

# BHM Q-Comp Annual Report 2018-2019

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.

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

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?

**91% of BHM educators indicated that they made changes to their professional practice as a result of coaching, goal setting, and/or work in Professional Learning Communities.**

How did the work of teacher leaders impact student achievement?

**89.2% of BHM educators 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

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 new PLC leader one day training in August led by PPD coaching staff to train them in using data to guide instruction, facilitate a PLC meeting, and complete peer observations. PPD coaches attended a Danielson Framework seminar to learn more on the Danielson rubric and facilitate fidelity of the Framework within the PPD staff. All coaches also attended two ½ day seminars and one full day seminar with the North Metro Q-Comp consortium which focused on current trends in coaching. In addition, all coaches have received and continue to complete training in Cognitive Coaching and the Danielson Framework to assist in completing peer 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?

The PPD Coaches were evaluated by BHM educators 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. 97.4% of BHM educators rated their primary PPD coach as either a 3 or 4 (on a four-point scale) in all the areas listed above. The BHM staff overall feel that their primary coach was easily approachable and professional during interactions.

## Recommendations

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

This summer, PPD coaches will continue their training by attending AVID Path Training, along with classroom educators, allowing coaches to support AVID strategies, specifically Learning Through Writing. Also, PPD Coaches will attend a two-day Cognitive Coaching refresher. There will also be training for new PLC leaders lead by the PPD coaching staff during the summer.

## 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?

**BHM educators were asked to describe ways that PPD impacted their instruction. Below are some of the comments from those educators describing that impact.**

- It gives me a chance to really reflect on what I'm doing. We all reflect on a daily basis but this really gives you chance to pause and work through it rather than rushing.
- I love the reflective process. I always come away from the coaching meeting with new ideas. I appreciate that the coaches follow up with me to see how improvements are progressing.
- It allowed me to take risks and then discuss the outcome with a peer.
- I'm more mindful of the new things that I want to incorporate and feel there's an easy source of accountability (without pressure) for a time line to try to implement some of these things.
- I am more intentional in my practice because of the goal setting that comes through the PPD process. I see great benefit in the process of setting a goal, revisiting it, and being mindful and reflective about the work I am doing.

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

**BHM educators were asked to describe ways that PPD impacted their instruction. Below are some of the comments from those educators describing that impact.**

- The lens from which I look at student learning is enhanced when I am able to get feedback from the coaching.
- I have become more intentional in the language I use and how I deliver instruction to my students.
- I am more aware of what I should focus on improving in my classroom.
- I have become more aware of the needs of all of my students that I work with daily and am more able to help accommodate their needs and learning abilities.
- Taking time to reflect on my teaching and students was helpful.
- My coach helped me develop strategies for helping one of my students identify emotions and to identify ways to reset and calm themselves.
- I feel like my practice is more purposeful and keeps me accountable and thoughtful of what I'm doing for students.

## **Review Findings**

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 2017-2018. Using that data, each site developed a school wide student achievement goal. Once a 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 to the site goal.**

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

**Educators described using data to drive discussions within PLCs. That data is driving instruction. One PLC commented, "We intentionally structure the PLC goal, so data work is continuous. This allows us to assess**

data regularly, looking for student growth and being able to identify what areas our students need different work.” Another stated, “Being able to use Data Driven Dialogue and have thoughtful conversations about what our students needs has driven instruction.”

## Recommendations

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 (PD) around the areas of Professional Learning Communities, SMART Goals, Peer Observation, and the Danielson Framework. Specifically, the district will continue to emphasize student learning through the gathering of data for support.

## 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?

Educators overall feel the reflection of instruction is an important layer of improving instruction. “Through the conversations with my PPD coach, I have begun to work on clarifying the learning goals in my classroom.” stated one educator. Another said, “My coach pushed me to think deeper and look for additional resources to help my students obtain success.” Finally, one educator stated, “My coach brought AVID and WICOR to the table and helped me incorporate both in my teaching.”

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

Observations have helped educators to become more reflective and see the why of student learning. “Students were able to show evidence of a specific year-long goal that I set, rather than specific (smaller) objectives,” stated one educator. Another said, “I have provided students more opportunities to be independent and self-reflective.” Finally, another commented, “I had a really quiet section and I needed to get them discussing more. My coach helped with strategies.”

## Review Findings

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

**The most intentional feedback came with the collection and examination of data collected during the observation. Educators discussed how the data confirmed the usefulness of the instructional strategies or allowed for educators to look for areas to improve the instructional strategies. Then looking at the lesson through the lens of the Danielson Framework and Rubric, educators were able to identify areas of strength or growth for their instruction.**

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?

**PPD Coaches completed co-observations at the beginning of the school year to check inter-rater-reliability of the observation process. The team also incorporated three field work seminars where PPD Coaches looked at observation notes, overlaying the Danielson rubric.**

## Recommendations

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 observation process. The PPD Coaches will continue to use inter-rater-reliability to support teacher stepping into the role of PPD Coach. Conversations in the pre/post observation 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

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? **95.75%**

What percentage of all licensed staff met the standard to earn performance pay for observation/evaluation results? **99.75%**

What percentage of tenured licensed staff met the standard to earn performance pay for observation/evaluation results? **99.69%**

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? **0%**

What percentage of all licensed staff met the standard to earn movement on the salary schedule or an increase in base salary? **95.75%**

What percentage of tenured licensed staff met the standard to earn movement on the salary schedule or an increase in base salary? **99.69%**

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

## 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?

**91% of BHM educators indicated that they made changes to their professional practice as a result of coaching, goal setting, and/or work in Professional Learning Communities. "My PLC has made many positive changes in our instruction based on looking at data. We have implemented a social skills curriculum and created flipped lesson for the entire year. We also made changes to our reading and math instruction based on finding from going through the Data Driven Dialogue process." "I have seen definite progress base on Data Driven Dialogue and working with my team." "I am more aware ow what expectation I need to share with my students."**

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

**89.2% of BHM educators indicated that they have seen an impact on student achievement as a result of coaching, goal setting, and/or work in Professional Learning Communities. “Students are more aware and better prepared for assessments when they know the Promise Standards they should be focusing on.” “Students are now focusing on learning the content instead of trying to get a grade.” “As a teacher, I look closely at the areas of improvement my students need help with. I make changes and spend time on those areas which helps students become more proficient in those areas.” “We work a lot with parents and some of the home extensions programs have definitely had a positive impact on achievement.” “Our PLC work has helped us to focus on our at-risk students and to see if our interventions are working or if we need to modify to fit student needs.” “Kids are more certain and prepared for what they will be required to know. They don’t really like the formula of learning targets and common exams, but they have been more successful on their scores and their opportunities to retake.**

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 area of Professional Learning Community Development, the Danielson Framework for teaching, student data use, and student data analysis. Professional Development emphasis will continue to focus on supports around achievement in the PLC from more of a district level, supports around observation conversations and data, supports around educator goals, the continued use of the Danielson Framework in observations, and a focus on intellectual student engagement for educators.**