

# 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 2025-2026, the instructional roadmap focused on instructional design, student engagement, and data-driven student support. That work led to a variety of products at each site.

#### Instructional Design

- REAMS focused on CKLA implementation. That work translated to three professional development trainings, fully mapped CKLA instruction, and a review of how the curriculum integrates some social studies and science standards.
- RMS-CES focused on instructional implementation of relearning, summative support, and multilingual learner supports.
- RHS focused on relational capacity, metacognition, inquiry, and rigor.

#### Engagement

- All sites incorporated common language for engagement.
- Data was collected at sites.
- Teachers implemented engagement language in instruction in the way that fit their context.

#### Data-driven Student Support

- There is a purposeful review of FAST data and other student achievement evidence as it is available throughout the year (Workshop Week, PD/PLC mid year, end of year)

- Teachers received training on Student Achievement Plans and implemented them for students.

This year's work was focused on "the how" of instruction while in 24-25, we were focused on "the what." The work in connection to these roadmap goals have unified teachers at every level in our ability to use common language and practice to support student achievement through strong instructional practice. Next year's roadmap will allow us to further refine and align that work with goals of instructional alignment, learner agency, and data-driven student support.

Progress in this work has been captured by the learning scale. The PD/PLC time devoted to this work has supported staff in growth; having time in the spring was welcomed and important in that process this year.

Here is how a couple of groups captured it:

- We liked having the time to collaborate about CKLA, especially in our first year. We were able to map out what we were teaching and discuss what worked and what didn't work. This positively affects our students because we were prepared and consistent.
- Through discussions and PD work surrounding summative and formative assessments, relearning opportunities, multi-lingual learner training, and engagement work has given us many good ideas to immediately implement in the classroom.
- Good focus on the engagement continuum and direct ties to student achievement.

*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 worked throughout the year to build meaningful professional development and PLCs with a clear product. Those products are connected to instruction, which impacts student achievement. All PD is built with purpose so it is meaningful and transferable; it is often structured as a model of classroom instruction--the teachers are the students.

All BILTs continue to review student achievement data and they ask important questions that help us refine our processes so that we can better meet the needs of all students.

Mentors and coaches also provide support for teachers as they work to meet student needs.

## 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 2025. We did that training earlier this year to allow more time to prepare for Workshop Week and the year to come.

The feedback from BILT members reflects that we're growing in this model and feeling more comfortable. The goal is to see that continue each year.

- I think our group felt so much better about what direction we were moving in terms of writing out SIP goal and planning our workshop week.
- Our SIP goals went way better this year versus last year! It was a much better feeling!
- So much easier this time than last!
- I feel much more prepared for Workshop week this time than I did last year at this time. A lot less overwhelming when you have a bit of context and background experience.
- I appreciate how our team collaborates. We challenge each other and are open to listening to each other's perspective.

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:

- For me, it's the people. This group energizes me! Very brilliant minds in one space doing great work for kids!
- Strong leadership with many great ideas to make schoolwide improvements

Here are some highlights connected to observation coaches:

- The coach has always been there to help with lesson planning, and in many ways the coach is a second mentor.
- The coach consistently shares ideas, resources, and thoughtful feedback that strengthen my teaching. The coach's willingness to collaborate and support others makes a real difference for our team and our students.

Here are experiences with mentors:

- My mentor has been a blessing and the best mentor I have had the opportunity to work with. She has been very helpful in understanding the ins and outs of my role, always taking the time to answer questions and provide clear guidance. Her support, encouragement, and willingness to share her knowledge have helped me grow in confidence and skill. I am truly grateful for her mentorship and the positive impact she has had on my professional growth.
- My mentor has done a great job at noticing my teaching style. She is strategic with when she brings new information up so that she isn't giving me multiple tasks at once. I am someone who learns from my mistakes, therefore, I often times will ask her random questions throughout the year based on things that didn't go well or ways to improve my lessons. She has great ideas and every lesson I've used of hers has gone wonderfully. She is a great mentor and teammate.
- My mentor is amazing and I appreciate her understanding, support, and encouragement.

## Recommendations

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

The BILT newsletter continued this year and will be continued into future years.

In year two of implementing BILT, each team has had to navigate questions about how best to support the work. Each site has developed a system that works for their unique ecosystem.

A big question BILTs explore is how best to structure the work in recognition of the different needs of each teacher. The structures we've explored this year have allowed for the development of a new system for planning our work next year. Each moment of learning allows for reflection and provides an opportunity for growth. Even as the BILT structures evolve, it's clear that the power of shared leadership is great.

## 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:

- Overall, our work has focused on creating a more supportive, engaging, and student-centered classroom while using reflection and participation strategies to better understand and respond to student learning.
- I have continued to focus on improving my instructional practices. This has included creating materials to better support multilingual learners and becoming more familiar with student achievement plans, including adding and reviewing student data. I have also explored new engagement strategies, examined both formative and summative assessments, and considered approaches for implementing retakes to support student learning and growth.
- I am constantly reflecting on what is going well with a lesson and what can improve, this helps be to develop my curriculum for my map but also allowing me to try different strategies or ways of delivery class to class to ensure I am delivering my best lesson for my students. The engagement continuum has also impacted my instruction design, I am frequently reflecting on how to reach those students who are disengaged and how to create a more engaging lesson for both me and my students benefit.
- My instruction will become more intentional and student-centered. I am designing more hands-on learning experiences to help students better understand complex concepts
- Instructionally, it has helped me be more intentional with planning, engagement, and differentiation.

Ratings for professional development time throughout the year have been strong. This speaks to a clear purpose with time to learn and time to implement. When there's time given to both, that ensures that the transfer to classroom instruction happens.

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 (examples: structured engagement reflections in connection to achievement, relearning structures, interventions as a part of student achievement plans).

Teachers also highlighted a couple of student achievement connections:

- During PLC and PD we have worked on completed our Student Achievement Plans to provide supports for our struggling students. We have also explored ways in which we can ensure student success through summative and formative assessments. The focus of grading for ML students and how to best support their learning was a large topic as well.
- We meet weekly to go over the content taught that week and brainstorm ways to best present the information and skills to our students. We work towards finding unique and new ways to make our lessons engaging, especially when the curriculum is a heavy load for our students. We use the data/scores from each unit to reflect where we can best assist our students and where we can work to bridge learning gaps with current students and students who will be learning the same content in future years.

## 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 review of instructional practices at each site, along with review of engagement and achievement data at each site on an ongoing basis.

This work will continue and evolve with the 26-27 roadmap plan (instructional alignment, learner agency, data-driven student support).

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

The building goal data is tracked in a consistent format from building to building. All buildings then used that data to consider individual student support needs. In some cases, that led to the development of a Student Achievement Plan. In other cases, that led to Tier 1 strategy implementation.

Teams are now growing used to starting with the data as a part of the process to support all students. There have been strong results with the Student Achievement Plans and strong strategy implementation, with teachers sharing practices with each other. There are still moments where teams have questions; that is inevitable. In those moments, those questions are noted and shared with BILTs to provide support.

The MTSS team in the district also completed a six-part series that allowed us to review our systems. That data will inform work to come in 26-27 together with the roadmap.

## Recommendations

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

Each year's roadmap builds on the last. Though we're only in year two of that model, it now feels essential to our process. We've focused on "the what" and "the how" and now, with the DuFour's questions as an ongoing foundation, we will focus on refining and aligning our instruction.

The learning scale continues to be a powerful way to capture growth with this work. That, too, is evolving as we are looking at that data from teachers and considering how best to provide support when teachers need it. To do that, as the School Improvement Plans are developed, there will be plans made and then we'll pause to map out support ideas in advance of the work. With that, we'll also designate which BILT members and leaders will provide that support.

Ultimately, for the work to be effective, we have to recognize that teachers have different needs, just as students do. We want to follow up, develop an understanding, and provide responsive support.

## 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 are always a great way to get feedback that is directly related to my teaching practice in the moment with students.
- Observations are the best way to learn about your teaching and getting ideas how to be a better teacher by talking to other teachers. I also observe which helps as well.
- Observations impacted our classroom instruction by providing new ideas and strategies, as well as insight into how they can be implemented or adapted to fit our classroom environment.

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.

This is what some teachers pointed out about the alternate observation structure:

- I appreciate the flexibility of the alternative observation schedule and found it much more useful and felt it provides richer feedback and opportunity for reflection. Thank you for offering that.
- The alternative option for observations was a welcome modification for staff. Flexibility of scheduling with the alternative observations. The alternative method was a new way of preparing for an observation. Preparing/learning/reflecting.

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

The impact of observations on student achievement is reflected in new strategies teachers implement. PD this included opportunities to develop Tier I strategies. With implementation of those strategies, students have stronger supports that allow them to achieve and grow. That will continue to be a focus, along with ensuring that our Tier 2 and Tier 3 supports are clear. Observations allow learning and coaching in putting those interventions into place.

## 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 student learning, learning environments, assessment, planning, and instructional strategies. These questions directly connect to our work with the roadmap goals that can translate to new instructional practices. While the specifics of that are slightly different in each building, each team is focused on products that improve instructional practice.

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.

We facilitated follow-up meetings to ensure there's an opportunity for ongoing conversation connected to being in an observer role.

The observer feedback shaped recommendations for 26-27 to continue to strengthen our process and maximize learning for the teachers so they can grow as individuals and teams.

### Recommendations

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

The engagement work has been integrated into our professional conversations. Integrating that into the observation process has happened naturally. That will continue with our roadmap work and, by extension, our observations.

## 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

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.

Here are some teacher reflections:

- I feel like our team has done a great job of working well as a team, and have accomplished a lot during our PD and PLC time.
- Time given to let conversations breathe and come back to things instead of one and done with the expectation of mastery afterwards. We liked the volume of SD and content.

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

Our work this year has been centered around instruction: the way it's designed, the way it facilitates student engagement, and the way it supports students. All of that work contributes to creating strong learning environments.

The ongoing time we have through PD/PLCs that are a part of Q Comp, is critical to this work.

Here's a snapshot of some impacts teachers shared:

- The students are aware of the engagement continuum and are starting to see how if they are more engaged they will have better academic results.
- Everything we do is directly impacting our students.
- We are working at moving the needle that allows all students to have success and mastery of the content. We have had a lot of discussion on the curriculum/standards. Then we reflected on the assessments that measure this achievement.

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

Each opportunity for feedback throughout the year has a place to offer suggestions along with a place to request a conversation. That mechanism ensures that everyone understands that their voice is valued and their input is considered as we work to continuously strengthen our program.