## Minnesota Department of Education

# Q Comp Annual Report 2017-2018

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: 4-23-18**

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)? Yes

### Impact

1. How did the work of teacher leaders through coaching, observing, mentoring, facilitating learning teams and performing other responsibilities impact classroom instruction? Each licensed teacher at Life Prep was observed 3 times over the 2017-2018 school year. Observations were conducted by teacher leaders and/or the principal/director. Teachers were divided into cycles which determined which teacher leader would be observing them, if they were to be observed by the principal/director, and if their observation would be formal or informal in nature. Observation cycles are continuously updated each year to ensure teachers are receiving observations by different teacher leaders, and/or the principal/director if applicable to that cycle. Our new teachers have formal observations and are further supported by a mentor teacher which whom they meet with on a monthly basis. Teacher leaders conduct pre observation meetings with each licensed teacher prior to their observation. Teachers are provided a rubric consisting of the components of the observation and evaluation. Teachers are then observed, and a post observation conference takes place within two weeks of the initial observation. Licensed teachers are provided valuable feedback on strengths of their teaching, and areas that need to be improved upon. This impacted instruction through a collaborative process of examining best teaching strategies and best practice. Teachers were open to suggestions and valued the experience and suggestions from the teacher leaders and also their specific mentor teacher if they were new to Life Prep this year. Licensed teachers were able to grow by improving overall classroom instruction based off of the findings of the observations. Weekly PLC meetings which were lead by the teacher leaders were also very instrumental in improving math instruction for our students at Life Prep. Teachers were able to collaborate on math ideas and strategies that they could immediately implement into their classrooms. Teacher leaders modeled successful lessons related to the Minnesota Math Standards, and helped teachers implement these lessons. PLCs were designed to meet with grade level partners and cross-grade level partners, to ensure fidelity among teaching concepts aligned to our curriculum maps. Collaboration among professionals is a valuable tool, and helps promote a team effort in teaching, therefore supporting our students through beneficial instructional methods. Teacher leaders were vital in impacting classroom instruction by encouraging successful and meaningful instruction through purposeful sharing of standards-based lessons. Results of the teacher leader survey indicate some of the teacher leader strengths as working closely with PLC group members, giving adequate and fair feedback in a timely manner, and teacher leaders providing helpful evidence on observation forms. Based on anonymous teacher leader surveys, some areas that teacher leaders could improve on include providing more staff development opportunities, research technology and testing methods to benefit student achievement, and presenting cluster topics based on state standards.
2. How did the work of teacher leaders impact student achievement? Student achievement at Life Prep was impacted by the teacher leaders in several ways. The teacher leaders and principal/director observed every licensed teacher 3 times over the 2017-2018 school year. Teacher leaders helped licensed teachers set student achievement and instructional goals. They also helped them through modeling lesson plans related to the Minnesota State standards in math, and collaborated with licensed teachers about beneficial instructional strategies that could improve student achievement in the area of math. Teacher leaders also helped impact student achievement by encouraging licensed teachers to self reflect on areas that they needed to improve upon, which in turn benefitted students. Teacher leaders helped mentor new teachers, and modeled appropriate ways to best meet learner based needs and differentiate math lessons. Through supporting, mentoring, modeling, and coaching licensed teachers, they were able to expand upon their instructional abilities, and therefore boosted student engagement and achievement in the area of math. Teacher leaders impacted student achievement by preparing for and leading weekly PLC meetings, setting a school-wide goal in the area of math, setting student achievement goals in the area of math, and implementing observational goals and guidelines. Teachers were able to compare student work samples and identify superior, average, and below average work samples in the area of math, and then work as a team to develop a plan on effective interventions for students who were performing below grade level expectations. Teacher leaders encouraged a common practice of improving student achievement. According to anonymous teacher leader surveys, teacher leaders were supportive in reviewing and collecting data regarding our school wide math goal, supported teachers with instructional strategies through modeling and implementation of effective math lessons, and reviewed and evaluated student work samples which led to more precise assessment and support of learner based needs.

### Review Findings

1. 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 2017-2018 school year. Some of the trainings teacher leaders attended were based on using data to inform and improve practice, program review guidelines, teacher leadership community of practice series, teacher leadership workshop, engaging diverse communities, and networking sessions with other schools. Attending these trainings and networking sessions helped teacher leaders learn how to successfully support licensed teachers through coaching, modeling, mentoring, observing, and evaluating. The networking sessions at MDE were incredibly helpful to teacher leaders in collaborating with other Q Comp schools on effective implementation and practice of effective leadership. Teacher leaders met to evaluate areas we needed to improve upon, to best support our licensed teachers. We also self-reflected on our roles as teacher leaders, and collaborated with each other when needing support. We value training that we receive, and take back vital information learned to our PLC groups. We are constantly looking for ways to provide meaningful professional development opportunities for our staff besides our job-embedded professional development. Funding is always an obstacle in this area. Licensed teachers described the teacher leaders as being well prepared and organized for the weekly PLC meetings, provided adequate and helpful feedback in a timely manner following observations, and modeled and provided effective instructional strategies and lessons that were applicable to their grade level in the content area of math.
2. 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 surveys. Based on these surveys, teacher leaders received proficiency or higher ratings in several categories including reviewing and collecting data to improve student achievement, leading effective weekly meetings, completing all observations and giving adequate feedback in a timely manner, offering helpful feedback, being positive and helpful, and being knowledgeable of academic content discussed in cluster meetings. Based on the surveys, teacher leaders could improve in the areas of providing staff development opportunities, researching technology to benefit student achievement, presenting cluster topics based on standards, and working more closely with cluster members. The information provided in the surveys will be used to refine our program based on improvements suggested for the upcoming school year.

### Recommendations

1. How will the district use the review findings to improve the effectiveness of teacher leadership? We will continue having 4 teacher leaders for the upcoming school year because as we reflected on our roles as teacher leaders, we found that these leaders were adequately able to support the needs of the staff through implementation of weekly PLC meeting, completing observations, and mentoring. Having fewer teacher leaders would make this process more difficult and less effective, especially due to the fact that all of our teacher leaders are also full time teachers. Teacher leaders could improve in the area of coaching. Additionally, one of the teacher leaders will serve as the Q Comp coordinator. Teacher leaders will continue with their responsibilities by preparing for and leading weekly PLC meetings, supporting, mentoring, observing, and evaluating licensed teachers, helping licensed teachers set goals for themselves, encouraging effective instruction to boost student achievement, implementation of Individual Growth and Development Plans, collaborating with licensed teachers and administration on ways to meet our learner-based needs, providing and modeling lessons to support student achievement, and assist licensed teachers in meeting school-wide, observational, and student achievement goals. Based on the information collected from the teacher leader surveys, it is recommended that teacher leaders provide more opportunities for staff development, incorporate more technology, and work more closely with staff members on standards-based topics for the upcoming school year. Overall, licensed teachers gave superior ratings for the teacher leaders in regards to completing their teacher leader responsibilities

## 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)? Yes

### Impact

1. How did teacher learning from learning teams and other job-embedded professional development activities impact classroom instruction? Teachers were able to learn from same-grade and cross-grade level teachers in our weekly PLC meetings. Teachers were able to collaborate on effective methods of instruction. Teachers appreciated gaining knowledge from other teachers through this job-embedded professional development process. The best learning often comes through collaboration and multiple viewpoints of experienced professionals with a common goal to support our students and provide exceptional instruction. Teachers and teacher leaders were able to share effective lesson plans in the area of math. This in turn improved overall classroom instruction by providing students with lessons that are high-interest, increase motivation to learn, and have been proven effective by other teachers with our students. Licensed teachers were able to implement topics and lessons presented during the weekly PLC meetings immediately into their classrooms.
2. How did teacher learning from learning teams and other job-embedded professional development impact student achievement? Licensed teachers were able to collaborate with same grade and cross grade level teachers under the guidance of the teacher leaders during our weekly PLC meetings. We met cross-grade level for 30 minutes per week, and same-grade level for 30 minutes per week resulting in a total of 1-hour weekly PLC meetings. Teachers found this to be a beneficial process to compare data, look at student work samples, and share lessons that had been tried and proven successful in the classroom to improve math instruction, and therefore improve student achievement in math. Job embedded professional development helped improve overall classroom instruction through comparing data and student work and therefore identifying areas that students needed further instruction in. It improved student achievement by providing licensed teachers with effective high-interest lessons that could then be immediately implemented into the classroom, and then discussed and evaluated at the next weekly PLC meeting. 100% of teachers at Life Prep met their PLC student achievement goals. This indicates growth in student achievement school-wide in the area of math.

 **Review Findings**

1. How did the sites or learning teams identify needs and instructional strategies to increase student achievement? Life Prep’s director, teacher leaders, and instructional leadership team used previous school-wide data in math and reading to determine that our school-wide goal would be based on math this year. Learning teams used student work samples, standardized testing data, and grade level math curriculum to develop and implement lessons that would be beneficial in increasing student achievement. Areas that students needed more intense instruction in were identified by learning team members, and teachers collaborated on ways to help meet these learner based needs at their current level, and therefore drive instruction and improve student achievement in math. Teacher leaders, licensed teachers, and administration had a common goal of assisting students in meeting the school wide goal. Teachers collaborated and shared instructional strategies that could assist students in reaching the school- wide goal and the PLC goals. According to our school-wide MAP NWEA and MCA data, we determined that math would be our area of focus for this year’s Q Comp program, due to improvements needed in overall student standardized math assessment scores.
2. How did learning teams use data and implement the selected instructional strategies and follow-up on implementation? Learning teams used data from the initial assessment in the fall and compared it to the data of the final spring assessment to determine if the school-wide goal and PLC student achievement goals were met. Data that was used in developing the initial school-wide goal was based on school-wide NWEA MAP Math scores. Student work samples were shared during weekly cross-grade PLC meetings, and specific student grade level data was shared at the weekly same-grade PLC meetings. Student work samples shared included samples of high, medium, and below grade level performance to determine further areas of instructional need. Learning teams collaborated on ideas for weekly topics based on learner-based needs. Implementation was followed up by continuous sharing of student work samples, implementing a new weekly lesson, and then sharing results of those student work samples at the next meeting. Learning teams also met in same-grade level groups during Intervention and Enrichment planning. During I & E meetings, teachers examined math data and determined instructional strategies to meet learners at multiple levels in the area of math. They would then follow up on data and growth the following week after re-teaching or expanding on a specific math objective.

**Recommendations**

1. How will the district use the review findings to improve the effectiveness of job-embedded professional development? Life Prep will use review findings to improve the effectiveness of job-embedded professional development through analyzing areas that need improving, and building on areas of strength in our program. 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 model and provide lessons that licensed teachers can apply immediately into their instruction. Teacher leaders and administration will continue to review student data as a basis for developing our new school-wide goal and to help support instruction and student achievement. Teacher leaders will improve on finding more opportunities for professional development that are available within our budget.

**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)? Yes

### Impact

1. What impact did the observation/evaluation process, including coaching, have on classroom instruction? The observation/evaluation process helped teachers identify areas of their instruction that need improvement, and areas of strength in their teaching. Teachers identified an area to improve on in an Individual Growth & Development Plan at the beginning of the school year. They identified an area that they felt they needed the most help with. Teachers also identified areas that they would like the observer/evaluator to focus on during their observation, to be able to provide helpful feedback and identify ways they could improve in that specific area. Teacher leaders were able to provide helpful feedback on ways they could improve, and also identify and encourage their areas of strength. Collaboration between licensed teachers and teacher leaders also helped improve classroom instruction through sharing and implementation of effective lesson plans. Teacher leaders were effective in providing feedback on observations/evaluations in a timely manner, and were able to work with the teachers to identify strategies to improve instruction if needed. Teachers also completed a self-evaluation survey that further identified areas of strength and/or improvement needed in their instruction. The teacher leaders reviewed these surveys. Licensed teachers indicated on teacher leader surveys that teacher leaders did a superior job of providing adequate helpful feedback in a timely manner and also reviewing and collecting data to improve student achievement, therefore aiding in improving classroom instruction.
2. What impact did the observation/evaluation process, including coaching, have on student achievement? 100% of licensed teachers met proficiency or higher rating on their observations/evaluations. Each licensed teacher was observed 3 times via formal or informal observations. A rubric was provided to licensed teachers prior to their observations at Q Comp initial training at the start of the school year. This was helpful for licensed teachers to understand clear expectations and teacher responsibilities during their observation. Teacher leaders and the principal/director helped teachers determine areas they still needed to develop to provide effective instruction, resulting in improved student achievement. When teachers are made aware of their strengths and weaknesses, they are able to put forth effort in improving their instruction. Teacher leaders helped with this process through early identification of areas of growth needed when completing The Individual Growth and Development Plans (IGDP) at the start of the school year. The fact that 100% of licensed teachers met their observation goals is evidence of the overall effectiveness of the Q Comp program in the area of observation/evaluation process at Life Prep.

**Review Findings**

4. How did the feedback teachers received from each observation/evaluation assist in self-reflection and improve instructional practice? The feedback provided to teachers regarding their observations and evaluations helped them to identify areas of strengths and weaknesses in their instruction. Becoming aware of areas that need growth is essential in developing a plan to address these areas, and set personal goals to improve in these areas. Teachers initially identified an area that they would like to improve on by completing an Individual Growth and Development Plan (IGDP) at the start of the school year. During pre-observation and post-observation conferences, teachers were able to discuss feedback provided through specific examples of their instructional practices observed. Teachers and observers could then collaborate on ways to improve instruction. Teachers must be given opportunities to grow professionally, and self-reflection is an essential part of this process. Teachers identified strengths and weaknesses in their instruction through completing a teacher self-analysis survey. This survey was used in combination with the observations/evaluations to allow teachers to reflect on their teaching for the school year. Some of the areas they reflected on in the surveys included organization and planning, expectations, adapting lessons to all learners, understanding student needs, effective classroom management, assessment, student engagement, and student work.

1. 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 trainings throughout the year that were offered by MDE. Some of the trainings teacher leaders attended were based on using data to inform and improve practice, program review guidelines, teacher leadership community of practice series, teacher leadership workshop, engaging diverse communities, and networking sessions with other schools. Teacher leaders found that the networking sessions with other districts in the Q Comp Program were especially beneficial in reflecting on our own program, and continuously identify areas we could improve on in our program. A quality of being a good teacher leader is being open to suggestions for improvement, to be able to continue growing in the leadership role. The teacher leaders were open to ideas from other districts on effective implementation. Teacher leaders also completed an inter-rater reliability observation to ensure fidelity across scoring. They compared results of the rating to determine if scoring was reliable. Teacher leaders completed a Preferences Inventory Index to determine importance of best practice and pedagogical concepts, and then compared results. Teacher leaders also provided initial Q Comp Program training to all new and existing teachers at the start of the school year. They identified core components of the program, how the program would be implemented, identified teacher leader roles, and identified expectations of licensed teachers. Information also included in the training was learning teams, meeting times and dates, and performance pay breakdown. Teacher leaders were made aware of the observation schedule as well and what teacher leaders would be observing them throughout the year. Teacher leaders will continue to attend trainings offered by MDE, and continue to provide constructive and meaningful feedback to licensed teachers during post-observation conferences and when it is necessary throughout the school year.

**Recommendations**

6. How will the district use the review findings to improve the effectiveness of teacher evaluation? Since all of our teacher leaders are also full time teachers, our biggest obstacle is finding enough time for coaching and mentoring. We are always looking for ideas for more thorough and supportive coaching. Teacher leaders will continue to attend trainings and networking sessions provided by MDE. We will also research other opportunities to attend trainings that help build and support our teacher evaluation process. Each year we make necessary changes to improve upon the previous year. Licensed teachers and teacher leaders find that the Q Comp Program is valuable in improving student instruction, student achievement, and collaboration among all teachers. We learn best from each other. Teacher leaders will continue to facilitate weekly PLC meetings, identify new school-wide and student achievement goals by reviewing data, and also review student work samples. 63.7% of students at Life Prep were at grade level or made 1-year growth on the NWEA MAP Math Assessment. This was an increase of 13.7%, from our previous school-wide NWEA MAP Math Assessment scores from the 2016-2017 school year, resulting in meeting our school-wide student achievement goal. 100% of licensed teachers did reach their observation proficiency goal. 100% of licensed teachers met their student achievement goal, which adds evidence to the high quality of teaching staff we have at Life Prep. Most teachers participate effectively through collaboration and sharing of student work samples. We will continue to encourage our PLC members to collaborate and participate fully at the weekly meetings.

## 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)? No
	1. If no, please explain the changes that have occurred and why?

Licensed teachers were able to receive a total of $2,250 for meeting observational, school-wide goal, and student achievement goals. This is slightly different than our approved plan in that the amount indicated in our initial plan was $2,500. The reason for this change was due to budgeting of our Q-Comp funds. Since Q-Comp funding was based on current enrollment on October 1st of the previous school year, our overall payout had to be decreased because of our decrease in enrollment. This change was made to our program last year, 2016-2017, and has continued into the existing 2017-2018 school year.

1. 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- our salary scale movement is not based on Q Comp performance.

### Impact

1. What percentage of all licensed staff met the standard to earn performance pay for the measures of student achievement? 100%
2. What percentage of all licensed staff met the standard to earn performance pay for observation/evaluation results? 100%
	1. 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.
	2. 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.
3. Is performance pay awarded for another area (besides school wide goals, measures of student achievement and observation/evaluation results)? No
4. What percentage of all licensed staff met the standard to earn movement on the salary schedule or an increase in base salary? Life Prep’s salary schedule is not based on Q-Comp performance.
	1. What percentage of tenured licensed staff met the standard to earn movement on the salary schedule or an increase in base salary? Life Prep does not participate in the practice of tenure. N/A
	2. What percentage of probationary licensed staff met the standard to earn movement on the salary schedule or an increase in base salary? Life Prep does not participate in the practice of probationary staff. N/A

### Recommendations

1. How will the district use the data to improve the effectiveness of this core component? Life Prep will continue the Performance Pay component for the 2018-2019 school year as was outlined this school year. Teacher leaders collaborate with administration and licensed teachers to implement student achievement goals that require effort and continuous improvement in instructional practices, and that are based on the current learner-based needs at Life Prep. This requires a group effort of teacher leaders, administration, and licensed teachers working as a collective team in improving math instruction by indicating areas of improvement, setting goals, and implementing an effective plan to reach those goals. Our school wide goal for next year will be determined after analyzing school-wide standardized testing data.

**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? The implementation of the Q Comp program at Life Prep has impacted instruction by improving student achievement school-wide in the area of math instruction. 100% of teachers met their PLC student achievement goals in the area of math, which indicates overall growth in math. Student achievement increases through effective instruction. Collaboration among teachers and teacher leaders during weekly PLC meetings helped improve instruction by sharing valuable and beneficial lessons in the area of math, and identifying and implementing effective instructional strategies in math. Lessons shared at the weekly PLC meetings were able to be immediately implemented into classrooms, and student work samples were then reviewed. Collaboration is an effective tool in identifying beneficial instructional strategies. By sharing quality instructional methods, students were able to benefit. The Q Comp program helped teachers, administration, and teacher leaders to work toward a common goal of improving math instruction and therefore boosting student achievement in math.
2. 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, 100% of teachers met their PLC student achievement goal. This increased from 93% in the 2016-2017 school year. The percentage of students meeting their school-wide student achievement goal increased from 50% at grade level in math according to the NWEA MAP Math Assessment, to 63.7% of students at grade level or making 1 year growth on the NWEA MAP Math Assessment. Student achievement gains can be attributed in part to the collaboration of teachers, administration, and teacher leaders during the weekly PLC meetings through analyzing student work and student data. PLC meetings had an overall beneficial impact on student achievement in math.
3. 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 program can be improved, and what are areas of strength in our program. Life Prep is committed to improving instruction and overall student achievement school-wide through a collaborative process, which is a main component of the Q Comp program. Quality teachers and effective instruction is critical to improving student achievement. We can learn a lot from each other, which the Q Comp program allows us to do. We will continue to review student data to determine new goals and we will continue our collaborative process. We have identified areas that teachers need further support in such as professional development and incorporating technology, and will work within our means to help support them in these areas. As previously mentioned, budgeting is a major component in our ability to implement these items. We will discuss and review further as teacher leaders on additional components of our program that require refinement. Teacher leaders will train licensed teachers again on the components of the Q Comp program during the upcoming 2018-2019 school year. Teacher leaders will continue to attend trainings offered by MDE to improve our overall effectiveness as teacher leaders and observers. Teacher leaders will continue to partake in inter-rater reliability observations to ensure reliability and validity in scoring. Our school-wide and student achievement goals will be updated after review of standardized test scores from this year.