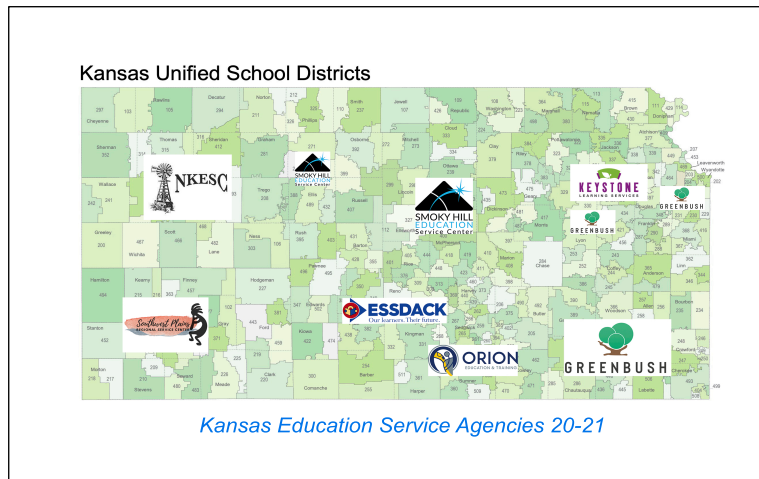


DYSLEXIA: STATE OF THE UNION

The network of support:

- A. The Kansas Association of Education Service Agencies (KAESA) is the largest provider of comprehensive professional development and specialized support for superintendents, principals, teachers, and classified staff in the state of Kansas. Service centers include ESSDACK, Greenbush, Keystone, NKESC, Orion, Smoky Hill, and Southwest Plains. KAESA regularly works collaboratively on projects to support education initiatives in the State of Kansas.



- B. Past projects developed and successfully executed by KAESA include the recent release of the Kansas Teaching and Leading Project website, competency-based learning training modules, school redesign training, and the Kansans Can Symposium, the Kansas Safe and Supportive Schools Conference, and the annual Career and Technical Education (CTE) Conference.

Observations from initial attempts at MTSS:

- A. Service centers were the original MTSS trainers, the implementation protocol was complex and time intensive. The protocol was difficult to sustain, particularly in districts where turnover is high.
- B. Those districts struggling with meeting state standards on the performance plan indicators were originally more enthusiastic in adopting MTSS strategies district wide.
- C. Secondary schools due to schedules and Carnegie units had a much more difficult time providing reliable tiered interventions.
- D. Services Centers and the TASN MTSS team accrued consultants knowledgeable of assessment products (i.e. AIMSweb, DIBELS, Fastbridge) and delivered professional development activities to prepare providers to interpret the data and apply appropriate interventions statewide.
- E. Following initial trainings there was a concerted effort to obtain and use research validated strategies and align curriculum across buildings particularly in large districts/special education cooperatives to positively influence consistent implementation.

DYSLEXIA: STATE OF THE UNION

- F. Following initial trainings participants incorporated progress monitoring along with an understanding of the need to provide interventions for struggling readers. These practices were widely disseminated.

Coordinated effort statewide to move to the next level:

- A. Provided initial 6-hour training required for districts and individual teachers in live, virtual, and asynchronous/recorded formats statewide.
- B. Providing additional professional development to support required training, including:
 1. LETRS and other evidence-based programs that support structured literacy practices
 2. Intervention support and problem solving individualized by district/building
 3. Support in the use of various screening tools (Aimsweb, FastBridge, DIBELS) as well as other diagnostic tools at the building/classroom levels.
 4. Targeted training for secondary teachers, as well as paraprofessionals.
- C. Provided individualized coaching for teachers on their implementation of curriculum and instructional strategies.
- D. Provided support for administrative teams on selecting resources, evaluating their current programs, and ensuring fidelity to structured literacy instruction.
- E. Continuing to provide training and support for implementing multi-tiered systems of support.
- F. Participating in platforms for continuous updates to regulations, and active participation in stakeholder forums and collaboration meetings to ensure consistent messages to providers statewide.
- G. To provide relevant, timely and high-impact professional development options to all educators in Kansas, the service centers recently collaborated to create The Kansas Teaching & Leading Project <https://kansasteachingandleadingproject.org/>.



Next steps to ensure continuous improvement:

- A. Strengthen partnerships with university teacher prep programs to ensure research validated strategies are taught to all aspiring teachers, including secondary.
- B. Support schools in refreshing and implementing tiered systems of support, with more intense training for new teachers or those with low performance data.
- C. Help every teacher feel confident in teaching reading, and every building feel confident that their system is structured to achieve success for every student.

DYSLEXIA: STATE OF THE UNION

- D. Partner with the community stakeholders so that they have confidence in the effort underway. Patrons must believe in the system for it to be effective.
- E. Support schools in selecting and implementing structured literacy curriculum as a monitored requirement. Align trainings with the community selected curriculum.
- F. Provide foundational structures to ensure systems and practices stay in place despite turnover in leadership and staff.
- G. Recognize a *KSDE Reading Czar* or Reading Consultants strategically assigned to Service Center regions in the state to provide individual support based on data and analysis. The service centers would be a great place to host these professionals so that materials and training could be distributed in an efficient manner based on the needs in each region.
- H. Prioritize targets based on thoughtful reflection of the existing budget and long-range impact of each new initiative.

Snapshots of success in the past year!

- Provided live, virtual 2-hour sessions of required training with Cindy/Joann during GBU and Training Camp to over 300 educators.
- Recorded those trainings, edited the videos to create on demand modules and made available to all teachers in the state:
 - So far, nearly 1800 certificates have been awarded for various module completion
 - Module 1 has been viewed over 3,100 times; Module 2: 1,700 times; Module 3: 1,800 times; Module 4: 1,200 times, and combined Modules 5&6: 1000 times.
- TASN Kansas MTSS Project has provided KSDE Dyslexia Training to 7 districts.
- Has provided coaching to building administrators on the implementation of the dyslexia recommendations.
- TASN has increased support of LETRS Facilitator Training to build capacity of districts to use the LETRS Professional Development course:
 - The LETRS provides professional learning in the priority skills phonology, phonics, vocabulary, fluency, and comprehension that must be taught to obtain the best results. Effective reading instruction is complex.
 - Professional Learning also includes how to implement instructional routines, activities, and approaches to differentiate instruction to meet literacy needs for all students.
 - In 2019 - 24 Certified LETRS Facilitators in Kansas were prepared.
 - In 2020 - 92 Certified LETRS Facilitators in Kansas - in 37 districts and 3 universities
 - During the 20-21 school year, these LETRS Facilitators are leading over 600 teachers through the LETRS Professional Development course
 - Currently 49 more educators are working toward becoming Certified LETRS Facilitators for their districts.