

# Q Comp Annual Report

Per [Minnesota Statutes, section 122A.414, subdivision 3\(a\)](#) an annual report must be submitted to the school board in June of each year for the Quality Compensation (Q Comp) program.

## Q Comp Summary 2025-26

75 teachers participated in the Q Comp Program

43 Elementary Teachers, 29 High School Teachers, 3 Teachers shared between buildings

## Mentorship

15 Mentors worked with 18 teachers throughout the school year

- Elementary - 4 year one teachers, 1 year two teachers, 5 year three teachers
- HS - 5 year one teachers, 2 year two teachers, 1 year three teacher
- Next year, expecting to work with 7 teachers at the Elem and 5 teachers at the HS

## 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 and student achievement?

- Deliberate and scheduled collaboration between teachers and teacher leaders (PLC Leaders, Peer Coaches) as they work to improve instructional practices
- Teachers and leaders team together to revise instructional practices based on data within our MTSS framework.
- Provided an opportunity to create vertical and cross-curricular alignment of curriculum
- Ongoing alignment, dissemination, and decision-making through data analysis as a part of this teaming
- Teacher mentors and leaders support any needs that new teachers present and are able to offer customized support
- In June 2025, HS PLC leaders plus a few other teachers from leadership teams in HS attended the PLC at Work Institute conference to help build on the knowledge and tools to effectively implement professional learning communities at the high school. While some changes were implemented due to this work, there are more improvements we would like to see happen in the future.

### 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 trainings that we have provided are in alignment with district practices and initiatives and allow teacher leaders to feel adequately prepared to support new staff in their specific roles and duties. It helps them remain focused on the broad scope of training, activities, and coaching needed to develop and retain strong teachers while strengthening relationships within the school district.

- We continue to show a need for additional support (time and resources) for Tier 1 teachers through teacher feedback data. Our structure was designed for teachers that have completed a teacher prep program. Tier 1 teachers do not have that background and need much more training than our existing Mentorship can provide.
- Teachers who are solo / singletons in a department have shared the need for specific professional support and learning opportunities.
- We have reviewed the new state statutes for teacher evaluation and edited our rubric to meet those updated statutes. Staff participated in new learning and an overview of the changes to our teacher development and evaluation process.

## Recommendations

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

- Modifications to our mentorship requirements for the 25-26 school year were made based on teacher feedback and year 1 teacher needs as indicated by mentors at their end-of-year check-out (summary of progress for each mentee).
- PLC Leaders will be trained in an ongoing manner to utilize our data system (Educlimber) and will gain strategies for coaching individual teachers and groups of teams in its effective use.
- The teacher leadership teams will continue learning about effective PLCs and incorporate strategies and norms for leading effective groups.
  - HS PLC Leaders need time to continue to incorporate improvements to the PLC structure learned at the PLC conference in 2025.
  - ES PLC Leaders engaged in a Book Study for PLCs during the 2025-26 school year. There are plans in place to continue to expand upon that learning and implement a revised PLC structure in the elementary school.

## 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 and student achievement?

- Teachers continued to learn about Tier 1 effective instructional strategies to strengthen student focus, awareness, and opportunities to respond to classroom instruction. Ongoing data analysis of these classroom practices indicated areas of strength, growth, and areas of need for further professional development.
- Teachers received professional learning in Positive Behavior Interventions and Supports to set their classroom instruction and management systems for success.
- Professional development was requested and carried out for specific needs that came out of teacher observations, walk throughs, and requests.
- High School Teachers continued reviewing data around discipline and PBIS strategies to improve instructional practices and instruction. These strategies were put into place throughout the year.
- High School Teachers implemented the GANAG Instructional Model with learning done during PLCs.
- Elementary teachers worked to strengthen curriculum and instructional practices, especially in literacy.

- Teachers applied practices from PLCs to data digs, known as common prep data analysis days to strengthen decision-making and creating plans for instruction in all three tiers within the MnMTSS system that Rush City Schools has created.

## Review Findings

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

- Our district utilizes frequent and ongoing data analysis from screening measures, district standardized assessments, and classroom achievement data, which took place at minimum on a quarterly basis.
- Surveys, shared communication, observations from peer coaches and administrators, and PLC logs also identified needs for instructional strategies.
- The district reviews findings in the following ways:
  - Survey data from PLC, mentorship, and leadership programs
  - Team meetings for PLC leaders and Q Comp Council review survey and feedback data
  - Grade level data review meetings
  - PLC data review meetings
  - MTSS team reviews district analytical and perception data
  - Fidelity Checks with Behavior and Academic Strategies

## Recommendations

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

- We will continue with our practices of reviewing and identifying areas where professional development is needed and plan to implement that learning based on teacher data, observational data, student progress data, and teacher rating surveys. The Q Comp Leadership Team and other district-wide leadership teams have identified and organized areas of focus that will be incorporated into our strategic planning process.
- We are continually increasing the training provided to Mentors and improving the Mentorship program that supports our newest teachers. Feedback from new teachers in recent years has been taken into consideration. SCRED has been developing a mentorship program to help support our Special Education staff that will work with the Rush City Schools Mentorship program.
- We will create further guidance for PLC leaders and their groups based on changes made to any of the above. Training and team/norm building will be provided to PLC leaders across the district in order to keep our focus on student learning experiences, growth, and high quality instructional practices.

## 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 and student achievement?

- Teachers were provided clear expectations and targets for exemplary teaching (within teacher evaluation rubrics and self-assessment rubrics) and were able to demonstrate measurable progress toward them.

- The teacher growth model and process provides strategies, ideas, resources, and support necessary to meet goals and expectations through the observation/evaluation process.
- The evaluation process provided teacher leaders/observers and administrators with data and structures needed to work together on district goals and initiatives (such as MTSS) as well as building needs and priorities.
- We moved some indicators from the Benchmarks for Discussion to classroom observation rubric. This allows us to provide more direct feedback based on observation.

## Review Findings

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

- The process, including inter-rater reliability training provided a neutral, non-threatening process to rate teacher proficiency, share ideas, provide assistance, or seek resources and/or support for teachers. The removal of the Distinguished category removed some pressure on the part of both the teacher and observer. This allowed more authentic and genuine discussions about what proficient teaching should look like.
- It allows for a productive conversation and collaborative activity between observers and teachers.
- We are working towards a growth model for all teachers. This was evidenced by several individuals requesting feedback for areas that they identified as seeking improvement.
- Individual staff end of year benchmarks and meetings with administrators allow staff to reflect on their growth, request supports, and review recommendations for the future.
- Some concerns were brought to our attention related to feedback that did not align with the rubric language at times.

## Recommendations

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

- We continually analyze all possible data sources as a group to identify needs and set both short term and long term goals for our Q Comp programs, which then leads to helping to set goals and priorities for our district's strategic and operational plans, including several plans within those structures (MTSS, District Implementation Team, etc).
- Job-specific PD is needed for teachers ensuring relevant practices and strategies that apply to their roles. Teacher focus groups provide information that will help to make the overall process of teacher evaluation more realistic, job-embedded, and meaningful for them. This information was discovered through the teacher leader evaluation process.
- A specific outlined process for disagreement or misalignment with findings/ratings needs to be reviewed and followed as outlined in our Q Comp plan. Staff may need additional review of this process.

## 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**

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**

## Impact

### ***Student achievement Goals***

- 83% of all licensed staff met their Student Achievement goals.
  - Elementary teachers → 91% met their Student Achievement goals
  - High school teachers → 70% met their Student Achievement goals (includes teachers that were not present at the end of the year and did not complete this step)

### ***Teacher Evaluation***

- 95% of all licensed staff completed the observation requirements, earning average of Proficient
  - 94% of tenured teachers
  - 96% of probationary teachers
- At least 194 teacher observations were completed, with additional supportive observations
  - Elementary → 71 Peer Observations, 43 Administrative Observations
  - High School → 45 Peer Observations, 35 Administrative Observations

### ***Building Goals***

Goals are set from spring 2025 to spring 2026. MCA data will be verified when official scores are released later this summer.

#### Elementary Goals:

- K-6 meeting FAST earlyReading or CBMReading growth to increase from 61.5% to 62.5%.
  - Result: 63.8% met spring growth target

#### High School Goals:

- 7-12 Math MCA goals to increase from 39.7% to 40.7% (TBD)
- 7-12 Reading MCA goal to increase from 47.0% to 48.0% (unknown at this time due to state norming process)
- 7-12 Science MCA goal to increase from 22.3% to 23.3% (TBD)

### ***Professional Learning Communities***

- 95% of teachers completed the requirements to earn the PLC bonus stipend
- 32 official PLC meetings were held totalling 24 hours of PD
- Additional meetings occurred with various learning teams
- 12 teachers completed make up work to earn Bonus Stipend
- 3 teachers earned partial stipends due to hiring dates or excused absences

### ***Salary Step***

- 68 of 75 teachers will be returning next year
- 97% of those returning will have earned their salary step

### ***Performance Pay Bonus Stipends***

Of \$95,100 set aside for goals, Peer Review, and PLCs:

\$84,975 will be distributed to teachers

\$10,125 will be carried over to next year for Professional Development

## Recommendations

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

- Review the Q Comp budget and propose any recommended adjustments to performance pay
- Continually review impact of programs on instruction as measured against achievement data and rate-of-growth data across all grade levels and cohort groups of students.

## General Program Impact and Recommendations

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

- Our teacher leadership roles have been charged with supporting teachers in best evidence-based instructional practices and support job-embedded professional development all throughout the year.
- Frequent data analysis from all possible sources allows teacher leaders, mentors, and instructors to identify needs and request additional support, coaching, or resources that can lead to better student outcomes.
- Teachers learn how to implement instructional practices, procedures, and initiatives with fidelity with the support and oversight of teacher leaders and plc leaders.
- The revised teacher observation rubric and process for self reflection was well-received and will be left as is for the next school year.
- Student Achievement goals have helped teachers stay focused on student progress.

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

- The district reviews findings in the following ways:
  - Survey data from plc, mentorship, and leadership programs
  - Team meetings for PLC leaders and Q Comp Council review survey and feedback data
  - Grade level data review meetings
  - PLC data review meetings
  - MTSS team reviews district analytical and perception data
  - Fidelity Checks with Behavior Strategies
  - Setting short term and long term goals, measuring progress between benchmarks
  - Walk-through data at the elementary school