

Q Comp Annual Report 2016-17

Please provide an update on the district Q Comp program for the current school year that includes the summary of findings and recommendations from the annual board report as required under Minnesota Statutes, section 122A.414, subdivision 3(a).

Submit the report in SharePoint according to the directions in the guidelines with the district name as the beginning of the file title (i.e., *ABC School District Q Comp Annual Report 062116*).

Please provide the following **District Identification Information**.

District Name: Buffalo-Hanover-Montrose

District Number: 877

Date Presented to the School Board: June 12th, 2017

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.*** It is recommended that each question be addressed with a brief summary of 3-7 sentences.

Core Component: Career Advancement Options

Implementation

1. 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 ☐no
 - a. If no, please explain what changes have occurred and why?

Impact

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

94.8% of teachers indicated that they made changes to their professional practice as a result of coaching, goal setting, and/or work in Professional Learning Communities.
3. How did the work of teacher leaders impact student achievement?

83.5% of teachers indicated that they have seen an impact on student achievement as a result of coaching, goal setting, and/or work in Professional Learning Communities.

Review Findings

4. 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?

New PLC Leaders took part in a one day training in August led by the PPD Coaching staff to train them in using data to guide instruction, facilitate a PLC meeting, and complete peer observations. PPD coaches attended the DuFour Professional Learning Community Summer Institute to learn more about how to support PLCs within the district. In addition, all coaches have received training in Cognitive Coaching and the Danielson Framework to assist in completing peer evaluations.

5. 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 PPD Coaches were evaluated by BHM staff in the areas of positive communication, fostering deep reflection during the pre/post conference, knowledge of the PPD program requirements, adhering to data-privacy, approachability, and focusing conversations around data. Over 97% of teachers rated their primary PPD coach as either a 3 or 4 (on a 4 point scale) in all areas listed above. Overall, the staff felt that their coach was someone that was easily approachable and professional in all interactions.

Recommendations

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

This summer, the PPD coaches will continue their training by attending Adaptive Schools training that focuses on improving the work of leadership teams. They will also attend AVID summer trainings in order to better support teachers implementing AVID strategies in their classroom. In addition, there will again be a training for new PLC leaders led by the PPD coaching staff in the summer.

Core Component: Job-embedded Professional Development

Implementation

1. Are learning teams configured and meeting as outlined in the approved plan (approval letter and subsequent plan change approval letters)? ☒yes ☐no
 - a. If no, please explain the changes that have occurred and why?

Impact

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

Staff was asked to describe ways that PPD impacted their instruction. Below are some comments from teachers describing that impact.

- Holds me more accountable to who and what I am teaching. Helps guide my teaching based off

data to help with narrowing the gap in literacy standards/skills for my students.

- My post observation meetings have allowed me to reflect on what's working (and what's not) so that I can improve my instruction. It's helpful to talk things out with another professional.

-As we looked at the assessment of certain projects we became aware of learning targets that were being glossed over and/or missed. We were able to use data to look into the targets and create lessons to help meet them.

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

Staff was asked to describe ways that PPD impacted student achievement. Below are some comments from teachers describing that impact.

- With the focus on a specific goal, there is a push with interventions and strategies to help students achieve that goal.

- Initially my data collected on Rhyming work showed little improvement when others showed improvement but although mine took more time student data did show improvement after targeted work on Rhyming skills.

-Meeting with my team regarding data has been helpful because we can focus on specific deficits in our students' learning and brainstorm ways to scaffold support for them.

Review Findings

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

At the beginning of the school year, site-based leadership teams met with principals to review and discuss data from 2015-16. Using that data, each site developed a school-wide student achievement goal. Once the school-wide goal was established, the leadership team and principals planned site-based staff development to help support the goal. PLC and individual goals were also aligned with the site goal.

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

In interviews and survey comments, teachers described how using data within Professional Learning Communities shifted their entire approach to education. Conversations within PLCs shifted from “my” students to “our” students. The conversations also shifted from a focus on teaching to a focus on learning. One teacher said that the work of PPD impacted them through “accountability for specific data, and persistent instruction toward the target goal.”

Recommendations

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

The district will continue to support and provide professional development around the areas of Professional Learning Communities, SMART Goals, and peer observation. Specifically, the district will continue to emphasize shifting the focus of conversations from teaching to student learning (and data to support evidence of student learning).

Core Component: Teacher Evaluation

Implementation

1. Are licensed staff members observed/evaluated as outlined in the approved plan (approval letter and subsequent plan change approval letters)? ☒yes ☐no
 - a. If no, please explain the changes that have occurred and why?

Impact

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

Teachers felt that the observation process was non-judgmental, and focused on area(s) that the teacher identified as important. The data collected by coaches in observations often led to changes in the teacher's professional practice. One teacher said, "After reflecting on data that was collected, I've changed how I administer some of my assessments." Several teachers also identified the cognitive coaching process as something that they were beginning to implement in their own classrooms when working with students.

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

The observations allowed teachers to dig deeper in one area of their teaching and examine its impact on student achievement. One teacher said of the observation process "I am more aware of their participation in our discussions. I do more pre and post tests with the standards. This helps me to see growth."

Review Findings

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

Most often, the meaningful feedback for teachers came through careful examination of data collected during an observation. Teachers described how the data either confirmed the effectiveness of strategies used in the classroom, or made them aware of areas for improvement in student learning. Once the observation data was compared to the Charlotte Danielson rubric, teachers could identify specific areas of strength and areas of growth for their teaching.

5. 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?

New PLC Leaders received training in the summer on peer observation and evaluation. The PPD Coaches co-evaluated teachers at the beginning of the school year to check inter-rater reliability. The team also made integrating discussions focusing on the Charlotte Danielson rubric a point of emphasis during pre and post observation conversations. Using Danielson's examples provided an unbiased "expert" opinion into effective teaching and learning strategies.

Recommendations

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

The PPD team will continue to use and educate teachers in the Cognitive Coaching evaluation process. The PPD team will spend more time on inter-rater reliability in order best support new teachers stepping into the role of a PPD Coach. Conversations in pre/post conferences will continue to focus on data around student achievement through the lens of the Danielson Framework.

Core Component: Performance Pay and Alternative Salary Schedule

Implementation

1. Are the performance pay amounts and standards the same as outlined in the approved plan (approval letter and subsequent plan change approval letters)?
☒yes ☐no
 - a. If no, please explain the changes that have occurred and why?
2. 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 ☐no
 - a. If no, please explain the changes that have occurred and why?

Impact

3. What percentage of all licensed staff met the standard to earn performance pay for the measures of student achievement? 95.8%
4. What percentage of all licensed staff met the standard to earn performance pay for observation/evaluation results? 99.7%
 - a. What percentage of tenured licensed staff met the standard to earn performance pay for observation/evaluation results? 100%
 - b. What percentage of probationary licensed staff met the standard to earn performance pay for observation/evaluation results? 98.4%
5. Is performance pay awarded for another area (besides school wide goals, measures of student achievement and observation/evaluation results)?
☐yes ☒no
 - a. If yes, what percentage of all licensed staff members met the standard to earn performance pay for this other area? %
6. What percentage of all licensed staff met the standard to earn movement on the salary schedule or an increase in base salary? 100%
 - a. What percentage of tenured licensed staff met the standard to earn movement on the salary schedule or an increase in base salary? 100%

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

Recommendations

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

The district will continue performance pay in the areas outlined in the Q Comp plan.

General Program Impact and Recommendations

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

94.8% of teachers indicated that they made changes to their professional practice as a result of coaching, goal setting, and/or work in Professional Learning Communities.

- Holds me more accountable to who and what I am teaching. Helps guide my teaching based off data to help with narrowing the gap in literacy standards/skills for my students.

- My post observation meetings have allowed me to reflect on what's working (and what's not) so that I can improve my instruction. It's helpful to talk things out with another professional.

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

83.5% of teachers indicated that they have seen an impact on student achievement as a result of coaching, goal setting, and/or work in Professional Learning Communities.

- *We are really focusing on student data and looking at interventions that best meet everyone's needs.*

- *There was High Awareness of the student's personal achievement toward the overall goals set out for them.*

- *Having formative assessments of student achievement, along with common summative assessments.*

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

The district will continue to offer training and support in the areas of Professional Learning Community Development, student data use and analysis, and the Danielson Framework for Teaching. Professional Development emphasis will focus on three areas:

1. Focusing support around student achievement in PLCs and observation conversations.
2. Naming "Next Steps" after data analysis.
3. Using the Danielson Framework in observation conversations as a third data point.