

Massachusetts State Systemic Improvement Plan (SSIP) Evaluation Plan (Effective FFY2022)

State-Level Infrastructure

Evaluation Questions	Activities/Outputs	Intended Outcomes	Data Sources
1a. In what ways is the Massachusetts Department of Elementary and Secondary Education (MA DESE) using the SSIP to improve state-level capacity to provide Pyramid Model professional development to districts?	<ul style="list-style-type: none"> Provide statewide and regional training on positive behavior support (PBS) through Pyramid Model strategies. Leverage the cadre of PBS/Pyramid Model external coaches to support districts and communities. 	<p>Short-term and intermediate outcome:</p> <ul style="list-style-type: none"> Massachusetts has state-level capacity to provide Pyramid Model coaching and training to districts. 	<ul style="list-style-type: none"> Extant project documents Statewide training and meeting data, feedback forms External coach log External coach survey
1b. In what ways is MA DESE supporting the integration of diversity, equity, and inclusion (DEI) principles within Pyramid Model coaching and training?	<ul style="list-style-type: none"> Collaborate with outside experts to build the skills of external coaches and local education agency personnel related to implicit bias and DEI. Oversee the development of guidance on integrating DEI principles within Pyramid Model coaching and training. 	<p>Short-term outcome:</p> <ul style="list-style-type: none"> External coaches and district personnel demonstrate increased knowledge and skills related to DEI, implicit bias, and equity. 	<ul style="list-style-type: none"> Statewide training data District leadership team survey District leadership team/Internal coach focus group/interviews External coach survey

District Infrastructure

Evaluation Questions	Activities/Outputs	Intended Outcomes	Data Sources
2a. Is the state-level plan resulting in the number of districts, schools, and classrooms participating in PBS through Pyramid Model strategies growing over time?	<ul style="list-style-type: none"> • Provide Pyramid Model training and coaching for districts. • Conduct annual summits to support existing Pyramid Model sites and introduce the Pyramid Model initiative to new districts, schools, and classrooms. 	<p>Intermediate outcome:</p> <ul style="list-style-type: none"> • Pyramid Model implementation scales to new districts, schools, and classrooms. 	<ul style="list-style-type: none"> • Pyramid Model implementation profile • District leadership team survey • Signed commitment/recommitment letters
2b. To what extent are districts developing systems to support and sustain programwide Pyramid Model implementation with high fidelity?	<ul style="list-style-type: none"> • Provide Pyramid Model training and coaching for districts. • Conduct annual summits to support existing Pyramid Model sites and introduce the Pyramid Model initiative to new districts, schools, and classrooms. 	<p>Intermediate outcome:</p> <ul style="list-style-type: none"> • Districts have established a systemwide approach to implementing and sustaining Pyramid Model implementation as aligned with the Early Childhood Benchmarks of Quality (EC-BoQ). 	<ul style="list-style-type: none"> • EC-BoQ • District leadership team survey • District leadership team/Internal coach focus group/interviews • External coach survey
2c. To what extent do districts include families in the planning and implementation of Pyramid Model strategies?	<ul style="list-style-type: none"> • Provide training and coaching for districts on including families within the planning and implementation of Pyramid Model strategies. 	<p>Intermediate outcome:</p> <ul style="list-style-type: none"> • Districts partner with families to support Pyramid Model implementation. 	<ul style="list-style-type: none"> • EC-BoQ • District leadership team survey
2d. To what extent are districts using early childhood discipline data to inform program improvement and support for staff?	<ul style="list-style-type: none"> • Provide training and coaching for districts on collecting and using early childhood discipline data, including behavior incident reports. 	<p>Intermediate outcome:</p> <ul style="list-style-type: none"> • District and school personnel demonstrate increased capacity to collect and use early childhood discipline data to inform program improvement. 	<ul style="list-style-type: none"> • District leadership team survey • District leadership team/Internal coach focus group/interviews • External coach survey • Behavior incident report data

Classroom Level

Evaluation Questions	Activities/Outputs	Intended Outcomes	Data Sources
3a. To what extent are teachers implementing PBS through Pyramid Model strategies in their classrooms?	<ul style="list-style-type: none"> Provide training and coaching to build the capacity of teachers to implement Pyramid Model strategies with fidelity. 	Intermediate outcome: <ul style="list-style-type: none"> Teachers implement Pyramid Model strategies with fidelity. 	<ul style="list-style-type: none"> District leadership team survey Pyramid Model teacher survey Teaching Pyramid Observation Tool (TPOT) results
3b. Does the fidelity of classroom implementation improve over time?	<ul style="list-style-type: none"> Provide training and coaching to build the capacity of teachers to implement Pyramid Model strategies with fidelity. 	Long-term outcome: <ul style="list-style-type: none"> Teachers demonstrate improved implementation fidelity over time. 	<ul style="list-style-type: none"> District leadership team survey Pyramid Model teacher survey TPOT results EC-BoQ
3c. To what extent are teachers in Pyramid Model classrooms using culturally sustaining practices when supporting the social-emotional development of preschool children with individualized education programs (IEPs)?	<ul style="list-style-type: none"> Provide training and coaching to build the capacity of teachers to use culturally sustaining practices to support the social-emotional development of preschool children with IEPs. 	Intermediate outcome: <ul style="list-style-type: none"> Teachers use culturally sustaining practices when supporting the social-emotional development of preschool children with IEPs. 	<ul style="list-style-type: none"> Pyramid Model teacher survey External coach survey
3d. To what extent do teachers partner with families to promote positive social-emotional development for children?	<ul style="list-style-type: none"> Provide training and coaching for teachers on developing partnerships with families to support children's social-emotional development. 	Intermediate outcome: <ul style="list-style-type: none"> Teachers develop meaningful partnerships with families to promote children's social-emotional development. 	<ul style="list-style-type: none"> Pyramid Model teacher survey

Student Level

Evaluation Questions	Activities/Outputs	Intended Outcomes	Data Sources
<p>4a. To what extent is the percentage of children with disabilities in Massachusetts who exit from early childhood special education services with age-expected social-emotional functioning increasing?</p>	<ul style="list-style-type: none"> Provide training and coaching to build the capacity of teachers to implement Pyramid Model strategies with fidelity. 	<p>Long-term outcome:</p> <ul style="list-style-type: none"> Children with disabilities, ages 3–5, exit preschool with improved or age-appropriate social-emotional competencies that will allow them to access and participate in the general curriculum and in all aspects of school. 	<ul style="list-style-type: none"> Indicator 7 data
<p>4b. To what extent does being served by an SSIP district and/or Pyramid Model classroom increase the likelihood that children with disabilities will exit from preschool special education services with age-expected social-emotional functioning?</p>			
<p>4c. To what extent is the number of children, ages 3–5, with disabilities in Massachusetts exiting from preschool with greater-than-expected growth in their social-emotional functioning increasing?</p>			
<p>4d. To what extent does being served by an SSIP district and/or Pyramid Model classroom increase the likelihood that children with disabilities will exit from preschool special education services with greater-than-expected growth in social-emotional functioning?</p>			
<p>4e. How do improvements in the social-emotional outcomes of children with disabilities compare across subgroups?</p>			

Data Collection Schedule

Data Collection Activity	Frequency of Collection	First Data Collection	Additional Data Collections
Review of extant documents	Ongoing	Ongoing	Ongoing
Review of signed commitment/recommitment letters	Annually	Ongoing	Ongoing
Posttraining surveys	Ongoing	Ongoing	Ongoing
External coach log	Monthly	Ongoing	Ongoing
External coach survey	Twice per year	February 2023	February and June each year
District leadership team survey	Twice per year	February 2023	February and June each year
District leadership team/Internal coach focus group/interviews	TBD	March 2023	TBD
Pyramid Model implementation profile	Annually	March 2023	Annually
Pyramid Model teacher survey	Annually	March 2023	Annually
Early Childhood Benchmarks of Quality	Ongoing	Ongoing	Ongoing
Teaching Pyramid Observation Tool	Ongoing	Ongoing	Ongoing
Behavior incident report data	Ongoing	Ongoing	Ongoing
Indicator 7 data	Annually	August 31, 2023	Annually by August 31