

In collaboration with the **Kansas State Department of Education (KSDE)**, the **Kansas Multi-Tier System of Supports (MTSS) and Alignment** project provides multi-phase training and ongoing coaching to district leadership and building improvement teams pre-K through high school to implement an aligned academic, behavior, and social-emotional framework. Kansas MTSS 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 increases district capacity to produce successful high school graduates. A tiered framework of supports is one of the foundational structures of the Kansas Education Systems Accreditation. The Kansas MTSS State Trainers supported 185 Kansas school districts and worked intensely with districts supporting 139,444 students during the 2017-18 school year.



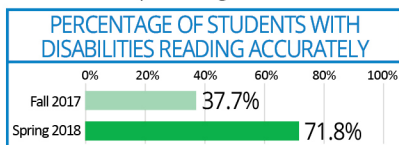
ACADEMIC OUTCOMES

During the 2017-18 school year, 86 administrators representing 69 buildings within 15 districts implementing or sustaining Kansas MTSS responded to the MTSS Implementation Scale. Of these administrators:

- 91% reported an increase in students scoring at benchmark on their school's universal reading screener.
- 92% reported an increase in students scoring at benchmark on their school's universal math screener.

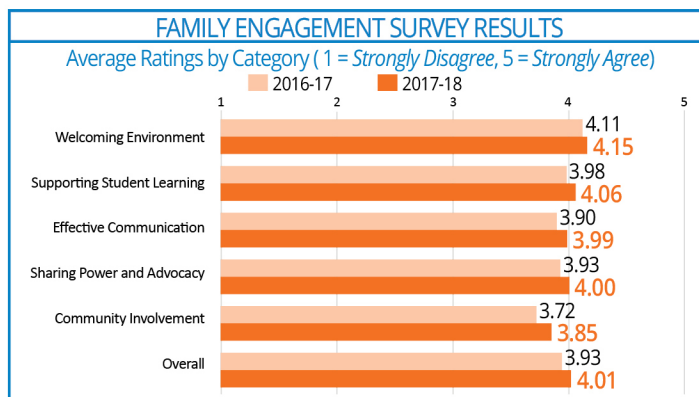
All schools implementing Kansas MTSS collected, analyzed, and determined appropriate interventions through universal screening data administered three times per year. Schools are consistently seeing increases in both students' reading and math proficiency. For the past three years, a cohort of districts has provided KSDE with data on the reading performance of students with disabilities in grades K-5. Each year these districts have shown an increase in the number of students with disabilities at benchmark. During the 2017-18 school year, these districts also saw a 34 increase in the percentage who were at least 95% accurate in reading.

Additionally, 42% of these students with disabilities exceeded the expected grade-level growth for all students.



FAMILY ENGAGEMENT

During the 2017-2018 school year, 95 schools within 20 districts working with Kansas MTSS received feedback from parents of 7,924 students through the completion of the Family Engagement Survey. Fifty schools in 10 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 3,367 parents in 2016-17 and 4,553 parents in 2017-18.

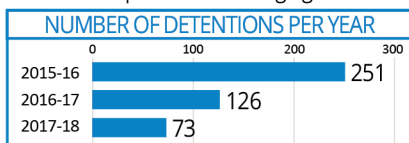


SOCIAL-EMOTIONAL GROWTH

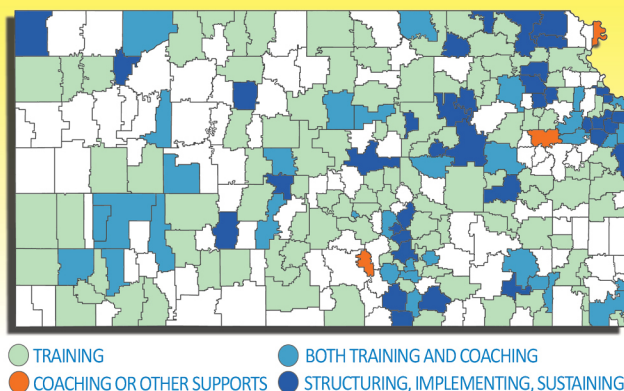
Tiered interventions for students with behavioral and social-emotional needs is a key component of Kansas MTSS. Of the administrators that completed the MTSS Implementation Scale:

- 83% reported that all students, including students with disabilities and English learners, are explicitly taught a social-emotional curriculum/framework.
- 75% reported that a range of data is used to make adjustments to core instructional components in behavior and social-emotional learning.
- 79% reported that a range of data is used to detect behavior and social-emotional risk for all students.

As demonstrated by the data from one Kansas high school, districts are demonstrating substantial decreases in the number of students disciplined for challenging behavior.



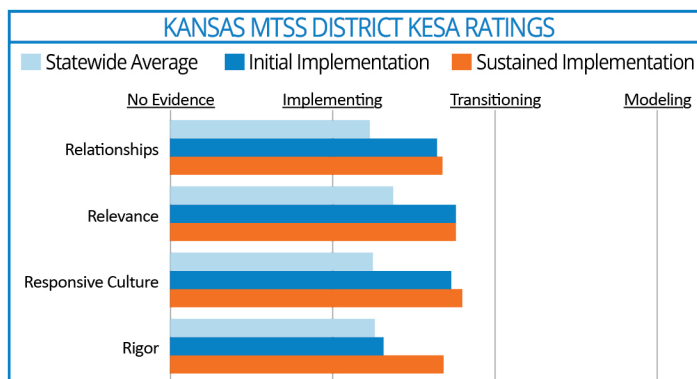
KANSAS DISTRICTS SUPPORTED



TRAINING AND COACHING SYSTEM

During the 2017-18 school year, Kansas MTSS provided 157 trainings with over 5,000 attendees. Additionally, 1,241 educators registered for the annual Kansas MTSS Symposium. Kansas MTSS provided both intensive professional development and technical assistance to enhance the implementation of academic, behavior, and social-emotional instruction and interventions.

KANSAS EDUCATION SYSTEMS ACCREDITATION (KESA)



Nearly all administrators (99%) that completed the MTSS Implementation Scale agree that MTSS is a critical component of their accreditation process. Based on composite analysis of KESA ratings, districts implementing or sustaining Kansas MTSS are more likely to rate as Transitioning or Modeling within the KESA rubrics of Relationships, Relevance, Responsive Culture, and Rigor.

