

Q Comp Annual Report 2017-18

This template, which may be changed as needed, is designed to help formulate the Q Comp Annual Report. Per Minnesota Statutes, section 122A.414, subdivision 3(a) the report must be submitted to the school board by June 15th of each year and include findings and recommendations for the program. It is also recommended 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 29, 2018** [redacted]

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? [redacted]

Impact

2. How did the work of teacher leaders through coaching, observing, mentoring, facilitating learning teams and performing other responsibilities impact classroom instruction? As a peer coach we have the ability to look through the lens of a student. This gives us the ability to offer areas for improved instruction. The Q Comp lead peer coach takes the lead on setting up intervention groups that is then shared with classroom teachers to impact their classroom interventions. [redacted]
3. How did the work of teacher leaders impact student achievement? After observing classroom teachers, the instructors' work becomes more effective and targeted to student needs. The teacher leader targeted subtle areas for change that increased student achievement. [redacted]

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? Ongoing work with professional learning communities supports each teacher leader's ability to fulfill the responsibilities expected of them. Each teacher leader's support and training is individualized by the Q Comp advisors as needed. Teacher leaders are provided numerous printed resources to aid in facilitating effective collaboration within their learning team. [REDACTED]

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 majority of teachers in all schools and in all roles rated the Lead Peer Coaches and the Advisors as excellent in communicating with teachers, especially in answering questions about the Q Comp process and guiding discussion. Guidance in using provided or suggested resources such as book shares, videos, handouts, online pdfs and practice materials supported teachers' effective instruction. Comments highlighted the sharing of instructional experience as helpful in their improved instruction. A few comments requesting improved leader service have been noted for 2018-19.

Recommendations

6. How will the district use the review findings to improve the effectiveness of teacher leadership? We learned from our survey we need to continue to share coaching strategies that will enhance teacher reflections as well as instructional strategies that will impact student learning. [REDACTED]

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? [REDACTED]

Impact

2. How did teacher learning from learning teams and other job-embedded professional development activities impact classroom instruction? Teachers reported using many strategies to improve skills such as executive functioning in middle school students. They also presented at a staff meeting to educate building staff. Other staff reported that learning team time has given them ideas and examples for student-driven classrooms that empower students to become more independent learners. [REDACTED]
3. How did teacher learning from learning teams and other job-embedded professional development impact student achievement? The learning teams allow the time and methods needed to analyze student data to track effectiveness of interventions on student achievement. Our learning teams encouraged us to do a better job of checking for understanding, taking into consideration all ability levels and allowing more student feedback during class. [REDACTED]

Review Findings

4. How did the sites or learning teams identify needs and instructional strategies to increase student achievement? We examined relative data including pre and post-tests, student engagement levels and classroom surveys. We have communicated with

building administrators and academic coaches to determine instructional needs unique to each building.

5. How did learning teams use data and implement the selected instructional strategies and follow-up on implementation? Learning teams used data, student work and other tools to measure the progress toward their professional learning goal. Reflection on this process allowed predictions for better strategies for the future.

Recommendations

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

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? [REDACTED]

Impact

2. What impact did the observation/evaluation process, including coaching, have on classroom instruction? The observation/evaluation process continues to allow us to see best practices in different settings, with the intention of bringing new ideas back to our own classroom. Our unique observation practices allows for continued growth for not only the teacher being observed but also for the teacher doing the observing.
3. What impact did the observation/evaluation process, including coaching, have on student achievement? The observation/evaluation process challenges us to reflect and think outside the box to engage each individual student. Teachers also reported this helped make the lessons more applicable to the student's daily life; had students find answers rather than just telling them. [REDACTED]

Review Findings

4. How did the feedback teachers received from each observation/evaluation assist in self-reflection and improved instructional practice? A staff member "I appreciated the feedback received from a classroom teacher on my presentation to a large group of students. She presents to groups of that size daily whereas I don't see them as often. So her feedback on how to be more effective in presenting material in a captivating way was appreciated." Other feedback included a focus on managing data collection and appropriate interventions on a day to day basis.
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? It brings up elements of observation and coaching of which we may not be aware. It gives us the opportunity to do some self-reflections on our biases and ability to give and receive feedback. The pre-observation conference can be used to identify specific instruction strategies on which the observer should focus, such as questioning techniques, student engagement and other classroom behaviors.

Recommendations

6. How will the district use the review findings to improve the effectiveness of teacher evaluation? As a district we will continue to find convenient ways to have observations at any time during the year. We as Q Comp advisors will continue to encourage learning teams to evolve and change focus and members from year to year.

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? [REDACTED]
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? [REDACTED]

Impact

3. What percentage of all licensed staff met the standard to earn performance pay for the measures of student achievement? We are estimating 0% (for elementary, middle and high schools/total)
4. What percentage of all licensed staff met the standard to earn performance pay for observation/evaluation results? [REDACTED] 99%
 - a. What percentage of tenured licensed staff met the standard to earn performance pay for observation/evaluation results? 98%
 - b. What percentage of probationary licensed staff met the standard to earn performance pay for observation/evaluation results? 99%
5. Is performance pay awarded for another area (besides schoolwide 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? 99%
6. What percentage of all licensed staff met the standard to earn movement on the salary schedule or an increase in base salary? [REDACTED] 99%
 - a. What percentage of tenured licensed staff met the standard to earn movement on the salary schedule or an increase in base salary? 98%
 - b. What percentage of probationary licensed staff met the standard to earn movement on the salary schedule or an increase in base salary? 99%

Recommendations

5. 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

1. What overall impact on instruction has the district or charter school seen as a result of implementing the Q Comp program? The results of our survey to staff indicates our Q Comp program has had a positive impact since it gives teachers time and process to share ideas, strategies and network with colleagues.
2. What overall impact on student achievement has the district or charter school seen as a result of implementing the Q Comp program? In 2017 our elementary test scores improved 4.5% on the Reading MCA III.
3. 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.