

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 - in addition to building level teams, we dig further with additional meetings broken down by departments at the different building levels.*
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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?

- *Teacher feedback is key, and peer observations allows for open and honest conversations to help increase the effectiveness of our teaching staff.*

How did the work of teacher leaders impact student achievement?

- *Based on observations and feedback, teachers are able to identify their blind spots and help remediate those areas to increase student achievement.*

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?

- *Our teacher leaders meet monthly and learn from each other. This conversation and discussion of what each individual is doing at their level helps our staff return to their specific buildings/levels and utilize new knowledge to help all staff members.*

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?

- *Teacher leaders are continually working and listening to what teachers need help with or would like to focus on. As teacher leaders are evaluated, it is clear that they are having a positive effect on the learning community members. Our staff members have commented on the value of peer feedback and interaction in regards to classroom teaching, as compared to purely administrative feedback. Teachers feel very comfortable in asking peers for suggestions and even asking peers to come in and observe in non-evaluation times to help grow.*

Recommendations

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

- *The district will use the same model as prior years, as it is effective. In addition, the district continues to encourage as many staff members as possible to take a turn as a teacher leader. The district feels the more teachers that take on this role over the years, the more we get different teachers in different classrooms and our teachers can see all the different teaching methods and they all can learn from each other.*

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 - in addition to building level teams, we dig further with additional meetings broken down by departments at the different levels to help align curriculum both vertically and horizontally and align to standards.*

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?

- *Utilizing MCA tests, classroom assessments and aligning instruction to standards allows staff review student learning and then make adjustments to their teaching to help ensure learning.*

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

- *Based on data review from previous years, staff changed instruction to fill in holes/gaps. Current year assessments helped to confirm these areas were transformed and student achievement improved.*

Review Findings

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

- *Through bi-monthly meetings at building levels, monthly meetings in departments across buildings and weekly department meetings, staff utilized data on both academic and social-emotional from*

assessments given to help identify needs based on subject area and individual students and worked to form connections and adjust instruction to meet needs.

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

- *Our district utilized teacher designed formative assessments, MCA assessments and FastBridge assessments during the year to identify if instructional strategies are working and then modifies if not.*

Recommendations

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

- *Continue to have our site/lead teachers interact with each other and their LC's to check data (both academic and social-emotional) and work to ensure that we are meeting our students needs along with teaching the standards to our students.*

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?

- *Having peers observe peers and give feedback help our teachers continually improve their instruction. The observations also allows for our observers to share the best practices with all teachers.*

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

- *With continual improvement of our staff as well as the intimate conversations of best practices in the classroom helps our staff weed through the ineffective items and focus their attention on the practices that improve academics.*

Review Findings

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

- *Post observation conversations with teachers shows the reflection they have put into the feedback given by admin and peers. Our observers have noted that they have seen teachers put some of the feedback given into their teachings during subsequent 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?

- *We have monthly meetings of our site/lead teachers. In the future, we have discussed having our observers meet and discuss more often what they see in the classroom. Currently, they have very minimal conversations with each other. The inter-rater reliability isn't high right now, and we will meet over the next year to plan for improvements.*

Recommendations

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

- *We will plan for more communication/training between our observers in the coming school year.*

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? %

- *100%*

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 schoolwide 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?

- *Continue to work with staff during observations and on data goals they write to start the year. Meeting and discussing with staff through LC's and with site/lead teachers to help ensure staff are meeting goals.*

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?

- *Vertical and Horizontal alignment of curriculum and assessments has been a big push this past year and great conversations have been had by our staff. Staff has noted they enjoyed the consistency of knowing what was being taught by other teachers in their department/grade. They have seen that common language and assessments have helped prepare students for future classes and that students are more at the same point due to this alignment..*

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

- *Staff has noted that formative and summative assessments within the classroom have shown improvement and that they have seen common assessments from peers show similar improvement. As students progress from one grade or teacher to another during different grading periods, the alignment of curriculum and assessments has given teachers confidence in what to teach and what has been taught. We saw an increase in the number of students across the district meet and/or exceed standards on both the MCA and FastBridge assessments..*

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

- *With the alignment of curriculum and standards both vertically and horizontally, the staff lead by our site/lead teachers is going to be focusing on Scope and Sequence for their classes. The goal is to create a roadmap for each subject/class taught at our school to allow us to compare instruction to assessment data after each unit..*