

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 2024-25

78 teachers participated in the Q Comp Program

44 Elementary Teachers, 32 High School Teachers, 2 Teachers shared between buildings

Mentorship

16 Mentors worked with 28 teachers throughout the school year

- Elementary - 8 year one teachers, 6 year two teachers, 1 year three teacher
- HS - 6 year one teachers, 5 year two teachers, 1 year three teacher
- Next year, expecting to work with 10 teachers at the Elem and 8 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 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
- Builds camaraderie and positive climate and culture through highly structured teaming opportunities such as mentorship meetings, PLC meetings, grade-level data digs, and schoolwide PLC professional development.

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. We started working with Resource Training & Solutions to provide additional support for our Mentorship and Coaching programs.
- We have reviewed the new state statutes for teacher evaluation and edited our rubric to meet those updated statutes. Additional training will be required for these changes next year.

Recommendations

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

- The mentorship program was revised in the 24-25 school year and we have provided additional modifications for the 25-26 school year 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 to utilize our data system (Educlimber) and will gain strategies for coaching individual teachers and groups of teams in its effective use.
- Additional support for Mentors and Peer Coaches will be provided via a grant opportunity with Resource Training & Solutions.
- In June 2025, HS PLC leaders plus a few other teachers from leadership teams in HS will attend the PLC at Work Institute conference to help build on the knowledge and tools to effectively implement professional learning communities at the high 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 learned about 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. Creating opportunities for positive classroom behaviors and minimized distractions to learning led to higher rates of growth throughout the school year on normed assessments.
- 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.
- 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?

- Frequent and ongoing data analysis from screening measures, district standardized assessments, and classroom achievement data took place at minimum on a quarterly basis.
- Surveys, shared communication, 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 Strategies

Recommendations

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

- We will continue 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.
- We are continually increasing the training provided to Mentors and improving the Mentorship program that supports our newest teachers.
- We are providing additional training for Peer Coaches to use our revised observation rubrics.
- We will create further guidance for PLC leaders and their groups based on changes made to any of the above. Several PLC leaders will be attending the PLC Conference in June to begin that process. This information will be shared among all PLC Leaders throughout the year.

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.

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
- 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.

Recommendations

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

- We always analyze all 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 operational plan.
- 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 utilized when revising our evaluation rubric.

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

- 85% of all licensed staff made progress towards their Student Achievement goals.

Teacher Evaluation

- 97% of all licensed staff completed the observation requirements, earning average of Proficient
 - 98% of tenured teachers
 - 96% of probationary teachers
- At least 212 teacher observations were completed, with additional supportive observations
 - Elementary → 64 Peer Observations, 64 Administrative Observations
 - High School → 47 Peer Observations, 37 Administrative Observations

Building Goals

Goals are set from spring 2023 to spring 2024. MCA data will be verified when official scores are released later this summer.

Elementary Goals:

- 3-6 meeting Math Automaticity growth to increase from 64.4% to 65.4%.
 - Result: 67.6% met spring target

High School Goals:

- 7-12 Math MCA goals to increase from 31.2% to 32.2%
- 7-12 Reading MCA goal to increase from 45.5% to 46.5%
- 7-12 Science MCA goal to increase from 50.9% to 51.9%

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
- 3 teachers completed make up work to earn Bonus Stipend
- 8 teachers earned partial stipends due to hiring dates or excused absences

Salary Step

- 67 of 78 teachers will be returning next year
- 97% of those returning will have earned their salary step

Performance Pay Bonus Stipends

Of \$98,904 set aside for goals, Peer Review, and PLCs:

\$91,172 will be distributed to teachers

\$7,732 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.
- We revised the teacher observation rubric and process for self reflection.

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