

Q Comp Annual Report

This report is a summary of the Q-Comp program for the 21/22 school year. I am also including the proposal that was approved by MDE. The leadership team is recommending no changes be made to the program payouts or lead stipends for the 22/23 school year. The STAR testing and PD funds have been removed from the proposal.

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

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

Through our observation process, the teacher leads were able to observe their teams within the classroom setting and then meet with them shortly after to review the observation, ask and answer questions, and provide feedback on what went well and what the teacher may try to improve. Each certified staff also had the opportunity to observe another colleague. Through this process each person was able to observe other teaching styles, get ideas to implement in their own teaching, and help one another in areas of struggle.

Our Teacher Leaders worked hard to create meaningful PLC's where we discussed classroom data, connected with colleagues, and were able to regularly ask and answer questions of our leads and other school professionals.

How did the work of teacher leaders impact student achievement?

By facilitating meetings where we were able to work together and consult with teachers who have worked with our students in the past, we are better able to work with our classes and adjust as necessary by talking through situations and discussing ideas that have helped previously. Lead Teachers were also available to individual staff for questions, concerns, and recommendations to help both individual student and whole class instruction.

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 Seat-based Lead staff attended HRS trainings and On-line attended Quality Matters trainings. Seat-based is working on level 1 HRS certification which is Safe and Collaborative Culture, so the focus has been on collaborating, creating a safe environment for staff to provide input, ask questions, and get feedback. Team Leads

also attended regular monthly meetings with their directors to receive input and feedback from them. This year the 3 on-line leads were also up for Administrator evaluation and Holly looked at their leadership roles as a part of that and provided feedback in those evaluations.

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?

Team leader supports and encourages team members. 88.9% reported regularly 8.3% reported Sometimes

Team leader encourages team members to share “what works” in instruction and makes recommendations based upon best practices in instruction 83.3% reported regularly 8.4% reported sometimes. This shows that, for the majority, the leads were supportive and helpful to their teams providing opportunities to discuss and meaningful input.

Recommendations

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

Sharing results with the directors, slight adjustments have been made to the leadership teams to improve the overall program.

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

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

Through discussions with one another, the teams were able to problem solve and work together to come up with solutions to issues that arose. Through professional development, all certified staff were able to increase their skills and knowledge to better themselves for instruction.

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

Through these processes, licensed staff gained more knowledge on ways to better help their students succeed on class assignments as well as increase scores on the standardized tests such as STAR and MCA's.

Review Findings

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

Through PLC's and team meetings professionals were able to discuss issues they are seeing in certain classes/groups of students and receive ideas and strategies from others to help students be successful.

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

The on-line program held Support Squad meetings and the Seat-Based program held MTTs meetings regularly. At these meetings the teams reviewed student data, STAR scores, and brought forth specific students that were showing some extreme difficulties. The teams were then able to problem solve and come up with plans for intervention. The teams then circled back to these students/interventions to decide if something more/different was needed or if the intervention seemed to be working.

Recommendations

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

Information is shared with the directors and board as to the meaningfulness of professional development trainings received as well as recommendations for PD that staff may benefit from to decide to move forward with, discontinue, or continue certain trainings. The PLC PD has been reviewed and adjusted as needed to better meet the needs of our staff and students-for example, making team meetings more data centered.

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, Seat-Based used the Marzano protocol and On-line used the NSQOL.

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?

Through the evaluation process staff was able to receive meaningful feedback to celebrate successes and given areas of improvement to work on.

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

Through the feedback received staff were able to make adjustments to their teaching to improve their student's success.

Review Findings

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

Staff were given written feedback they were able to look back on as they worked to improve their skills.

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?

Through leader meetings we discussed the protocol that would be used for evaluations to be sure we were consistent with the process.

Recommendations

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

Sharing results with directors and the board to keep everyone in the loop to both celebrate achievements as well as areas for improvement.

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?

91.8% Met their individual SMART goal

100% met our Program goals of increasing our Math Growth on the STAR tests.

What percentage of all licensed staff met the standard to earn performance pay for Fall observation/evaluation results? 91.8%

What percentage of licensed staff met the standard to earn performance pay for Winter observation/evaluation results? 97.9%

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

Is performance pay awarded for another area (besides schoolwide goals, measures of student achievement and observation/evaluation results)?

Yes, PD Hours

If yes, what percentage of all licensed staff members met the standard to earn performance pay for this other area? 97.9%

Recommendations

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

The high percentage of completion on these components shows the licensed staff participating take this very seriously and believe these components are beneficial to their profession.

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 goals created for the CCS Q-Comp program are created based on data and reports from STAR and Osprey Wilds. Finding we were scoring lower in the area of math, our individual SMART goals were math centered. Even the music and PE teacher related their goals to math to help with the over all ultimate goal of improving math scores.

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

The 100% completion rate of the Program Goals shows that students in both programs were able to increase their math growth scores on the STAR test.

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

The board can use the information to see that the program has benefited CCS by empowering staff to utilize each other to share our strengths and work on areas of improvement as a team. A very high percentage of the goals were met that show improvement in both areas of instruction as well as student achievement.