

## Q Comp Annual Report 2017-2018

This template, which may be changed as needed, is designed to help formulate the 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<sup>th</sup> of each year and include findings and recommendations for the program. It is also recommended that the report include a summary of what was implemented for the year to help provide context for the findings and recommendations.

**Date Presented to the School Board:** June 11<sup>th</sup>, 2018

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.*** It is recommended that each question be addressed with a brief summary of 3-7 sentences.

### Core Component: Career Advancement Options

#### Implementation

1. 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 no

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 classroom instruction?

97.1% of teachers indicated that they made changes to their professional practice as a result of coaching, goal setting and/or work in Professional Learning Communities.

How did the work of teacher leaders impact student achievement?

95.6% of teachers indicated that they have seen an impact on student achievement as a result of coaching, goal setting, and/or work in Professional Learning Communities.

## 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?

New PLC Leaders took part in a one-day training in August led by the PPD Coaching staff to train them in using data to guide instruction, facilitate a PLC meeting and complete peer observations. PPD coaches attended Adaptive Schools training to learn more about how to facilitate and support PLCs within the district. In addition, all coaches have received training in Cognitive Coaching and the Danielson Framework to assist in completing peer evaluations.

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 PPD Coaches were evaluated by BHM staff in the areas of positive communication, fostering deep reflection during the pre/post conference, knowledge of the PPD program requirement, adhering to data-privacy, approachability, and focusing conversations around data. Over 98% of teachers rated their primary PPD Coach as either a 3 or 4 (on a 4 point scale) in all areas listed above. Over all the staff felt that their coach was someone that was easily approachable and professional in all interactions.

## Recommendations

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

This summer, the PPD Coaches will continue learning by attending Danielson Training, which will focus on the Danielson Framework and implementing consistent fidelity in the BHM evaluation tool. They will also attend AVID summer training in order to better support teachers implementing AVID strategies in their classrooms. In addition, there will again be training for new PLC leaders led by the PPD coaching staff in the summer.

## Core Component: Job-embedded Professional Development

### Implementation

1. Are learning teams configured and meeting as outlined in the approved plan (approval letter and subsequent plan change approval letters)? yes no
  - a. If no, please explain the changes that have occurred and why?

### Impact

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

Staff was asked to describe ways that PPD impacted their instruction. Below are some comments from teachers describing that impact.

“The processes used are so directly impacting on my classroom that it is easy to

apply what we do back in the classroom. For example, data is discussed, and we share interventions that we use, broadening my repertoire with new ideas. My coach asks questions about the lesson they will be observing that triggers ideas for meaningful follow-up, reflection or assessment to use with students. The process gives us space to think more deeply about what we do which helps us to become more intentional with our decisions. In a job where we so often 'go on to the next thing,' this space to professionally talk and analyze is gold.”

“I think the main change is a focus on measurability of student progress. Using data has helped identify student needs more quickly.”

“I am more focused both on intervention to help my struggling student as well as on ways to meet the needs of my students who are at/beyond where they need to be.”

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

Staff was asked to describe ways that PPD impacted student achievement. Below are some comments from teachers describing that impact:

“I have seen students become more responsible for their learning and focusing on what each needs (Collaborative Study Groups).”

“Critical reading has increased student comprehension of text and inquiry has helped them think deeper about my class.”

“Students are better prepared to meet expectations and challenges, self manage and develop strategies and routine to enable them to learn content, skills and to perform tasks independently.”

## Review Findings

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

At the beginning of the school year, site-based leadership teams met with principals to review and discuss data from 2016-2017. Using that data, each site developed a school wide-student achievement goal. Once the school-wide goal was established, the leadership team and site principals planned site-based staff development to help support the goal. PLC and individual goals were then aligned with the site goal.

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

Through interviews and surveys, teachers describe using data to drive the discussion within their PLC, which in turn shifted their instruction within the classroom, which in turn shifted student learning. One teacher commented, “Our focus has really shifted to, ‘has the student learned this?’”

## Recommendations

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

The district will continue to support and provide professional development around the

areas of Professional Learning Communities, SMART Goals and peer observations. Specifically, the district will continue to emphasize student learning through the gathering of data for support.

## Core Component: Teacher Evaluation

### Implementation

1. Are licensed staff members observed/evaluated as outlined in the approved plan (approval letter and subsequent plan change approval letters)? yes no
  - a. If no, please explain the changes that have occurred and why?

### Impact

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

Overall, teachers feel the reflection of instruction is an important layer of improving classroom instruction. Looking at the data is also an important piece of the evaluations. One teacher stated, "The observation was helpful, it makes me think about why I do what I do in my lessons. My coach and I talked about adjusting a lesson on the fly, plan B, and plan C and internalizing the choice to move to B or C." Another teacher said, "When we focus on the data or the tests, item analysis allows us to focus on what we need to teach in the future."

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

Observations have helped teachers see the why of student learning. One teacher stated, "I have dug into the social emotional learning and how it impacts each academic area, as well as individual impact on students." Another teacher stated, "Reflecting on student responses that my coach collected has allowed a more intentional interaction with my students. Lastly, "Working with my coach, we have found new ways to track student progress on their skills."

### Review Findings

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

Most often, the meaningful feedback for teachers came through careful examination of data collected during an observation. Teachers described how the data either confirmed the effectiveness of strategies used in the classroom, or made them aware of areas for improvement in student learning. Once the observation data was compared to the Charlotte Danielson rubric, teachers could identify specific areas of strength and areas of growth for their teaching.

5. 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?

New PLC Leaders received training in the summer on peer observation and evaluation. The PPD Coaches co-evaluated teachers at the beginning of the school year to check inter-rater reliability. The team also made integrating discussions focusing on the Charlotte Danielson rubric a point of emphasis during pre and post observation conversations. Using Danielson's examples provided an unbiased "expert" opinion into effective teaching and learning strategies.

## Recommendations

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

The PPD team will continue to use and educate teachers in the Cognitive Coaching evaluation process. The PPD will continue to use inter-rater reliability to support teachers stepping into the role of PPD Coach. Conversations in the pre/post observation will continue to focus on data around student achievement through the lens of the Danielson Framework.

## Core Component: Performance Pay and Alternative Salary Schedule

### Implementation

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

yes no

- a. If no, please explain the changes that have occurred and why?
2. 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 no
    - a. If no, please explain the changes that have occurred and why?

### Impact

3. What percentage of all licensed staff met the standard to earn performance pay for the measures of student achievement? 96.15%
4. What percentage of all licensed staff met the standard to earn performance pay for observation/evaluation results? \_\_\_\_\_ %
  - a. What percentage of tenured licensed staff met the standard to earn performance pay for observation/evaluation results? \_\_\_\_\_ %
  - b. What percentage of probationary licensed staff met the standard to earn performance pay for observation/evaluation results? \_\_\_\_\_ %
5. Is performance pay awarded for another area (besides school-wide goals, measures of student achievement and observation/evaluation results)?  
yes no

- a. If yes, what percentage of all licensed staff members met the standard to earn performance pay for this other area? █ %
6. What percentage of all licensed staff met the standard to earn movement on the salary schedule or an increase in base salary? 100%
  - a. What percentage of tenured licensed staff met the standard to earn movement on the salary schedule or an increase in base salary? 100%
  - b. What percentage of probationary licensed staff met the standard to earn movement on the salary schedule or an increase in base salary? 100%

## Recommendations

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

The district will continue performance pay in the areas outlined in the Q Comp plan.

## General Program Impact and Recommendations

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

97.1% of teachers indicated that they made changes to their professional practice as a result of coaching, goal setting, and/or work in Professional Learning Communities.

“It has helped me keep focus on what is important for STUDENT learning as well as TEACHER learning.”

“The process requires me to turn “big ideas” into bite size achievable pieces and to thing through, as well as plan, how to reach desirable outcomes.”

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

95.6% of teachers indicated that they have seen an impact on student achievement as a result of coaching, goal setting, and/or work in Professional Learning Communities.

“We have found new ways to track student progress on their skills.”

“We have taken more time to really look at how our student learn, and what we can do better to support them.”

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

The district will continue to offer training and support in the area of Professional Learning Community Development, student data use and analysis and the Danielson Framework for Teaching. Professional Development emphasis will continue to focus on the following areas: Focusing supports around achievement in PLC’s, observation conversations and goals. Naming “Next Steps” after data analysis. Using Danielson Framework in observations.