



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 RATE HOW MUCH YOUR CAPACITY HAS INCREASED IN THE FOLLOWING AREAS AS A RESULT OF WORKING WITH NCSI. THIS INCLUDES ALL TECHNICAL ASSISTANCE RECEIVED FROM NCSI:

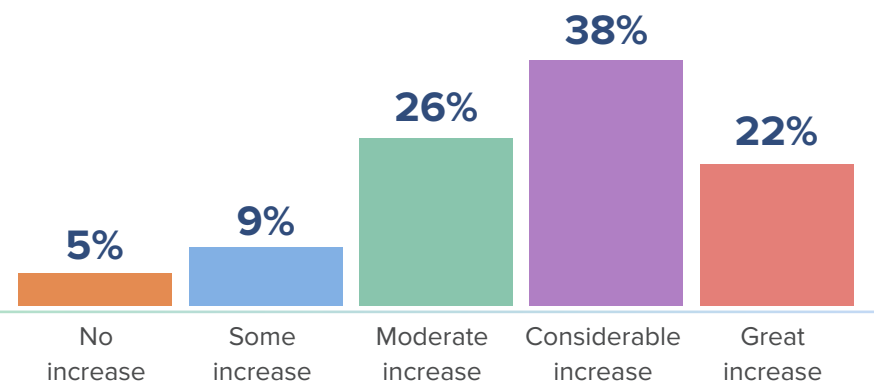
Knowledge of federal, state, and local mandates related to the performance of students with disabilities (n=136)



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.

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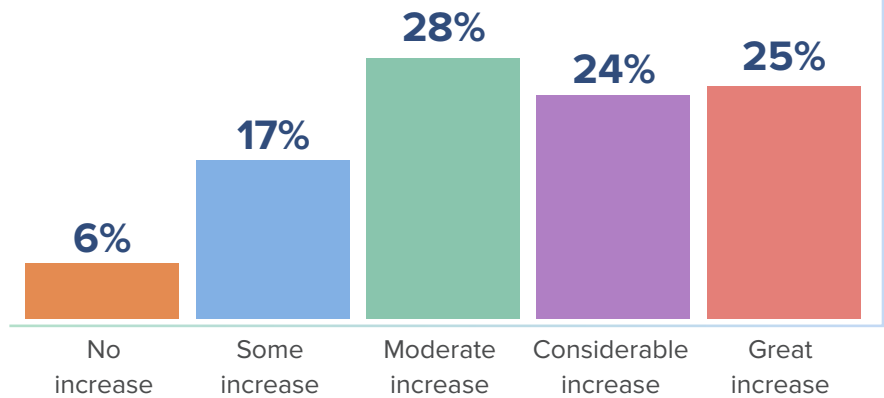
Knowledge of differentiated accountability systems to improve results of students with disabilities (n=135)



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).

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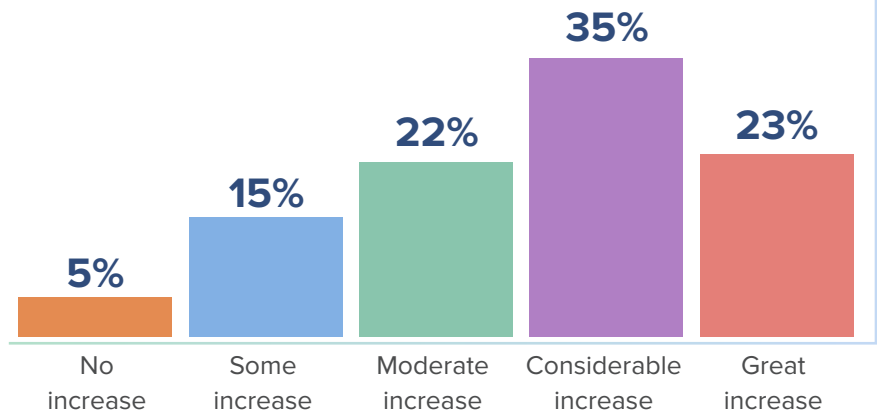
Knowledge of SSIP reporting requirements and relevant research (n=113)



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.

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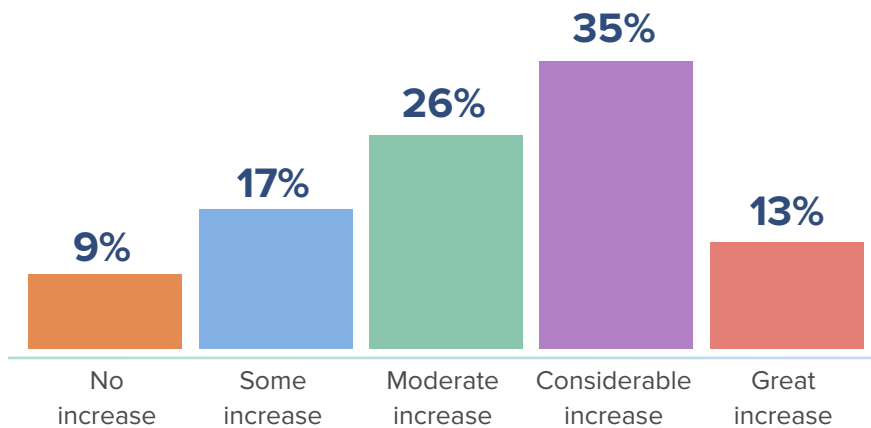
Knowledge of authentic stakeholder engagement, affiliate connections, and adaptive capacity to build relationships (n=131)



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

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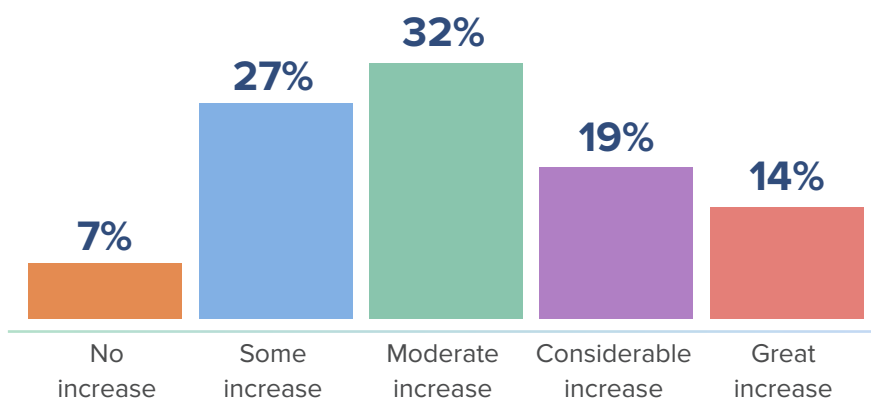
Knowledge of EBP selection and implementation within effective frameworks (n=117)



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.

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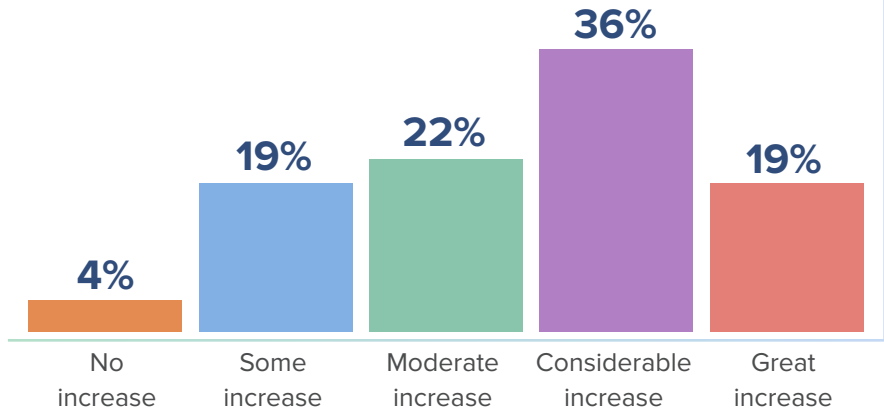
Knowledge of family engagement principles and potential partners in the implementation of systemic improvement efforts (n=124)



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

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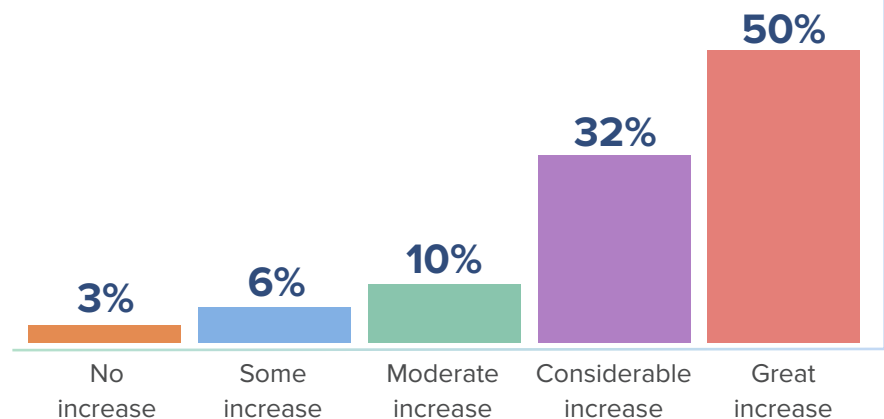
Knowledge of existing TA & PD systems within districts and the state (n=135)



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

Q: PLEASE RATE HOW MUCH YOUR CAPACITY HAS INCREASED IN THE FOLLOWING AREAS AS A RESULT OF WORKING WITH NCSI. THIS INCLUDES ALL TECHNICAL ASSISTANCE RECEIVED FROM NCSI:

Awareness of NCSI's products, tools, resources, and services (n=72)



Aggregated Chart

PLEASE RATE HOW MUCH YOUR CAPACITY HAS INCREASED IN THE FOLLOWING AREAS AS A RESULT OF WORKING WITH NCSI. THIS INCLUDES ALL TECHNICAL ASSISTANCE RECEIVED FROM NCSI:

KNOWLEDGE OF FEDERAL, STATE, AND LOCAL MANDATES RELATED TO THE PERFORMANCE OF STUDENTS WITH DISABILITIES (N = 136)



KNOWLEDGE OF DIFFERENTIATED ACCOUNTABILITY SYSTEMS TO IMPROVE RESULTS OF STUDENTS WITH DISABILITIES (N = 135)



KNOWLEDGE OF SSIP REPORTING REQUIREMENTS AND RELEVANT RESEARCH (N = 113)



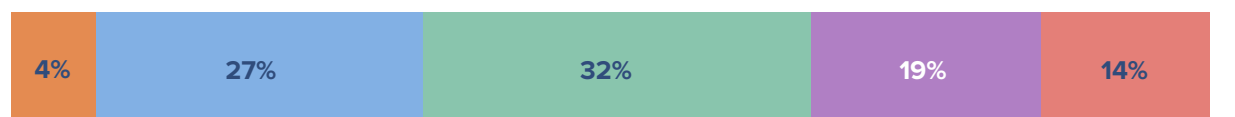
KNOWLEDGE OF AUTHENTIC STAKEHOLDER ENGAGEMENT, AFFILIATE CONNECTIONS, AND ADAPTIVE CAPACITY TO BUILD RELATIONSHIPS (N = 131)



KNOWLEDGE OF EBP SELECTION AND IMPLEMENTATION WITHIN EFFECTIVE FRAMEWORKS (N = 117)



KNOWLEDGE OF FAMILY ENGAGEMENT PRINCIPLES AND POTENTIAL PARTNERS IN THE IMPLEMENTATION OF SYSTEMIC IMPROVEMENT EFFORTS (N = 124)



KNOWLEDGE OF EXISTING TA & PD SYSTEMS WITHIN DISTRICTS AND THE STATE (N = 135)



AWARENESS OF NCSI'S PRODUCTS, TOOLS, RESOURCES, AND SERVICES (N = 72)



Table

Outcome	NCSI	No increase	Some increase	Moderate increase	Considerable increase	Great increase	N
#1	Knowledge of federal, state, and local mandates related to the performance of students with disabilities (n = 136)	4%	21%	27%	31%	18%	136
#2	Knowledge of differentiated accountability systems to improve results of students with disabilities (n = 135)	5%	9%	26%	38%	22%	135
#3	Knowledge of SSIP reporting requirements and relevant research (n = 113)	6%	17%	28%	24%	25%	113
#4	Knowledge of authentic stakeholder engagement, affiliate connections, and adaptive capacity to build relationships (n = 131)	5%	15%	22%	35%	23%	131
#5	Knowledge of EBP selection and implementation within effective frameworks (n = 117)	9%	17%	26%	35%	13%	117
#6	Knowledge of family engagement principles and potential partners in the implementation of systemic improvement efforts (n = 124)	7%	27%	32%	19%	14%	124
#7	Knowledge of existing TA & PD systems within districts and the state (n = 135)	4%	19%	22%	36%	19%	135
#8	Awareness of NCSI's products, tools, resources, and services (n = 72)	3%	6%	10%	32%	50%	72