

## Q Comp Annual Report

This template, which may be changed as needed, is designed to help formulate the Quality Compensation (Q Comp) Annual Report. Per [Minnesota Statutes, section 122A.414, subdivision 3\(a\)](#) the report must be submitted to the school board by June 15 of each year and include findings and recommendations for the program. We also recommend that the report include a summary of what was implemented for the year, to help provide context for the findings and recommendations.

Please address the following questions for each program component describing the implementation of the approved plan, the impact of implementation, findings from the program review and recommendations to improve program effectiveness.

**All information reported should be based on the current school year.** We recommend that each question be addressed with a brief summary of 3-7 sentences.

### Core Component: Career Advancement Options

#### Implementation

Are the teacher leader positions that were implemented this year the same as those outlined in the approved plan (approval letter and subsequent plan change approval letters)?

Yes

#### Impact

How did the work of teacher leaders through coaching, observing, mentoring, facilitating learning teams and performing other responsibilities impact classroom instruction?

In 2024-2025, the instructional roadmap focused teacher and PLC/PD work on curriculum maps. That work led to reflection and discussion to strengthen classroom instruction practice.

Teachers met in grade-level groups at REAMS and department groups at RMS-CES and RHS. In those groups, they mapped their standards, learning targets, and assessments. When questions came up, those questions were shared with the BILT.

Here is how a couple of groups captured it:

- Curriculum maps were important and a very good thing in terms of passing on and communicating course content and intent.
- We've organized and synthesized our curriculum to meet students' needs and gave further consideration to standards and exactly where they are covered.

The curricular maps help teachers define “the what” of instruction. The maps have already been essential in conversations that are now emerging about instruction across buildings. By focusing on “the what” of instruction, discussion organically emerged about how to strengthen instructional practice. That work is the foundation for next year’s roadmap focused on instructional design, student engagement, and data-backed student support.

Work on curricular maps also provided teams a common language and format for instructional conversations. That format carried into conversations within interventionist and Special Education teams.

Progress on the curricular maps has been captured through a learning scale. Progress was most substantial at the start of the year, when there was more substantial, sustained time for professional development.

All of this work was made possible through the support of our teacher leaders throughout the district; the BILTs monitored progress and continuously adjusted the plan and supported teachers with the process.

How did the work of teacher leaders impact student achievement?

BILT members, observation coaches, and mentors all provided total support during this year of transition to a new model. The support they demonstrated parallels what teachers provide to students.

All the work teacher leaders facilitated is founded on the purpose of student achievement and growth, along with staff achievement and growth. Through a well-defined process, the product is student achievement. While final data for the year is being compiled related to FAST testing, the foundation for continuously monitoring student growth in a consistent way is set.

## Review Findings

How did the training teacher leaders received impact their ability to fulfill the responsibilities of the position and meet the needs of the licensed staff members?

The BILTs had a full day training in August 2024. That training set the stage. In monthly meetings, we reviewed PLC notes and feedback provided by teams throughout the year. We continued to build on the strengths of the team members to facilitate activities that support staff growth. The leaders have been dedicated to learning and listening. This is what allows for effective collaboration.

That said, it was the first year of implementation. We had to work through various challenges: questions about the purpose, discomfort with new structures. There's been training through every moment and meeting--"learning by doing" as DuFour would say (the title of a foundational PLC text).

One BILT member shared:

- As a member of BILT, it's been a year of figuring out how best to lead. I'm looking forward to next year when we have some of the first year logistics figured out.

What did the results of the evaluations of the teacher leaders in their leadership roles demonstrate about the impact they had on the effectiveness of the licensed staff members?

The BILT members, observation coaches, and mentors receive strong ratings in both December and May.

Here are some snapshots connected to BILT:

- I am pleased with how we're doing more **collaborating** when working towards finding ways to meet the students' needs, breaking down barriers and finding **interventions** that will help students to be **successful**.
- I appreciate the communication from the BILT members.
- It was great this year having a group of people that made some of these building decisions.

Here are some highlights connected to observation coaches:

- *The coach* did a great job providing meaningful feedback. It included changes I could make in the classroom the

very next day!

- *The coach provided* thoughtful insights into teaching and classroom improvements. It is always a great treat to have *the coach* join in my classroom.

Here are experiences with mentors:

- I absolutely love the Mentor Program. Having had mentors at other sites, I can confidently say that nothing compares to the high-quality support and personal attention I received here. The impact has been significant.
- *I've had* a great mentor! She is always willing to help with absolutely anything and has made me feel so supported!

## Recommendations

How will the district use the review findings to improve the effectiveness of teacher leadership?

The feedback in December reflected that teachers wanted more information on BILT meetings. As a result, a BILT newsletter was developed. That will be continued next year.

The BILTs at each site have increased their leadership during the year as comfort increased with the role and structure. That will further develop next year. The BILT members are more confident and the larger staff better understands how everything comes together. There is significant power in the shared leadership model.

## Core Component: Job-embedded Professional Development

### Implementation

Are learning teams configured and meeting as outlined in the approved plan (approval letter and subsequent plan change approval letters)?

Yes

### Impact

How did teacher learning from learning teams and other job-embedded professional development activities impact classroom instruction?

Teachers capture it well in these quotes:

- We really value our time as a department to bounce ideas off of each other, work collaboratively to analyze the new standards and identify the essential learning outcomes.
- Our PLC work has impacted our classroom instruction through creating new assessments while we were curriculum mapping. These results from our assessments drove our small groups formations and instruction of those small group formations. This then results in better student achievement as we are able to fill gaps in their knowledge.

Professional development time throughout the year allowed for focused work on the roadmap, training, and continuing education connected to relicensure. The impact on classroom instruction is new strategies from shared ideas and some new practices for supporting students at the tier 1 level.

How did teacher learning from learning teams and other job-embedded professional development impact student achievement?

Individual goals for teachers allowed for focused instructional work. Data connected to those goals shows students improving their reading skills and math skills along with academic habits overall. There are also goals that support students with new instructional strategies (example: focused note-taking practice, additional practice activities before assessment, annotation activities).

Teachers also highlighted a couple of student achievement connections:

- Our ability to plan, understand the new standards, and grow professionally is key to student achievement.
- Both individual goals and school wide goals have had a large affect on our classroom instruction. We have been specific in creating interventions, whole group warm-ups and class games to practice concepts that are seen on assessments.
- Note taking has been adapted to different classrooms and made intentional within our classrooms. We have seen achievement from some and have a few focused students that need additional support even with classroom interventions to support note taking in place

## Review Findings

How did the sites or learning teams identify needs and instructional strategies to increase student achievement?

The strategies to increase student achievement came from periodic review of building goal data along with discussions connected to roadmap realizations and continuous feedback from teachers.

This work will be furthered with the 25-26 roadmap plan (instructional design, student engagement, data-backed student support).

How did learning teams use data and implement the selected instructional strategies and follow-up on implementation?

The new building goal data is tracked in a consistent way from building to building. It is reviewed and then discussed in teams with a goal of creating action plans. The high school piloted an action plan that will be the foundation for work across the district next year. The data collected this year was reviewed in alignment with assessment cycles and will be reviewed in the fall as the new year begins. Teachers will be able to review data from the students they taught previously while also previewing data connected to their new students.

The new structure for our FAST goal is enabling conversations connected to understanding why some students stay at the same level while others move up or down.

The MTSS team in the district also met to strengthen practice and make it consistent across buildings so the data collected for students who need additional help transfers with them each year--and across building transitions.

## Recommendations

How will the district use the review findings to improve the effectiveness of job-embedded professional development?

This year was focused on “the what” of instruction and based on feedback and review of the products this year, the purpose next year will be on “the how” of instruction. The DuFour’s questions will continue to guide the work as a foundation for PLCs.

The development of a learning scale to quantify progress on curricular maps and cross-district projects helps capture the effectiveness of our PD/PLC time.

Use of a learning scale will continue next year. That, together with assessment data, classroom evidence will help teams monitor effectiveness of our instructional work. We will also continue to collect input from teachers and share their voice.

When there are questions, dislikes, disagreements, there is follow-up so understanding can be developed. The commitment to welcoming feedback of every kind is essential to the process.

## Core Component: Teacher Evaluation

### Implementation

Are licensed staff members observed/evaluated as outlined in the approved plan (approval letter and subsequent plan change approval letters)? Yes

### Impact

What impact did the observation/evaluation process, including coaching, have on classroom instruction?

Observations provide teacher ideas for instruction. They also give teachers an opportunity to ask questions and think through new instructional approaches with a colleague.

Teachers reflect on this reality:

- Observations offer new ideas, suggestions for tweaking or improving and updating curriculum and instruction.
- Having the opportunity to either go into other classrooms or get valuable feedback is an essential part of our professional growth at educators. Going into other rooms gives us new ideas and the ability to learn from our peers ("I always leave an observation with ideas of things I want to try in my own classroom"). The feedback helps us get an "outsiders" fresh perspective and ideas that we may not have thought of.

With the development of a new observation structure, both classroom teachers and teachers in unique roles reported higher value in the observations. This will continue next year for those who opt in.

- Until this year, observations have not been valuable to me. However, with the new "alternate format" I have seen more value in observations. Please keep this format!
- To be honest, I got more out of this than I ever have in the past!

What impact did the observation/evaluation process, including coaching, have on student achievement?

The impact of observations on student achievement is reflected in building, state, and classroom assessment data. This

takes the shape of stronger Tier 1 intervention, which will continue to be a focus next year.

Teachers are able to have authentic conversations about student needs in a structured way with the development of a student achievement plan. That practice expands and ends up impacting student achievement for all students. It also reinforces a plan, do, study, act cycle that is incorporated into all Q Comp work.

## Review Findings

How did the feedback teachers received from each observation/evaluation assist in self-reflection and improved instructional practice?

The pre and post-observation questions are connected; there are questions tied to standards, assessments, intervention, and a choice element. These questions directly connect to our work with the curriculum maps and lead to reflection that can translate to new instructional practices.

How did the training observers/evaluators received throughout the year impact inter-rater reliability and their ability to provide constructive and meaningful feedback to all licensed staff members?

This year, observers did an asynchronous training in August. In that training, they reviewed resources related to coaching from the state before watching video lessons and applying our RAS observation rubric.

One-on-one meetings happened as needed in connection to each round of observations along with a mid-year meeting to address common questions and challenges.

Next year, we've scheduled three follow-up meetings to ensure there's an opportunity for ongoing conversation connected to being in an observer role.

## Recommendations

How will the district use the review findings to improve the effectiveness of teacher evaluation?

The instructional work we're doing through next year's roadmap will support meaningful observation conversations. Those conversations can also draw upon the foundation provided by this year's curriculum maps.

By continuing to offer an alternate observation format, the goal is to be sure teachers can be observed at a time and in a context that provides them the greatest support.

## Core Component: Performance Pay and Alternative Salary Schedule

### Implementation

Are the performance pay amounts and standards the same as outlined in the approved plan (approval letter and subsequent plan change approval letters)?

Yes

If no, please explain the changes that have occurred and why?

Is salary schedule movement or base salary increase based on the same measure of performance as outlined in the approved plan (approval letter and subsequent plan change approval letters)?

Yes

If no, please explain the changes that have occurred and why?

## Impact

Teachers invest in the Q Comp program and all of its components. It is for that reason that the impact of Q Comp is a clear part of each building landscape.

## General Program Impact and Recommendations

What overall impact on instruction has the district or charter school seen as a result of implementing the Q Comp program?

Teacher voice has informed this entire report. This program is built on shared leadership in support of teachers and students. Because BILTs allow teachers to guide the process, the work is authentically connected to teachers' instructional needs. By building thoughtful roadmaps with a purpose of student achievement and growth and continuously building responsive PD/PLC plans, we'll continue to implement effective instructional practices and strategies.

- Our Q Comp/PLC program has evolved in such a positive direction! I believe that its **value** and **effectiveness** has been impacted by BILT, by Dept. of Innovation & Learning, and by allowing teachers to have a **voice** that seems to be heard.

What overall impact on student achievement has the district or charter school seen as a result of implementing the Q Comp program?

As the teacher voices capture below, our work in PD/PLCs has allowed for "more results and movement." We're collecting data in consistent ways, building common understandings and vocabulary, and creating strong learning conditions as a result.

PLC meetings and observations along with individual/building goals support a laser-focus on instruction and achievement. Q Comp has provided time to discuss and reflect on an ongoing basis. It is incredibly valuable as a supporting structure for this work.

- Staff development days are coordinated with our building initiatives; we are able to see more results and movement.
- I think Q Comp forces teachers to have a framework and a focus on the work they do. It requires teachers to have accountability and provides coaching and collaboration to meet individual and district goals.

How will the district use the review findings to improve the overall effectiveness of the program?

One teacher shared:

- I love QCOMP and the opportunity to grow as an educator and work with my colleagues on common goals.

While not all may profess love for Q Comp like this teacher, the key is that all teachers get to share their voice and the shared leadership structure ensures that the input is considered as instructional decisions are made.

With shared leadership committed to responsive, data-backed planning for PD/PLCs, the program will continue to become more effective and the impact will grow.