How to look at Climate Reports for your district:

1. Open up the authenticated Web Applications from the KSDE Website:



2. Log in to the Authenticated Application

| | User Login f | or KSDE Web | Applications | |
|--|--|-------------------------------|-----------------------------|--|
| Announcement: The Directory Updates ap | plication will be unavailable until e | arly July due to routine main | itenance. | |
| Common Authentication Login | | | | |
| | User Name: Password: Login | Forgot password? | | |
| Need Assistance? | | | | |
| General Help | KN-CLAIM | Support | KCCMS or Pathways Support | |
| helpdesk@ksde.org | cnwapplications@ksde.org pathwayshelpdesk@ksde.org | | | |
| (785) 296-7935 | (785) 296 | -2276 | (785) 296-4908 | |
| KESA Support | | | KEEP Support | |
| mmelton@ksde.org - Myron N | felton | | avates@ksde.org - Ann Yates | |
| (705) 000 0440 | | | | |

- 3. Select AMOSS- Academic Measured of Student Success
- 4. On the left of the AMOSS screen, in blue, go to the bottom clickable option and select Climate Survey.

| | mic | Measures of Student Success (AMOSS) | |
|-----------------------------------|-----|---|-----|
| % Applications List | | User: Trish Backman District: KSDE Building: 0000 Access Level: KSDE Internal | |
| E+ Logout | | Welcome to Academic Measures of Student Success (AMOSS) | |
| 2 Welcome | | Welcome to the Academic Measures of Student Success suite of reports. These reports allow you to review your data for accuracy and to clarify accountability related questions. Each of the reports contain important student and aggregate level data deall with various ways of understanding assessment results, student information records, and accountability issues. | ng |
| 4 Resources | * | Please utilize the reports in conjunction with your other assessment related records to verify accuracy and inform your discussions about programs and learning. | |
| 연]Reports | × | On each report there is a Report Help? Box. Specific data check suggestions and overviews are provided for each report. There is also a Guidance Review Document that contains each of the Report Help? tips in a single document found under resource | es. |
| đ]KELPA | ~ | The data reported in AMOSS will be used to produce the 2022-2023 public Report Card. Therefore, it is important that the data is correct and accurately represents the various outcomes and results. Additionally, having accurate data will be crucial to the | |
| 역]National Student Clearing House | × | process of establishing new accountability goals and targets. | |
| 전]KS Can Star Recognition Awards | × | | |
| đ]Climate Survey | × | | |

5. Next, it will then ask you to select it again:

| KANSAS Acade | mic | Measures of Stu |
|----------------------------------|-----|--|
| % Applications List | | User: Trish Backman Dir |
| G+ Logout | | Welcome to A Welcome to the Academic M with various ways of unders |
| @Resources | ~ | Please utilize the reports in |
| 包Reports | ~ | On each report there is a R |
| @jKELPA | ~ | The data reported in AMOS |
| 입National Student Clearing House | ~ | process of establishing new |
| 인KS Can Star Recognition Awards | ~ | |
| @Climate Survey | ~ | |
| Climate Survey | | |

6. From here, select your district and then the **2023** school year.

| Climate Survey | | |
|---|--------------------------------|------------------------------------|
| 2022 Climate Survey Reports | | |
| Please Select a District. School Year: | D0101 - Erie-Galesburg 2022 | • • |
| 2022 Climate Survey Reports | | |
| Organization | | Climate Survey (click to download) |
| D0101 - Erie-Galesburg | | Download |

7. You will then get to see the Kansas MTSS Climate Types Report form the Kansas Communities That Care (KCTC) Survey. The first page explains the report and page 2 gives the data related to your district.

| | Kansas MTSS Climate Types Report from |
|--|---|
| | The Kansas Communities That Care (KCTC) Survey |
| The Kansas MTSS Climate Types report of Empowering Engagement, and Empower wellbeing. Survey items in the last two cl | Intains data from the Communities That Care survey arranged into FOUR broad climate types: Depressed, Anaious-Conflictual, ing Relationships. Survey items in the first two climate types contain known risk factors for students' development, learning and imate types contain known protective factors for students' development, learning and wellbeing. |
| The full KCTC survey contains numerous i look quickly to the items around depress MTSS provides considerations for action | /sik-related questions. Based on what we know about Adverse Childhood Experiences (ACES) research, our report allows schools ion and suicidality, as well as anxiety and conflict, to serve as efficient, key risk signposts to which schools can be responsive. Kar chat align with our framework and state priorities. |
| Based on what we know from Positive Ch relationships, voice and agency to serve a and state priorities are included. | ildhood Experiences (PCEs) research and school engagement research, our report allows schools to look at items related to is key protective data to which schools can respond in actionable manner. Considerations aligned to the Kamas MTSS framewor |
| | How to work with the report: |
| For a short we | binar overview with a couple of quick data analysis activities, click or paste this address in your browser: |
| | https://vimeo.com/608426084 |
| | Use Visual "First Impressions" |
| Heat Map Visual Patterning. Your data is visual patterns first, before digging into to show up as clear, and significant strength | color-coded to better reveal patterns, or 'hot spots' and relative strengths in the climate types. It is best to notice the general he specific questions. Like a heat map, the most concerning data shows as red, followed by orange, then yellow. Relative strengt is 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: | |
| Clear (no fill if your score is either the best point | albe score or is 10 percentage points better than state average |
| Vellow if your score is state average inter | care minutes a nerrentage point |
| Orange if your score is worse than state a | ar mare e percentege perce |
| ted if your score is 10 percentage points | worse than state average (or double state average scores for suicidality questions) |
| BOLD numbers or squares indicate that t | he building score is equal to or greater than 10 percentage points worse than the other building(s). |
| INCHO. The report and provides a literic | I column to snow whether the district score improved, worsened, or stayed largery the same from the previous year |
| How is the Color "Calculated?" The color example, districts that have 10th & 12th | coding represents comparison of the District's students with Kansas students for the specific grade levels taking the KCTC. For grade at the high school level will have those scores color-coded in comparison with the scores for all Kansas 10th & 12th grader |
| | Digging In to the Report: |
| | Top Section of the Report: |
| All data is provided as percentages. The t shown. The CTC participation rate for eac the CTC are roughly similar to your build between the strengths and concerns in y | op section contains both KSDE Report Card and CTC Survey data. KSDE Building Report Card Items as well as demographics as in grade level is provided, as well as CTC demographics. This will allow you to see if the demographics of the students completing ing demographics. If there are large discrepancies, use some caution in generalizing the data. What connections do you make our climate types, and the KSDE Report Card data? Climate Types. Section: |
| Questions in each Climate Type. Schools look at concerns item by item, as a build over the previous year via the "USD Tren gr) and middle school (6th & 8th gr). | can see the percentage of students endorsing the answers shown for each question, or item, within each climate type. Schools ng type, and as a district. The district can see whether the district data as a whole improved, worsened or stayed mostly the sam d' column. The district can also consider its building level data in light of the Kansas average provided for high school (10th & 12 |
| Risk Pactor Scale Scores. The lower the si to say something about the entire scale. I percentage of students considered "at ris students considered " at risk " for this clin percentage of students considered "at ris | :ale score for risk, the better. A Scale Score transforms raw scores from all the questions in that scale to a given mean and allow The numbers provided in the light blue section at the bottom of the report for the district, buildings, and state represent the Alf' for that scale. The bepressed Cimates scale score represents all 4 items in a manner that allows schools to see the percentage hate type as a whole. The Anxious-Conflictual Climate scale score includes all 5 items in a manner that allows schools to see the Alf' for this climate type as a whole. |
| Protective Factor Scales Scores. The high mean and allows us to say something ab- represent the percentage of students cor all 4 items to allow schools to see the per Teacher-Student scale score includes all - "protected" in each of these two areas th | or the scale score for protoction, the better. A Scale Score transforms raw scores from all the questions in that scale to a given but the entire scale. The numbers provided in the light blue section at the bottom of the rapert for the district, buildings, and st isdened "protected" for that scale. The Student Voice scale score includes all 6 items and the Student Agency scale score includ icontage of subdents considered "protected" in each of these two areas that create the Empowering Engagement climate type. T a store and the Parent-Student scale score includes all 5 items and the Parent Student considered at create the Empowering Relationships climate type. |
| | |
| MTSS Considerations: | |