



The mission of the NCII is to build knowledge and capacity of state and local leaders, faculty and professional development providers, educators, and other stakeholders to support implementation of intensive intervention for students with severe and persistent learning and/or social, emotional, or behavioral needs using data-based individualization (DBI). The Progress Related to Outcomes report summarizes NCII's progress toward meeting project goals annually.

Activities During Year 3

1 Knowledge Development

Updated Tools

Charts, including calls for submissions, implementing feedback, and review of existing measures.



Conducted Thought Leader Summit focused on dyslexia screening.



Created Impact

Story on the reach of the NCII tools charts on SEA websites and policies.



2 Targeted and Intensive Technical Assistance

Provided **intensive TA** to **8 partners**.



Hosted **listening sessions with rural educators**

and leaders to better understand DBI implementation in rural settings.



Conducted **2 virtual workshop series** on

topics including using progress monitoring data and the screening tools chart.



3 Universal Technical Assistance

724

synchronous attendees in **4 webinars**.



60

participants at the second annual **Intensive Intervention Institute**.



13

conference presentations nationally.



4

modules released pertaining to Features of Explicit Instruction.



4 Product Team

Wrote blog

posts featuring Voices from the Field.



Developed

briefs on requested topics.¹



Created

modules on academic progress monitoring and using informal diagnostic data.

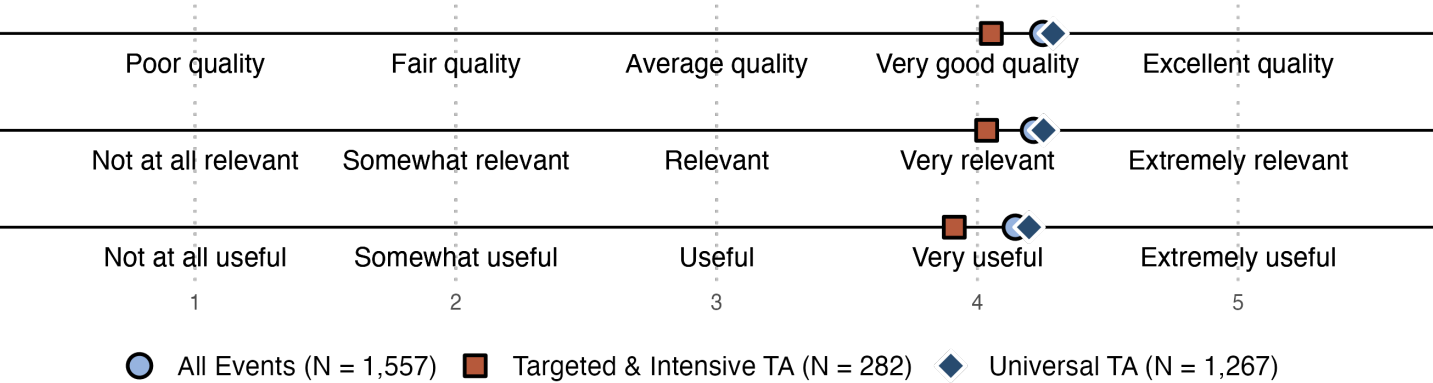


Note. 1= Briefs included [Getting Ready to Implement Data-Based Individualization](#) and [Multi-Tiered System of Supports for Multilingual Learners: Using Culturally and Linguistically Aligned Practices](#)

Participant Ratings of Activities

Targeted & Intensive Technical Assistance	Universal Technical Assistance
Communities of Practice Targeted Technical Assistance (TA) Intensive TA	Webinars Learning Management System Intensive Intervention Institute Resources and tools

Ratings of Quality, Relevance, and Usefulness



Note. Ratings averaged across 5-point Likert scale

Participant Ratings of Activities Continued

Targeted & Intensive TA	Universal TA	Outcome
82% ¹	94% ²	indicated activities increased knowledge and understanding of DBI components to a moderate, considerable, or great extent
82% ¹	94% ²	indicated activities increased knowledge and understanding of DBI components to a moderate, considerable, or great extent
82% ³	95% ⁴	indicated activities increased understanding of using DBI as a lever accelerating learning to a moderate, considerable, or great extent
79% ⁵	95% ⁶	indicated activities increased understanding of DBI readiness, capacity, and sustainability to a moderate, considerable, or great extent
	92% ⁷	indicated activities increased access to resources and tools to support intensive intervention implementation to a moderate, considerable, or great extent

Notes. Outcomes are aggregated across activities. 1=SA2 (n = 624); 2=SA3 (n = 1,493); 3=SA2 (n = 344); 4=SA3 (n = 1,208); 5=SA2 (n = 505) 6=SA3 (n = 3,633); 7=SA3 (n = 25)

Online Presence

 Website	 Facebook ¹	 X ¹	 LinkedIn ²
819,810 Website sessions	7 Monthly posts 33 New followers per month	20 Monthly posts 13 New followers per month	5 Monthly posts 9 New followers per month
482,427 Unique visitors	2,073 Total followers	3,896 Total followers	64 Total followers
230,125 Downloads	1,932 Monthly views 296 Monthly interactions ⁴	6,374 Monthly impressions ³ 191 Monthly interactions ⁴	194 Monthly impressions ³ 35 Monthly interactions ⁵

Notes. 1=Monthly values are reported as averages based on available data between October 2023 and October 2024; 2=Monthly values are reported as averages based on available data between April 2024 and October 2024; 3=Impressions refer to the number of people who saw a post; 4=Interactions refer to the number of times people have clicked on a post; 5=Interactions refer to the number of total likes, reposts, and comments.

This document was produced under U.S. Department of Education, Office of Special Education Programs, Award No. H326Q210001. Celia Rosenquist serves as the project officer. The views expressed herein do not necessarily represent the positions or policies of the U.S. Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service, or enterprise mentioned in this document is intended or should be inferred.