

# St. Croix Preparatory Academy's 25-26 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 implemented this year the same as those outlined in the approved plan (approval letter and subsequent plan change approval letters)?**

No

**If not, please explain what changes have occurred and why.**

There are three academic coordinator positions in the current plan, but only two were filled due to a staff departure.

### Impact

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

Academic Coordinators (ACs) met bi-monthly with professional learning community (PLC) leaders to plan meetings based on student achievement. ACs met monthly with new teachers to offer support in classical education theory, classroom management, assessments, student engagement, seminars, and questioning. ACs also met one-on-one with new teachers throughout the school year to offer personalized support. ACs observed tier 1 and 2 teachers and provided coaching and support connected to each teacher's individual instructional and professional goals.

PLC leaders served as the point of contact between PLCs and the Curriculum and Instruction team. They gather information from PLC members regarding their professional development needs. This helped the Curriculum and Instruction team plan professional development that aligned with teachers' needs. PLC leaders also facilitated discussions on student data, enabling teachers to plan instruction based on needs identified through data analysis.

### **How did the work of teacher leaders impact student achievement?**

Teacher leaders helped guide work related to analyzing student data. This work led teachers to adapt their instructional practices to meet students' needs.

### **Review Findings**

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

The ACs participated in a train-the-trainer PD series at Brightworks to prepare to train paraprofessionals on reading instruction aligned with the READ Act. Nicole attended the National Center for Teacher Residencies Mentor Professional Learning Academy.

#### **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?**

PLC leaders are an important connection point between division leadership and classroom teachers. They understand the needs of the division, students, and teachers in their PLC and can use that knowledge to plan effective professional development and PLC meeting agendas.

### **Recommendations**

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

Next year, we would like to make better use of the leadership training offered through MDE and Brightworks. MDE frequently offers training such as: Peer Coaching and Observation, Professional Learning Community (PLC) Leadership, and Q Comp Coordinator Training. All of these training sessions would be beneficial for teacher leadership positions at Prep. We will also be implementing a Mentor Teacher program next year. This will allow teacher leaders to work directly with new staff to help them acclimate to teaching at St. Croix Prep.

## **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

**If not, please explain the changes that have occurred and why?**

### **Impact**

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

PLCs allowed teachers to analyze data connected to student achievement. For example, the lower school used data to better align the curriculum between kindergarten and first grade. Lower school teachers brought assessment data to PLCs, and the analysis enabled them to create plans to provide targeted support for students in reading and math. In the middle school, PLCs shared and evaluated assessments. This included evaluating the assessment prior to administration and analyzing the results after the assessment was administered. This allowed teachers to strengthen assessments across all grade levels and content areas. Middle school math and science teachers analyzed MCA data to identify gaps in student learning and developed a plan to improve instruction and strategically use IXL to provide targeted practice for students. In upper school, teachers used PLC time to collaborate, as it is often the only common planning time teachers have. Some upper school PLC members reported that the size and structure of PLCs make it difficult to focus on content-specific data and instructional strategies.

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

Lower school teachers reported that work done in PLCs strengthened instruction, leading students to progress further in the curriculum than in previous years. The Student Support Services PLC developed strategies for teachers to provide intentional, individualized movement breaks, which helped students regulate and focus, enabling them to learn.

## **Review Findings**

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

PLC analyzed student data (such as STEP, DIBELS, Capti, MCA, and classroom assessments). This allowed teachers to identify areas of need and align practices with those needs. The middle school PLCs used a learning team cycle to guide them through analyzing data, setting goals, identifying and implementing instructional strategies to meet those goals, and monitoring progress.

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

Teachers across all divisions used MCA data, internal assessments, semester finals, and STEP testing to guide their focus on student achievement. Many teachers used these assessments to create SMART goals within their PLCs. SMART goal topics included academic vocabulary, summarizing, and STEP assessments. Teachers also reflected on that goal during PLC time and discussed how to continue to improve student achievement.

The middle school PLCs used a learning team cycle to guide them through analyzing data, setting goals, identifying and implementing instructional strategies to meet those goals, and monitoring progress.

## **Recommendations**

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

For next year, there will be additional guidance for teachers on setting student achievement goals. Each teacher will set their own goal and track student progress. We will also utilize the learning team cycle across all divisions to help provide a better guide for data analysis work.

## 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)?**

No

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

Because the upper school AC position was not filled, the upper school principal completed some of the informal observation/coaching outlined in the Q Comp plan.

### Impact

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

Feedback from teachers on how the observation/evaluation process impacted classroom instruction included:

Lower

- Gave a chance for self-reflection
- Identify student behaviors that a teacher might not see
- Some additional ideas focused on a specific area of the lesson/instruction
- Useable action items/strategies
- Encouragement and affirmation
- Improved seminar sessions

Middle

- Reaffirmed the hard work teachers put into teaching and managing a classroom
- Constructive feedback on strategies to improve instruction and classroom management
- Instant feedback on instructional strategies, such as ways to encourage students to participate in classroom discussions
- A different perspective on what is working well or might need to be adjusted
- Feedback on classroom routines and management

Upper

- Received more targeted questions from observers
- New ideas for how to physically structure my classroom to improve classroom management
- Feedback was supportive, but didn't help them grow
- Observations left much to be desired; no clear process and rushed
- Although some conversations were helpful, there's a need for an upper school AC who is available for more collaboration

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

Teachers reported that feedback helped improve efficiency of time, resulting in more instructional time for students. Teachers used feedback to restructure seminars, resulting in increased student participation. Tips and tricks for classroom management reduce disruptions to class time. More consistent Do Nows helped classrooms

run more efficiently. Some upper school teachers reported that formal observations had little impact on student achievement. Some upper school teachers reported that an upper school AC who knows and interacts with the same students daily is necessary for observations to have an impact on student achievement.

## Review Findings

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

Teacher self-reflection, both for individual observations and end-of-year reflections, shows that many teachers are eager for feedback and strategies to implement in their classrooms. Many teachers are willing to learn from each other, teacher leaders, and administrators to improve their instructional practices and student achievement.

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

There were no training sessions on inter-rater reliability. This needs to be integrated next year.

## Recommendations

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

Next year, the Curriculum and Instruction team will streamline the observation process to reduce any confusion. Since teacher leadership in the Q Comp program is being restructured, only one teacher leader will complete TDE/Q Comp-related informal observations. This, however, will not address some upper school teachers' concerns about the need for an upper school-specific AC to observe and provide coaching. Feedback has made it clear that we need to provide training on the purpose of observations and feedback.

## 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 performance measure 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

**What percentage of all licensed staff met the standard to earn performance pay for the measures of student achievement?**

Site goals were based on MCA Reading IV results. This information will be reported in the fall, and the Q Comp report will be updated then.

**What percentage of all licensed staff met the standard to earn performance pay for observation/evaluation results?**

This will need to be updated in the fall. Summative evaluations are still being completed.

**What percentage of tenured licensed staff met the standard to earn performance pay for observation/evaluation results?**

N/A

**What percentage of probationary licensed staff met the standard to earn performance pay for observation/evaluation results?**

N/A

**Is performance pay awarded for another area (besides schoolwide goals, measures of student achievement and observation/evaluation results)?**

No

**If yes, what percentage of all licensed staff members met the standard to earn performance pay for this other area?**

N/A

**What percentage of all licensed staff met the standard to earn movement on the salary schedule or an increase in base salary?**

100%

**What percentage of tenured licensed staff met the standard to earn movement on the salary schedule or an increase in base salary?**

N/A

**What percentage of probationary licensed staff met the standard to earn movement on the salary schedule or an increase in base salary?**

N/A

## Recommendations

### **How will the district use the data to improve the effectiveness of this core component?**

Site goals were based on MCA Reading IV results. This information will be reported in the fall, and the Q Comp report will be updated then.

## 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?**

Q Comp has provided valuable time for teacher collaboration. Teachers use this time to analyze student data and learn about and discuss instructional best practices. Professional development has enabled teachers to learn strategies and practices to improve student achievement. Observations and coaching have provided time for self-reflection and learning.

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

PLCs, professional development, and feedback from observations have enabled teachers to identify areas for growth and implement instructional strategies to meet students' needs. Specifically, teachers have analyzed assessment data across all grade levels to better support students.

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

For next year, we are reorganizing our program. The plan will now include one Q Comp Coordinator instead of three Academic Coordinators. Based on feedback from teachers, we reorganized PLCs to make smaller, content-specific groups. With this change, we will transition from PLC leaders to PLC facilitators and have updated the job description to reflect the assigned duties. The Q Comp Coordinator will be responsible for planning PLC meetings. PLCs will also meet twice a month instead of every week. PLC meetings will focus on student data and student achievement. The shift from PLC leaders to PLC facilitators will also allow for the creation of a Teacher Mentor program. Mentors will be responsible for supporting teachers who are new to St. Croix Prep during their first three years.