

Q Comp Annual Report 2018-2019

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.

Date Presented to LIFE Prep School Board: 5-20-19

Report completed by: Rochelle Molde- Q Comp Coordinator

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

Impact

How did the work of teacher leaders through coaching, observing, mentoring, facilitating learning teams and performing other responsibilities impact classroom instruction? All licensed teachers at LIFE Prep were observed 3 times by 3 different observers throughout the 2018-2019 school year. Observations were conducted by teacher leaders and/or the principal/director. Licensed teachers were placed into cycles and assigned 3 observers to conduct their observations and evaluations. The observations and evaluations were based on a rubric focusing on the 4 domains of effective teaching. Licensed teachers had a combination of formal and informal observations dependent upon which cycle they were in this year. Observation cycles are updated each year to ensure licensed teachers are observed by different observers and/or the principal/director. New teachers are observed by the principal/director as well as teacher leaders. Mentor teachers are also assigned to new teachers to help support and develop their teaching practice. Teacher leaders conducted pre-observation meetings and post observation meetings, and provided feedback about their strengths and areas to improve upon to assist in fostering teacher growth. The observation, coaching, and mentoring by teacher leaders and the director impacted classroom instruction through a collaborative process of examining teacher's instruction, providing strategies and suggestions for improvement, celebrating successes, and supporting teachers in developing effective instructional practice in the 4 domains outlined in the observation rubric. It allowed teachers an opportunity to reflect on classroom instruction, and develop a growth plan with guidance from the teacher leaders and the director. Teacher leaders facilitated weekly learning team meetings and provided instructional strategies and lessons relating to improving student achievement and instruction in math. Teachers

were able to collaborate and glean strategies for effective math lessons from each other which could immediately be implemented in the classroom. Teacher leaders provided successful lesson plans based on Minnesota State Math Standards and school-wide math curriculum objectives while adhering to curriculum maps. The process of collaboration among cross-grade level teachers with varying levels of experience is an essential practice to promote student achievement and classroom instruction through sharing lessons, strategies, and ideas that have been used successfully. Learning teams were also impacted through weekly meetings by promoting a sense of community among educators and a team approach to instruction. Teacher leaders encouraged and supported this process. 87 % of teachers obtained a proficiency or higher rating on their observations. Having effective and qualified teachers is essential in positively impacting classroom instruction. Results of teacher leader evaluation surveys indicated teacher leaders were proficient or higher in completing observations with fairness and accuracy, understanding the domains of effective teaching, providing lesson objectives to promote the improvement of classroom instruction, reviewing and collecting data related to improving student achievement, working collaboratively with PLC team members, being flexible in scheduling and completing observations, and being positive and helpful. Some areas to improve upon, although still receiving a proficiency rating according to teacher leader evaluation surveys included reviewing student work samples, providing helpful feedback, and leading weekly meetings effectively.

How did the work of teacher leaders impact student achievement?

The work of the teacher leaders impacted student achievement through supporting licensed teachers in developing student achievement goals, and providing lessons and strategies during weekly meetings to help reach those goals. They also assisted licensed teachers through modeling lessons and strategies related to math, that teachers could then take back to their classrooms. They also supported licensed teachers in collaborating with each other, and providing helpful feedback after observations. Teacher leaders also impacted student achievement by encouraging teacher self-reflection and reviewing individual growth and development plans to promote quality teacher instruction, which then benefitted student achievement. Teachers were able to analyze student work samples based on implemented math lessons presented during weekly meetings. This helped to identify students who were performing above, at, and below grade level. Teacher leaders and teachers were able to develop a plan for effective intervention and/or enrichment for students to improve overall student achievement. Results of teacher leader evaluation surveys indicated that teacher leaders scored proficient or higher ratings on reviewing and collecting data related to improving student achievement and improving classroom instruction. 100% of students met their student achievement goal. This data proves the positive impact that teacher leaders and licensed teachers had on student achievement this year.

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?

Teacher leaders attended initial and ongoing training provided by MDE throughout the 2018-2019 school year. Trainings were based on assumptions of adult learners and the adult learning theory, teacher leader model standards, self-assessment and reflection, networking with other Q Comp schools, leadership functions, and navigating through conflict. Attending these trainings and networking sessions helped the teacher leaders learn how to support, coach, mentor, observe, and evaluate licensed teachers effectively and with fidelity. Trainings also helped teacher leaders self-reflect on areas of strength and areas to improve upon to be an effective leader. Teacher leaders also met over the summer to evaluate our Q Comp program, and make any necessary changes. Teacher leaders worked to develop a presentation for licensed teachers explaining the core components of the Q Comp program. Teacher leaders prepared folders for each teacher which included our district rubric, responsibilities, expectations, compensation opportunities, cycles, teams, and who would be observing them.

Teacher leaders also met with the director/principal in developing a new school-wide goal related to improving student achievement and classroom instruction in math. This goal was developed through analyzing existing standardized math test data. According to teacher leader evaluation surveys, teacher leaders were proficient or higher in completing observations with fairness and accuracy, understanding the domains of effective teaching, providing lesson objectives to promote the improvement of classroom instruction, reviewing and collecting data related to improving student achievement, working collaboratively with PLC team members, being flexible in scheduling and completing observations, and being positive and helpful. This is evidence that teacher leaders were able to successfully fulfill their teacher leader responsibilities and meet the needs of licensed staff members.

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? Licensed teachers completed teacher leader evaluation surveys. There were many positive impacts that the teacher leaders had on licensed staff members including areas such as working collaboratively with team members, being fair and accurate on observations, being positive and helpful, reviewing and collecting data to improve student achievement, presenting lessons to promote the improvement of classroom instruction, understanding the domains of effective teaching, supporting licensed teachers with helpful objectives and strategies to use in the classroom, and being knowledgeable of academic content presented. Some areas that were still proficient but could be improved upon include reviewing student work samples, providing helpful feedback, and leading meetings effectively. These findings indicate the positive impact that teacher leaders had on licensed teachers.

Recommendations

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

The district will continue to have 4 teacher leaders in order to adequately support the needs of all licensed teachers. Meeting in smaller groups and collaborating ensures all teachers have a chance to participate effectively. Teacher leaders will continue to plan for and lead weekly PLC meetings, complete observations and evaluations based on our rubric, and support licensed teachers in providing lessons and objectives to improve student achievement and classroom instruction. The Q Comp coordinator will continue to lead teacher leader meetings and compile all necessary data to reflect on the effectiveness of teacher leaders. Teacher leaders will continue to collaborate with licensed teachers and the principal on ways to meet learner based needs, meet their observation goal, meet the student achievement goal, and meet the school-wide goal. Some areas identified for teacher leaders to improve on include reviewing student work samples, providing helpful feedback, and leading meetings effectively. These areas were not indicated as below proficiency; however, these areas of teacher leadership could be strengthened according to teacher leader evaluation surveys.

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? N/A

Impact

How did teacher learning from learning teams and other job-embedded professional development activities impact classroom instruction? Teachers were able to glean instructional activities from same-grade and cross-grade level teachers during our weekly PLC meetings. Teachers were able to collaborate on proven methods of instruction that had been successful in other teachers' classrooms. Teachers were also able to obtain successful lesson plans and objectives modeled and shared by the teacher leaders. Learning from our colleagues is extremely beneficial, because the lessons and ideas shared have been taught to our student population with success. Teachers often shared their favorite or their student's favorite math lessons. Student work samples were also reviewed determining the effectiveness of the lessons. This impacted classroom instruction because the collaboration of lessons were of high-interest to students, which ultimately motivated them to participate and learn. Licensed teachers were able to take ideas presented during the weekly PLC meetings, and immediately implement them in their classrooms.

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

Student achievement in mathematics was impacted in a positive way. Licensed teachers were able to implement math lessons/objectives that were discussed during the weekly PLC meetings. Analyzing student work samples of the implemented lessons helped to determine the effectiveness of the lesson, and also how each lesson impacted student achievement. 100% of teachers at Life Prep met their PLC student achievement goals. These results indicate a positive impact on student achievement growth in the area of math.

Review Findings

How did the sites or learning teams identify needs and instructional strategies to increase student achievement? Prior to setting a new Q Comp School-wide goal and student achievement goals this year, the teacher leaders and administrator/principal met over the summer to analyze existing data. Through reviewing this data, it was determined that our school-wide and PLC goals would be based on math again this year. We took our current standardized math test data, and developed a challenging yet attainable goal in the area of math. Our School wide goal this year was "67% of all students enrolled in grades K-6 at Life Prep by October 1st, 2018, will be at grade level or make one years growth on the NWEA MAP Math Assessment by spring 2019." In conjunction with analyzing standardized test data in both math and reading, the teacher leaders and principal also took into consideration our new math curriculum that was purchased this year. The team agreed that support from teacher leaders and the principal would be needed to help develop, adapt, differentiate, and enrich math lessons and objectives from this new curriculum. Therefore, it was deemed appropriate to continue working toward a school wide and PLC math goal this year instead of reading. Teacher leaders and the principal also reviewed student work samples and discussed goal proposals with licensed teachers to ensure investment in the goals and process. Life Prep continued to show a need for improving standardized math test scores according to our NWEA MAP Math assessment data and MCA Math scores, thus resulting in our approved school-wide and PLC goals in math this year. Final NWEA MAP Math Assessment data resulted in 156/258 students, 60%, meeting our school-wide goal. Thus, Life Prep did not reach our school-wide goal this year.

How did learning teams use data and implement the selected instructional strategies and follow-up on implementation? Learning teams used data collected from the initial Q Comp student achievement assessments that were administered in the fall of 2018 and compared those results to the final Q Comp student achievement assessment data form spring 2019. Student work samples were shared and discussed during weekly PLC

meetings to ensure instructional strategies were being implemented and also to determine the effectiveness of the strategies on student achievement. Samples of high, medium, and below grade level were reviewed to determine further instructional needs and supports. Teachers implemented a math lesson that was presented at the weekly PLC meetings, collected work samples, and shared work samples. Areas that were more challenging for students were identified by team members, and additional collaboration and lessons were shared to help meet learner needs in these areas. Learning teams also met in same-grade level groups for 30 minutes each week to determine which students needed additional interventions, and which students needed enrichment. Teachers examined math data and determined learner-based needs including re-teaching or expansion on specific math objectives. Data that was used in developing the initial school-wide goal in the area of math was based on NWEA MAP Math Assessments from the previous year.

Recommendations

How will the district use the review findings to improve the effectiveness of job-embedded professional development? Life Prep will use the review findings to improve the effectiveness of job-embedded professional development through analyzing areas that need to be improved upon, such as reviewing student work samples, and building on areas of strength such as providing lessons and objectives that promote the improvement of classroom instruction and student achievement. We will continue to focus and collaborate on effective instructional strategies based on our school-wide and student achievement goals. Teacher leaders will continue to present instructional strategies/lessons to be used immediately in the classroom. Teacher leaders and administrator/principal will continue to review student data in developing a school wide goal and identify areas of needed instructional support.

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? N/A

Impact

What impact did the observation/evaluation process, including coaching, have on classroom instruction? The observation/evaluation process helped licensed teachers determine areas that they needed support in or to improve upon based on the domains of effective teaching as identified in our district's observation/evaluation rubric. Licensed teachers also completed an Individual Growth and Development Plan (IGDP). They identified a core area they wanted to improve on throughout the year, provided evidence of working toward that goal on an evidence collection form, and completed a final IGDP form which indicated if they met their goal. Observers focused on each licensed teacher's specific goal during observations and provided feedback during post-observations regarding this area. Teacher leaders were effective in providing fair and accurate feedback. Licensed teachers also completed self-evaluation surveys that helped them identify areas of strength and areas still needing growth. The process of licensed teachers choosing a specific area to work on and examining their own instructional practice, helped to identify areas to improve overall classroom instruction.

What impact did the observation/evaluation process, including coaching, have on student achievement? 87% of teachers met proficiency or higher rating on their observations/evaluations. Each licensed teacher was observed/evaluated 3 times through formal or informal observations. A rubric was explained and provided to teachers at the beginning of the school year, indicating areas they would be evaluated on. This provided clear expectations for teacher responsibilities. Teacher leaders and/or principal indicated areas for teachers to work on and areas of strength. They provided strategies teachers could use to improve instruction, and also coached them in these areas. Improving instruction results in improving student achievement. 100% of students met their student achievement goal this year. This was in part due to the positive impact of the observation/evaluation process which included coaching and mentoring when necessary, and the hard work of teachers to develop and implement a plan to improve their instructional practice. 100% of students meeting their student achievement goal, and 87% of teachers meeting observational proficiency or higher, is evidence of the positive impact of Life Prep's Q Comp observation/evaluation process.

Review Findings

How did the feedback teachers received from each observation/evaluation assist in self-reflection and improved instructional practice? The feedback provided to licensed teachers regarding observations/evaluations assisted teachers in identifying areas of strength and areas that needed to be improved upon. Being aware of these areas and developing a plan to foster them helped to improve overall instructional practice. Through identifying a goal to work toward on their IGDPs teacher leaders were able to provide strategies to use in the classroom to improve instruction and help licensed teachers reach these goals. Self-reflection is an essential component in growing professionally. Licensed teachers completed a self-reflection survey to help analyze their teaching throughout the year. This survey, IGDPs, and observational feedback were all used to improve classroom instruction.

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?

Teacher leaders attended training at MDE throughout the year. The training we received helped us to better support licensed teachers by examining areas such as assumptions of adult learners, teacher model of standards, adult learning theory, self-assessment and reflection, networking, leadership functions, and navigating through conflict. It helped the teacher leaders develop tools when observing and evaluating, and also how to provide constructive meaningful feedback. The trainings also helped teachers to develop and practice having difficult conversations with licensed teachers in regards to observing/evaluating and coaching. Teacher leaders enjoyed networking with other Q Comp schools to compare designs of implementation of Q Comp programs throughout the state. We were able to glean ideas from other schools to enhance our program as well. Teacher leaders also participated in inter-rater reliability by observing live teaching and videos. We were then able to compare observation ratings to ensure fidelity in our observation/evaluation process. Through trainings at MDE, teacher leader meetings, and inter-rater reliability practices, teacher leaders were able to develop strategies to provide constructive and meaningful feedback to licensed teachers.

Recommendations

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

All of the teacher leaders at Life Prep are also full-time classroom teachers, so we are able to understand the importance of teacher evaluation in guiding new teachers, improving classroom instruction, and improving

student achievement. Teacher leaders will continue to attend trainings provided by MDE, perform inter-rater reliability practices, and meet as leaders to discuss what is going well and also areas that we can improve on. 87% of licensed teachers did reach observational proficiency or higher this year. This is evidence of the effectiveness and guidance that the Q Comp program provides for licensed teachers at Life Prep. We are always looking for ways to improve and enhance our program. The feedback provided on teacher leader evaluation surveys indicated that teacher leaders are proficient or higher in evaluating teachers. 100% of students met their student achievement goal as well, indicating great classroom instruction which is in part due to helping licensed teachers develop their teaching craft as discussed during post-observational conferences. The teacher leaders are able to support and coach licensed teachers effectively, resulting in collaboration and sharing of effective teaching strategies.

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)? No. Licensed teachers were able to earn a total of \$2,250 for meeting observational, student achievement, and school-wide goals this year. This is slightly different than our initial proposed plan indicating teachers could earn up to \$2,500. The reason for this change was due to budgeting of Q Comp funds based on decreased enrollment. This change was made to our Q Comp program in 2016-2017 and continues to be in place this year.

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)? N/A. Life Prep's salary schedule movement is not based on Q Comp performance.

Impact

What percentage of all licensed staff met the standard to earn performance pay for the measures of student achievement? 100%

What percentage of all licensed staff met the standard to earn performance pay for observation/evaluation results? 87 %

What percentage of tenured licensed staff met the standard to earn performance pay for observation/evaluation results? N/A. Life Prep does not participate in the practice of tenure.

What percentage of probationary licensed staff met the standard to earn performance pay for observation/evaluation results? N/A. Life Prep does not participate in the practice of probationary staff.

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? N/A. Life Prep's salary schedule is not based on Q Comp performance.

What percentage of tenured licensed staff met the standard to earn movement on the salary schedule or an increase in base salary? N/A. Life Prep does not participate in the practice of tenure.

What percentage of probationary licensed staff met the standard to earn movement on the salary schedule or an increase in base salary? N/A. Life Prep does not participate in the practice of probationary staff.

60% of students met the school-wide goal, resulting in Life Prep not meeting the school wide goal which was set at 67%.

Recommendations

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

Life Prep will continue the performance pay component as outlined this school year. Teacher leaders and principal/director will continue to implement student achievement and school wide goals that require effort and continuous improvement in instruction and student achievement, while also addressing learner-based needs. This requires collaboration among all teachers and administration. Teachers will continue to receive compensation for meeting proficiency or higher ratings on observations, student achievement, and school-wide goals. Our new goals for next year will be determined after reviewing school-wide standardized test data.

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 implementation of our Q Comp program at Life Prep has impacted instruction by improving student achievement in math. 100% of students met their student achievement goal this year. Student achievement increases via better classroom instruction, reviewing student work samples and data, collaboration on effective teaching strategies, identifying strengths and areas to improve upon, coaching, and observing/evaluating. The Q Comp program implemented at Life Prep this year helped teachers, teacher leaders, and principal/director to work together toward a common goal of improving math instruction, therefore boosting instruction and student achievement in math.

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

As a result of implementing the Q Comp program at Life Prep this year, 100% of teachers met their student-achievement PLC goal in the area of math. Student achievement gains are attributed to collaboration of effective teaching strategies, reviewing student work and data, collaboration among teachers and teacher leaders, and improved instructional practices in math. The weekly PLC meetings had a positive effect on student achievement. Teachers can learn best through collaboration and support, which is what is obtained through the implementation of Q Comp. Teachers feel better supported and are able to refine effective instructional practices through evaluation and reflection, which was guided by the teacher leaders.

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

Life Prep will use the findings from the annual program review to determine which components of our Q Comp program can be improved and what is working well with our existing program. Life Prep is committed to

improving instruction and student achievement school-wide which is the main component of the Q Comp Program. Quality instruction is imperative to improving student achievement. The development and practice of our Q Comp program allows needed support to teachers. Teachers can learn a lot from each other through collaboration and reflection, which Q Comp allows them to do. We will continue to analyze student data to determine new goals to continuously improve student achievement. We will discuss and review our program further to identify any areas that need refinement. Teacher leaders will continue to attend trainings to improve their leadership skills. Teacher leaders will train licensed teachers on the components and requirements of our Q Comp program during the upcoming 2019-2020 school year. Teacher leaders will continue to participate in inter-rater reliability activities to ensure fidelity in scoring in our program. Our school-wide and student achievement goals will be updated after review of standardized test data. We are thankful to be part of the Q Comp program due to the collaborative process it provides Life Prep.

