

# 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, The teacher leader positions implemented this year aligned with the approved Q Comp plan. Each site maintained designated facilitators responsible for coaching, mentoring, and leading collaborative teams.

If no, please explain what changes have occurred and why? **N/A**

### Impact

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

Teacher leaders are highly effective in shaping classroom instruction, with 83% of staff members agreeing they have a positive impact. This positive influence is reflected in average ratings of 4.15 for classroom instruction and 4.14 for student achievement on a five point scale.

Teacher facilitators play a vital role by structuring meaningful conversations, fostering collaboration, and guiding problem-solving. Through these interactions, they promote instructional shifts and help teachers respond more effectively to student needs. They also facilitate data analysis and feedback to ensure instruction aligns with student needs and learning goals. Furthermore, facilitators offer crucial mentorship and guidance in areas like classroom management and curriculum implementation.

How did the work of teacher leaders impact student achievement?

The survey revealed that 83% of staff members agreed that teacher leaders positively impact student achievement. Teacher facilitators play a crucial role in boosting student success through several key actions:

- **Fostering Collaboration:** Teacher leaders encourage collaboration among educators, which promotes the sharing of best practices, instructional strategies, and valuable resources. This teamwork leads to better teaching methods and more engaged students.
- **Guiding Data Analysis and Goal Setting:** Facilitators help teachers analyze student data and set clear goals. This enables educators to better understand student needs and develop targeted interventions.
- **Creating a Supportive Environment:** Facilitators cultivate a supportive atmosphere where teachers can openly discuss challenges, receive guidance, and build confidence. This supportive environment ultimately leads to improved student achievement.

While the effectiveness of individual facilitators can vary, their contributions are vital in supporting teachers and directly influencing student success.

## 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?

All teacher leaders received initial training before the school year started, providing them with a strong foundational understanding. Their learning and development continued throughout the year:

- **Monthly Data Review Sessions:** Each school site held crucial monthly data review sessions. These ongoing reviews were essential for informing and shaping the next steps at each location, ensuring strategies were tailored to their evolving needs.

Feedback shows that teacher leaders are highly valued for two key abilities:

- **Facilitating Goal-Driven Dialogue:** They are adept at leading conversations that focus on achieving specific goals.
- **Introducing Practical Tools:** They consistently introduce useful tools that can be directly applied in the classroom.

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 survey results show that Teacher Leaders feel confident, knowledgeable, and supported in their job. This positive self-perception indicates they are well-equipped to make significant contributions to:

- The professional growth of their colleagues.
- The overall success of their educational community.

## Recommendations

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

Here's how the district plans to enhance teacher leader training and support:

### Improving Training and Development:

- **Ongoing Training:** We'll improve ongoing training to give leaders enhanced skills and a deeper understanding of classroom best practices.
- **Initial Leadership Training:** New teacher leaders will receive foundational training to prepare them for their roles.
- **Facilitator Development:** We'll focus on strengthening facilitators' skills in structuring discussions and effectively using data to inform instruction.

#### **Strengthening Evaluation and Alignment:**

- **Enhanced Teacher Leadership Evaluation:** We'll improve the evaluation process within Professional Learning Communities to ensure consistency and maximize their impact.
- **District-Wide Training:** This training will ensure clear alignment of district Q-Comp goals across all school sites, fostering a more consistent and impactful experience for all educators.

## **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, Learning teams operated as outlined in the approved plan, meeting regularly with structured agendas and objectives. Teams were encouraged to align work with site goals and student data.

If no, please explain the changes that have occurred and why? N/A

### **Impact**

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

The survey revealed that a strong majority, 81% of staff members, agreed that professional development positively impacted classroom instruction. This consensus is strongly supported by evidence showing that job-embedded professional development, especially when integrated within Professional Learning Communities (PLCs), significantly benefits teachers. This leads directly to improved teaching and better student learning.

The positive effects of professional development embedded within PLCs were clear: average ratings were 4.05 for instruction and 4.01 for achievement on a five point scale. Teachers reported tangible benefits, including:

- **Enhanced Lesson Planning:** Teachers improved lesson planning by focusing on standards, embedding clear learning targets, and utilizing diverse resources.
- **Improved Classroom Management:** Collaboration with colleagues proved invaluable, leading to better classroom management strategies and the sharing of best practices.
- **Effective Problem-Solving:** Teachers worked together to effectively solve problems related to specific student needs.

- **Data-Driven Instruction:** Analyzing data played a crucial role in informing instruction, helping teachers identify areas for improvement and provide targeted support.
- **Refined Strategies and Assessments:** Teachers implemented peer-recommended strategies and refined assessments, better aligning them with student needs.
- **Support for New Teachers:** New teachers especially valued the insights and support gained through team meetings.
- **Growth for Experienced Educators:** Experienced educators appreciated opportunities for reflection and professional growth.

Overall, job-embedded professional development fostered a collaborative and supportive environment. This allowed teachers to learn from each other, refine their teaching practices, and ultimately create a more positive and effective learning experience for their students.

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

The survey revealed staff members strongly agreed that professional development positively impacted student achievement. This was largely due to job-embedded professional development, which significantly boosted student success in several ways:

- **Teacher Collaboration:** Teachers worked together, sharing best practices, instructional methods, and student data.
- **Data-Driven Instruction:** Educators analyzed student data to differentiate lessons for individuals, ensuring all students received appropriate instruction.
- **Engaging Activities:** Professional development sessions focused on creating engaging activities and strategies, which, in turn, increased student motivation and classroom participation.
- **Reflection and Adjustment:** Educators also benefited from dedicated time to reflect on their teaching. This allowed them to adjust their methods based on student progress and feedback, continually improving their instruction.

## Review Findings

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

Effective Professional Learning Communities (PLCs) are crucial for boosting student achievement. Through collaborative discussions, teachers within PLCs effectively identified areas where students needed the most support. This teamwork directly led to the development of specific instructional strategies aimed at improving student performance.

**Key aspects of effective PLCs included:**

- **Data-Driven Focus:** PLCs analyzed data to pinpoint student needs.
- **Strategy Sharing:** Teachers actively shared and refined instructional strategies.
- **High Engagement:** Discussions were purposeful and directly supported by school-wide goals and instructional leadership.

The Instructional Coaches and Site Leads also played a vital role, working closely with both PLCs and administration to contribute valuable strategies. Furthermore, leadership teams consistently met to analyze student data and discuss next steps or specific strategies needed to further enhance student achievement, ensuring a comprehensive approach to improvement.

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

Weekly Professional Learning Community (PLC) meetings were centered on using data to improve instruction. Here's how teams approached this:

- **Developing Common Assessments:** Teams created common formative assessments to measure student understanding.
- **Analyzing Data:** After lessons, they analyzed the assessment data to identify both student strengths and weaknesses.
- **Informing Next Steps:** This analysis directly informed their next steps, including differentiated instruction and selecting the most impactful teaching strategies.

This continuous cycle ensured that teaching methods were constantly adapted to meet student needs.

## 2024 - 2025 Student Achievement Data

### [SY25 Q-Comp Results](#)

EC Building Goals (Coming June 12th)

SRS Building Goals (Coming June 12th)

MS Building Goals (Coming June 12th)

HS/ALC Building Goals (Coming June 12th)

DLA Building Goals (Coming June 12th)

## Recommendations

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

The district's analysis of job-embedded professional development highlighted several key areas for improvement:

- **Ensure Understanding of the Continuous Learning Cycle:** It's crucial that all Professional Learning Communities (PLCs) fully grasp this fundamental framework for ongoing improvement.
- **Support PLCs for Non-Classroom Staff:** We need to find better ways to support PLCs for staff members who aren't classroom teachers, as current procedures often cater primarily to classroom-based roles.

- **Reinforce Structured Meeting Time with Targeted Agendas:** To maximize impact, PLCs should continue to have dedicated meeting times with agendas directly linked to student outcomes.
- **Connect School-Wide Initiatives with Team-Based Problem-Solving:** Facilitators will receive support in bridging broader school goals with the specific problem-solving efforts happening within their teams.

These efforts will help ensure that job-embedded professional development is effective and accessible for all staff, leading to improved outcomes across the district.

## 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, Observations and evaluations were implemented according to the approved plan. Staff participated in multiple observations, followed by feedback and coaching sessions.

If no, please explain the changes that have occurred and why? NA

### Impact

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

Our district's observation and evaluation process is significantly improving both classroom instruction and student achievement. A strong 83% of staff members agree it positively influences classroom instruction. This positive view is widely supported by staff comments that highlight the collaborative nature of observations conducted by both teacher leaders and administrators.

Teachers particularly value feedback that helps them refine their teaching, finding peer observations especially insightful.

This process fosters a culture of continuous improvement, helping teachers grow professionally and enhance their teaching practices. It promotes a learning community where educators work together to support each other's growth and ultimately improve student learning. The collaborative observations and emphasis on reflection create a supportive, growth-oriented environment that benefits both teachers and students.

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

In the same survey, 81% of staff members agreed that their observation and evaluation process impacted student achievement. Their comments generally highlighted two key areas:

- **Increased Student Engagement:** The process led to students being more engaged in the classroom.
- **Enhanced Teaching Through Collaboration:** Staff noted that collaboration within their PLCs allowed them to improve their teaching and lessons for students by incorporating diverse perspectives.

### Review Findings

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

Observations are vital for fostering professional growth and improving student learning. Staff consistently reported that observations provided:

- **Constructive Ideas:** Clear, actionable suggestions for improvement.
- **Clear Direction:** Guidance on how to achieve better student outcomes.

Teachers felt comfortable and open to the support offered, and many successfully put the suggestions they received into practice.

**Key aspects that contributed to their value include:**

- **Valued Peer Feedback:** Teachers especially appreciated feedback from their peers, noting that consistent observation feedback significantly contributed to their growth.
- **Impactful Learning Lab Observations:** Learning lab observations were effectively used within PLCs to deliver powerful feedback.
- **Tailored Instruction:** Site reviewers confirmed they used this feedback to tailor instruction and enhance critical areas such as lesson timing and classroom management.

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?

Before the school year began, both PLC facilitators and staff members received initial training. Additional follow-up training was provided throughout the year as needed.

During PLC meetings, discussions frequently focused on Marzano elements and their corresponding "look-fors" (observable behaviors or indicators of those elements in practice).

## Recommendations

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

For the 2025-26 school year, the district will prioritize training for all leaders to ensure high-quality and consistent feedback.

- **Comprehensive Training for New Personnel:** Leaders will receive training to prepare them for their roles.
- **Continued Inter-Rater Reliability:** Teacher Leaders and Administration will receive ongoing training to ensure consistency in observations and feedback across the board.
- **Sustained Professional Development:** All groups will participate in continuous training and conversations throughout the year to foster ongoing growth and skill development.

## 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, The Q Comp program continues to positively affect both instructional practice and student learning. Staff feel supported, engaged in meaningful professional development, and empowered to implement new strategies based on collaborative learning.

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? 49%

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? % NA

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

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

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



## Recommendations

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

### **Analyze Barriers to Student Achievement Goal Attainment**

With only 49% of licensed staff earning performance pay based on student outcomes, the Qcomp administrator and site advisors will conduct a root cause analysis to determine systemic or instructional barriers. Focus areas may include assessment design, goal rigor, and alignment with classroom practices.

### **Refine Professional Development to Better Target Student Growth**

While staff report high satisfaction with collaborative learning, professional development should be further aligned with instructional strategies proven to impact student achievement. As leadership teams meet to develop action plans, emphasis on targeted coaching and professional development should focus on meeting the needs of all students, formative assessment aligned to state benchmarks, and intervention strategies.

### **Tracking and Monitoring of student achievement**

To enhance the effectiveness of performance pay it is recommended that the **District Site Advisory Committee** establish a formal process to regularly monitor student achievement data across buildings. This oversight should be used to evaluate progress toward schoolwide and Q Comp

## 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?

The Q Comp program continues to be a major force for teacher growth, instructional improvement, and shared leadership in our district. Both internal surveys confirm that PLCs, coaching, and evaluations are all effective tools for professional learning and student success.

The program's positive impact on instruction is clear in how it balances flexibility with structure for teachers. As staff members noted, this includes:

- **Flexibility and Choice in Growth Plans:** Teachers appreciate the freedom to develop their own professional development plans and choose their focus areas, which increases their engagement and motivation.
- **Structured Support for PLCs:** PLC Facilitators benefit from the clear framework of the **Continuous Learning Cycle**. This provides a structured process for collaboration, sharing best practices, and mutual accountability, offering crucial support for educators.
- **Meaningful Self-Reflection:** Teachers are engaging in deeper, more intentional self-assessments, directly aligning their reflections with school goals and student learning objectives. This targeted reflection leads to more effective teaching practices.

Teachers' comments consistently highlight the value of the program's components:

- "Being given time as a team to discuss has been key to our team growing professionally."
- "Feedback from learning teams and observations made me adjust my instruction with clearer intent."

These comments show a high level of engagement and a direct link between the program's initiatives and actual shifts in teaching.

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

The Q Comp program is positively impacting student achievement by promoting a data-driven approach to instruction. Here's how:

- **Increased Data Analysis:** Teachers are now placing a greater emphasis on analyzing student data, especially from formative assessments.
- **Informed Instructional Decisions:** This data directly informs instructional decisions, allowing teachers to customize their teaching to meet students' specific needs.
- **Responsive Classroom Environment:** The program fosters a more responsive classroom where educators can analyze data and take immediate action to address learning gaps.

This strong focus on using data to continuously improve instruction suggests a positive impact on student achievement.

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

Our commitment to the district's strategic vision is ongoing. We'll continuously evaluate and refine our support for the **Q Comp Core Components**, using insights from this report to pinpoint areas for improvement across all aspects of the program.

Here's how we plan to enhance our efforts:

- **Empowering PLCs:** Schools will be empowered to leverage Professional Learning Communities (PLCs) to collaborate on formative assessments, analyze student data to identify needs and achievement gaps, and then develop targeted strategies to close those gaps.
- **Integrating Social-Emotional Learning (SEL):** We recognize the importance of SEL and will prioritize its integration to foster well-rounded student success.
- **Ensuring Consistent Practice:** We'll continue calibrating across buildings to ensure consistent practices in professional development and instructional support.
- **Aligning Learning and Outcomes:** We'll prioritize visible alignment between the work of learning teams, observations, and student achievement outcomes.
- **Strengthening Administrator Support:** We will continue to support administrators in ensuring inter-rater reliability of teacher evaluations. By creating a structured process for improvement through coaching, administrators will receive meaningful feedback on their evaluation practices, fostering accuracy, consistency, and growth across the system.