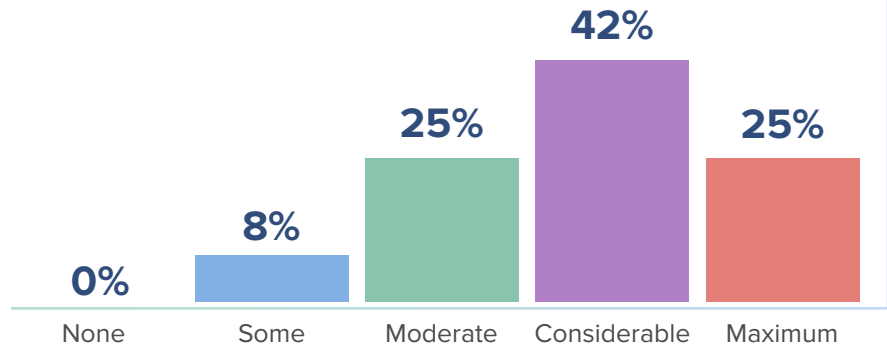




1 Increased capacity of State Education Agencies (SEAs) to align with broader general education initiatives to ensure ESSA and IDEA implementation best supports the needs of children with disabilities (CWD)

Q: PLEASE INDICATE YOUR PERCEPTION OF YOUR STATE LEARNING COLLABORATIVE TEAM'S CAPACITY TO MAXIMIZE LEADERSHIP TO CLOSE EQUITY GAPS BY ALIGNING GENERAL AND SPECIAL EDUCATION SYSTEMS.

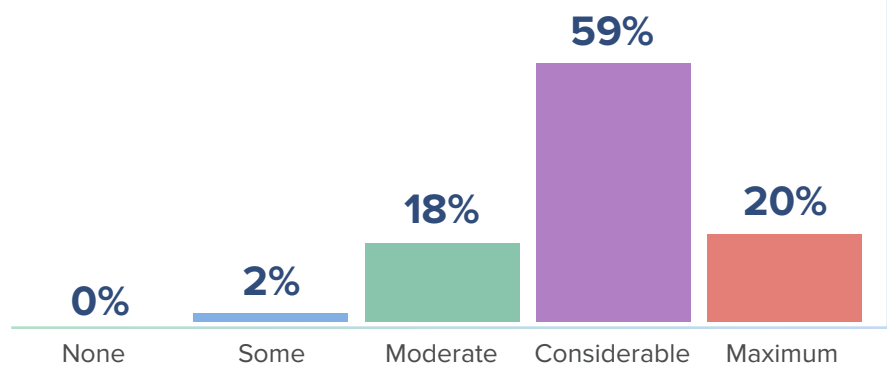
EVALUATION SURVEY – 2020



2 Increased capacity of SEAs to effectively implement their general supervision systems that serve to improve results for CWD, while maintaining compliance with the IDEA

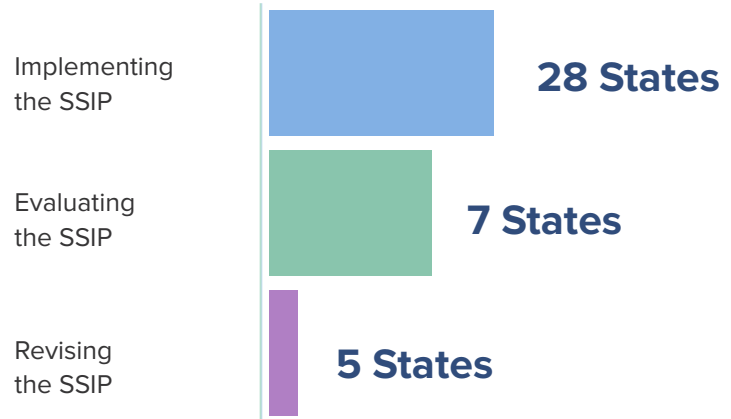
Q: PLEASE RATE YOUR STATE'S CAPACITY TO OPTIMIZE GENERAL SUPERVISION, ACCOUNTABILITY, AND SUPPORT SYSTEMS TO IMPROVE OUTCOMES FOR SWD.

EVALUATION SURVEY – 2020



3 Increased capacity of SEAs to effectively implement, evaluate, and revise (as necessary) their SSIPs and ensure progress toward meeting their state-identified measurable result (SIMR)

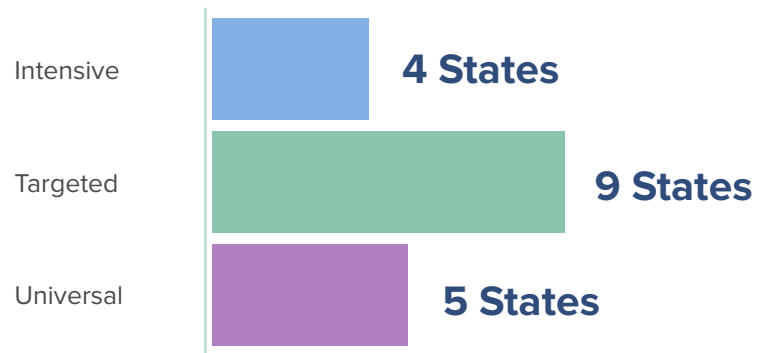
DURING THE 2019-2020 PROJECT YEAR, NCSI SUPPORTED STATES WITH THEIR SSIPs AS FOLLOWS:



TA Tracker Data 2020

4 Increased effectiveness of SEAs in meaningfully and authentically engaging diverse State (including State-level partnerships) and local stakeholders in ways that will support the effective implementation of ESSA and IDEA

DURING THE 2019-2020 PROJECT YEAR NCSI SUPPORTED 18 INDIVIDUAL SEAs TO INCREASE THEIR CAPACITY TO EFFECTIVELY ENGAGE STAKEHOLDERS IN SYSTEMS IMPROVEMENT EFFORTS.



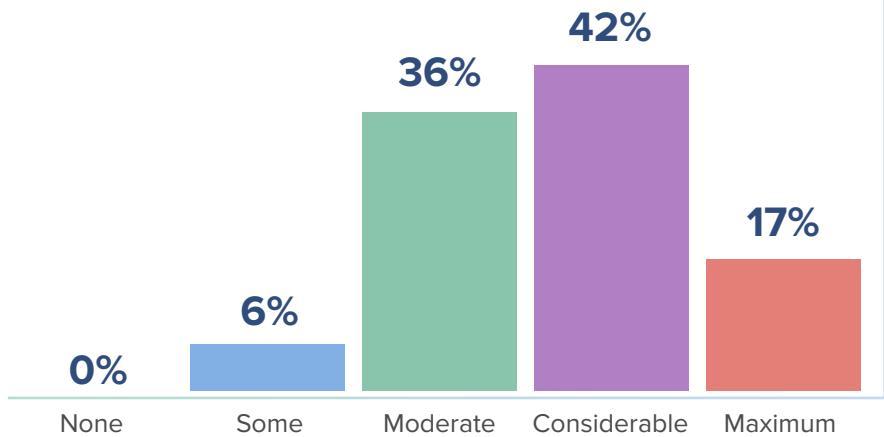
TA Tracker Data 2020

Additionally, 3 out of the 4 cross-state learning collaboratives intentionally focused on increasing capacity for meaningful stakeholder engagement as part of their activities in 2019-2020

5 Increased capacity of SEAs to support Local Education Agencies (LEAs) in selecting and implementing EBPs within frameworks, for example, MTSS such as positive behavioral interventions and supports (PBIS), response to intervention (RTI), and others

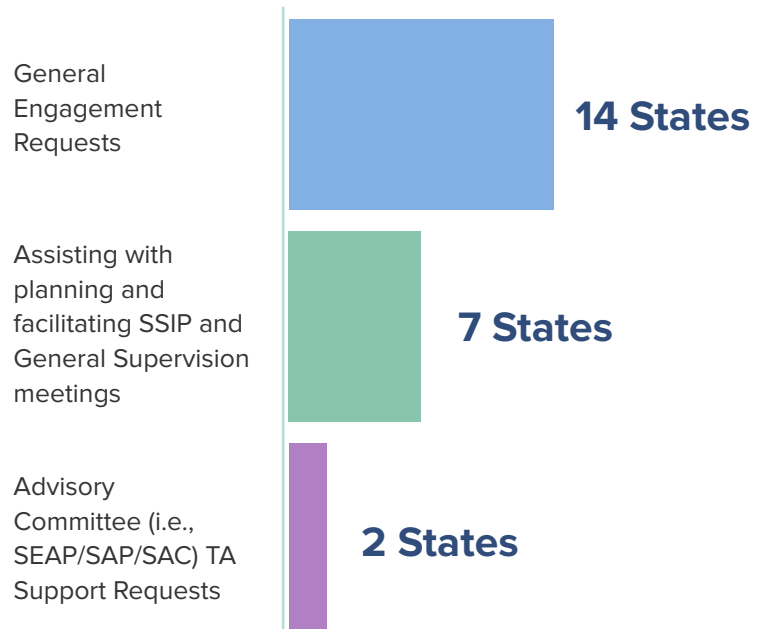
Q: PLEASE RATE YOUR STATE'S CAPACITY TO OPERATIONALIZE EBPs FOR TEACHING AND LEARNING.

EVALUATION SURVEY — 2020



6 Increased capacity of SEAs to fully engage families, including partnerships with OSEP-funded parent centers and the Office of Elementary and Secondary Education (OESE) Statewide Family Engagement Centers in the implementation of systemic improvement efforts

DURING THE 2019-2020 PROJECT YEAR, NCSI WORKED WITH STATES TO BUILD CAPACITY FOR FAMILY AND STAKEHOLDER ENGAGEMENT IN THESE WAYS:

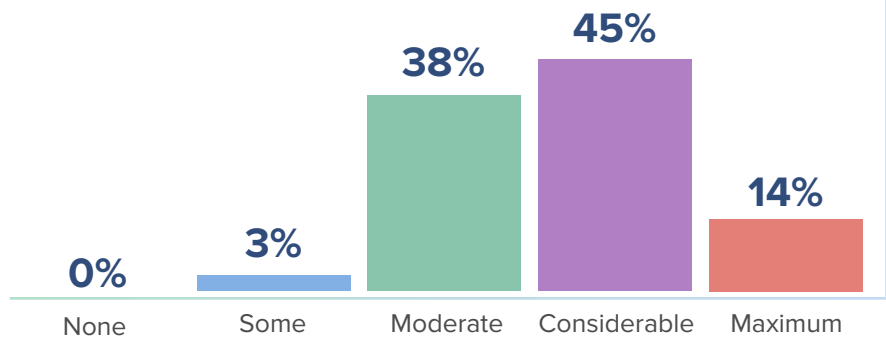


7 Increased capacity of SEAs to deliver effective TA to LEAs using an aligned TA model grounded in implementation and improvement sciences through collaboration with OSEP-funded TA centers

Note: The LPSS CSLC has focused on building capacity for improvement science through a deep dive with four states; and has brought a focus to both implementation and improvement sciences within the Collaborative work this year.

Q: PLEASE INDICATE YOUR PERCEPTION OF YOUR STATE LEARNING COLLABORATIVE TEAM'S CAPACITY TO ACTUALIZE IMPROVEMENT IN LOW-PERFORMING SCHOOL SYSTEMS (LPSS).

EVALUATION SURVEY — 2020



Additionally, 18 states received NCSI TA in collaboration with other OSEP-funded TA Centers including universal, targeted, and intensive TA.

8 Improved access to objective information for families and youth with disabilities on the range of quality educational options and supports

DURING YEAR 1 NCSI HOSTED TWO NATIONAL WEBINARS ON PARENTALLY-PLACED PRIVATE SCHOOL STUDENTS WITH DISABILITIES.

FROM THE WEBINAR EVALUATIONS:

100%

OF PARTICIPANTS WOULD LIKE THE WEBINAR SERIES TO CONTINUE

100%

OF PARTICIPANTS REPORTED THE WEBINARS TO BE OF HIGH QUALITY, RELEVANT AND USEFUL.