Massachusetts SSIP Evaluation Plan: March 2020 – June 2022

| **Evaluation Questions** | **Intended Outcomes** | **Data Sources** | **Anticipated Timeline** |
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|  | **State Level Infrastructure** |  |  |
| **EQ1a**In what ways is MA DESE using the SSIP, including statewide implementation of EC-PBS through Pyramid strategies, to build state-level capacity to support improved social emotional outcomes for young children with disabilities? | **S1. Short Term and Intermediate**In order to build state capacity, MA DESE will…1. Provide statewide and regional training on PBS through Pyramid strategies
2. leverage the cadre of PBS external coaches to support districts and communities;
3. collaborate with community and social services agencies to provide additional training and support to families.
 | * Extant project documents
* Statewide training and meeting data, feedback forms
* External Coach Log; External Coach Survey
 | * All ongoing throughout the year
* External Coach Log, ongoing.
* External Coach Survey, June 2022
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| **EQ1b**To what extent is implementation of EC-PBS through Pyramid strategies in MA integrated with other early childhood and/or MA DESE initiatives at the community/local and state levels? | **S2. Intermediate**MA DESE will…1. engage in ongoing collaboration with colleagues in Part C and K-12 PBIS initiatives
2. engage in ongoing collaboration to continue to promote local level integration of PBS.
 | * Extant project documents
 | * Ongoing
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| **EQ1c** To what extent is MA DESE making the intended improvements to the workforce development structure as identified through the evaluation and outlined in its annual reports? | **S3. Short Term and Intermediate**(In 2021-22) MA DESE will… 1. Provide training and build skills related to implicit bias, equity
2. Build capacity to use data, especially child level outcome data
 | * Extant project documents
* Statewide training data
* Mid-Year Leadership Survey
 | * Ongoing

* June 2022
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|  | **Program/District Infrastructure** |  |  |
| **EQ2a**Is the state-level plan resulting in the number of districts, schools, and classrooms participating in PBS through Pyramid strategies growing over time? | **S4. Long Term**MA DESE will provide adequate training and support in EC-PBS/Pyramid Model strategies so that participating districts build capacity to expand implementation.  | * EC-PBS/Pyramid Implementation Profile
* Mid-Year Leadership Survey
 | * June 2022
* June 2022
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| **EQ2b**To what extent are districts developing systems to support and sustain program-wide EC-PBS through Pyramid strategies?  | **D2. Intermediate**The participating districts have established a system-wide approach to implementing and sustaining PBS/Pyramid strategies as aligned with the EC-BoQ  | * EC-BoQ v2.0 assessments
* Mid-year Leadership Team Survey
 | * Fall 2021 and Spring 2022
* June 2022
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|  | **Classroom Level** |  |  |
| **EQ3a**To what extent are teachers implementing EC-PBS through Pyramid strategies in their classrooms?  | **D3. Intermediate**Teachers will be able to implement PBS through Pyramid strategies with fidelity to improve the social/emotional development of young children with disabilities. | * Mid-year Leadership Team Survey
* Pyramid Model Teacher Survey
* TPOT results
 | * June 2022
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| **EQ3b**Does the fidelity of classroom implementation improve over time? | **D4. Long Term**Teachers will demonstrate improved implementation fidelity over time. |  | * June 2022
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|  | **Student Level** |  |  |
| **EQ4a** To what extent do district and school personnel perceive benefits of implementing EC-PBS/Pyramid strategies for children?  | **C1. Long Term**Students of teachers implementing EC-PBS/Pyramid strategies will demonstrate improved social/emotional competencies and other academic benefits. | * Mid-year Leadership Team Survey
* Pyramid Model Teacher Survey
 | * June 2022
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| **EQ4b (NEW QUESTION)**To what extent are student benefits reflected in classroom/school level assessment/performance data? |  |  |  |
| **EQ4b**Is the number of children in MA, aged 3-5, with disabilities, exiting from preschool with age-expected social emotional functioning increasing? | **C2. Long Term**Children with disabilities, aged 3-5, will exit preschool with social/emotional competencies that will allow them to access and participate in the general curriculum and in all aspects of the school. | * Indicator 7 data
 | * Annually in spring
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| **EQ4c**Is the number of children in MA, aged 3-5, with disabilities, exiting from preschool with greater than expected growth in their social emotional functioning increasing? |  |  |  |