

Q Comp Annual Report 18-19

Duluth Public Schools Academy 4020-07

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)? Yes, lead teachers, curriculum coordinators and mentor coordinator are the positions funded via Q Comp.

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? Both lead teachers and curriculum coordinators did observations of teachers. The reading observations were done by our K-5 literacy coordinator and grades 6-8 language arts coordinator and focused on our rubric for guided reading (K-5) and close reading (6-8). Feedback sessions occurred following the observations. Other curriculum areas were observed and written feedback provided. Lead teachers observed team members providing a “three wows and a wish” to affirm instruction and offer ideas on a next step. Additional coaching was provided to teachers at administrator’s suggestion by curriculum coordinators or leads. In the majority of these situations, particular rubrics for instructional expectations were used and improvement occurred.

In the Q Comp review team’s meetings with staff, they pointed out that the PD trainings offered at House meetings by curriculum coordinators were of particular value and more often followed the plan, study, act, do model.

How did the work of teacher leaders impact student achievement? Although our overall school goals in MAP were not met, many individual teachers saw significant growth and North Star students showed growth in both reading and math MAP scores. The instructional coaching provided, in particular by literacy coordinator and

curriculum coordinators, as well as our work on standards based assessments, contributed to this. MCA scores are pending.

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? Our training for curriculum coordinators was limited this year. Math, science, and history coordinators did attend state PD conferences. This is an area we can potentially enhance if budget allows. Lead teachers were provided an overview of the observation and evaluation process. A suggestion was made that having more training on how/what to observe would be helpful.

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? All of our teacher leaders met their individual professional development goal indicating fulfillment of their responsibilities in this area.

Recommendations

How will the district use the review findings to improve the effectiveness of teacher leadership? Per the information above, consider additional training for curriculum coordinators and observation training for leads and curriculum coordinators.

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? Some of the teams had particular professional development goals that involved PD from curriculum coordinators and followed the plan, do, study, act process. Feedback from math and reading coordinators and discussion of this at team meetings was seen as positive. In curriculum areas, especially in the Junior Academy (grades 6-8) standards based assessments and grading is leading to a higher level of instructional conversation.

How did teacher learning from learning teams and other job-embedded professional development impact student achievement? In our JA math team, their work on standards based assessments is leading to more student engagement and involvement in their learning. This produced higher MAP scores for many students. This is an area of growth for our school as we continue our journey with standards based assessments.

Review Findings

How did the sites or learning teams identify needs and instructional strategies to increase student achievement? The instructional leadership team surveyed staff last year and we came to consensus that three instructional strategies we want all teachers to utilize are gradual release of responsibility, math discourse, and guided or close reading. These are embedded into new teacher PD plans and part of what curriculum coordinators monitor. The instructional lead team has also worked with teachers to develop a five year implementation plan for standards based assessments and grading. This occurred through discussions at staff meetings and sharing of draft plans for staff feedback.

How did learning teams use data and implement the selected instructional strategies and follow-up on implementation? As mentioned above, the key instructional strategies are built into new teachers professional development plans. We've had a series of professional development sessions for work on the standards based grading and assessment. Additionally, an online course on this has been created and all teaching staff are doing this work.

Recommendations

How will the district use the review findings to improve the effectiveness of job-embedded professional development? In addition to the ongoing work with standards based assessments, we are going to be working on a system of differentiated professional development for our teaching staff. At this time we have teachers who've been teaching 15-20 years who need a different level of PD than new teachers. This work will primarily fall to our instructional lead team and curriculum coordinators.

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? In addition to what has already been discussed in this document, many of our teachers had individual professional development goals related to instruction. In working with their lead or curriculum coordinator, over 85 percent of teachers met these goals.

What impact did the observation/evaluation process, including coaching, have on student achievement? MAP scores outlined in previous sections. MCA scores pending.

Review Findings

How did the feedback teachers received from each observation/evaluation assist in self-reflection and improved instructional practice? In conversations lead by our Q Comp Review Team, there was strong consensus that teachers really appreciated and grew from the format of a pre conference, observation and post conference with their administrator.

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? All administrative observations are done by two trained administrators.

Recommendations

How will the district use the review findings to improve the effectiveness of teacher evaluation? In conversations the Q Comp Review team had with staff, and in other conversations, the majority of teachers expressed a feeling that the lead teacher and curriculum coordinator required observations were burdensome and not always helpful. In 2019-20, we are making observations optional for these positions and instead working on having these lead positions do more coaching and PD. Teachers also suggested that the targeted academic goal component of the evaluation plan be reviewed to help ensure it was meaningful for teachers.

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)? NA to our charter situation

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? 68.8 percent

What percentage of all licensed staff met the standard to earn performance pay for observation/evaluation results? 10 percent at developing, 50 percent at proficient, 40 percent exemplary

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

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

Is performance pay awarded for another area (besides school wide goals, measures of student achievement and observation/evaluation results)? Yes, performance goals and portfolio.

If yes, what percentage of all licensed staff members met the standard to earn performance pay for this other area? 22 percent proficient, 76 percent exemplary

What percentage of all licensed staff met the standard to earn movement on the salary schedule or an increase in base salary? % NA

What percentage of tenured licensed staff met the standard to earn movement on the salary schedule or an increase in base salary? % NA

What percentage of probationary licensed staff met the standard to earn movement on the salary schedule or an increase in base salary? % NA

Recommendations

How will the district use the data to improve the effectiveness of this core component? No recommendations here.

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 Q Comp program has helped create a culture of continuous improvement and learning at our school.

What overall impact on student achievement has the district or charter school seen as a result of implementing the Q Comp program? MAP gains at North Star. Many individual teachers seeing MAP gains. The work in standards based assessment by those, like our JA math team who have been doing it for three years, has the qualitative appearance of more student engagement than before. We anticipate this becoming true for other subjects as staff grow this skill set.

How will the district use the review findings to improve the overall effectiveness of the program? Per the recommendations listed in each individual area, we will continue to work to listen to our teachers and their identified professional development needs. The movement toward more coaching options by our teacher leaders and differentiated PD are our starting points here.