

# Q Comp Annual Report 2025-2026

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. Our teacher leader positions this year align with those outlined in our plan which includes instructional leaders that observe, coach and evaluate teachers.

### Impact

**How did the work of teacher leaders through coaching, observing, mentoring, facilitating PLC/learning teams and performing other responsibilities impact classroom instruction?**

The work of instructional leaders had a significant and positive impact on classroom instruction throughout the school year. Through coaching, classroom observations, mentoring, facilitating collaborative PLCs, and supporting professional growth, instructional leaders strengthened teacher capacity and deepened educators' understanding and implementation of effective instructional practices.

Instructional leaders played a central role in facilitating professional learning aligned to district priorities, helping staff implement Tier 1 curriculum with greater consistency and fidelity while strengthening instructional strategies that support student learning. Through ongoing collaboration with teachers, they provided job-embedded support, feedback, and modeling that translated professional learning into classroom practice.

Additionally, instructional leaders actively participated in building leadership and team leader meetings, helping ensure alignment, consistency, and shared expectations across grade levels and content areas. Their work fostered stronger collaboration among staff, increased instructional coherence across schools, and created structures for continuous improvement that positively impacted teaching and learning.

### **How did the work of teacher leaders impact student achievement?**

Teacher leaders positively impacted student achievement by strengthening instructional practices, increasing teachers' use of data, and providing ongoing support that improved classroom decision-making and student outcomes.

One key area of impact was their work with individual teachers to develop robust student learning goals that were data-driven, measurable, and instructionally meaningful. These collaborative goal-setting conversations helped teachers focus on specific student outcomes, monitor progress more intentionally, and adjust instruction to better meet the needs of learners. As a result, \_\_\_\_\_% of teachers met or exceeded their individual student learning goals.

Instructional leaders also played an important role in helping teachers analyze and interpret student data, strengthen curriculum implementation, and identify instructional strategies that would have the greatest impact on learning. Through coaching conversations, observations, and ongoing support, teacher leaders helped create stronger alignment between instructional practices and student needs.

During end-of-year reflection meetings, teachers consistently identified instructional leaders as instrumental in helping them better understand their data, strengthen curriculum implementation, and refine their instructional decision-making. This feedback underscores the value of embedded teacher leadership in promoting high-quality instruction, building teacher efficacy, and ultimately improving student achievement outcomes.

## **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?**

The training instructional leaders received significantly strengthened their ability to fulfill the responsibilities of their roles and effectively meet the needs of licensed staff members. Throughout the year, instructional leaders participated in ongoing professional learning and coaching support, including targeted coaching from the Lavinia Group, where they practiced and applied a variety of coaching models and strategies designed to strengthen adult learning and professional growth.

This training provided instructional leaders with practical tools and frameworks for conducting coaching conversations, facilitating reflection, giving actionable feedback, and supporting teachers through goal setting and instructional problem-solving. By engaging in authentic practice opportunities and receiving feedback on their own coaching approaches, instructional leaders were able to refine their skills and increase their effectiveness in supporting colleagues.

Instructional leaders consistently reported that they highly valued this training and found it directly applicable to their day-to-day coaching responsibilities. The learning experiences increased their confidence and preparedness to support teachers through classroom observations, data discussions, feedback cycles, and instructional planning. As a result, instructional leaders were better equipped to build trusting and productive coaching relationships, facilitate meaningful professional learning experiences, and respond to the evolving needs of licensed staff members.

The investment in leadership development not only strengthened the capacity of instructional leaders themselves but also increased the quality and consistency of support available to teachers, creating stronger systems for continuous improvement across schools.

**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?**

The results of teacher leader evaluations demonstrated that instructional leaders had a meaningful impact on the effectiveness and professional growth of licensed staff members. Feedback from teachers consistently indicated that instructional leaders provided valuable coaching, guidance, and support that strengthened instructional practice and increased teacher confidence.

Through both formal and informal interactions, instructional leaders supported teachers in analyzing student data, developing meaningful student learning goals, reflecting on instructional practices, and identifying strategies to improve student outcomes. Their ongoing presence and accessibility created opportunities for timely feedback, collaborative problem-solving, and job-embedded professional learning that directly supported classroom practice.

Teacher feedback also highlighted the strong relationships instructional leaders built with staff members, creating environments where teachers felt supported in taking risks, reflecting on practice, and continuously improving their instruction.

Overall, evaluation results indicate that instructional leaders played a key role in increasing the capacity and effectiveness of licensed staff members by strengthening instructional practices, improving data-informed decision-making, and contributing to a culture of continuous improvement across buildings. Their work helped create more consistent instructional practices and stronger systems of support for teachers, ultimately benefiting student learning outcomes.

## **Recommendations**

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

The district will use the review findings to continue strengthening and refining the effectiveness of teacher leadership by building upon successful practices while responding intentionally to the needs and feedback expressed by Instructional Leaders. Findings from the review process reinforced the importance of ongoing collaboration, targeted professional learning, and structured support systems in maximizing the impact of teacher leadership roles.

The district will continue to hold regular Instructional Leader meetings, which have proven to be valuable spaces for collaboration, reflection, calibration, and shared learning. These meetings will remain a central structure for aligning work across buildings, ensuring consistency in expectations, and supporting continuous improvement in coaching and leadership practices.

Feedback from Instructional Leaders also indicated a strong desire for continued professional development related to effective coaching practices. In response, the district is committed to providing ongoing training opportunities focused on deepening instructional coaching skills, strengthening strategies for adult learning,

expanding facilitation techniques, and refining leaders' ability to support data-driven instruction and professional growth.

Additionally, the district will continue to gather feedback from instructional leaders and licensed staff members to ensure supports remain relevant and responsive to evolving needs. Using review findings to inform future planning will allow the district to continuously improve the structure, training, and support systems connected to teacher leadership.

By listening to instructional leaders and responding with purposeful support and development opportunities, the district aims to maximize the impact of teacher leadership on instructional quality, strengthen educator effectiveness, and improve student outcomes across the district.

## **Core Component: Job-embedded Professional Development**

### **Implementation**

**Are PLC/learning teams configured and meeting as outlined in the approved plan (approval letter and subsequent plan change approval letters)?**

Yes. Our PLCs/ learning teams and meetings align with our approved plan.

### **Impact**

**How did teacher learning from PLC/learning teams and other job-embedded professional development activities impact classroom instruction?**

Teacher learning through collaborative PLC/learning teams and other job-embedded professional development activities had a meaningful impact on classroom instruction by strengthening instructional practices, increasing teacher confidence, and improving the implementation of evidence-based strategies across classrooms.

This year, all teachers participating in READ Act literacy training engaged in intensive, structured professional development focused on evidence-based literacy instruction. This learning was intentionally connected to ongoing coaching support and the implementation of new curriculum resources aligned to the science of reading, allowing teachers to move beyond theory and apply new learning directly within their classrooms. As a result, teachers reported increased confidence in using structured literacy routines, stronger understanding of foundational reading practices, and an improved ability to meet the needs of students with diverse reading profiles.

PLC/learning teams and coaching cycles further supported this work by creating opportunities for teachers to collaborate, analyze student data, reflect on instructional practices, and problem-solve around student needs. These job-embedded structures allowed teachers to receive ongoing feedback, refine instructional approaches, and consistently implement new strategies over time.

At the secondary level, teachers identified professional learning focused on supporting multilingual learners and implementing schoolwide AVID strategies as especially impactful. These learning experiences provided concrete strategies for supporting academic language development, increasing student engagement, and creating more equitable, rigorous, and accessible learning environments for all learners.

Overall, the combination of targeted professional learning, collaborative learning structures, embedded coaching, and aligned curriculum resources strengthened instructional practice across grade levels and content areas. This integrated approach supported greater consistency in instruction, increased teacher efficacy, and positively impacted student learning outcomes.

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

Teacher learning through collaborative PLC/learning teams and other job-embedded professional development positively impacted student achievement by strengthening instructional practices, increasing the use of data-informed decision-making, and creating more targeted supports for students.

One of the most notable areas of success was the development and implementation of teacher-written individual student learning goals that were grounded in student data and focused on specific skill development. Through collaborative learning structures, coaching conversations, and ongoing reflection, teachers used these goals to identify priority learning needs, implement targeted instructional strategies, and monitor progress toward measurable outcomes. This process helped ensure that instruction was more intentional, responsive, and aligned to student needs.

Professional learning experiences also increased teachers' ability to analyze student data, implement evidence-based instructional practices, and adjust instruction based on student performance. Through PLC/learning teams and job-embedded collaboration, teachers had regular opportunities to examine outcomes, share effective practices, and refine instruction in real time.

As a result of this focused professional learning and goal-setting process, we observed varied increases in student achievement data across grade levels and buildings. While outcomes differed based on student needs, grade levels, and learning contexts, the consistent implementation of instructional strategies aligned with current best practices contributed to overall student growth and improved learning outcomes.

These results reinforce the importance of continued investment in collaborative, job-embedded, and data-driven professional learning models that build teacher capacity and create direct, positive impacts on student achievement.

## **Review Findings**

### **How did the sites or PLC/learning teams identify needs and instructional strategies to increase student achievement?**

Sites and PLC/learning teams identified needs and instructional strategies to increase student achievement through a structured process of data analysis, collaborative planning, and ongoing reflection. Each school developed a comprehensive Site Improvement Plan that included goals focused on measurable student achievement outcomes, and on the instructional practices, systems, and adult actions necessary to achieve those outcomes.

These plans were grounded in a careful review of multiple sources of student performance data, including state assessment results, local benchmark assessments, classroom-based measures, and other relevant student

learning evidence. Through this analysis, teams identified priority areas for growth, with many schools focusing efforts on strengthening outcomes in literacy and mathematics.

PLC/learning teams used this data to identify achievement gaps, prioritize student needs, and select evidence-based instructional strategies aligned to identified areas of focus. Teams regularly engaged in collaborative discussions around student progress, instructional effectiveness, and implementation challenges, allowing them to adjust practices and interventions throughout the year.

In addition to data analysis, schools leveraged instructional leaders, coaching structures, and professional learning opportunities to support the implementation of identified strategies. This ongoing cycle of analyzing data, planning instruction, implementing strategies, and monitoring results helped create a more responsive instructional system focused on continuous improvement and increased student achievement.

Overall, the use of structured improvement planning and collaborative learning processes ensured that instructional decisions were purposeful, data-driven, and aligned to the specific needs of students and school communities.

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

PLC/learning teams used data as an ongoing tool to guide decision-making, monitor progress, and refine instructional practices throughout the year. Teams regularly analyzed multiple sources of student data, including benchmark assessments, classroom-based measures, formative assessments, and progress-monitoring data, to evaluate student growth and identify areas where additional support or instructional adjustments were needed.

Once instructional strategies were selected, PLC/learning teams implemented them through collaborative planning, shared instructional practices, and targeted interventions aligned to identified student needs. Teachers worked together to determine how strategies would look in practice, ensuring consistency in implementation across classrooms and grade levels.

Follow-up on implementation occurred through ongoing cycles of inquiry, where teams regularly reviewed progress toward goals, reflected on the effectiveness of instructional strategies, and adjusted practices based on student outcomes. PLC/learning teams used structured conversations, data review protocols, classroom observations, and coaching support to monitor implementation and maintain focus on continuous improvement.

By involving classroom teachers, instructional coaches, and building leaders throughout this process, schools built collective ownership and shared accountability for student outcomes. This collaborative approach ensured that instructional strategies were practical, consistently implemented, and responsive to student needs, ultimately strengthening instructional effectiveness and increasing student achievement.

## **Recommendations**

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

The district will use the review findings to strengthen the effectiveness of job-embedded professional development by continuing to invest in high-quality professional learning experiences, refining collaborative structures, and ensuring alignment between professional learning and instructional priorities.

A key finding from the review process reinforced the importance of ongoing, evidence-based literacy instruction and embedded support for implementation. As a result, the district will continue providing literacy training aligned with the requirements of the READ Act, ensuring educators have access to professional learning grounded in research-based practices that support effective reading instruction and improved student outcomes.

In addition, the district will prioritize the development and strengthening of collaborative structures at all levels to support meaningful teacher collaboration, reflection, and data-driven decision-making. PLC/learning teams, coaching cycles, and collaborative planning opportunities will continue to provide teachers with structured time to apply new learning, analyze student performance, share effective practices, and collaboratively problem-solve around instructional challenges.

Review findings also highlighted the value of coaching and ongoing support in transferring professional learning into classroom practice. Therefore, the district will continue aligning professional development opportunities with instructional priorities while increasing opportunities for job-embedded coaching, feedback, and follow-up support to strengthen implementation.

By intentionally aligning professional learning with district goals and creating consistent structures for collaboration and application, the district aims to ensure that job-embedded professional development remains relevant, responsive, and impactful in improving instructional practices and student learning outcomes across all schools.

## 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, all licensed staff were evaluated as outlined in our approved plan.**

### Impact

**What impact did the observation/evaluation process, including coaching, have on classroom instruction?**

The observation and evaluation process, including coaching support, had a meaningful and positive impact on classroom instruction across the district by promoting reflection, strengthening instructional practices, and supporting continuous professional growth. Feedback from teachers, Instructional Leaders, and principals consistently indicates that the process is viewed as a valuable tool for improving instructional effectiveness rather than simply measuring performance.

Structured observation cycles and post-observation conversations created intentional opportunities for teachers to reflect on their practice, receive actionable feedback, and engage in meaningful dialogue about instructional

decisions. These reflective conversations helped teachers identify strengths, recognize opportunities for growth, and make instructional adjustments that better supported student learning.

The evaluation framework itself provided a common language and clear expectations for high-quality instruction, helping maintain focus on district instructional priorities and ensuring consistency across buildings. The process supported alignment around clearly defined goals and reinforced evidence-based instructional practices.

When paired with coaching, the observation and evaluation process became more personalized and impactful. Coaching conversations helped teachers apply feedback, refine instructional strategies, analyze student outcomes, and set purposeful professional goals. This ongoing support increased teacher confidence, strengthened implementation of effective practices, and created opportunities for continuous improvement over time.

Overall, the observation and evaluation process contributed to a stronger culture of professional learning and continuous improvement, where teachers felt supported in their growth and classroom instruction became increasingly aligned to best practices, district priorities, and student needs.

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

The observation and evaluation process, including coaching, positively impacted student achievement by strengthening instructional practice, increasing the use of data-driven decision-making, and ensuring a consistent focus on student learning outcomes across classrooms.

Through structured observation cycles and coaching conversations, teachers received targeted, actionable feedback that supported instructional refinement and encouraged professional growth. This feedback helped teachers make purposeful adjustments to instruction, try new strategies, and respond more effectively to student learning needs.

A key component of this impact was the integration of clear, data-driven student learning goals within the evaluation and coaching process. These goals kept instruction focused on measurable student outcomes and supported teachers in monitoring progress, identifying gaps in learning, and adjusting instruction in real time to better meet student needs.

As instructional practice became more intentional and aligned to student data, teachers were better able to implement evidence-based strategies, differentiate instruction, and provide targeted support. This shift contributed to improved student engagement and growth across classrooms.

Overall, the observation and evaluation process, when combined with coaching, helped strengthen the connection between instructional practice and student achievement, resulting in more focused instruction and improved learning outcomes for students.

## **Review Findings**

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

Teachers reported that feedback from both formal observations and informal walkthroughs played a significant role in supporting self-reflection and improving instructional practice. Multiple feedback points, combined with

data conversations and coaching support, helped teachers develop a clearer understanding of their instructional strengths and identify specific areas for growth.

The structured reflection process encouraged teachers to think critically about the impact of their instructional decisions on student learning. By engaging in ongoing dialogue with evaluators and instructional leaders, teachers were able to make intentional, timely adjustments to their practice, including refining instructional strategies, improving differentiation, and strengthening alignment to student needs and learning goals.

This consistent cycle of observation, feedback, reflection, and adjustment contributed to more responsive instruction and supported continuous professional growth across classrooms.

### **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?**

This year, we recognize that training and calibration related to inter-rater reliability for principals and instructional leaders was an area of growth. While evaluators made a strong effort to provide meaningful, timely, and constructive feedback to licensed staff, the level of consistency across buildings was impacted by limited opportunities for structured calibration and collaborative scoring practice.

As a result, there was variation in how evaluation expectations and feedback were interpreted and applied across sites. This highlighted the need for more intentional, ongoing professional learning focused on inter-rater reliability, shared understanding of instructional expectations, and consistent application of the evaluation framework.

Moving forward, the district will prioritize collaborative training opportunities, norming sessions, and structured calibration work to strengthen alignment among evaluators. This will support more consistent, equitable, and actionable feedback for all licensed staff members, ultimately enhancing the impact of the observation and evaluation process on instructional improvement.

## **Recommendations**

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

The district will use the findings from the review process to strengthen the effectiveness, consistency, and impact of teacher evaluation practices across schools. Feedback collected from staff and instructional leaders will be analyzed to identify strengths, areas for growth, and opportunities to improve implementation fidelity within the evaluation system.

The district will use this information to refine professional learning opportunities for evaluators and staff, strengthen calibration practices to ensure consistency across buildings, and enhance feedback processes so that evaluation conversations remain meaningful, growth-oriented, and connected to instructional improvement.

Additionally, findings will inform adjustments to evaluation timelines, communication practices, and support structures to ensure the process remains manageable, transparent, and aligned with district goals. Data gathered through the review process will also help identify trends and prioritize future professional development efforts that directly support teacher growth and student achievement.

Through ongoing reflection and continuous improvement cycles, the district will use review findings to ensure that teacher evaluation remains a supportive process focused on improving instructional practice and increasing positive outcomes for all students.

## 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, the performance pay amounts and standards are the same as outlined in our approved plan.**

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, the salary schedule movement are the same as outlined in our approved plan.**

### Impact

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

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

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

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

Is performance pay awarded for another area (besides schoolwide goals, measures of student achievement and observation/evaluation results)?

If yes, what percentage of all licensed staff members met the standard to earn performance pay for this other area? %

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

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

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

## Recommendations

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

The district will use data regarding the percentage of staff meeting the variety of measures to evaluate the effectiveness, consistency, and implementation of this core component across schools and programs. By analyzing trends within the data, the district can identify strengths, areas where additional support may be needed, and patterns that may impact successful implementation.

The data will be used to inform professional learning, strengthen support systems, and refine processes to ensure staff have clear expectations and access to the resources necessary for success. District and building leaders will review results to identify gaps between intended practices and implementation, allowing for targeted adjustments to improve fidelity and effectiveness.

Additionally, the district will use the findings to guide ongoing conversations around calibration, communication, and equitable access to supports, ensuring that staff have consistent opportunities to meet expectations. Progress monitoring over time will help determine whether adjustments are leading to improved outcomes and increased staff success across measures.

Ultimately, this data will support continuous improvement efforts by helping the district make informed decisions that strengthen implementation, increase staff effectiveness, and improve outcomes for students.

## 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 the Q Comp program has had a positive and sustained impact on instructional practice across the district. Participation in Q Comp has supported the development of a strong culture of reflection, collaboration, and continuous improvement, where teachers regularly examine instructional practices and student learning outcomes.

Through structured collaboration, coaching, and goal-setting processes, instructional teams are actively engaged in analyzing student data and using that information to make informed instructional decisions. This focus on evidence-based practice and ongoing reflection has strengthened instructional effectiveness, increased consistency across classrooms, and contributed to a more cohesive, student-centered learning environment throughout the district.

### **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, the district has strengthened its data-based decision-making processes and deepened its ability to analyze student achievement data. Educators are now more consistently

examining results at a granular level, including disaggregating data by student groups in order to better identify and address achievement gaps.

While these improvements have enhanced the district's capacity to respond to student needs and target instruction more effectively, we recognize that overall student achievement outcomes continue to require improvement. Moving forward, the district remains committed to intensifying instructional efforts, strengthening implementation of evidence-based practices, and accelerating progress toward closing achievement gaps across all student groups.

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

The district will use the review findings to strengthen the overall effectiveness of the Q Comp program by increasing collaboration, alignment, and coherence across buildings. In the coming year, the district plans to expand cross-district opportunities for principals and instructional leaders to engage in shared learning, examine implementation practices, and build collective capacity.

These collaborative structures will support stronger instructional leadership, more consistent implementation of program components, and improved alignment of goals and practices across schools. By enhancing shared learning and coherence, the district aims to increase the overall impact of Q Comp on instructional quality and student learning outcomes.