 facilitators from 11 agencies. • Wichita Public Schools participated in a Kansas Learning Network needs assessment. • The <i>Kansas MTSS: Elementary Academic Implementation Guide Middle of Year</i> was created. • The Kansas State Department of Education Special Education Services and MC3 co-sponsored an Instructional Coaching Training of Trainers to support the statewide capacity of MTSS. • Kansas MTSS Facilitators worked with over 200 buildings to date.
2007	<ul style="list-style-type: none"> • The Kansas State Department of Education adopted the term Multi-Tier System of Supports (MTSS) to help prevent confusion among various narrow definitions of Response to Intervention programs appearing in research. • The Kansas MTSS framework was defined as a set of practices and principles that address prevention and intervention for academic and behavioral challenges. • Kansas State Department of Education Student Support Services funded capacity-building activities to train staff across the state to facilitate the implementation of an MTSS addressing literacy at the elementary level. • Developed and piloted MTSS for middle schools and high schools. • Developed Kansas MTSS stakeholder group. • Kansas State Department of Education Student Support Services received a federal State Personnel Development Grant with the primary goal of merging academics and behavior (positive behavioral supports) into a single, schoolwide process. • Created the Kansas State Department of Education’s MTSS Belief Statements, developing a definition and graphic. • Launched www.kansasmtss.org. • Launched www.pbskansas.org. • Initiated MTSS Facilitator Training to create statewide network of facilitators to support schools in structuring and implementing MTSS, including 11 trainers from seven agencies. • MTSS was embedded into the Kansas State Board of Education’s Goal, Objectives, Strategies, and Activities. • Kansas sent a team to the National Response to Intervention Summit in Washington, D.C.
2006	<ul style="list-style-type: none"> • Changed Kansas Special Education Statute to reflect the Individuals with Disabilities Education Act in allowing for Response to Intervention models. • The Kansas State Department of Education Student Support Services team expanded the Kansas Statewide Technical Assistance and Resource System, addressing Response to Intervention to begin looking at Response to Intervention at the middle and high school levels. • Held the first annual Kansas Innovations Conference.

	<ul style="list-style-type: none"> • Developed the first Principal’s Community of Practice to address challenges around Response to Intervention. • Through Kansas State Department of Education Student Support Services team funding, a Schoolwide Positive Behavior Support training was offered in northeast Kansas.
2005	<ul style="list-style-type: none"> • The Kansas State Department of Education Student Support Services team funded the Kansas Statewide Technical Assistance Resource System to develop and pilot schoolwide Response to Intervention training addressing elementary literacy. • Developed a Positive Behavioral Supports stakeholder group. • Developed the first School Psychologists Community of Practice to address challenges around Response to Intervention. • The Kansas State Department of Education Student Support Services team offered subgrants for institutes of higher education to address Response to Intervention in teacher education programs.
2004	<ul style="list-style-type: none"> • The 2004 reauthorization of the Individuals with Disabilities Education Act explicitly included Response to Intervention as an option for the identification of students with specific learning disabilities. • Kansas adopted Response to Intervention practices within statutes and regulations.
2001	<ul style="list-style-type: none"> • State Special Education Regulations defined General Education Interventions as the process to be used by local education agencies in conducting child find. • Student Improvement Teams became the problem-solving process used to implement General Education Interventions. • The Kansas State Department of Education Student Support Services team released the first <i>Kansas Special Education Process Handbook</i>.
2000	<ul style="list-style-type: none"> • Federal regulations for the Individuals with Disabilities Education Act 1997 were finalized. • Kansas removed the aptitude-achievement discrepancy requirement from state regulations for identification of students with specific learning disabilities.
1999	<ul style="list-style-type: none"> • The Kansas State Department of Education State and Federal Programs team provided financial support to education service centers through Safe and Drug Free Schools to support continued statewide training for Student Improvement Teams.
1997	<ul style="list-style-type: none"> • The Individuals with Disabilities Education Act was reauthorized.
1996	<ul style="list-style-type: none"> • Disseminated the <i>Belief Statement of the Eligibility Issue Team</i>. • The Kansas State Department of Education Student Support Services and State and Federal Programs teams jointly funded statewide problem-solving training to create Student Improvement Teams. • The last waivers from the aptitude-achievement discrepancy model were awarded.
1995	<ul style="list-style-type: none"> • Developed the <i>Belief Statement of the Eligibility Issue Team</i>. • Kansas educators began regular interactions with a multi-state group of educators that eventually transformed into the National Innovations Conference.
1994	<ul style="list-style-type: none"> • The Kansas State Department of Education Student Support Services team created the Eligibility Issue team to explore an alternative identification model.

1993	<ul style="list-style-type: none"> • The Kansas State Department of Education Student Support Services team set a goal to revise special education eligibility criteria and approved a waiver from the aptitude-achievement discrepancy model for a few local education agencies.
1992	<ul style="list-style-type: none"> • The Kansas State Department of Education Student Support Services team awarded Individuals with Disabilities Education Act Part VI-B Innovation Grants to local education agencies to address alternative assessment practices. • Safe and Drug Free Schools began statewide committee exploring how to better support at-risk students. • The Kansas State Department of Education began piloting the Quality Practice Accreditation process, which focused accreditation on student outcomes.