

Q Comp Annual Report

District Name: Maple Lake Public Schools #881

Date Presented to the School Board: 6/9/2025

Purpose: The Maple Lake District Leadership Team created a survey that asks teachers about certain components of the Q-Comp plan. As allowed by the Department of Education, a local site plan, based on Best Practices, may be used. This document uses those best practices, in combination with the survey, to shed light on the current state of the program here in Maple Lake.

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

Survey Question (responses): Overall, how effective were the teacher leaders in performing their role this year?

1 (lowest score)	2	3	4	5 (highest score)
0% (H.S.)	0% (H.S.)	33.3% (6 H.S.)	44.4% (8 H.S.)	22.2% (4 H.S.)
0% (Elem)	0% (Elem)	0% (Elem)	30.8% (4 Elem)	69.2% (9 Elem)

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

80.6% (up 4.8% from 2024) of the staff that responded indicated that they felt our teacher leaders were “effective” or “very effective” at performing their responsibilities. Staff express that they appreciate the opportunity to collaborate and hear feedback from outside perspectives. Many indicate that our Peer Coaches provide good ideas, advice and the opportunity to reflect. Q Comp Leadership will meet prior to the start of observations next year to see how we can improve the overall satisfaction rating.

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?

Teacher leaders continue to make use of training opportunities when available. Reviewing the responses received, it's clear that our leaders are fully prepared to effectively fulfill their responsibilities.

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?

Overall, our Peer Coaching has had a positive impact on staff members by providing an avenue to communicate about things specifically related to instruction. We will continue to look for opportunities and ideas to improve this process.

Recommendations

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

The Maple Lake District Leadership Team will continue to oversee the program, make recommendations and provide training opportunities as we are able. We will work to improve our PLC agendas and continue to focus our efforts on student achievement.

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

Survey Question: Overall, how effective was your Late Start PLC (and other professional development opportunities) in addressing the outlined criteria?

1 (lowest score)	2	3	4	5 (highest score)
0% (H.S.)	11.1% (2 H.S.)	16.7% (3 H.S.)	50.0% (9 H.S.)	22.2% (4 H.S.)
0% (Elem)	0% (Elem)	7.7% (1 Elem)	38.5% (5 Elem)	53.8% (7 Elem)

Survey Question: Overall, how effective was your 2nd Monthly PLC in addressing the outlined criteria?

1 (lowest score)	2	3	4	5 (highest score)
0% (H.S.)	5.6% (1 H.S.)	33.3% (6 H.S.)	50.0% (9 H.S.)	11.1% (2 H.S.)
0% (Elem)	0% (Elem)	15.4% (2 Elem)	38.5% (5 Elem)	46.2% (6 Elem)

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

80.6% (up 4.8% from 2024) of the staff that responded indicated that they felt their Late Start PLC’s and professional development opportunities this year were “effective” or “very effective”, at accomplishing the criteria for Job Embedded Professional Development and 71.0% (down 8.3% from 2024) of the staff indicated that they felt their 2nd monthly PLC’s were “effective” or “very effective” at accomplishing the same criteria. Teachers appreciate the opportunity to collaborate and work on specific PLC related topics and goals. Having time to address relicensure requirements is also a tremendous benefit. We still need to work towards better helping each individual PLC identify specific goals and tasks related to their PLCs and will continue to solicit ideas from staff regarding PLC topics.

Review Findings

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

Our District Leadership Team collaborated to develop the late start plan. Our 2nd Monthly PLCs were prepared and implemented by the DLT and PLC Leaders. Those not involved with OLLA participated in curriculum PLCs. RTI and NWEA/MCA data are also used to guide discussions.

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

RTI data is analyzed, discussed and modified throughout the year. Pre/Post tests are used in most classrooms to monitor, track and guide planning. Some staff report sharing specific data collected, or student work samples in their PLCs which proved to be very helpful in identifying best practices.

Recommendations

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

We need to continue looking at assembling meaningful PLC groups and providing pertinent and timely professional development to motivate staff to embrace their learning groups and get the most out of them. We will continue to look at bringing in outside experts to speak to our staff and supplement our PLC studies.

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

Survey Question: Overall, how effective do you believe Maple Lake’s observation/evaluation process is?

1 (lowest score)	2	3	4	5 (highest score)
0% (H.S.)	0% (H.S.)	27.8% (5 H.S.)	33.3% (6 H.S.)	38.9% (7 H.S.)
0% (Elem)	0% (Elem)	7.7% (1 Elem)	23.1% (3 Elem)	69.2% (9 Elem)

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

80.6% (up 11.7% from 2023) of the staff that responded indicated that they felt our observation process was “effective” or “very effective”. Many indicate the process is beneficial and provides needed professional development.

Review Findings

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

Our “collaborative coaching” model – encouraging conversation before, during and after lessons – continues to work well by opening a meaningful dialog and requiring staff to assess and reflect on their lessons and observations.

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?

Based on the responses received, it seems our coaches provide meaningful support and direction. Q Comp leaders will continue to take advantage of training opportunities as they are available.

Recommendations

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

Through consultation with our District Leadership team, and consideration of staff input, we will continue to improve the overall observation/evaluation process for both staff and Q Comp leaders.

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?

Impact

What percentage of all licensed staff met the standard to earn performance pay for the measures of student achievement? **Unknown. This data will be shared, and eligibility determined, in the fall.**

What percentage of all licensed staff met the standard to earn performance pay for observation/evaluation results? **100 %**

What percentage of tenured licensed staff met the standard to earn performance pay for observation/evaluation results? **100 %**

What percentage of probationary licensed staff met the standard to earn performance pay for observation/evaluation results? **100 %**

Is performance pay awarded for another area (besides school wide 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? %

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? **100 %**

What percentage of probationary licensed staff met the standard to earn movement on the salary schedule or an increase in base salary? **100 %**

Recommendations

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

We will continue to consider the needs of our staff, and our budget, to provide opportunities for staff to improve their professional work as well as provide opportunity for staff to assume leadership roles.

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?

Participating in the Q Comp program makes our teachers more aware of what they are doing and why. Collaboration with teacher leaders provide insight and builds an additional sense of excitement when staff members embrace the program. Given the consistent, positive feedback, it's apparent that teachers appreciate the opportunity to learn, discuss and improve their profession.

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

Students benefit from teachers that are constantly making efforts to improve their profession. Maple Lake student achievement has been demonstrated over the years as compared to statewide benchmarks.