

Q Comp Annual Report

2021-2022

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.

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)?

All positions have remained the same, no changes.

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?

Peer observations, mentoring, and leading in PLC's allowed teachers to align common practices and use professional development time to align goals. New staff was able to collaborate with current staff to continue solid strategies and develop new ideas. Teacher leaders were able to facilitate the development of new K-6 reading curriculum. PLC's were back to being in person which helped groups work together more efficiently and effectively.

How did the work of teacher leaders impact student achievement?

As all buildings were back to being in person, getting back to “normal” as well as addressing the needs of students due to COVID was top priority. Student achievement was also impacted positively by teacher leaders because of continued alignment of standards, teaching practices, and curriculum.

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?

Training for teacher leaders was sufficient. PLC facilitators met up to 4 times during the year. Mentors met during the summer and met with administration as needed. Q-Comp Advisors met quarterly. DLT Members received no training, but worked with other teacher leaders to communicate staff development needs and Q-Comp requirements.

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?

Because of the training, evaluations, and communication from teacher leaders, support was given to new teachers effectively. New teachers were also given the opportunity to attend a virtual new teacher network. This added another layer of training/assistance to our newer teachers. The needs of our staff were better communicated amongst buildings and to administration. PLC leaders were able to facilitate alignment between individual, group, building, and district goals.

Recommendations

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

The Q-Comp and TDE (Teacher Development /Evaluation) committee will continue to look into providing more support for new teachers through the mentorship program. New teachers need training and support in understanding the Marzano Focused Model, peer observations, and the TDE requirements. The teacher mentors also are in need of more assistance in making sure that they understand and can teach the parts to the evaluation plan. The Q-Comp committee will also review using Q-Comp Funds to pay for training in leadership and mentorship.

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, PLC's are configured and met as outlined in the approved plan – twice per month plus late starts.

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 in PLC's were able to choose goals according to the needs of the students they taught. Some PLC's focused on curriculum alignment. Some PLC's focused on interventions. Other PLC's focused on teaching strategies or elements from the Marzano Framework. PLC's formed goals they believed would have the most impact on student achievement.

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

For each individual PLC, the impact on student achievement was measured in a different way. PLCs used data and discussion to identify and refine strategies within balanced literacy, essential standards, and Marzano's Teaching Framework. Teachers learned more about analyzing data, designing interventions, among other things.

Review Findings

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

Each PLC identified needs and instructional strategies in a different way. PLC's used STAR data, MCA data, ACT data, attendance reports, progress monitoring, current and past grades, and others.

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

Using the data listed above, PLC's were able to identify needed instructional strategies. Some of these strategies included intervention, small groups, study groups, along with other strategies.

Recommendations

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

PLC facilitators will continue to give feedback to DLT members and administration. This feedback will be used to align staff development needs, PLC goals, and Q-Comp requirements.

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, licensed staff members are observed as outlined in the approved plan.

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?

The observation and evaluation process had an impact on classroom instruction. Teachers chose elements from the Marzano framework on which to be observed. Teachers chose elements based on many factors including: results from the previous year's student survey, elements that their PLC were discussing, elements that were a district focus, and/or elements on their individual growth plan.

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

In the Post/Reflection Conference after formal and peer observations, Teacher and Observer discuss the results of the individual lesson, often using formative assessment or teacher observation. Teachers in PLC's that chose to focus on a specific teaching strategy saw an increase in student achievement over the course of the year. Teachers were using the strategies more effectively.

Review Findings

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

Teachers utilize the Post/Reflection Conference to reflect and discuss their teaching practice. Many teachers in PLCs were focused on the same elements and teaching strategies, so much self-reflection also occurred in PLC work. Mentors observed new teachers. Self-reflection on instructional practice was also discussed in monthly Mentor-Mentee meetings.

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 Q-Comp Refresher every August put on the local Q-Comp committee helps teachers to maintain their inter-rater reliability. Teachers became more comfortable having conversations in the Post/Reflection Conference. Mentors help and support Mentees in how to conduct peer observations.

Recommendations

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

Adjustments and refinements are made as we transition to the updated Marzano Focused Model. Teachers will receive a half-day training to keep up to date with all observation expectations. We want formal and peer observations to be based on the same criteria, so that teachers have a consistent set of criteria.

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)?

The performance pay amounts are the same as outlined in the approved plan.

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)?

The salary schedule movement is based on the same measure of performance as outlined in the approved plan.

If no, please explain the changes that have occurred and why?

Recommendations

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

The data in this area shows the Q-Comp plan is effective as written.

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?

The district has typically seen a positive impact in Reading MCA scores and STAR scores. Spring scores are not all yet delivered so as of this time, it is not yet seen what impact has been made. Q-Comp however, has consistently contributed to increased faculty collaboration. As we get more and more comfortable with the components of Q-Comp, teachers are finding the positives in having a structure that allows them time and resources to work together.

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

TBD.

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

The Q-Comp committee will review how Q-Comp funds (not performance pay dollars) can be used to support teachers in their efforts as related to Q-Comp. DLT and the Q-Comp committee will still look for alignment with staff development needs. We will also continue to review feedback on the Peer Observation process. We continue to make program updates to reflect the transition to the new Observation Model.