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

If no, please explain what changes have occurred and why?

Impact

How did the work of teacher leaders through coaching, observing, mentoring, facilitating learning teams and performing other responsibilities impact their own practice and growth as leaders?

78.9% of Building Leadership Team (BLT) members reported that their role as a teacher leader improved their own practice. Through their work at the building level, BLT members express a deeper understanding of how their classroom instruction or role fits into the broader school context. In mentoring relationships, both BLT members and mentors reported increased reflection on their own instructional strategies while supporting probationary staff.

Through their roles as teacher leaders, CICs have developed deeper knowledge of instructional and best practices and increased capacity to facilitate adult learning. CICs who have completed their 3–5 years of committed service often continue to serve in other leadership roles within the district—such as curriculum coordinators, TOSAs, or administrators---or they return to the classrooms as refined instructional leaders. Many return to serving on their site's BLT and/or as mentors—demonstrating sustained leadership capacity beyond their formal CIC term.

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

84.3% of BLT members indicated that their role had a moderate to high impact on classroom instruction. They supported staff through mentoring, observation of peers, planning and facilitating professional development, and participating in data-driven decision-making. BLT members also supported Collaborative Teams (CT) through reviewing and providing feedback on CT goals, providing resources for requested support, and sharing data to drive reflection and planning.

84.9% of first-year probationary staff felt supported by their mentor and 81.8% agreed that this support increased their ability to execute their job responsibilities.

91.9% of tenured teachers indicated that the observation process with their CIC had a moderate to high impact on classroom instruction. 79.8% of tenured teachers indicated that the observation process with an other trained observer (most often of which is a BLT member but sometimes a SISA staff member or other CIC) had a moderate to high impact on classroom instruction.

How did the work of teacher leaders impact student achievement?

72.3% of BLT members reported that their leadership role had a moderate to high impact on student achievement. BLT members impacted student performance through the delivery of professional development, data-driven decision-making, and supporting CTs, especially around foundational literacy.

75.9% of tenured teachers reported that the observation process, including coaching, had a moderate to high impact on student achievement.

CICs reported that coaching conversations impacted student achievement as teachers reflected on and implemented research-based strategies into their practice.

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?

CICs report that Cognitive Coaching continues to be essential in knowing how to have transformational conversations with staff. With the elimination of Teachscape training, new CICs participated in a pilot self-paced Danielson framework online training course from The Danielson Group. Although it increased their understanding of the Danielson framework and their ability to collect unbiased evidence for coaching and feedback, it was reported to be less rigorous than Teachscape in terms of inter-rater reliability training.

CICs shared that their team's calibration around Danielson components strengthened the data and feedback they provided to teachers to promote reflection. Impact on staff was evident through feedback during collegial and coaching conversations and implementation of best instructional practices that could be transferred to classroom instruction.

BLT members reported that the following district-wide trainings impacted their ability to fulfill the responsibilities of their role:
- 60.5% of staff reported that the training they received had a moderate to high impact on their ability to serve on BLT.

- 78.9% of staff reported that the training they received had a moderate to high impact on their ability to mentor staff members.
    - Note: BLT members only attend an initial intensive training around mentorship their first year serving on BLT. If they are continuously serving, they may not recall their initial training when responding to the survey.
- 85.5% of staff reported that the training they received had a moderate to high impact on their ability to do other trained observer observations.

Recommendations

How will the district use the review findings to improve the effectiveness of teacher leadership?
- Additional training for BLT members on high-impact CTs and how to best support CT's work including additional training around data analysis, educational decision-making protocols, and EduClimber.
- Continue to research and pilot new Danielson courses to find the best replacement for Teachscape.

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 no, 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?

94.2% of teams agreed or strongly agreed that their learning from CT participation impacted their practice/instruction.

Instructional Collaborative Teams indicate they collaborate on the following activities which positively impact their classroom instruction.
- Clarify standards and learning targets of focus. (84.6% of teams)
- Determine proficiency indicators that include how they will know if students have mastered the standards of focus. (73.9% of teams)
- Discuss interventions to respond to students who have not yet mastered the standards of focus. (77.7% of teams)
- Discuss extension and enrichment for students who have already demonstrated mastery of the standards of focus. (54.6% of teams)
- Collaborate on effective instructional practices and engagement strategies (95.4% of teams)
- Engage in detailed planning of classroom instruction (72.3% of teams)

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

94.1% of teams agreed or strongly agreed that their learning from CT participation impacts student achievement.

Collaborative team (CT) work has had an impact on student achievement by promoting data-driven instruction, targeted interventions, and consistent learning experiences across classrooms. Teachers report that CT time enables them to design lessons based on student needs, share strategies, reflect on practices, and align curriculum to standards. This collaboration fosters student engagement, supports differentiated instruction, and helps ensure students are making progress toward learning targets, IEP goals, and performance on standardized assessments.

Review Findings

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

Collaborative teams identified student needs through consistent use of data, including Fastbridge assessments, classroom observations, and evaluation results. These insights allowed teams to pinpoint academic gaps, behavioral trends, and specific learning needs. For instance, reviewing assessment data helped adjust groupings, tailor instruction, and implement timely interventions. Elementary teams used frequent progress monitoring to inform scaffolding and reteaching. Across grade levels, teams planned ways to use research based strategies like incorporating visual supports, using real-life applications, embedding AVID strategies, and differentiating instruction to meet diverse learning needs.

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

81.7% of teams agreed or strongly agreed that they frequently reviewed data and implemented instructional or professional strategies based on data. Educators regularly use a variety of data sources. For instance, ACCESS and FASTBridge data are used to create personalized growth targets and to monitor ongoing student development. Data informs decisions about interventions, reteaching, and curriculum adjustments to address gaps in learning. For example, WIN (What I Need) groups at the elementary and middle level are adjusted based on ongoing data reviews to ensure that all students receive appropriate interventions or enrichment.

The CIC team, In collaboration with MnMTSS leaders, provided staff note taking templates for CTs to use to guide them in the Plan-Do-Study-Act (PDSA) cycle. 71.3% of CTs indicated that they fully implement the Plan, Do, Study, Act cycle in order to identify student needs and instructional strategies. This is a 10% increase from the previous year.

Recommendations

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

- Continued use of MnMTSS coordinators modeling and embedding educational decision making protocols into School Improvement Plan (SIP) creation work for Administrators and BLT members to increase data

literacy, analysis, and practices. We recommend that Administrators and BLTs model similar protocols with CTs.
- Increased CT training and resources: Numerous BLT members, administrators, and SISA staff are attending PLC at Work® Institute this summer with plans to increase understanding and support for CTs next year.
- Consistent support of all programs, specifically specialized programs (for example, SPED and ML, district-wide CTs)

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

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

Impact

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

Tenured staff receive coaching and feedback from different sources including administrators, CICs, BLT/Other Trained Observers. 84.5% of tenured staff report that this coaching, feedback, and observations have a moderate-to-high impact on their instruction and/or practice.

Tenured staff have the option to choose a collegial conversation choice in place of one of their traditional observations with their CIC. 92.9% of staff report that this observation choice, if elected, has a moderate to high impact on their practice.

85.7% of probationary staff report that coaching, feedback, and observations have a moderate-to-high impact on their instruction and/or practice.

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

75.9% of responding tenured staff and 84.3% or probationary staff (an increase of 16.2% from the 23-24 school year) indicated that the observation process had a moderate to high impact on student achievement. Probationary and tenured staff report that the feedback and coaching they are given improved an instructional practice that indirectly benefited students.

Review Findings

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

Probationary staff report that observations allow them opportunities for structured reflection time. They find feedback that is specific and actionable around their strengths and areas of growth impactful on their practice. Some probationary staff report receiving either a lack of actionable or vague feedback. Probationary or tenured staff in specialized roles report that when evaluators or coaches don't have experience or a background in their roles, that they were provided less meaningful feedback.

Tenured staff report that CICs are supportive, knowledgeable, and helpful in offering ideas, particularly for students with unmet needs. Observations encouraged trying new strategies and refining existing ones. Teachers report they enjoy the flexibility to focus observations on areas of interest or challenge.

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?

See Teacher Leader training.

When prompted around what additional professional development they would want support in as evaluators, administrators report wanting support on understanding and using the Danielson rubrics/framework, coaching, providing effective feedback, and ProTraxx.

Recommendations

How will the district use the review findings to improve the effectiveness of teacher evaluation?
- Collaborate with Human Resources and ProTraxx representatives to ensure administrators are trained and receive support in our system so that they are able to share feedback with staff in a timely and consistent manner. Work to collaboratively adapt the system as necessary to increase understanding and efficiency.
- More coaching and feedback aligned to specific roles
- Continued opportunities for training, professional development, and inter-rater reliability on new rubrics
- As both probationary and tenure staff report process fatigue with paperwork feeling time-consuming, we recommend consolidated paperwork processes for staff and reduction or elimination where possible.

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?

Is performance pay awarded for another area (besides school wide goals, measures of student achievement and observation/evaluation results)? Yes, CT goals and professional learning plans.

Impact

As a learning organization, we are committed to ongoing continuous improvement and the refinement of our professional practices. Survey feedback highlights that collaboration, professional development, opportunities for feedback, and reflection are seen by staff and leaders as key drivers of improved practice and student outcomes.

With the newest MOU, a proposed decrease of observations with tenured staff support the program's budget and increases CICs ability to directly support probationary staff members.

Recommendations

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

- With increasing numbers of probationary staff members in our district, we recommend that CICs have a more systematic process of observing and giving feedback to probationary staff.

General Program Impact and Recommendations

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

Based on recommendations from our report last year, we initiated the process of updating our evaluative rubrics for staff in specialized roles. We consolidated 12 existing specialized rubrics into 2 comprehensive rubrics, grounded in the updated 2022 Danielson framework and aligned with who these professionals serve and current best practices. These new rubrics enhance our coaching, feedback, and evaluation processes by providing a more sustainable system—one that supports consistent training, ongoing calibration for inter-rater reliability, and aligned, actionable feedback to strengthen practice across specialized roles.

We piloted a new support for probationary staff this year. 72.7% of probationary staff that attended a Learning Walk this year implemented a direct change into their instructional practice. Of those changes implemented, intentional relationship-building strategies, classroom management routines, engagement strategies, refinement of instruction of a specific curriculum, or a change in their own behavior (e.g. use of nonverbal cues, adjusted tone, etc) were noted the most.

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

- With excitement around our leaders' learning at the PLC Institute this summer, and in alignment with Minnesota Multi-Tiered Systems of Support (MnMTSS), focus on supporting our Collaborative Teams in educational decision making processes (Plan-Do-Study-Act continuous improvement cycle) to increase student outcomes.
- With new specialized rubrics, offer initial training and professional development on new rubrics for all staff, as well as ongoing opportunities for inter-rater reliability calibrations for evaluators and coaches. Continue to streamline evaluator processes and paperwork.
- Continue to increase support of our probationary staff members through continuous improvement of our learning walks and more opportunities for CICs to observe and provide feedback to staff.