

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: June 21, 2021

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?

Teachers have collaborated to develop strong educational models for distance, hybrid, and in-person learning. Teachers have a raised awareness of new opportunities and instructional tools available to them. An example of this is, the use of technology to deliver instruction with efficacy. Qcomp has given teachers a platform to explore and support each other as they develop new skills and implement curriculum in new instructional models. Feedback on student-focused, individualized teaching has been important in terms of how the varied needs of our learners are addressed through the different learning

models. Being given the time to collaborate and observe each other has not only impacted classroom instruction but also allowed for teachers to continue to be mindful of their own self care.

How did the work of teacher leaders impact student achievement?

Q-comp has helped us be very clear and concise with exit directions. Students need to know what to do as efficiently as possible. This has increased student achievement because we have been purposeful with directions and objectives using Envoy strategies. We have spent less time on management which leads to more time to build relationships and work on curriculum. Teachers are starting to see more engagement from their students and more "buy in". Teachers are striving to build and nurture positive relationships with students, which helps them to get through more content with their students.

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 Qcomp building advisors provide a binder with all necessary information to each teacher leader, to assist in organization and to facilitate their groups effectively. All paperwork and materials are easily accessible through a shared drive. Teacher leaders reported that Qcomp advisors provide timely reminders and quickly answer questions as needed. Several teacher leaders reported that having previous experience as a teacher leader helped them feel confident in their leadership abilities.

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?

Teacher leaders consistently encourage professional growth, exploration of best practices and new strategies, and a safe environment in which to experiment with novel instructional strategies. The strength of our teacher leaders is reflected in the continued success of our program even after 13 years of participation.

Recommendations

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

We will continue to allow staff to choose their own interest of study and create diverse groups. This allows for teachers to obtain a wider range of scope and sequence and consider different ideas and perspectives. We will continue to evaluate our observation rubric to ensure it is a valuable tool for all

teachers. We will continue to provide inter-rater reliability activities to assist professional learning teams to reduce biases in observational feedback.

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?

Teachers shared ideas regarding the implementation of technology and online resources to meet the needs of distance, hybrid, and in-person learning. Teachers sought out ways to improve engagement, motivation, and accountability during online learning. Teachers who attended professional development workshops reported that the materials that they have acquired and developed helped to shape the instruction to align with current, best practices.

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

Collaboration time allowed for our team to discuss best practices allowed for all of the learning models that were implemented this year. Sharing ideas and strategies within groups across district disciplines has improved student achievement and engagement. By focusing on best practices, teachers across the district are able to improve student skill and learning.

Review Findings

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

Teachers discuss classroom situations that we are currently experiencing and how best to respond and rainstorm interventions and accommodations. In addition, surveying students on their needs in multiple learning environments informs our educational decisions for strategies for future interventions.

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

By continually monitoring student performance, both in the classroom and remotely, teachers collect data to assess the effectiveness of strategies and curriculum. By taking advantages of analytics from web resources, staff are able to make determinations about effectiveness in all learning environments.

Recommendations

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

The district continues to allow flexibility for staff to explore topics of interest and collaborative groups to best meet the needs of their curriculum and students. 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 allow for continued growth for not only the teacher being observed but also for the teacher doing the observing. Multiple staff members involved in the observation process results in growth through collaboration. Learning new engagement strategies by observing other teachers in action is fruitful in promoting growth. The observation process has reinforced positive teaching habits, which improves classroom instruction. Teachers are encouraged to align lesson plans with the standards. Post-conference discussions provide an opportunity for professional conversations and growth.

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

The observation process promotes reflective practice, which carries over to the quality of instruction and improved student achievement. With conducting observations, teachers have had meaningful discussion in regards to assessments, inter-rater reliability, and what makes a quality lesson, which results in improved student achievement.

Review Findings

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

The feedback from observations has motivated teachers to find other ways to dig deeper into content and ask the open-ended questions. Use of targeted strategies (such as Envoy) helped create a sense of calm in the room that allowed for these types of discussions and thinking. Feedback has allowed teachers to adjust the use of various strategies through the ever-changing learning models. Feedback also helped teachers to reflect more on the "why?" - Why do they do the assignments that they do? Having someone observe from outside of the department brought an interesting perspective. It provided useful feedback that led to important lesson delivery revisions.

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?

The inter-rater reliability activities gave observers an opportunity to generate "ready responses" and borrow similar language to help other staff members. This gave them an opportunity to craft productive discussions for improvement to instructional practice. These activities create opportunities to view examples of teaching and discuss how to interpret rubric expectations as they relate to strengths and needs identified in the teaching examples.

Recommendations

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

Our survey results indicate a staff desire for new and updated training and activities focused on the inter-rater reliability process. Engaging in discussion regarding what was observed as it related to the rubric was beneficial for each member, regardless of years of service.

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? 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 school wide 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?

By participating in the Q Comp program, teachers have been encouraged to participate in a wide range of staff development opportunities. The workshops attended virtually, the speaker resources that have been obtained, the materials that have been acquired or developed, and the team discussion that has occurred along the way, have all helped to shape instruction to be more up-to-date with current, best practices.

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 are confident that Qcomp continually results in improved instructional strategies. Certainly after a year of constantly-changing learning modes and the uncertainty of a global pandemic, we feel that students are still demonstrating growth and learning which is a success.

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

The district will continue to use a combination of student achievement data, and staff suggestions to guide future initiatives. We will continue to provide opportunities for training for teacher leaders, inter-rater reliability, observation techniques, and professional learning communities. The continued participation of staff reflects our commitment to and the many benefits of this program.