



Quality Compensation (Q Comp) Oversight/Leadership Teams: Program Review/Evaluation and Using Data for Program Improvement

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Webinar Outcomes

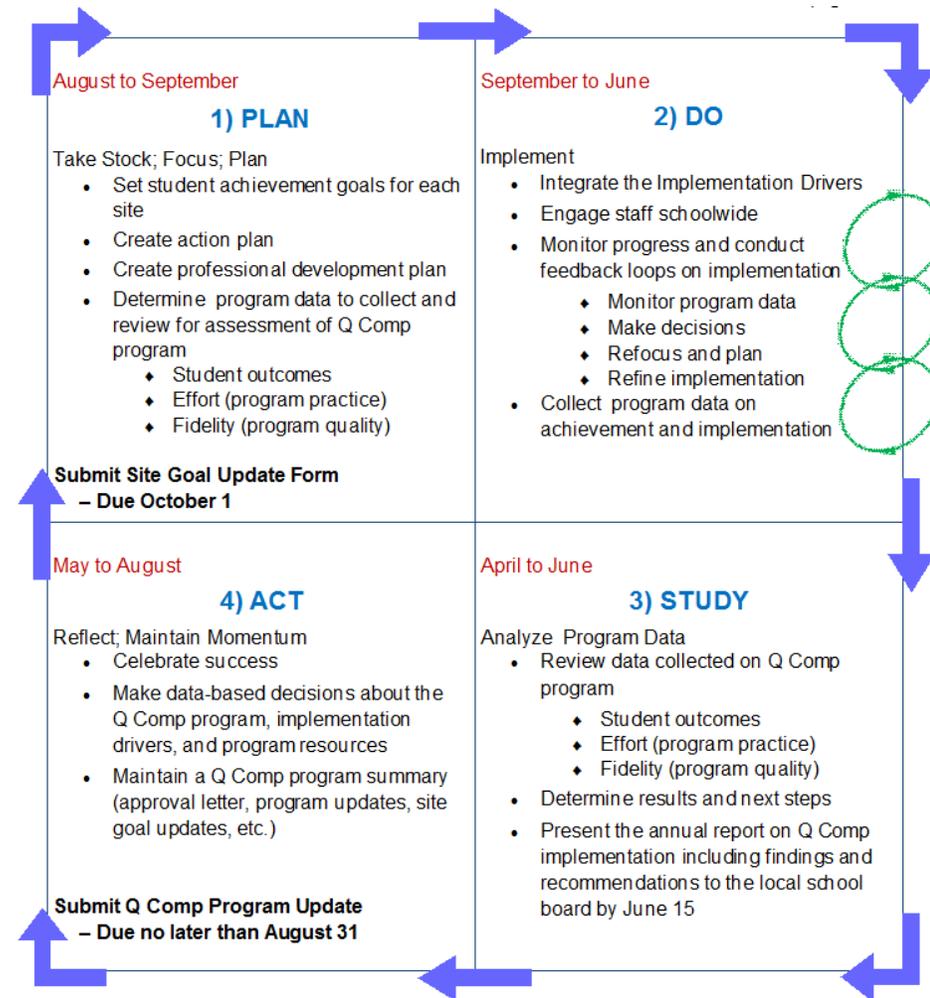
- Participants will
 - Understand what a Program Review/Evaluation is and why it is important
 - Learn about best practices in planning and conducting a review/evaluation of their Q Comp Program
 - Become familiar with tools for a Q Comp Program Review/Evaluation that are available on the Minnesota Department of Education (MDE) website
 - Begin to learn about ways data from a program review/evaluation can be used for program improvement and other reports

Role of the oversight/leadership team

- The team...
 - Takes a balcony view of the program
 - Provide program oversight to ensure the program is implemented as designed (with fidelity)
 - Ensures a focus on improved instructional and increased student achievement
 - Guides the work of the teacher leaders
 - Supports and monitors the work of the program
 - Monitors the program to ensure it is producing the intended results
 - Identifies challenges and gaps in the program and makes plans for modifications for improvement
 - Aligns the work in the program with other district and school goals, programs and initiatives
 - Facilitates a strong organizational process for review and improvement

Continuous Improvement Model for Q Comp PLAN-DO-STUDY-ACT

- The activities described in this Continuous Improvement Model are the responsibility of the oversight/leadership team
- The diagram outlines the annual PLAN-DO-STUDY-ACT cycle specifically for Q Comp sites. The information starts in the top-left cell of the table and moves in a clockwise direction through all four cells. Approximate timespans are given for the responsibilities in each cell. The diagram also lists the due date of required forms to be completed.



What is a Program Review/Evaluation?

- Comparison of what was actually implemented with what was planned
- Assessment of the impact of the system on meeting its goals
- Tool for gather data on the program that can be used for a variety of purposes

Why is Conducting a Program Review/Evaluation Important?

- Ensure implementation fidelity
- Ensure the program is meeting the needs of all stakeholders
- Assess possible areas for improvement
- Assess what has worked

How do you Conduct a Program Review/Evaluation?

- Many processes and methods, but should always be:
 - Comprehensive to the scope of the program
 - Provide a detailed picture of what is and is not working within the program
 - Include multiple data points related to all impacted stakeholders
 - Connect to the purpose, vision and goals of the program
- A Program Review/Evaluation may also be conducted with a more narrow scope to focus on a specific aspect or area that needs additional study
 - For example, to explore more deeply what did or didn't work about a specific part of the program and how that may be duplicated in other areas/programs or revised to better meet the goals in the future

Q Comp Model Process for Program Review/Evaluation

- History

- Based on past practice with revisions and additions over the years to be more comprehensive and address feedback
- Collects data from multiple sources to check assumptions and ensure accuracy
- Includes: document review, observation, interviews and reviews of other data sources such as teacher evaluation data, student learning data, community and student engagement data, etc.

Define the parameters of the review/evaluation

- As an oversight/leadership team outline the following:
 - What is the purpose/vision for your Q Comp program?
 - What are the goals for your Q Comp program?
 - What do you want to learn about your program?
 - What assumptions about the program are you looking to confirm or refute?
 - What expectations are in place for your program (Professional Learning Community (PLC) meeting expectations, student learning goal expectations, individual growth plan expectations, etc.)?
 - What questions do you have about the implementation and effectiveness of your program?
 - What questions do other stakeholders have about your program?
 - What information is needed for various reports, such as the annual report to the school board?

Identify the Data Sources for the review/evaluation

- Data for a comprehensive review comes from multiple sources, such as:
 - Student assessments from local and state assessments
 - Teacher evaluation data from summative evaluations and peer reviews
 - Interviews with teachers, teacher leaders, etc.
 - Surveys of teachers, students, community stakeholders, etc.
 - Program generated paperwork such as: PLC notes, Individual Growth Plans, Student Learning goals, etc.
 - Observations of PLC meetings or other professional development events
 - Evaluations of professional development events

Select a Program Review/Evaluation Team

- Team composition options:
 - District teachers and administrators
 - The oversight Team or a subset of the team may fill this role
 - Teachers and administrators from another Q Comp district
 - Teachers and administrators from both within and outside the district
- The team should have:
 - A minimum of two teachers and one administrator
 - A maximum of twelve teachers and six administrators The review team should include both teachers and administrators (a two to one ratio of teachers to administrators has worked well for many districts/charters)
 - The size of the team depends largely on the size of the district and the number of sites that need to be included in the review

Identifying the sites for the review

- If the district has a number of sites (more than five), it may be best to set up a rotational system to ensure a representative data sample, and also make the process manageable
- The recommended number of sites depends on the size of the district:
 - 1-4 sites in the district then visit all sites
 - 5-10 sites in the district then visit 2-3 sites (one elementary, one middle, one high school - where applicable)
 - 11-15 sites in the district then visit 3-4 sites (two elementary, one middle, one high school and one specialty, such as early childhood or Alternative/Area Learning Center (ALC) - where applicable)
 - 16-20 sites in the district then visit 4-5 sites (two elementary, one-two middle, one high school and one specialty, such as early childhood or ALC - where applicable)
 - 21-25 sites in the district then visit 5-6 sites (two elementary, one-two middle, one-two high school and one-two specialty, such as early childhood or ALC - where applicable)
 - 26 or more sites in the district then visit 6-7 sites (three elementary, two middle, one-two high school and one-two specialty, such as early childhood or ALC - where applicable)

Scheduling the review(s)

- Timing should be convenient for sites and reviewers
- Make sure you can get a clear picture of implementation through the review
 - You want enough time for solid implementation and to see effects, but not so much that you can't adjust practice if needed
- If your process includes visits to sites with observations of PLCs and interviews plan for at least half a day (3-4 hours) to ensure you won't be rushed
 - These could also take place over several days

Collecting Data

- Remember this process is about collecting data and using it to make decisions, try to leave preconceived notions or assumptions at the door.
- Set a timeline for collecting each type of data identified
- Identify “look fors” based on the approved plan and any applicable program updates
- Identify the best way to obtain each type of data for easy comparison and review
- Utilize MDE templates where applicable/appropriate

What do you do with the Information Collected?

- Celebrate successes
- Adjust expectations and paperwork
- Update program components as needed
- Set new goals

- [Q Comp webpage](#)

- Implementation

- Q Comp Requirements and Guiding Principles
- Q Comp Activity Funds
- Q Comp Program Update Form

- Review and Report

- Teacher Leaders Template
- Job-Embedded Professional Development Template
- Teacher Observation-Evaluation Template
- Performance Pay Template
- Q Comp Program Review Interview Questions
- Site Review Report
- Q Comp Annual Report Template

- Design and conduct your own review of your local Q Comp program
- Q Comp Annual Report to the local School Board – Due June 15 (or the closest board meeting) and included in the annual World’s Best Workforce Report
- [Q Comp Program Update](#) – Due August 31
- [Q Comp Site Goal Updates](#) – Due October 1

Thank you!

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