

# Kansas MTSS Climate Types Report from The Kansas Communities That Care (KCTC) Student Survey

The Kansas MTSS Climate Types Report contains data from the Kansas Communities That Care Student Survey arranged into **FOUR broad climate types: Depressed, Anxious-Conflictual, Empowering Engagement, and Empowering Relationships**. Survey items in the first two climate types contain known risk factors for students' development, learning and wellbeing. Survey items in the last two climate types contain known protective factors for students' development, learning and wellbeing.

The full KCTC Student Survey contains numerous risk-related questions. Based on what is known about Adverse Childhood Experiences (ACEs) research, this report allows schools to look quickly to the items around depression and suicidality, as well as anxiety and conflict, to serve as efficient, key risk signposts to which schools can be responsive. Kansas MTSS provides considerations for actions that align with our framework and state priorities.

Based on what is known from Positive Childhood Experiences (PCEs) research and school engagement research, this report allows schools to look at items related to relationships, voice and agency to serve as key protective data to which schools can respond in an actionable manner. Considerations aligned to the Kansas MTSS framework and state priorities are included.

## How to work with the report:

For a short webinar overview with a couple of quick data analysis activities, click or paste this address in your browser:

<https://kctcdata.org/video/climate-types-report>

## Use visual "first Impressions"

**Heat Map Visual Patterning.** Your data is color-coded to better reveal patterns, or 'hot spots' and relative strengths in the climate types. It is best to notice the general visual patterns first, before digging into the specific questions. Like a heat map, the most concerning data shows as red, followed by orange, then yellow. Relative strengths show up as clear, and significant strengths as green. Look at the pattern for your buildings: Which climate types emerge as concerning, and which ones are strengths?

**The color coding rules are:**

**Green** if your score is 10 or more percentage points better than state average

**Clear / no fill** if your score is better than state average

**Yellow** if your score is state average, plus or minus one percentage point

**Orange** if your score is between one and 10 percent worse than state average

**Red** if your score is 10 or more percentage points worse than state average

**Red diamond** indicates a 10 percentage point or larger difference between HS and MS with the icon placed by the school with highest risk or lowest protection.

**Trend** The report also provides a 'trend' column to show whether the district score improved, worsened, or stayed largely the same from the previous year.

**How is the color "calculated?"** The color coding represents comparison of the district's students with Kansas students for the specific grade levels taking the KCTC. For example, districts that have 10th & 12th grade at the high school level will have those scores color-coded in comparison with the scores for all Kansas 10th & 12th graders.

## Digging in to the report:

All data is provided as percentages. The top section contains both KSDE Report Card and KCTC Student Survey data. KSDE Building Report Card items as well as demographics are shown. The KCTC participation rate for each grade level is provided, as well as KCTC demographics. This will allow you to see if the demographics of the students completing the KCTC are roughly similar to your building demographics. If there are large discrepancies, use some caution in generalizing the data. What connections do you make between the strengths and concerns in your climate types, and the KSDE Report Card data?

## Climate type section:

**Questions in each climate type.** Schools can see the percentage of students endorsing the answers shown for each question, or item, within each climate type. Schools can look at concerns item by item, as a building type (MS & HS) and as a district. The district can see whether the district data as a whole improved, worsened or stayed mostly the same over the previous year via the "USD Trend" column. The district can also consider its building level data in light of the Kansas average provided for high school (10th & 12th grades) and middle school (6th & 8th grades).

**Risk factor scale scores.** The lower the scale score for risk, the better. A scale score transforms raw scores from all the questions in that scale to a given mean and allows us to say something about the entire scale. The numbers provided in the bottom section at the bottom of the report for the district, buildings, and state represent the percentage of students considered "**at risk**" for that scale. The Depressed Climate scale score represents all 4 items in a manner that allows schools to see the percentage of students considered "at risk" for this climate type as a whole. The Anxious-Conflictual Climate scale score includes all 5 items in a manner that allows schools to see the percentage of students considered "at risk" for this climate type as a whole.

**Protective factor scales scores.** The higher the scale score for protection, the better. A Scale Score transforms raw scores from all the questions in that scale to a given mean and allows us to say something about the entire scale. The numbers provided in the section at the bottom of the report for the district, buildings, and state represent the percentage of students considered "**protected**" for that scale. The Student Voice scale score includes all 6 items and the Student Agency scale score includes all 4 items to allow schools to see the percentage of students considered "protected" in each of these two areas that create the Empowering Engagement climate type. The Teacher-Student scale score includes all 4 items and the Parent-Student scale score includes all 5 items to allow schools to see the percentage of students considered "protected" in each of these two areas that create the Empowering Relationships climate type.

## MTSS considerations:

One of the strongest protective factors for children and adolescents is caring relationships. To address the needs represented on the left side of the report, schools can choose an instructional practice that will **bring the type of emphasis** in the relationship designed to be **most regulating and growth-promoting for that climate issue**. Additional core structures addressed in Kansas MTSS and Alignment that may be particularly helpful for a given climate issue are noted. District requirements regarding the Jason Flatt Act and bully prevention policies are noted in the relevant climate areas. This information can aid districts in setting priorities for instructional practices and core systemic structures to improve school climate.

Enroll	416	USD	MS	HS	KS
4-yr Cohort Graduation Rate	87.9				88.1
ACT Score	18.5				19.3
Attendance Rate	93.0	92.7	93.4	92.8	
ELA - Level 1	38.9	44.6	46.8	32.9	
Free & Reduced Lunch (Percent)	59.1			46.9	
Math - Level 1	33.5	37.0	53.2	33.1	

**Demographic Comparison**

	KSDE	KCTC
Male	50.5	46.2
Female	49.5	53.9
White / Caucasian	89.4	81.1
African-American		2.7
Hispanic (Race)	6.2	11.0

**KCTC Participation**

Grade	%	Num
Total	57.4	74
6th	58.6	17
8th	65.6	21
10th	62.9	22
12th	42.4	14

**Data Color Coding Key:**

Substantially better than Kansas average	Better than Kansas average	Approximately equal to Kansas average	Worse than Kansas average	Substantially worse than Kansas average
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**Trend Key:** ✔ Positive change from prior year ➔ No substantial change from prior year ✘ Negative / Undesireable change from prior year

**RISK FACTOR SCALES - LOWER PERCENTAGE MOST DESIRABLE**

KCTC questions comprising each scale (Percent of students' responses)	Trend	USD	HS	KS HS	MS	KS MS
<b>DEPRESSED CLIMATE SCALE</b>						
During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more in a row that you stopped doing some usual activities?	✘	35.7	36.1	35.4	35.3	31.6
Have you ever seriously thought about killing yourself? (yes, past 30 days)	✘	10.0	2.8	7.6	17.7	8.0
Have you ever made a plan about how you would kill yourself? (yes, past 30 days)	✘	8.6	5.6	4.2	11.8	4.5
Have you ever tried to kill yourself? (yes, past 30 days)	✔	0.0	0.0	1.2	0.0	1.7

**ANXIOUS-CONFLICTUAL CLIMATE SCALE**

During the past 12 months, how often have you seen someone being bullied? (sometimes - every day)	✘	75.7	75.0	55.7	76.3	61.4
During the past 12 months, how often have you been bullied at school? (sometimes - every day)	✔	44.6	30.6	25.0	57.9	37.8
During the past 12 months, have you ever been electronically bullied? (Include being bullied through e-mail, chat rooms, instant messaging, websites, or texting.) (sometimes - every day)	✔	33.8	27.8	24.4	39.5	31.5
During the past 12 months, how often have you had your property stolen or deliberately damaged, such as your car, clothing or books? (sometimes - every day)	➔	19.2	11.1	18.3	27.0	22.5
During the past 12 months, how often did you miss school because you felt unsafe, uncomfortable or nervous at school? (sometimes - every day)	✔	17.8	13.9	17.0	21.6	16.2

**PROTECTIVE FACTOR SCALES - HIGHER PERCENTAGE MOST DESIRABLE**

**EMPOWERING: STUDENT VOICE SCALE**

How often did you enjoy being in school? (often, almost always)	✔	40.5	36.1	32.4	44.7	40.7
How often did you hate being in school? (never, not often)	✘	24.3	19.5	22.7	28.9	32.7
How often do you feel that the school work you are assigned is meaningful and important? (often, almost always)	✔	29.7	27.8	23.7	31.6	42.0
How important do you think the things you are learning in school are going to be for you later in life? (quite, very important)	✔	35.2	22.9	24.1	47.2	46.8
How interesting are most of your courses to you? (very, quite)	✔	21.9	19.4	23.0	24.3	28.3
How often did you try to do your best work in school? (often, almost always)	✔	74.3	72.2	74.3	76.3	84.9

**EMPOWERING ENGAGEMENT: STUDENT AGENCY SCALE**

There are lots of chances for students to get involved in school activities and other activities outside of class. (yes)	✔	90.4	94.4	95.6	86.5	93.5
There are lots of chances for students in my school to talk with a teacher one-on-one. (yes)	✔	90.4	94.4	91.1	86.5	90.2
I have lots of chances to be part of class discussions or activities. (yes)	✔	87.1	88.9	91.9	85.3	90.2
I feel safe at school (yes)	✔	86.3	88.9	85.9	83.8	87.5

**EMPOWERING RELATIONSHIPS: TEACHER-STUDENT SCALE**

My teacher(s) praise me when I work hard in school. (yes)	✔	63.0	66.7	57.3	59.5	62.6
My teacher(s) notice when I am doing a good job and lets me know about it. (yes)	✔	83.8	83.3	71.1	84.2	79.1
The school lets the adult(s) I live with know when I have done something well. (yes)	✔	54.2	63.9	51.2	44.4	67.0
Teachers ask me to work on special classroom projects. (yes)	➔	56.9	44.4	53.2	69.4	57.5

**EMPOWERING RELATIONSHIPS: PARENT-STUDENT SCALE**

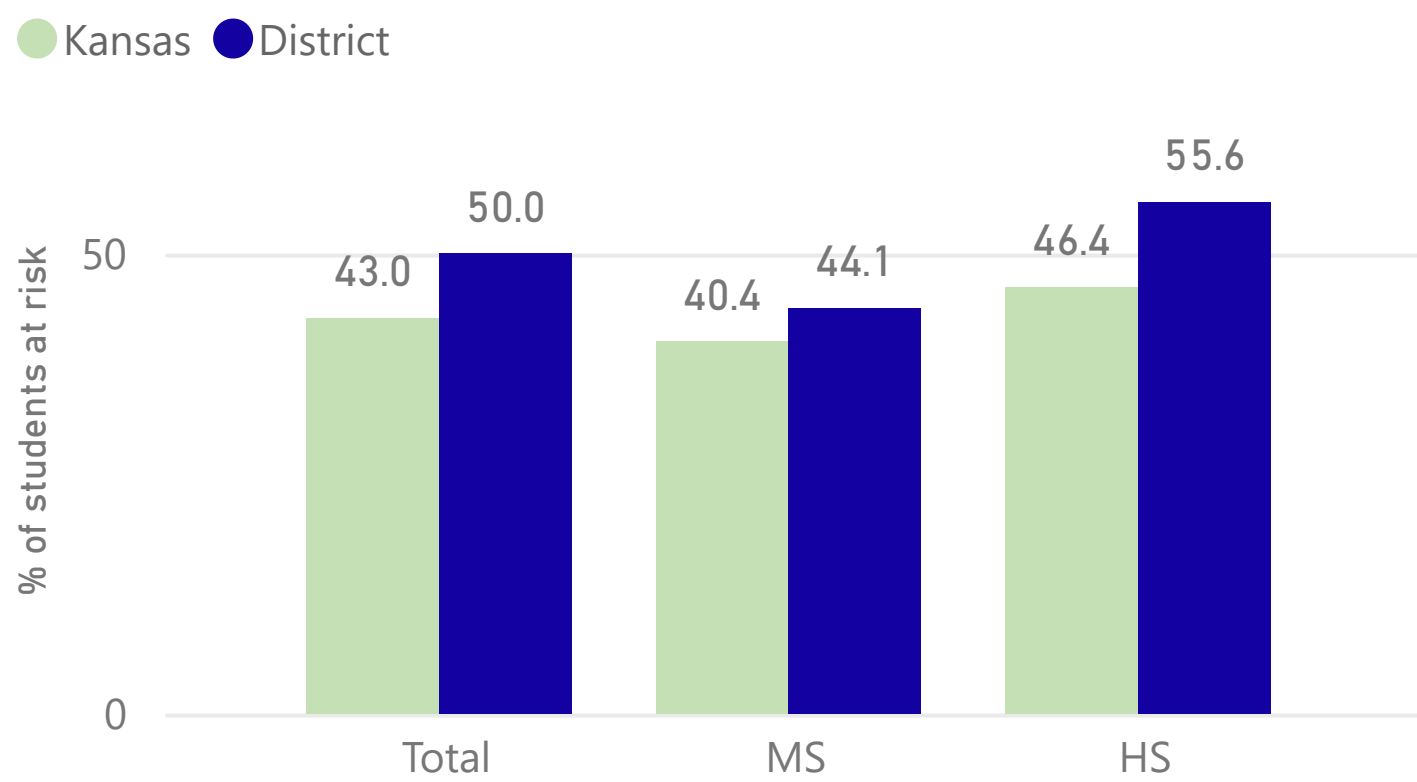
Do you share your thoughts and feelings with your mother? (yes)	✔	64.2	71.4	67.8	56.3	73.8
If I had a personal problem, I could ask the adult(s) I live with for help. (yes)	✔	81.8	91.7	80.6	70.0	82.9
The adult(s) I live with ask me what I think before most family decisions affecting me are made. (yes)	✔	63.6	72.2	67.1	53.3	71.6
Do you share your thoughts and feelings with your father? (yes)	✔	54.4	51.4	52.0	57.6	60.3
The adult(s) I live with notice when I am doing a good job and let me know about it. (all the time, often)	✘	54.4	42.9	60.8	66.7	66.0

Climate Type Scale Scores:	RISK	PROTECTIVE	USD	HS	KS HS	MS	KS MS
DEPRESSED CLIMATE SCALE			50.0	55.6	46.4	44.1	40.4
ANXIOUS-CONFLICTUAL CLIMATE SCALE			60.8	47.2	42.7	73.7	54.3
EMPOWERING: STUDENT VOICE SCALE			40.9	51.5	47.5	30.3	45.5
EMPOWERING ENGAGEMENT: STUDENT AGENCY SCALE			42.5	47.2	52.8	37.8	59.7
EMPOWERING RELATIONSHIPS: TEACHER-STUDENT SCALE			75.3	77.8	67.0	73.0	71.6
EMPOWERING RELATIONSHIPS: PARENT-STUDENT SCALE			55.4	60.0	61.4	50.0	59.9

Scale scores tell the percentage of students who are "at risk" or "protected" within each band of the climate types. Consider whether the percentages "at risk" and "protected" are at the desired levels for your district / buildings. What goals might you set? What practices might you amplify? What professional development may you want to prioritize?

**DEPRESSED CLIMATE SCALE**

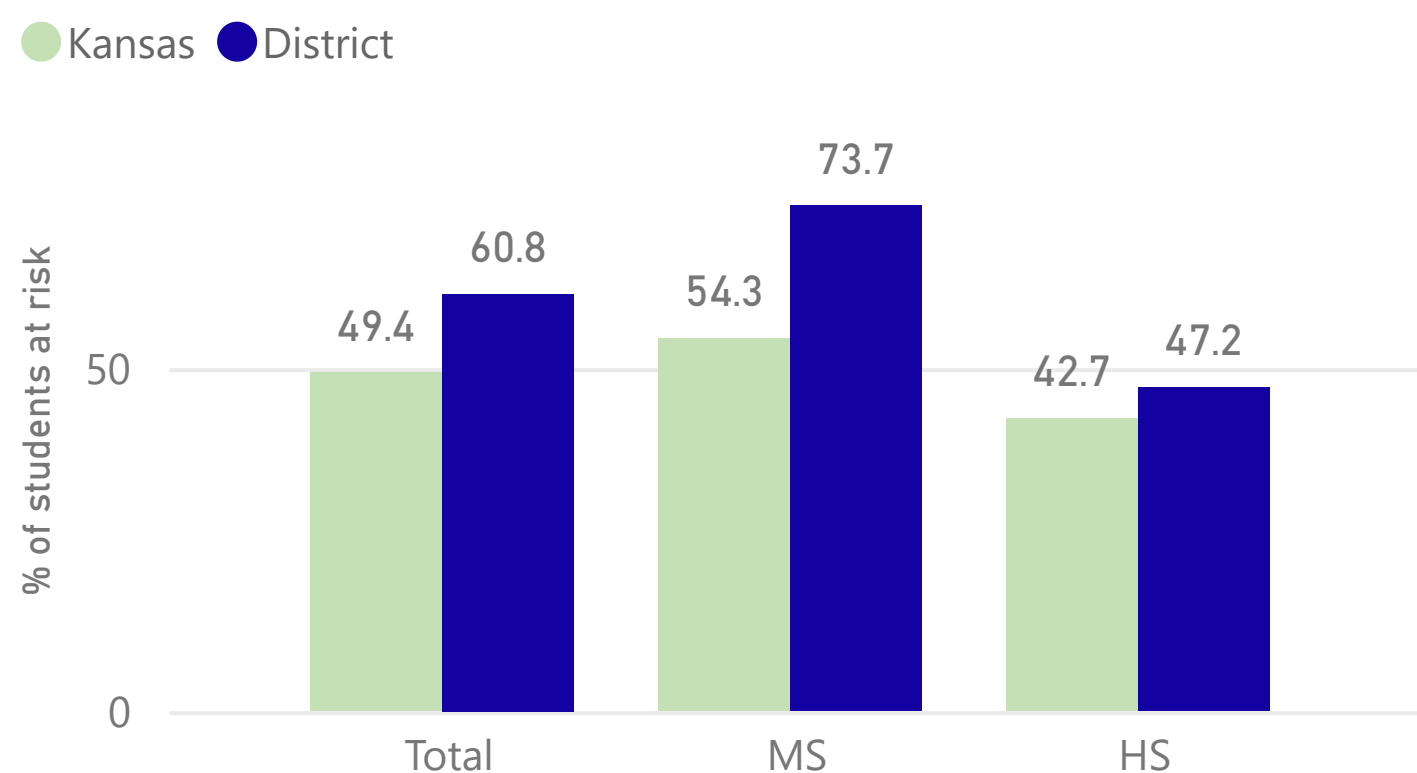
**If this area is elevated, prioritize:**



1. Ensure the Jason Flatt Act is in place:
  - a. Staff training
  - b. Parent outreach
  - c. Referral, intervention & community coordination protocols,
  - d. Treatment support, school re-entry.
 KSDE Suicide Prevention, Intervention, Reintegration & Postvention Toolkit  
 (<https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/School-Mental-Health>)
2. Instructional practices such as: Relational Positive Feedback; 2x10 strategy
3. Structures such as: Evidence Based SEL Skills (e.g., seeking help, practicing self-care, etc.)

**ANXIOUS-CONFLICTUAL CLIMATE SCALE**

**If this area is elevated, prioritize:**

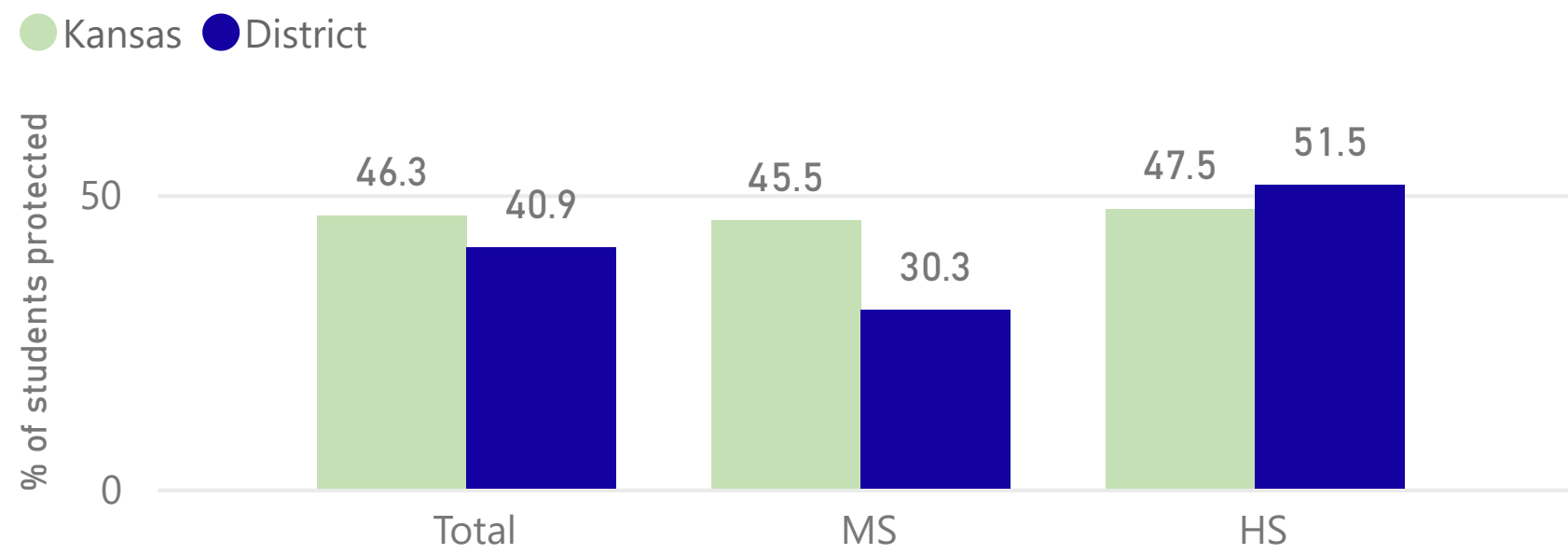


1. Instructional practices such as: Explicit Instruction, Active Supervision, Teacher Clarity
  2. Structures such as: Clear Expectations or Norms; Evidence Based SEL Skills\* & Competencies; Restorative Discipline Response System; Bully Policies/Reporting Procedures
- \*range is needed from calm-down skills, to assertiveness, to problem-solving, conflict management, empathy skills, etc.

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**EMPOWERING: STUDENT VOICE SCALE**

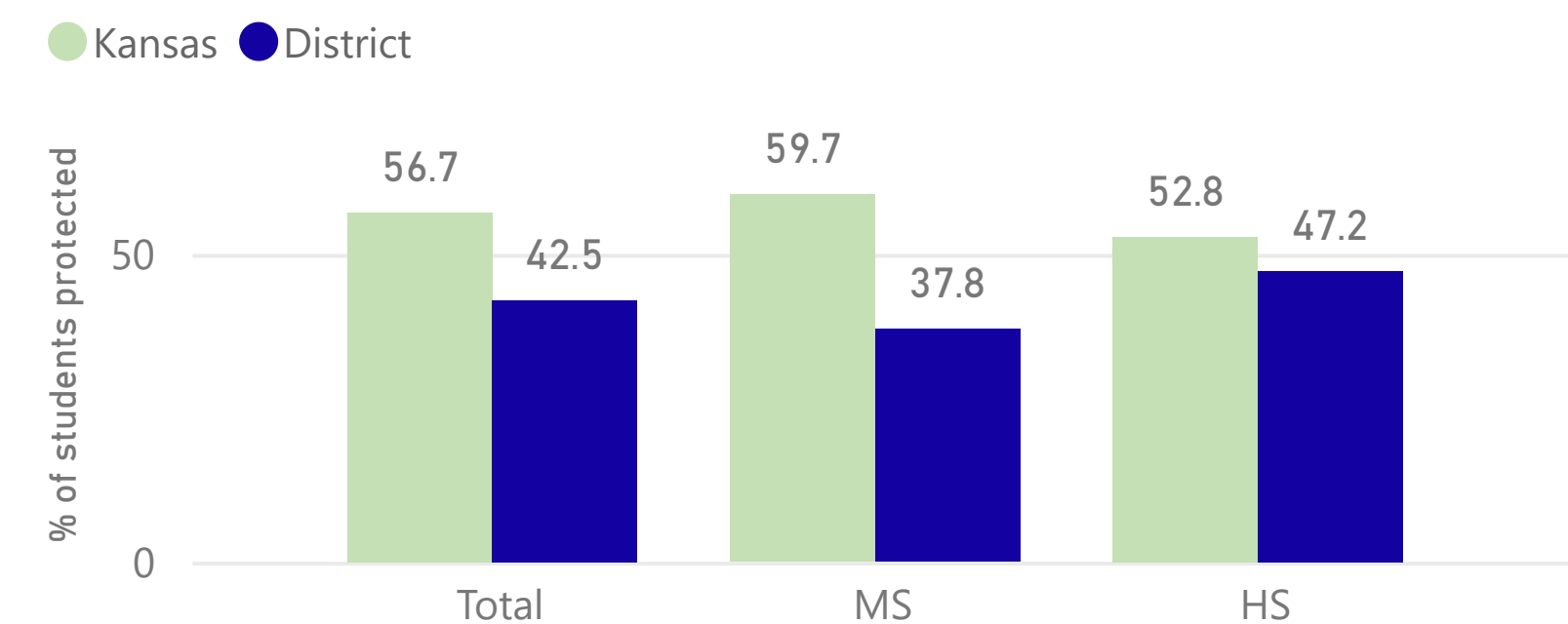
**If this area is lower, prioritize:**



1. Instructional Practices such as: Choice-Making; Feedback Continuum; Opportunities to Respond (Discussion, Active Engagement, etc.)
  2. Structures such as: Evidence Based SEL Skills & Competencies;\* Individual Plans of Study to personalize learning; Involvement in Norm Setting for Special or Group Projects
- \*range is needed from self-awareness to curiosity, self-efficacy, creative thinking, and goal setting, etc.

**EMPOWERING ENGAGEMENT: STUDENT AGENCY SCALE**

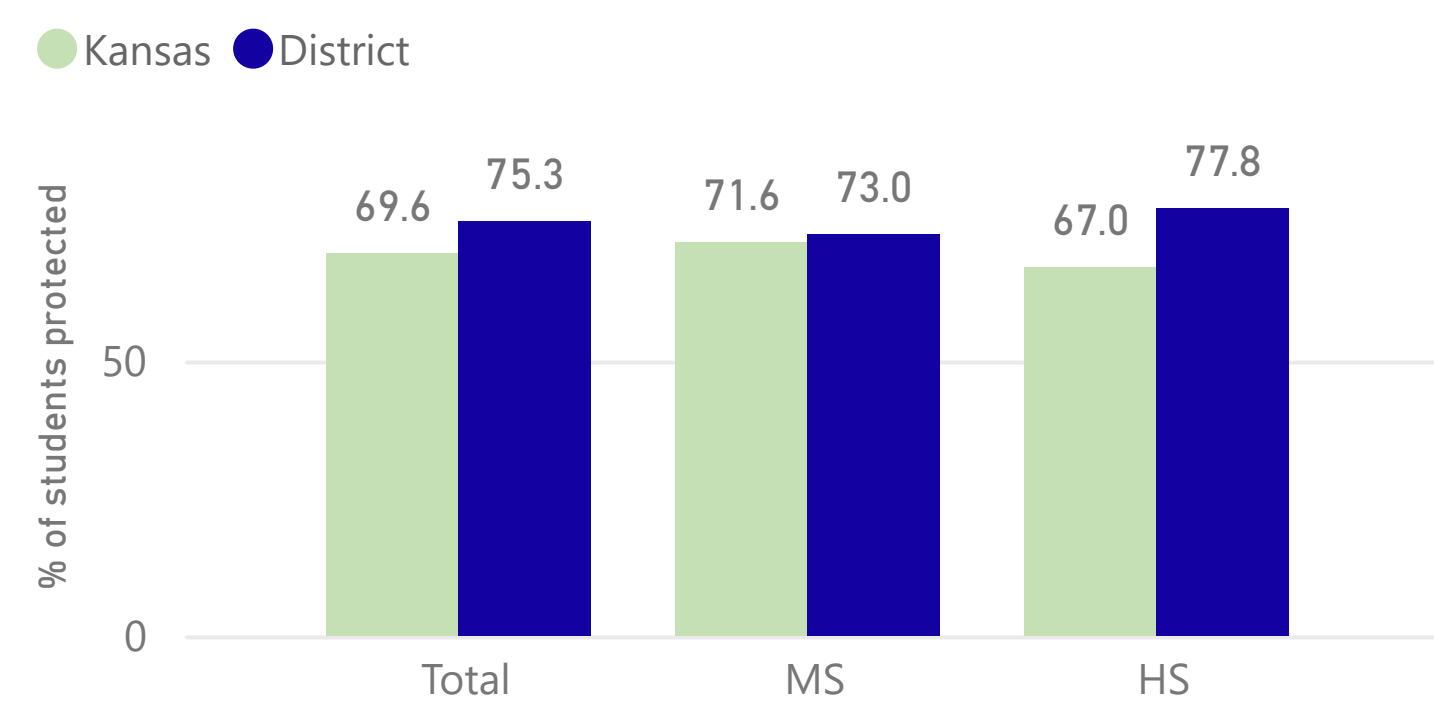
**If this area is lower, prioritize:**



1. Instructional Practices such as: Choice-Making; Feedback Continuum; Opportunities to Respond (Discussion, Active Engagement, etc.)
  2. Structures such as: Evidence Based SEL Skills & Competencies;\* Individual Plans of Study to personalize learning; Involvement in Norm Setting for Special or Group Projects
- \*range is needed from self-awareness to curiosity, self-efficacy, creative thinking, and goal setting, etc.

**EMPOWERING RELATIONSHIPS: TEACHER-STUDENT SCALE**

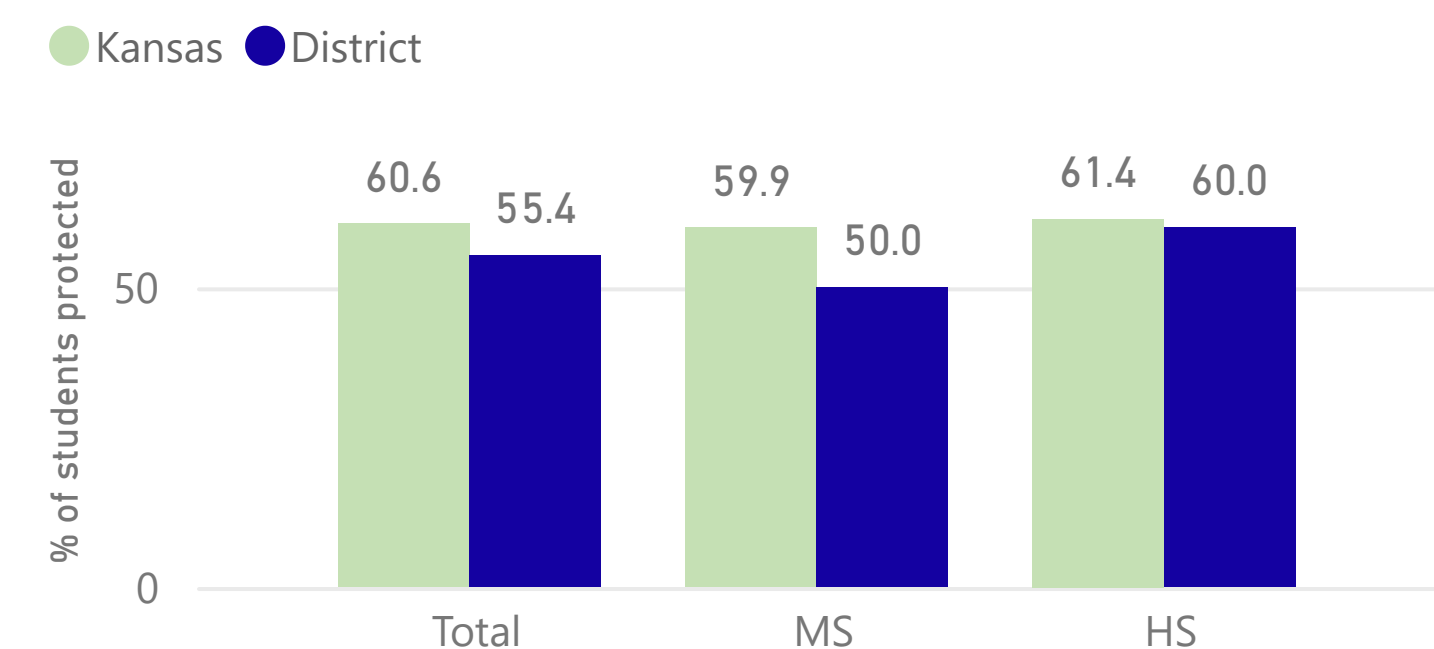
**If this area is lower, prioritize:**



1. Instructional Strategies: Positive Feedback; 2x10 strategy; Greetings at the Door.
2. Structures such as: Positive Teacher-Student Relationships; Evidence Based SEL Skills & Competencies (e.g., Relationship Skills, etc.); Family Engagement

**EMPOWERING RELATIONSHIPS: PARENT-STUDENT SCALE**

**If this area is lower, prioritize:**



Structures such as: Family Engagement Plan; Home Links for Evidence Based SEL Skills & Competencies (e.g., Relationship Skills, etc.), Information about the power & importance of Positive Childhood Experiences (PCEs); Practices such as positive notes and calls home.