

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 23, 2025

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 encourages us to reflect upon our actions and student encounters in the classroom. It provides a great opportunity to discuss effective practices with colleagues.

Staff reports:

“It has helped us get new ideas for our reading lessons. It helps us to reflect on our lessons and improve for future learning. We are able to collaborate and learn from each other.”

“Allows us to be more reflective on what is working well or what we can improve upon. Streamlining strategies across buildings/grade levels.”

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. They gather research, resources, and keep records of their team's work. Some groups focused their energy on culturally responsive instruction, what great teachers do differently, aligning instruction to the READ act, student motivation, or positive teaming.

Staff reports:

"We feel like the decisions we made align with the requirements of the READ act and should help our students become more literate."

"SEL lesson plans developed for advisory to address student achievement. Trying to support the whole student so they can focus on their academic success. "

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:

"The QCOMP leaders really helped prepare us for the year as LPC's by providing us with all the materials we needed and checked in with us as changes were happening throughout the year."

"The binder helps keep me organized and on track. Easy to find the documents that I need. Also, I like that I can access information on our Google Drive."

"The training gave me clear expectations, practical tools, and confidence to support peers, lead reflective conversations, and help improve instruction through collaboration."

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?

Teacher leaders have kept their groups organized, productive, and encouraged meaningful meetings. The leaders help their group think outside the box and seek meaningful topics where group discussions directly help the students.

Staff reported:

“Our Lead Peer Coach helped us stay on task and work smarter, not harder. She encouraged us to not just add new strategies, but to refresh and make old ones more engaging. Her guidance helped us focus on practical changes that improved student understanding and kept learning meaningful.”

Recommendations

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

Allowing staff to provide feedback gives them ownership for our program. The review may inform better support systems for teacher leaders, such as mentorship, materials, and collaboration time for Lead Peer Coaches. Based on identified needs, the district can design or refine professional learning to help teacher leaders grow in areas like instructional coaching, data analysis, mentoring, and facilitating adult learning. This can help sustain teacher leadership over time and encourage more educators to step into leadership roles.

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:

“We shared a lot of different ideas with each other across content areas that we may not have thought of previously and a wide range of perspectives, teaching years and backgrounds.”

“Post-observation, we are more likely to immediately revise lessons to improve student achievement. Observations also help to validate our sense of when lessons are already going well. Observer feedback often points out achievements that we may not have noticed on our own.”

“As a group, we feel the things we have learned in our book have been really helpful. We have had lengthy discussions on ways to best suit our students and get them to achieve at the highest level. Some of these

things include how to use homework in an effective manner, how to use questioning effectively, and how to teach for understanding vs teaching to a test. Our group feels student achievement has been very accurate using these methods.”

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

Our participation in QComp has provided us with a structured opportunity to collaborate with like-minded professionals that ensures consistency for student learning. It provides collaboration to work on similar goals to provide scaffolding of skills from one age level to the next.

Staff report:

“With the use of the book, "The Power of a Positive Team" we have invested more time into creating a positive culture within our classrooms. When students feel they are in a positive environment where teachers and staff are supportive, they are more likely to be motivated, feel safe, and be open to learning. Positive energy can increase their confidence and engagement, which often leads to better academic performance.”

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 collect and review data from individual students to target needs for instruction and intervention.”

“Grade reports, attendance reports, connecting with individual teachers. SAT meetings identifying individual students who are struggling.”

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

Staff Report:

“We use our independent reading levels and assessments to help guide our guided reading levels. Data from assessments tell us if students grasped taught concepts or if they have to be retaught.”

“Our group used student feedback and assessment data to adjust instructional strategies. For example, in PE, observation showed students struggled with volleyball rotations, so we added peer demonstrations, improving understanding and gameplay. In business, quiz results led us to use more real-life examples, boosting engagement and retention.”

“The group helped me brainstorm ways to incorporate more student reflections and writing within the art room, as well as brainstorm a language goal for the year, and use a rubric to measure that goal. Hearing what strategies other teachers are using to keep students engaged is helpful. Data I've collected from pre- and post-tests influenced what terms I need to focus on, where students need extra help.”

Recommendations

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

Advisors will continue to collaborate with each other, and gather feedback from staff, in order to continuously improve the program. All of the feedback is looked at, and taken into account when making decisions. Staff members reported that they like the opportunity to have flexible grouping and opportunities for choice within their groups. Members also reported they appreciate the ability to collaborate with their peers, and receive feedback through observations. These are important aspects of the program that will continue to be implemented.

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:

“We desire specific feedback from colleagues. One teacher has given feedback to use visuals of expected behaviors instead of using verbal language and this has been implemented into multiple classrooms. .”

“It has given us new ideas... "Have you ever tried this?" It has given us a new perspective, and again reiterates what we are already doing well..”

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

Staff Report:

“Being observed makes us more intentional with our instructional strategies. It makes us revisit and focus on strategies that we are not putting much attention to or have forgotten about.”

“The Q-Comp observation process impacts classroom instruction by providing targeted, actionable feedback that teachers can use to make data-driven decisions about their teaching practices. A key element of this process is the peer input component, where colleagues observe one another and provide valuable insights. Teachers often benefit from having another educator in the classroom, someone who can bring fresh perspectives on teaching strategies, classroom management, and student engagement. This outside eye can help identify blind spots that the teacher may not have noticed in their own practice, such as ways to increase student participation, refine questioning techniques, or provide clearer instructions.”

“Incorporating games and fun activities to increase student engagement and retention of learning skills. Focusing on asking why questions--being more conscious of adding more higher level thinking questions.”

Review Findings

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

The observation process is an important component of the Q-Comp program. Through observations and feedback, staff are able to collaborate, provide constructive feedback, and reflect on their teaching practices and instructional strategies. It also allows teachers to try out new ideas and promotes self-reflection. The observation process helps us learn from each other and get fresh ideas. It also offers a new perspective from an outside lense.

Staff report:

“Getting perspective from colleagues is always beneficial and makes us reflect on best practices.”

“Feedback from observations helped us simplify instructions, increase student engagement, and add more checks for understanding.”

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 2024-2025 school year inter-rater reliability training was conducted in building wide training sessions of mixed groups. We allowed all groups to be represented by creating small groups with members representing each building for rubric revision feedback. 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?

Q-Comp advisors will continue to ask for time from administration to build in more dedicated time on workshop days focused on collaboration, planning, and applying feedback. Staff valued the inter-rater reliability session and the time spent reviewing the new rubric together—more of those structured, hands-on days would support deeper impact and consistency. We will continue to advocate for the value of Q-Comp in our school district.

Teachers in their survey have indicated: “Q-Comp is working great. We just hope we can keep it. It’s a great tool to connect with other teachers and get into other classrooms to watch.”

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? 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 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? 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?

Teacher leaders will continue to work in cohesive groups, as well as individual classrooms, to improve instructional practices geared towards the Minnesota state standards, with the goal of increasing student achievement. This will support our continued focus on improving test scores 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. Advisors will continue to promote participating in professional development geared toward their content area(s), literacy, and the teaching craft.

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. Teachers have become more reflective and intentional in their practice, thanks to regular observations, feedback cycles, and goal setting. Collaborative structures—such as professional learning communities (PLCs) and peer coaching—have fostered a culture of continuous improvement, where educators actively share strategies and analyze student data to inform instruction.

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

Staff Report:

“Collaboration has helped increase consistency of expectations across content areas in Allied Arts thus creating an environment of predictability where high expectations can be met.”

“Including scale tests at the end of the quarter has shown an increase in practice efforts at flex time, before and after school. Pre-test and post-test scores are dramatically different since implementing strategies from observations. Reading "Your Brain on Art" helps me to answer the question I get asked a lot: How will I use this learning in the future? and Why is art important?”

“Q-Comp improved student achievement by helping us create more meaningful, real-life connections. In PE, during our volleyball unit, we used peer coaching to improve skills and teamwork. In business, we had students apply terms like “supply and demand” to everyday choices like shopping trends, making learning more relevant and lasting.”

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. The district will continue to demonstrate flexibility and trust in teachers to choose and group with other staff wanting to study similar areas. The Advisor team will continue to schedule building and district wide professional development opportunities and communicate the schedule at the beginning of the school year. We will continue to improve our IRR activities to ensure all staff are comfortable using the updated rubric when observing their peers. 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.