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Q-Comp Annual Report

Presented to the School Board
June 2, 2026

What is Q-Comp?

Alternative Teacher Professional Pay System (ATPPS, commonly known as Q Comp) is designed to improve student learning through:

- Recruiting and retain highly qualified teachers
- Encouraging highly qualified teachers to undertake challenging assignments and support teachers' roles in improving students' educational achievement
- Providing incentives to encourage teachers to improve their knowledge and instructional skills

Source: [MDE QComp Guiding Document](#) | [Minnesota Statutes, section 122A.414](#)



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4 Q-Comp Components

1	Teacher Leader opportunities (career ladder)	<ul style="list-style-type: none">● Mentors (68)● PLC leads (25)● Instructional Coaches (6)● QComp Lead (1)
2	Job-embedded professional development (JEPD)	<ul style="list-style-type: none">● Mentor/Mentee partnerships are provided two Professional Development Days● Coaching Experience<ul style="list-style-type: none">- Instructional coaching cycle- Learning Labs● Collaborative Action Team time on PD days
3	Teacher Development Evaluation Plan	<ul style="list-style-type: none">● Probationary staff - three observations by administrator(s)● Continuing contract staff - three year summative cycle
4	Performance Pay	<ul style="list-style-type: none">● \$1 building goal● \$149 individual student achievement goal● \$1,350 complete TDEP and Coaching experience



Focus: 2025-26 School Year

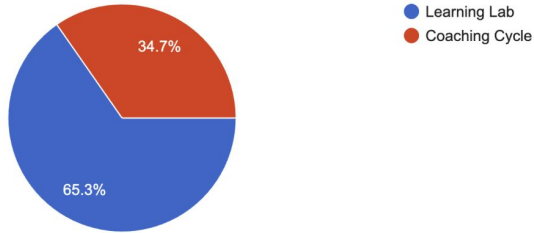
- Continue Instructional Coaching Experiences:
 - Formal Coaching Cycles and Learning Labs
- Support administrators with building goals by providing job-embedded professional development
- Introduce Three Year Professional Growth Plans
- Continue induction/mentor program for new staff
- Implement NEW evaluation rubrics
- Provide administrators and educators professional development on the new evaluation rubrics.
- Support for curriculum implementation



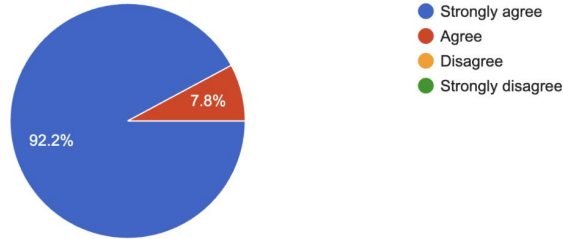
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Coaching Experiences | Coaching Cycle

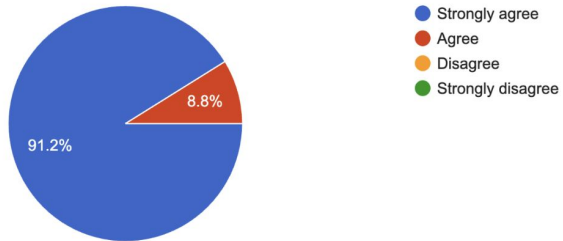
My QComp coaching experience was:
294 responses



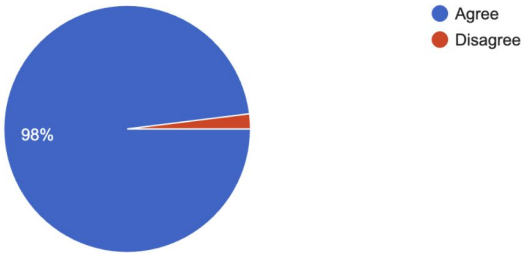
1. The instructional coach partnered with me to identify a clear, powerful, student-focused goal that was important to me
102 responses.



4. The instructional coach offered me choices of high impact instructional strategies to achieve my student-focused goal.
102 responses



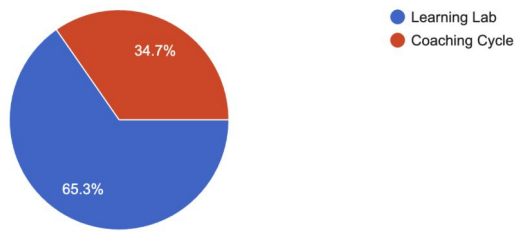
8. My students' engagement/achievement increased as a result of implementing a high impact instructional strategy during the coaching cycle process.
102 responses



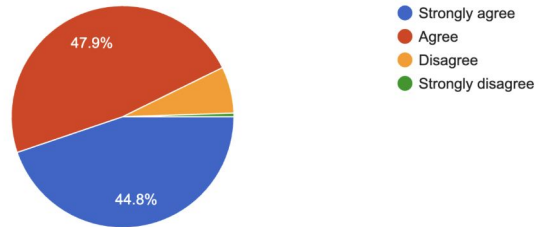
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Coaching Experience | Learning Labs

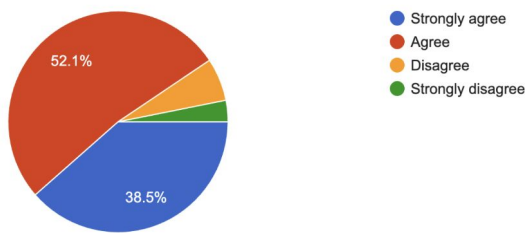
My QComp coaching experience was:
294 responses



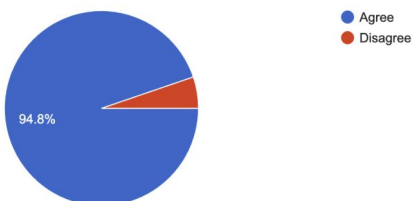
3. The Learning Lab process offered me opportunities to practice a high impact instructional strategy/activity to learn and grow professionally.
192 responses



5. The Learning Lab process provided classroom data that I can use to further develop my instruction and inform my next steps.
192 responses



6. My students' engagement/achievement increased as a result of implementing a high impact instructional strategy during the Learning Lab process.
192 responses



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Curriculum Partnerships



What are educators saying?

This instructional coaching cycle was very valuable and supportive. The feedback was clear, actionable, and easy to apply in my classroom. I appreciated the collaborative approach and the balance of encouragement and constructive input. Overall, it helped strengthen my instruction and student engagement.

This coaching cycle made me feel so much more confident in my implementation of UFLI. I have implemented several new high impact strategies to get students more engaged during the review and writing portions of the UFLI lesson.

Setting a professional growth goal that was aligned with our building's goal enabled me to focus on a strategy we have talked about as a staff and is being used school-wide, and transfer its use in my setting.

I appreciate the collaboration and opportunities to share practices, tools/resources, and observe colleagues as a result of this coaching cycle. I look forward to learning more about how to implement the new literacy curricula while striving to best meet the needs of students.

Continued Focus 2026-27 School Year

- Continue Instructional Coaching Experiences:
 - Formal Coaching Cycles and Learning Labs
- Partnering with administrators on Action Cards to provide job-embedded professional development towards meeting district and building goals
- Continue Educator Professional Growth Plan Development as a part of the TDEP process
- Continue induction/mentor program for new staff
- Ensure alignment between professional development priorities and the Educator Evaluation Rubric to promote reflective practice and educator growth
- Continue to foster partnerships of professional growth and development, operating within a framework of collaboration and trust.



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Questions