

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.

Date Presented to the School Board: May 28, 2019

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?

Observations made us more aware of our teaching, instruction, and interaction with students. It allows us to see what we were doing isn't wrong, but there is a different perspective on how to teach the same lesson. The opportunity to observe peers leads to good conversations about why teachers do what they do and how they do it. When we have the opportunity to observe each other, ask questions of each other, and be reflective, we can do a better job designing instruction that best meets student needs and improves achievement.

How did the work of teacher leaders impact student achievement?

Reflection with teacher leaders caused the instructor to focus on the purpose of the class presentation, strategies for instruction and ways to engage students. It was great for us to look at our yearly and instructional data as a team. We were able to review different strategies and grade level norms together to look at our curriculum and better our practices for more 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?

Introduction to and organization of materials led to a smooth launch for groups to start the year. The accessibility of Qcomp advisors to all staff to answer questions and provide support was extremely helpful. Throughout the year Qcomp advisors were available on a daily basis to assist any peer coach with questions, concerns, or further training.

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?

It gives validation that organization and a clear plan are valued by team members. The formation and organization of groups was modified and adapted based on feedback from staff at the end of the previous year. Keeping activities authentic helps teachers see value in meetings and activities.

Recommendations

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

We learned from our survey that we need to continue to share coaching strategies that will enhance teacher reflections as well as instructional strategies that will impact student achievement. District leaders will continue to explore best practices in order to fully prepare teacher leaders to be effective peer coaches.

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?

It pushed us outside of our comfort zone and forced us to try new strategies and differentiation in our instruction. If students performed below the standard on a formative assessment, we retaught the lesson using new or different materials and student models. We adapted how we presented individualized curriculum to increase student engagement, based on student survey responses.

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

Based on Minnesota state standards, strands were chosen and pre-tests were given to determine areas of need and interventions were created based on student need. Post-test data documented an increase in student achievement in identified strands. Student achievement improved based on focus on student engagement through differentiated instruction.

Review Findings

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

We used a variety of formal and informal assessments to identify student needs. We used MCA scores and strands to determine which students would benefit from additional instruction through intervention groups. We used quarterly assessments and goals to choose what the greatest need was at the time.

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

We are continually looking at data to identify weak areas of instruction at each grade level/subject area. That data is then used to guide future instruction and intervention plans. A combination of standardized test scores, summative assessments, and teacher observations are using to specifically identify instructional targets that need more attention.

Recommendations

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

Our findings from this year will guide the formation of collaborative learning teams and development of goals. Research topics for learning teams will also be determined based on the previous year's experiences and staff survey responses.

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?

Our unique observation practices allows for continued growth for not only the teacher being observed but also for the teacher doing the observing. It reminds us that it is ok and necessary to have an area to improve on. Allows staff to observe and appreciate the variety of ways to teach a lesson. For example a staff member explained to a peer, "For me, this is how this works. But your way is also totally valid."

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

A quote from the district survey: "It made me purposely put me in the audience. What would I want to see, hear, experience? This led to modifying the lesson for greater student engagement." Observers and those being observed are continually improving their instruction to maximize student learning and achievement.

Review Findings

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

An outside set of eyes is helpful in reinforcing what is working and also in looking at what ideas can be shared to improve interactions with students. Discussions about why we make certain choices and considering another way of doing something leads to more informed, thoughtful instruction that is likely to have a positive impact on student achievement.

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?

It helps us to see from different points of view. It forces us to stop and reconnect with the rubric, focusing on specific evaluation criteria. The discussion was helpful in defining targets of observation so that all observers focused on the same behaviors with the same understanding of their importance.

Recommendations

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

We are always looking for effective ways to improve inter-rater reliability. Hearing from staff about their needs for improving observations drives inter-rater activities each quarter. By engaging in discussion regarding what was observed as it related to the rubric metric was beneficial for each member, regardless of years of service. This helped to support team member suggestions, reasoning behind ratings, and open discussion of how and why observed methods were used.

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? 0%, based on preliminary MCA/MTAS results

What percentage of all licensed staff met the standard to earn performance pay for observation/evaluation results? 99.7%

What percentage of tenured licensed staff met the standard to earn performance pay for observation/evaluation results? 99.1%

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? % N/A

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

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

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

Recommendations

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

We will continue to promote full participation in the Q Comp program to consistently improve classroom instruction and student achievement.

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?

Qcomp has been a driving force in motivating staff to constantly evaluate their instructional practices, while giving intentional time to collaborating across subject areas and/or buildings. The process of both observing and being observed has created a collaborative community that celebrates taking risks and asking for help.

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

Although we didn't meet our goal, we did increase achievement at the elementary by 1.7% and high school by 0.6%. We are confident that Qcomp continually results in improved instructional strategies.

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

The district is using staff suggestions to guide future initiatives and opportunities for all staff to grow. We will also continue to address any gaps of understanding about the Q Comp program.