

Making it Happen: Planning for Improvement

Planning for Improvement Assessment, Implementation & Ongoing Evaluation (Programs & Services)

Making it Happen			Program Evaluation & Impact	
	Key Constituents	Crucial Action Steps	Self-Assessment	Measurable Outcomes
Program Design & Impact	MA Legislature State Agencies -EOE, DESE, EEC	Provide a framework for state-supported language and reading programs with sufficient intensity and depth to impact change.	Are our intentions in line with our outcomes? Is our measure of program efficacy focused specifically on language and reading growth?	Demonstrated increase in language and literacy skills
	MA Legislature State Agencies -EOE, DESE, EEC	Allocate funds to be used for ongoing program impact analyses that identify the key ingredients for positive outcomes.	Are we allocating funds to support the ongoing analysis of program services to determine impact?	Percentage of funded programs that can identify the mechanisms through which their program achieves results
	Philanthropic foundations	Provide funding for language and reading programs with sufficient intensity and depth to impact change.	Are our intentions in line with our outcomes? Is our measure of program efficacy focused specifically on language and reading growth?	Demonstrated increase in language and literacy skills
		Tie resources to data that demonstrates programs and services are being implemented with fidelity to their design (Note: prerequisite for this action step is that the design was already found to be linked to positive outcomes)	Does the reality of the services implemented match the characteristics of the tested program design?	Demonstrated fidelity of implementation on measures of program quality
		Allocate funds to be used for the prevention of reading difficulties. These funds should be tied to data on language and reading risk	Are we focused on prevention and early identification of reading difficulties?	Percentage of Massachusetts children who demonstrate risk of later reading difficulties who are connected to effective services
	Program Directors and Instructional Leaders -Early education & care settings -PK-3 settings (public, private, parochial) -Early childhood services -CBOs and non-profits	Conduct ongoing impact analyses that identify the key ingredients in your service that are connected to positive outcomes (i.e., language and reading development)	Do we know what makes our program/curriculum/service/intervention work?	Demonstrated connection between practices and outcomes
		Provide services/supports/interventions/instruction that is implemented with sufficient intensity and depth	Are we influencing the behaviors of our children and/or families in a way that makes a positive difference?	Demonstrated increase in language and literacy skills
		Balance resources so that preventative services/supports/interventions are available for children and/or families who demonstrate risk	Are we focused on prevention and early identification of reading difficulties?	Percentage of children enrolled in the program or setting that demonstrate risk of later reading difficulties and in turn are connected to appropriate interventions
		Continuously refine services through evaluation of services and impact	Is our organization learning from our efforts?	Strategy is refined through an established program evaluation process on an annual basis

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Assessments of Children & Settings	State Agencies -DESE, EEC, CYFS, OHS	In partnership with early care settings, school districts and regional organizations, identify tools for assessing language and reading development	Do we have a list of recommended measures of language development that can be used across early care settings? On our list, do we include measures that provide an external benchmark of performance relative to same-aged peers across the state and/or nation?	An early assessment battery that includes measures of oral language and literacy skills A timeline and plan for implementing the assessment battery with the field
		Provide ongoing funding for early childhood assessments of children's oral language and early literacy skills	Are we supporting programs' efforts to implement appropriate measures on a continuous basis? Are we ensuring that turnaround schools are able to meet the requirements around PK-3 assessment requirements?	Percentage of early care providers and teachers meaningfully using specified oral language and early literacy skills assessments Percentage of turnaround schools implementing high-quality PK-3 early literacy assessments
		Creation of a centralized, statewide database to track child development in language and reading from birth to third grade, built off of existing SASID data infrastructure and expansion plans	Do we have an infrastructure and reporting mechanism for programs to contribute to a centralized database?	Percentage of children in the state included in the database annually Participation rates by sector (i.e., medical/clinical, early care centers, school districts)
	Medical professionals - MA Board of Registration of Medicine -Massachusetts Chapter of the American Academy of Pediatrics -Pediatricians, nurse practitioners, nurses, physicians assistants	State partners with the Pediatrics Association to include a language development checklist as part of the well-baby and annual visits Ensure checklist data is stored electronically and integrated with statewide database Ensure checklist data is accessed by early education and care programs serving children birth-school age.	Are measures of child language development standard protocol in well-baby and annual visits? Are the results of the language development checklist used as a platform for a conversation about healthy language development and practices between health professionals and families?	Percentage of well-baby and annual visits that include a language development checklist Percentage of families with whom healthy language development is discussed, including strategies for building language at home, as part of well-baby and annual visits Percentage of licensed early education and care programs that report having access to checklist data and protocols for discussing with incoming families
	Philanthropic Foundations	Develop funding criteria for programs that incorporate ongoing assessment of children, measuring performance relative to same-aged peers across the state or nation	Do we have funding criteria that specifically require programs to employ measures of language and literacy outcomes, such as vocabulary?	Criteria for assessment/ measurement as part of funding process
	Program Directors & Instructional Leaders -Early care & education settings -PK-3 settings (public, private, parochial) -Early childhood services -CBOs & non-profits Classroom-based educators and support staff	Ensure services are responsive to children's language and reading needs, as demonstrated by a high quality assessment battery	Do we have an established assessment battery that includes screening and monitoring of language and literacy development? Do we use data to identify specific areas to intensify services and/or intervention for the group and individuals? Do we use data to drive strategic decisions about our organization: selection of staff PD, materials adoption, and staff feedback/evaluation? Are the results of assessment measures used as a platform for a conversation about language and reading development and practices between educators and families?	Assessment battery with timetable for training (as needed), administration, and reporting Reduction in the number of students with identified weaknesses in language and early reading Increase in the vocabulary levels of children Scheduled times to review and act on data as an organization Percentage of families with whom language and reading development are discussed, including strategies for building language and reading at home

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Professional Education	State Agencies -EOE, DESE, EEC, DHE Executive Office of Labor and Workforce Management	Outline clear standards with rigorous expectations for promoting children’s language development as part of pre-service preparation programs education and as part of the professional licensure process. These standards should be for teachers, instructional leaders/administrators, and early care providers	Are degree programs setting explicit standards for coursework and demonstrated knowledge of language development? Are there explicit standards for language development included in licensing standards? QRIS standards?	Percentage of degree granting programs that meet this standard. Percentage of providers meeting licensing standards with all staff
		Establish quality standards for Professional Development Points (PDPs) and ongoing education efforts	Do our current PDP requirements promote continuous training embedded in day-to-day practice at schools?	Percentage of PDP programs that provide ongoing inquiry into practice
			Do our PDP requirements support a coherent, school-wide strategy for promoting language and reading?	Number of school-based teams participating in trainings
			Does our PDP system, including the Readiness Centers initiative, require that training be tied to demonstrated site-level needs around language and reading?	Application and/or participation criteria that require child data
	Program Directors & Instructional Leaders -Early care & education settings -PK-3 settings (public, private, parochial) -Early Childhood Services	Establish clear and shared practices for developing children’s language and reading skills	Do program leaders have an understanding of effective practices for promoting language and reading?	Percentage of leaders with training in language and reading development
			Do we spend sufficient time supporting language learning and reading development: observing, guiding, and problem solving with early educators and teachers?	Percentage of time spent in classrooms and providing feedback
		Deliver relevant professional development that includes all staff	Do we include all staff, including paraprofessionals, in professional development?	Percent of staff in training focused on supporting children’s language and reading development
		Deliver relevant professional development that is targeted to staff needs that are evident by looking at student data	Do we have a professional development strategy in place that is relevant to educators’ students’ needs and their day-to-day practice?	Percentage of professional development offerings tied to demonstrated needs of educators and their students
		Deliver relevant professional development that is ongoing	Are our professional development endeavors thematically connected and building off of prior learning?	Percentage of professional development opportunities that are connected to a larger, ongoing site-level goal
	Curriculum	State Agencies -EOE, DESE, EEC	Provide strong, ongoing guidance on curricula selection for implementation in all early care and education, and PK-3 settings	Do we have established criteria, reflecting current evidence, for what constitutes excellent curriculum (e.g., theme-based, anchored in content knowledge, and balanced with code-based skills instruction)?
Philanthropic Organizations		Tie funding and supports to specific activities shown to improve the language and reading outcomes of children	Are the programs we fund using curricula to structure learning activities?	Percentage of funded programs that use curricula to promote children’s language and reading
Program Directors & Instructional Leaders -Early care & education settings -PK-3 settings -Early Childhood Services		Provide all children rich instruction in language and reading development	Are we using materials to provide coherent, high-quality learning experiences for children across classrooms? Are children provided with structured, systematic opportunities to build language, content knowledge, and reading skills throughout the day?	Demonstrated gains in language and reading An overarching structure for what children will learn: units of study, big ideas, lessons that fit together over time
		Monitor and measure fidelity of curriculum implementation	Are educators implementing the curriculum (only modifying according to student needs)? Does the curriculum match the students’ needs?	Demonstrated fidelity of implementation Demonstrated gains in language and reading
	Provide children who are not demonstrating sufficient progress with supplemental instruction that is additive to, and aligned with, the curriculum	Are children with demonstrated risks receiving additional instruction targeted to their needs? Is this additional instruction aligned with the child’s classroom learning?	Children whose needs are not met by core instruction are identified every 2-3 months and provided with support A match between instructional interventions, children’s needs, and classroom learning	

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Partnerships with Families	Philanthropic Foundations	Invest in programs that have a strong literacy-based family engagement component, and/or responds to family perspectives around language development	Is family engagement a component of funding criteria?	Percentage of portfolio that has a clear family engagement strategy, either through direct services or through family inputs and/or referrals to related services
	Program Directors & Instructional Leaders -Early care & education settings -PK-3 settings (public, private, parochial) -Early Childhood Services -CBOs and non-profits Educators -Early care providers -Pre-school teachers -Elementary school teachers -Paraprofessionals -School specialists	Link family engagement efforts to children's language and reading	Do we regularly provide specific, relevant activities that families can engage in at home to promote child language and reading? Are we facilitating parents' interactions with one another around sharing strategies for their children? On the occasions when homework is assigned in the primary grades, are we intentional about making certain that the work is a valuable use of family time (e.g., promotes conversation, builds knowledge through reading)?	Increased family knowledge about building language and reading skills in the home Parent reports of talking with other parents about children's language and reading Increased time spent reading together based on home reading logs Enrichment activities that have a family literacy component Number of events with a literacy component Gains in student achievement associated with family engagement initiatives
	Community libraries	Proactively engage members of your community in ways that promote family literacy practices	Do we communicate regularly with all families about their children's reading and language development in ways that are honest, respectful, and useful?	More parents asking about their children's achievement, accessing supports, and incorporating language building and reading opportunities into the every-day
	Faith-based settings	Include guidance and support around language and reading development as part of your strategy for promoting children's and families' well-being	Are our hours of opening compatible with the realities of families' schedules? Do we partner with early education and care settings as a way to extend children's learning? Do our staff, programs, and materials represent the linguistic and cultural composition of our community?	Do we support children's language and reading growth?