

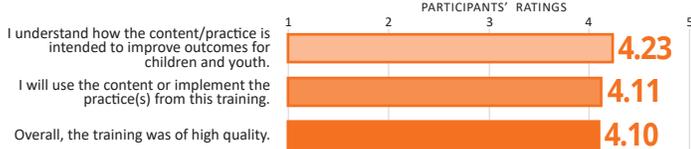


Kansas Multi-Tier System of Supports (MTSS) and Alignment is a coherent continuum of evidence based, system-wide practices to support a rapid response to academic and behavioral needs, with frequent data-based monitoring for instructional decision making to empower each Kansas student to achieve high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

During the 2016-17 school year, Kansas MTSS and Alignment provided 106 trainings with a total of 4,263 participants. Additionally, 1,049 individuals registered for the September 2016 Kansas MTSS and Alignment Symposium. Twenty of these trainings were observed by the TASN Evaluation team, who found that trainers met 97% of the indicators regarding demonstration, 97% of the indicators regarding engagement, and 95% of the indicators regarding mastery. Training participants reported that the trainings were of high quality and that the information would be used to improve their instructional practices.

KANSAS MTSS AND ALIGNMENT TRAINING EVALUATION RESULTS

1,976 Participants, Average Ratings (1 = Strongly Disagree, 5 = Strongly Agree)



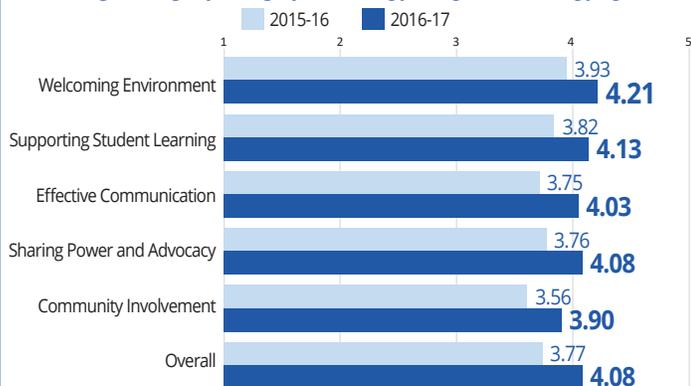
Kansas MTSS and Alignment provided both intensive professional development for districts implementing the aligned framework as well as technical assistance and professional development to enhance the implementation of academic, behavior, and social instruction and interventions to districts across the state. During the 2016-17 school year, Kansas MTSS and Alignment provided these supports to 124 districts and 18 educational service centers/cooperatives.

FAMILY ENGAGEMENT

Fifty-four schools working with Kansas MTSS and Alignment received feedback from parents of 3,445 students through the completion of the Family Engagement Survey. Twenty-two schools in three districts have given the survey for two years, utilizing the results to improve their family engagement practices. The graph represents the average ratings for these districts from 2,812 responses in 2015-16 and 1,966 responses in 2016-17.

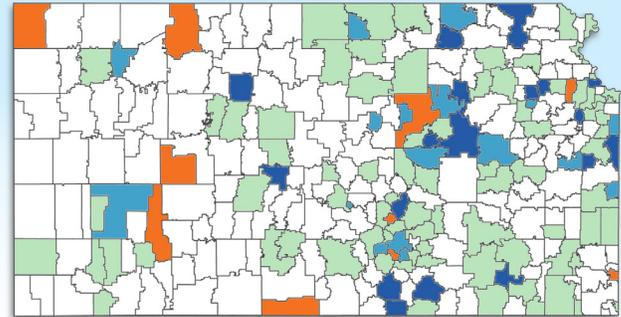
FAMILY ENGAGEMENT SURVEY RESULTS

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



MORE INFORMATION AT:
WWW.KSDETASN.ORG/MTSS

KANSAS DISTRICTS SUPPORTED



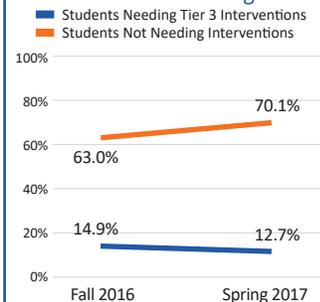
● TRAINING
● BOTH TRAINING AND COACHING
● COACHING OR OTHER SUPPORTS
● STRUCTURING, IMPLEMENTING, REFINING

STUDENT GROWTH HIGHLIGHTS

All schools implementing the Kansas MTSS and Alignment collected, analyzed, and determined appropriate interventions through universal screening data administered three times per year. Eight schools voluntarily shared their composite data with the TASN Evaluation project. Analysis of data for students in grades K-5 showed that the number of students needing intensive, Tier 3 supports decreased by an average of 2.2% between fall and spring screenings and that the number of students no longer needing interventions, for whom core (Tier 1) instruction was sufficient, increased by an average of 7.1%.

K-5 READING DATA

Difference from Fall to Spring Universal Screenings



↑ **22%** increase in number of students with disabilities **at least** ≥ **95%** accurate in reading

Data on the performance of students with disabilities provided by 14 schools showed an increase in benchmark for each grade, K-4, from the previous year. Overall, these schools saw a 22% increase in the number of students with disabilities who were at least 95% accurate in reading.

Math data available from five of these schools also showed growth from fall to spring universal screenings. The number of students needing intensive, Tier 3 supports decreased by an average of 13.0%, and the number of students no longer needing interventions, for whom core (Tier 1) instruction was sufficient, increased by an average of 20.8%.

K-5 MATH DATA

Difference from Fall to Spring Universal Screenings

