

Q Comp Annual Report 2024-2025

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, there are no changes to our teacher leader positions.

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 to align goals. New staff were able to collaborate with current staff to continue solid strategies and develop new ideas.

How did the work of teacher leaders impact student achievement?

Teacher leaders through their PLC's help to direct conversation and action. Many PLC's this year were able to participate in 15-day challenges led by the superintendent that helped focus teachers and

groups. This helped guide implementation of standards, discuss teaching practices and work through 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?

PLC facilitators meet up to four times throughout the school year to discuss topics related to PLC's and to receive any additional training that they may need. These trainings help to provide PLC leaders with the tools they need to lead and carry out the group's goals. We are hoping to implement more strategic PLC training in the next school year to strengthen our PLC groups.

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 teachers effectively. This also 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 investigate providing more support for our veteran teachers. With new challenges presenting each year, it is our intent to keep looking for ways to help. Our new teachers gain help 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 need 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?

The sharing of ideas in the PLC's is helpful in bringing different ideas and strategies together. Teachers can use this time to collaborate and research effective instruction and practices.

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

Many positive comments and feedback came from more targeted training during this school year for those PLC's that weren't a part of the Read Act training and got to be a part of PLC training. Those groups benefitted from learning about working together more effectively as a PLC and the 15-day challenges that help to focus teacher teams. Those that were not a part of that training look forward to being a part of that learning in the future.

Review Findings

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

PLC's work as teams to determine what student needs are. Data from assessments such as FastBridge, MCA's, classroom assessment and various other assessments are all taken into account.

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

It was decided by the PLC teams to determine the data which drove the implementation and strategies used.

Recommendations

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

The Q-Comp and TDE (Teacher Development /Evaluation) committee will continue to investigate providing more support for our veteran teachers. With new challenges presenting each year, it is our intent to keep looking for ways to help. Our new teachers gain help 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 need 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: 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?

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?

Q-comp refreshers and inter-rater reliability trainings help teachers to maintain their ability to have conversations with each other. As we train, teachers will be more comfortable with each other as they have conversations about their observations.

Recommendations

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

We have inter-rater reliability training scheduled for August 2025.

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? 97%

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 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?

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 because of implementing the Q Comp program?

The Q-comp program has allowed staff the ability to have designated time to work together to improve instruction, gather and analyze data and have time to collaborate.

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

The Q-comp plan has allowed staff to work on collecting data and analyzing it to better design programming and interventions for student achievement. Teachers have asked for more training in this area to learn even more and provide more.

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.