

The **Kansas State Department of Education (KSDE) Special Education and Title Services (SETS)** leadership provides core components of both IDEA and ESEA systems of general supervision through the Technical Assistance System Network (TASN). Districts access a wide array of support and evidence-based professional development essential to increasing adult capacity, preventing educational inequity, and establishing safe and supportive learning environments. Services are specialized, not designed to meet all needs but niche interconnected areas critical to equitable outcomes for specific groups of underserved students, including those receiving IDEA special education and ESEA Title services. Carried out by a network of collaborators from numerous organizations, technical assistance and professional development are coordinated, based on sound data, and lead to improvements in each of the State Board of Education's five outcomes for student success. A collective of evidence-based professional development priorities provide flexible services and supports that build the capacity of general and special education teachers, paraprofessionals, family members, administrators, and support service professionals.

EVIDENCE-BASED IMPLEMENTATION PRIORITIES

Establish system-level coherency and efficiency through collaboration, utilization-focused evaluation, family engagement, recruitment, retention, and accountability.

- Evidence-Based Coordination
- Evidence-Based Evaluation
- Kansas Parent Information Resource Center (KPIRC)
- eMentoring for Student Success (eMSS)
- Educate Kansas
- General Supervision, Timely and Accurate Data (GSTAD)
- IDEA Administration and Capacity

Increase district capacity to provide responsive, integrated, evidence-based programs and practices.

- Kansas Learning Network (KLN)
- Kansas Multi-Tier System of Supports (MTSS) and Alignment
- Instruction Within Inclusive Environments (Infinitec and Kansas Co-Teaching)
- School Mental Health Professional Development and Coaching

Educators from **ALL** **286** Kansas school districts engaged in TASN professional development

Increase adult capacity to provide effective specially designed instruction for students who are blind or visually impaired, deaf or hard of hearing, on the autism spectrum, and/or exhibiting challenging behaviors.

- Autism and Tertiary Behavior Supports (ATBS)
- Kansas Instructional Resource Center for the Visually Impaired (KIRC)
- Teachers of Students Who are Blind or Visually Impaired (TSVI) and Certified Orientation and Mobility Specialists (COMS) Preparation & Mentorship
- Teachers of the Deaf (TOD) Endorsement and Professional Development

TASN providers responded to **241** support requests with a median response time of **1 hour 40 min**

The degree to which each scope of work is successfully achieved is measured by a coordinated set of systemwide program and performance measures. Each contractor must: (a) conduct activities within an accountable delivery system of supports and services, (b) utilize data to identify the need for classroom supports and services at differing levels of intensity, (c) offer services of sufficient intensity to effectively sustain evidence-based instructional practices, (d) minimize and/or eliminate cost-driven participation barriers, and (e) adhere to standard operating principles and evaluation protocols. Each priority supports school districts' systemic implementation and evaluation of evidence-based practices that foster equitable outcomes for all students, pre-kindergarten through high school. **Evaluation briefs** outline project-specific outcomes.

"TASN is a tremendous resource in making school improvements for free—experts in data analysis, tiered supports, assessments/progress monitoring, leadership."
— Superintendent

"TASN is a team of passionate, knowledgeable people who will help you move the needle in helping your students."
— Superintendent

Educators from all 286 Kansas school districts engaged in professional development during the 2020–21 school year. In most cases, training was ongoing and included follow-up coaching. Additionally, all districts have access to the Educate Kansas teacher recruitment portal, and Management Information System (MIS) data clerks, representing every district, receive required annual training on special education data reporting.

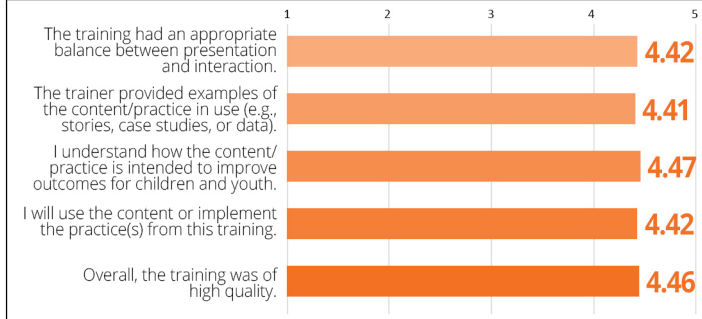
In addition to participating in professional learning, 72 districts, 32 special education cooperatives/interlocals, and 18 other organizations submitted 241 requests for help through the "Big Blue Button." The median response time was 1 hour 40 minutes from assignment to delivery of customized technical assistance. Participants responded to a follow-up survey with 92% indicating that the support was helpful. Collectively, providers also logged 1,778 instances of technical assistance with districts and special education organizations. Of the total, 859 (48%) included individual or team coaching, 454 (26%) included system-level coaching, and 150 (8%) included training or resources. Of the participants who responded to a follow-up survey, 97% indicated that the support was helpful.

PROFESSIONAL LEARNING RESULTS IN IMPLEMENTATION OF EVIDENCE-BASED PRACTICES

TASN professional development evaluation results showed that training was of high quality. During 2020–21, 494 professional learning events were posted on www.ksdetasn.org. These events included 154 face-to-face workshops and 340 online learning events and involved more than 21,000 registrations handled directly through the TASN website. As illustrated in the chart, participants reported that they would use the content or implement the practices.

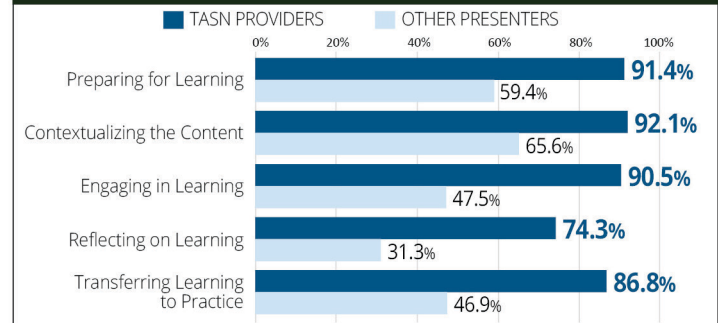
EVALUATION RESULTS FROM 6,458 PARTICIPANTS

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



Forty-six trainings were observed by an evaluation team member. Using the [Observation Checklist for High-Quality Professional Development](#) (HQPD), evaluators rated 21 adult learning indicators across five domains. The graph provides the average domain scores across 38 observed events where TASN project staff presented content and eight observed events presented by content experts outside of the network.

PERCENTAGE OF HIGH-QUALITY PROFESSIONAL DEVELOPMENT INDICATORS MET ACROSS EACH DOMAIN



DISTRICTS OBSERVE IMPACTS ON EQUITABLE ACHIEVEMENT

Kansas administrators, representing 70% of school districts and 88% of special education organizations, responded to a survey regarding TASN as a whole. These 312 administrators were asked to rank order the type of supports they believed TASN should focus on providing. Both general and special education administrators ranked consultation/technical

Through TASN support, districts have seen improvements in academic achievement, social skills, and specialized instruction & support based on student needs.

assistance as the top priority, followed by ongoing professional development. They also identified instructional practices that have improved as a result of TASN professional development.

The most commonly cited instructional impacts occurred in:

1. Tiered academic supports
2. Tiered behavioral and social-emotional supports
3. Co-teaching
4. Data collection, root cause analysis, and/or data-based decision making
5. Support for students with complex or challenging behaviors
6. Trauma-responsive practices

In reflecting on student results, these administrators most commonly identified improvements in academic achievement; social skills; individualized, specialized instruction and support based on student needs; inclusive practices for students with disabilities; engagement in school; resilience, self determination, and social-emotional wellbeing; and family engagement.

THOUSANDS ACCESS EVIDENCE-BASED RESOURCES



Since the summer of 2015, the TASN website (www.ksdetasn.org) has logged 426,731 visitors and 3,793,024 page views. Over 23,000 users have created logins, and the 2,403 vetted resources (1,749 file uploads, 413 videos, 241 external URLs) housed on the site have been accessed 241,000 times, including 66,309 times just during the 2020–21 school year. Of the 312 administrators responding to a feedback survey, 71% of general education administrators and 94% of special education administrators said their districts/organizations access guides, webinars, and/or learning modules at least monthly.