

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 24, 2024

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?

Participation in Q-Comp allows teachers to reflect on our teaching techniques, specifically pacing, questioning techniques, and student engagement. It drives teachers to want to try new things. It inspires them to be more creative and gives the opportunity to get authentic feedback from colleagues who watch a lesson where they are taking a risk.

How did the work of teacher leaders impact student achievement?

Teacher leaders facilitate a wide range of initiatives that are determined by common needs and interests of each group. Some groups focused their energy on classroom management including Catalyst training, engagement, non-verbal communication skills, focus on personal mental health, specific content area initiatives to improve curriculum resources and instructional practices, or establishing thoughtful leadership across all buildings.

Staff reports:

“It motivates us to re-invest in the Q-Comp process, even though we have done it a long time.”

“The lead peer coach has been instrumental in gathering evidenced based research articles, books and pod casts, as well as organizing the meetings so that they are productive. The lead peer coach also collected material which was very helpful in developing student specific intervention ideas.”

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?

Lead Peer Coaches reported:

“I was given very organized and specific information as well as a resources binder. These coupled with multiple LPC meetings throughout the year outlined my role and supported me in making sure I was accomplishing the goals set by this program and my Q comp group. There was a team of people to go to if I ever had an issue or a question.”

“I like that the LPC's got to meet more with the site coaches. It gave us a time to ask questions and debrief different things that come up in our meetings.”

“I really appreciate having the meetings as it gives an opportunity to ask questions and hear questions others have that may also apply to me. The binder is also a wonderful tool to help keep me on track, and to know what all of my duties are.”

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 teacher leaders challenge the thoughts and practices of their group members through discussion, encouragement, flexibility, and forward thinking. The teacher leaders are mindful of their group members' time by leading well-organized meetings and getting answers to questions in a timely manner. The strength of our teacher leaders is apparent in the continued success of our program.

Staff reported:

"The teacher leader has kept our group motivated, inspired, and organized. She provided detailed agendas and kept our group on task. She challenged us to try new things and shared support as needed. It was great to have a "go to" person for our Q Comp questions."

Recommendations

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

We will maintain the practice of letting staff select their own areas of interest for study and form diverse groups. This approach enables teachers to gain a broader spectrum of ideas and perspectives. By having varied focuses among the groups, staff can share their diverse insights through observation processes, comprehensive professional development, and daily discussions about teaching practices. We will keep assessing our observation rubric to ensure its usefulness for all teachers. Additionally, we will continue offering inter-rater reliability activities to help professional learning teams minimize 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?

Staff Report:

"The discussions we have in Q-Comp are helpful because we treat it as a collaborative time to learn from each other and discuss what we see as it relates to our source material: What Great Teachers Do Differently."

"We have been learning about keeping students with attention-challenges engaged in the classroom. Our book "Teach for Attention" by Ezra Werb provided any strategies for us to try with this population of students. We have utilized more visuals with our students, increased the use of specific student names

during instruction, used color coding for math problems, had students help develop the activities for the day, increased white space on the paper by putting less information on worksheets, incorporated music in our sessions, etc.”

“Observations bring awareness to the instructional strategies I am utilizing and ways I can improve instruction. Having discussions with colleagues has changed how some of our grading practices. It also helps us collaborate on behavioral strategies to incorporate in our classrooms.”

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

Our participation has impacted student achievement by allowing us to analyze what we are teaching and why. It allows us to be intentional about our lessons and how we give directions and manage the class.

Staff report:

“Our study of differentiation has led us to better equip our students to learn and work at their individual levels.”

Review Findings

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

Learning teams continue to have flexibility in the topics they explore each year which allows them to address the most relevant instructional practices required to meet their students’ needs. Once the topics are chosen within groups, each group analyzes their individual needs and assessment results to determine where to focus their new learning and implementation of strategies to best serve their students.

Staff reports:

We take MCA results and reading levels to put students in appropriate reading groups. The math pre and posts tests guide us as well.”

“Using data and feedback from assessments to guide instructional decisions.”

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

Staff Report:

“Our data has been looking at students who choose to retake an assessment after they have completed a reflection and relearning process. While we are disappointed in the reflection of the students we have seen an increase in scores on new assessments covering the same topic and we believe that is because the process has impacted the reteaching we were hoping for.”

“We have used student data and effective practice guidelines to determine a sequence of intervention for increasing sound productions and one-syllable words with stimutable consonants and vowel sounds.”

Recommendations

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

Advisors will continue to facilitate inter-rater activities within their buildings. Staff will be encouraged to complete observations across departments and grade levels, which would allow staff to form new relationships and gain new perspectives through the observation process. Staff appreciate having the ability to join groups across departments, which allows for collaboration of ideas.

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?

Staff frequently express their appreciation for the conversations that occur before, during, and after each observation cycle, as they gain valuable insights from their colleagues. Post-observation meetings are particularly impactful, providing both the observer and the observed an opportunity to reflect and share their perspectives. This process fosters growth not only for the staff member being observed but also for the one conducting the observation.

Staff reports:

“Look at it from another perspective. Being challenged by another teacher to make changes.”

“We feel that we get way more from observing others than what we get from being observed ourselves. Observation makes you purposeful about your lesson. Observation feedback acknowledges strengths and things to work on which is always part of growing.”

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

Staff Report: "Observations bring awareness to the instructional strategies I am utilizing and ways I can improve instruction. Having discussions with colleagues has changed how some of our grading practices. It also helps us collaborate on behavioral strategies to incorporate in our classrooms.

"The purpose of Q-Comp is to shed light on our classroom practices in hopes of improving student achievement...this year we focused on teaching "critical thinking" and student growth was witnessed."

- Our classrooms feel more unified.
- Our student relationships have improved.
- Students display more teamwork skills during class activities."

Review Findings

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

Through the post-observation and reflection process, teachers were able to make modifications to their lessons to address the needs of diverse learners in the classroom.

Staff report:

"It has helped give me more ideas for transitions and sometimes a refresher of different practices, i.e. wait time, attention getters, etc."

"We have learned to state the objectives of our lessons, provide more feedback so the students know how they are doing, adding a word wall for non-communications classes, varying our types of feedback. We have heard positive feedback on things we are doing right, which makes us more intentional about continuing those strategies."

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?

For the 2023-2024 school year inter-rater reliability training was conducted in building wide training sessions of mixed groups. The feedback provided from this model of training has been very positive and the training received will create a more unified observation process.

Recommendations

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

Staff expressed appreciation for a clearly-defined overview of the year, including a change of inter-rater reliability training to Professional Development days. We will be sure to plan those out similarly for the coming year. Many staff said they valued being able to observe teachers in other departments and grade-levels. Advisors will continue to provide and support opportunities for diverse observation opportunities. We will continue to encourage and provide opportunities for cross-group observations. One request that was made was to try an inter-rater activity in which staff watch a videoed lesson, score on the rubric, and then compare scores. We will research ways to make that an upcoming activity.

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? TBD based on August MCA test results

What percentage of all licensed staff met the standard to earn performance pay for observation/evaluation results? (153/155) 99%

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? 94%

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? 99%

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? 94%

Recommendations

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

Teacher leaders will continue to improve instructional practices geared towards the Minnesota state standards, with the goal of increasing student achievement on standardized tests. Advisors will continue to promote full participation in the Q Comp program and encourage staff to 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?

Ongoing participation in Q Comp has played a crucial role in the development of our staff and their teaching methods. Regular group meetings, the exchange of teaching experiences, and collaborative efforts to identify effective classroom strategies are vital for the advancement of all ISD876 staff. Observations enable both observers and those being observed to gain valuable insights from trusted colleagues, all aimed at enhancing student learning.

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

Staff Report:

"We have been able to brainstorm how to best meet the needs of challenging students in our classrooms given our experiences and knowledge. Through observation we have provided feedback about student progress as well as affirmed continued needs. A specific example would be students have now learned how to use rubrics to grade each other to truly see what quality work looks like."

"By having students create a part of the lesson, they have been more engaged and more willing to try something new. We have noticed that when students are more interactive, up and involved in the lesson, they are more engaged and we are seeing the learning improve."

“Focusing on our 8 dimensions of wellness, leads to students being aware of overall wellness which will impact their academic success.”

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

The district will continue to provide opportunities for teachers to attend staff development workshops, inter-rater reliability, and professional learning communities. We will schedule building and district wide professional development opportunities and communicate the schedule at the beginning of the school year. A list of resources that have been used will be available for staff to review if they are in search of professional development ideas. The district will continue to use a combination of student achievement data, and staff suggestions, to guide future initiatives. The continued participation of staff reflects our commitment to and the many benefits of this program.