

Q Comp Annual Report 2016-17

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: 6/5/17

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)? X yes no
 - a. If no, please explain what changes have occurred and why?

Impact

2. How did the work of teacher leaders through coaching, observing, mentoring, facilitating learning teams and performing other responsibilities impact classroom instruction? 90.7% of teachers reported that PLC groups helped improved their instruction
3. How did the work of teacher leaders impact student achievement?
 1. School-wide reading MCA goal met at Secondary; Elementary improved but didn't meet the 2% goal
 2. Classroom goals – 94.8% of teachers met their classroom student achievement goals

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? Teacher leaders were trained in the iObservation protocol and peer review the August before we implemented the plan. In addition, the PLC Coaches met as a group monthly and quarterly. The quarterly meetings were half-day inservices designed

for reflection and planning. These trainings provided the coaches with confidence and clarity in how to meet the needs of staff members.

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? 100% of our licensed staff members scored their teacher leader as proficient or exemplary.

Recommendations

6. How will the district use the review findings to improve the effectiveness of teacher leadership? We plan to continue with quarterly and monthly meetings. We also plan to attend MDE networking sessions and applicable trainings.

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)? X yes no
 - a. If no, please explain the changes that have occurred and why?

Impact

2. How did teacher learning from learning teams and other job-embedded professional development activities impact classroom instruction? 90.7% of teachers reported that PLC groups helped improve their instruction
3. How did teacher learning from learning teams and other job-embedded professional development impact student achievement? School-wide reading goals were met at the Secondary School and improved at the Elementary School. 94.8% of teachers met their classroom student achievement goal.

Review Findings

4. How did the sites or learning teams identify needs and instructional strategies to increase student achievement? PLC teams identified two reading strategies to implement
5. How did learning teams use data and implement the selected instructional strategies and follow-up on implementation? Results were shared at monthly PLC meetings

Recommendations

6. How will the district use the review findings to improve the effectiveness of job-embedded professional development? We plan to identify and measure the implementation of instructional strategies to work towards student-centered classrooms with rigor.

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)? X yes no

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

Impact

- 2. What impact did the observation/evaluation process, including coaching, have on classroom instruction? In a survey asking what was most beneficial, the majority of teachers observed indicated that they valued the peer feedback and used that to impact their classroom instruction.
- 3. What impact did the observation/evaluation process, including coaching, have on student achievement? 94.8% of teachers met their classroom student achievement goals.

Review Findings

- 4. How did the feedback teachers received from each observation/evaluation assist in self-reflection and improved instructional practice? All teachers completed a peer observation self-reflection form. Themes in responses indicated that the feedback was beneficial and teachers gained confidence with inviting peers into their classroom.
- 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? Peer coaches met monthly and discussed how to use the iObservation protocol.

Recommendations

- 6. How will the district use the review findings to improve the effectiveness of teacher evaluation? We plan to continue using iObservation protocols and continue to be trained in these protocols.

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)?
X yes no
 - a. If no, please explain the changes that have occurred and why?
- 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)? X yes no
 - a. If no, please explain the changes that have occurred and why?

Impact

- 3. What percentage of all licensed staff met the standard to earn performance pay for the measures of student achievement? 94.8%
- 4. What percentage of all licensed staff met the standard to earn performance pay for observation/evaluation results? 100%

- a. What percentage of tenured licensed staff met the standard to earn performance pay for observation/evaluation results? 100%
 - b. What percentage of probationary licensed staff met the standard to earn performance pay for observation/evaluation results? 100%
5. Is performance pay awarded for another area (besides schoolwide goals, measures of student achievement and observation/evaluation results)?
yes x no
- a. If yes, what percentage of all licensed staff members met the standard to earn performance pay for this other area? █ %
6. What percentage of all licensed staff met the standard to earn movement on the salary schedule or an increase in base salary? 100%
- a. What percentage of tenured licensed staff met the standard to earn movement on the salary schedule or an increase in base salary? 100%
 - b. What percentage of probationary licensed staff met the standard to earn movement on the salary schedule or an increase in base salary? 100%

Recommendations

- 5. How will the district use the data to improve the effectiveness of this core component? We will continue to coach teachers on setting rigorous SMART goals.

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? Overall, the impact has been positive by encouraging increased teacher collaboration and a shared focus on teaching and learning.
- 2. What overall impact on student achievement has the district or charter school seen as a result of implementing the Q Comp program? School-wide reading goals were met at the Secondary and improved at the Elementary. 94.8% of teachers met their classroom student achievement goals.
- 3. How will the district use the review findings to improve the overall effectiveness of the program? Peer coaches found the experience to be so beneficial to their personal instruction that they wanted all teachers to have a similar opportunity. Therefore, we plan to require learning walks in 2017-18.