



The purpose of the **Kansas Technical Assistance System Network (TASN)**, as a system, is to increase the capacity of districts to implement and sustain the use of evidence-based practices addressing Kansas State Department of Education Special Education and Title Services (KSDE SETS) identified priority areas and

practices. This professional learning and technical assistance system comes out of federal requirements of the Elementary and Secondary Education Act (ESEA) and the Individuals with Disability Education Act (IDEA) which both require the state education agency to provide direct support to districts addressing these special populations. The overall goal is to improve the quality of education and outcomes for students who receive Title services and students with disabilities. These students are general education students first. They spend a majority their time in general education settings and receive core instruction from general education staff. Therefore, many of the supports provided by TASN target instructional methods and approaches that occur in the general education classroom.

## VISION

To provide coordinated evidence-based technical assistance to Kansas school districts is coordinated, based on sound data, and leads to improved outcomes for children and their families.

## MISSION

TASN supports Kansas districts' systematic implementation of evidence-based practices by establishing and maintaining communication and work alignment among all technical assistance providers in the network.

## SYSTEM DESCRIPTION

TASN is an evidence-based operational framework KSDE SETS uses to systemically deploy resources and direct and indirect supports for improvement planning to districts across the state. The system uses implementation science to guide how improvement plan development and implementation support is provided to district staff. All KSDE SETS staff and internal and external grant projects, contractors and/or other state agencies funded (partially or fully) have a role in TASN.

The role of the system and the actions of all providers within the system are focused on providing coordinated technical assistance resulting in the development and/or implementation of a district improvement plan that results in sustained practices that positively impact student success. The improvement plan developed during the provision of technical assistance is not a specific form. It can be any implementation plan, including improvement or corrective action plans associated with any accountability, accreditation, or improvement system that results in the creation of a set of coordinated actions for the expressed purpose of building, supporting, and sustaining evidence-based instructional practices for the expressed benefit of students who receive Title services and students with disabilities.

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Kansas Technical Assistance System Network (TASN) is funded by the Kansas State Department of Education (KSDE) Special Education and Title Services (SETS).

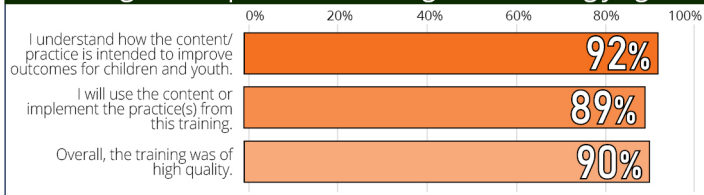
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The **Kansas State Department of Education**, through a collaboration with Keystone Learning Services, offers the **Kansas Multi-Tier System of Supports (MTSS) and Alignment** project, which provides multi-phase training and coaching to district leadership and building-level teams, pre-K through 12th grade, to implement an aligned academic, behavioral, and social-emotional framework for achieving the Kansas State Board of Education outcomes.

## EDUCATORS EXPANDED KNOWLEDGE AND SKILLS

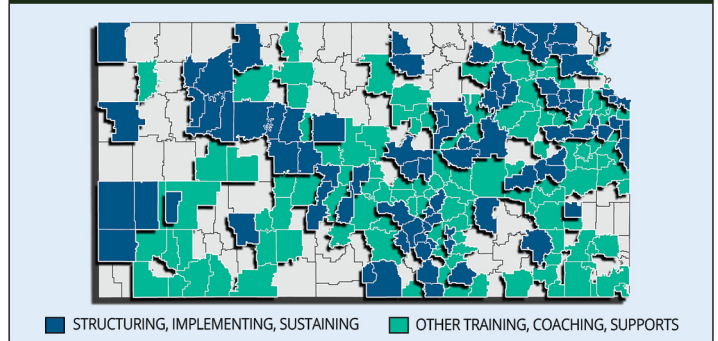
Through the TASN website, the Kansas MTSS and Alignment project provides 391 resources that have been accessed over 58,000 times. Resources include articles, briefs, support materials, presentations, self-guided training supports, forms, videos, and webinars. These resources are available for free on the TASN website. In the 2023–24 school year, the project also provided 513 hours of technical assistance and answered 42 support requests.

### EVALUATION RESULTS FROM 2,442 PARTICIPANTS Percentage of Respondents Who Agreed or Strongly Agreed



During the 2023–24 school year, the Kansas MTSS and Alignment project provided 346 professional learning opportunities, totaling more than 1,600 contact hours, with 5,738 attendees representing 195 school districts and 25 special education cooperatives/interlocals. The TASN Evaluation Team observed eight 1-day trainings and five multi-day series for inclusion of adult learning indicators. The multi-day series, provided by MTSS State Trainers, met 100% of indicators in the domains of Contextualizing the Content and Engaging in Learning. In total, 2,442 participants provided feedback on professional development, rating the sessions as high quality.

### DISTRICTS SUPPORTED



The project, in collaboration with KSDE, launched the Kansas Math Project (KMP) during the 2022–23 school year. The purpose of these modules and workshops are to strengthen educator's understanding of evidence-based teaching strategies and expand their knowledge on the progression of standards from pre-K to Algebra 2. During the 2023–24 school year, 375 educators from 75 school districts attended the KMP workshop series facilitated by MTSS State Trainers. An additional 282 educators participated solely in the online training modules.

**"This training was one of the most useful and implementable trainings I have attended."**  
— Training Participant

**"This was one of the most fun, upbeat, and knowledgeable trainings I have attended."**  
— Training Participant

## SCHOOLS IMPROVED STUDENT OUTCOMES

Kansas State Performance Plan Indicator 17 measures the percentage of students with disabilities who achieve a rate of improvement in reading at or higher than the expected growth for their grade level. In second grade classrooms within the cohort, **72% of students with disabilities and 69% of all students demonstrated typical or aggressive growth**, compared to 61% of all Kansas second graders who took the fall and spring FastBridge® reading assessment.

**AVERAGED ACROSS THE 31 MTSS DISTRICTS THAT ADMINISTERED THE FAMILY ENGAGEMENT SURVEY EACH OF THE PAST 2 YEARS PARENT RATINGS IN EVERY DOMAIN INCREASED**

### IN SPRING 2024, 208 ADMINISTRATORS PROVIDED FEEDBACK ON THEIR SCHOOL'S IMPLEMENTATION OF KEY MTSS COMPONENTS

- 93%** reported that MTSS is a critical component of their accreditation process.
- 93%** said their school has a process for regularly sharing data with staff.
- 92%** reported that their schoolwide decisions on instruction and curricula were based on data.
- 89%** agreed or strongly agreed that MTSS is improving education for students in their schools.
- 83%** reported improvements in students' reading screening data.
- 83%** reported improvements in students' math screening data.

Kansas State Performance Plan 5a measures inclusion of students with disabilities in general education settings more than 79% of their school day. Districts implementing Kansas MTSS and Alignment for 3 or more years in the 2022–23 school year had an average 5a inclusion rate of 78% in 2022–23, while all other Kansas districts had an average rate of 71%.

**DISTRICTS STRUCTURING, IMPLEMENTING, OR SUSTAINING MTSS SERVED 191,301 STUDENTS INCLUDING 30,908 STUDENTS WITH DISABILITIES**

The **Kansas State Department of Education (KSDE) Special Education and Title Services (SETS)** leadership provides support for core components of IDEA and ESEA through the Technical Assistance System Network (TASN). Districts access a wide array of free supports and evidence-based professional development essential to increasing adult capacity, preventing educational inequity, establishing safe and supportive learning environments, and increasing intrapersonal and interpersonal skills for educators and students. Technical assistance priorities are selected to address demonstrated needs through specialized, interconnected topics 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, utilize standard operating principles, and lead to improvements in the State Board of Education's outcomes for student success. Across this array of evidence-based implementation priorities, TASN provides flexible services and resources that build the capacity of general and special education teachers, paraprofessionals, family members, administrators, and support-service professionals.

## EVIDENCE-BASED IMPLEMENTATION PRIORITIES

Priority areas identified by KSDE SETS, and enacted through TASN, fall within three overarching categories:

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

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

Increase adult capacity to provide inclusive, personalized instructional practices with co-teaching, technology, and tiered instructional support systems.

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

Increase adult capacity to provide 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) & Certified Orientation and Mobility Specialists (COMS) Preparation and Mentorship
- Teachers of the Deaf (TOD) Endorsement and Professional Development

During the 2023–24 school year

**TASN supported 100%**  
of Kansas school districts

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 project

The degree to which the scope of work for each priority is successfully achieved is evaluated by systemwide program and performance measures. Each project must:

(a) conduct activities

**"Keep up the great work! I always learn so much from TASN staff."**

— Training Participant

supports school districts' systemic implementation and evaluation of evidence-based practices that foster equitable outcomes for all students, early childhood through post high school. [Evaluation briefs](#) outline project-specific outcomes.

During the 2023–24 school year, 2,178 instances of technical assistance were provided by TASN across 173 districts, 39 special education agencies, and a variety of other organizations. Of these, 1,411 (65%) included individual, team, and systems coaching. Educators in 258 Kansas school districts engaged in professional development. A total of 148 school districts, 26 special education cooperatives/interlocals, and a variety of other organizations submitted 582 requests for help through the "Big Blue Button." Each request received an individualized response with a median response time of 15 minutes from assignment to delivery.

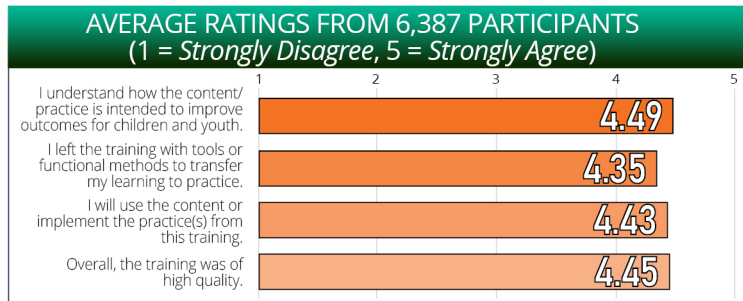
**"I was able to talk directly with TASN members on my specific needs, and they helped me with various tasks."**

— Training Participant



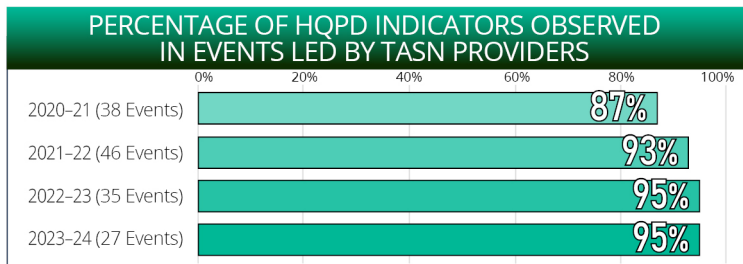
PROFESSIONAL DEVELOPMENT RESULTS IN IMPLEMENTATION OF EVIDENCE-BASED PRACTICES

During 2023–24, TASN hosted 673 professional learning events with 32,532 registrations completed on [www.ksdetasn.org](http://www.ksdetasn.org). These events included face-to-face workshops, training sessions, and online learning events involving more than 4,500 contact hours. Post-training evaluation survey results indicated that the trainings were of high quality.



During the 2023–24 school year, TASN Evaluation team members observed 688 hours of training and coaching events, including observing 59 workshops, modules, and training series. Using the Observation Checklist for High-Quality Professional Development,

91% of post-training survey respondents reported that they understand how the content/practice is intended to improve outcomes for children & youth. evaluators observed an average of 95% of adult learning indicators across all professional development events facilitated by a TASN provider. Across three online courses developed by TASN providers addressing school mental health, 98% of indicators were observed. In addition, 100% of observed trainings supported the use of evidence-based instructional practices.



THOUSANDS ACCESS EVIDENCE-BASED RESOURCES

Since the summer of 2015, the TASN website ([www.ksdetasn.org](http://www.ksdetasn.org)) has maintained resources for administrators, educators, family and community members, related services and support staff, district employees, and students.

Through TASN projects, ALL Kansas educators have access to FREE professional development, resources, and coaching. During the 2023–2024 school year, the site logged 140,000 visitors and 1.1 million page views.

Since 2015, over 34,000 users have created logins, and 2,425 vetted resources (1,664 file uploads, 439 videos, 322 external URLs) have been accessed more than 604,000 times. Resources on the TASN website are regularly updated to include more accessibility features.



Impacts of professional learning and systems alignment are highlighted in the evaluation briefs for each TASN project.

Across the past 3 years, TASN professional development consistently met OVER 93% of adult learning indicators.

- Over the past 5 years, 270 Kansas school districts have collaborated with the **Kansas Parent Information Resource Center (KPIRC)** to focus on improving family engagement practices. Since 2019, more than 60,000 responses on the TASN-provided Family Engagement Survey have guided districts in implementing changes that have led to improved outcomes in multiple domains, including creating a welcoming environment and supporting student learning.
- **Kansas Multi-Tier System of Supports (MTSS) and Alignment** districts structuring, implementing, or sustaining implementation served 191,301 students during the 2023–24 school year, including 30,908 students with disabilities. Of 208 administrators who responded to an annual survey, 89% agreed that MTSS is improving education for students in their schools.
- Of the 16 educators who completed the **Teachers of the Deaf** program from 2017–2024, 100% are still teaching students who are Deaf or hard of hearing in Kansas.
- Project-trained **Teachers of Students With Visual Impairments/Certified Orientation and Mobility Specialists** are currently teaching in every Kansas State Board of Education region.
- Over the last 3 years, **Educate Kansas** supported 58 districts/related organizations in developing marketing videos that highlight the strengths of their schools/communities; 100% of district administrators who provided feedback reported that Educate Kansas recruitment services have a positive impact on their teacher recruitment.
- 89% of educators mentored through the **Kansas Retention Project (e-Mentoring for Student Success)** are still Kansas educators 5 years after completing the program.
- The **High-Quality Instruction Within Inclusive Learning Environments** staff provided 109 professional development events with 1,350 participants.
- Local Autism Interdisciplinary Teams, supported by the **Autism and Tertiary Behavior Supports (ATBS)** project, facilitated 510 autism screenings, with 43% resulting in further evaluation, and provided 7,274 classroom consultations for individual students.
- The **Kansas Instructional Resource Center for the Blind or Visually Impaired (KIRC)** provided \$802,000 in instructional resources to Kansas school districts to support children and youth with visual impairments.
- 149 schools eligible for support and improvement received assistance from the **Kansas Learning Network (KLN)**, and 100% of District Leadership Team members agreed that KLN team members support data-based discussions by identifying opportunities and/or resources to support implementation.
- Through **School Mental Health** coaching and professional development, 1,112 students improved their mindfulness practices, 1,103 students improved their emotional regulation, and 87% of students with trauma-responsive support plans made progress in targeted areas.