

Q Comp Model Plan for Rural Districts

Please note for the purposes of this document:

- “District” is defined collectively as administration, school board members and the exclusive representative of the teachers.
- All eligible entities (schools, school districts, intermediate districts, cooperative districts, education districts, charter schools and Perpich Center for the Arts) will be referred to as “district.”
- “Site” is defined as any organizational unit in a district for which student enrollment data is reported in Minnesota Automated Reporting Student System (MARSS) and staff data is reported in Staff Automated Reporting (STAR).
- The term “teacher leader” will be used to refer to all positions outlined under Core Component: Career Advancement Options.
- The term “instructional level” is used to refer to elementary, middle school, high school and other sites, such as alternative learning centers, early childhood and adult education.
- “Licensed staff” and “teacher” refer to all licensed staff members who are directly employed by the district and included in the local teacher bargaining unit.
- “Licensed staff specialist” is defined as noninstructional staff such as counselors, nurses, school psychologists and social workers who are directly employed by the district and part of the teacher bargaining unit.
- “Learning team” refers to a teacher learning team or Professional Learning Community (PLC) (e.g., grade level teams, department teams) that meet regularly for professional development.

For questions or assistance contact mde.q-comp@state.mn.us

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How to Use this Model Plan

The purpose of this Model Plan is to provide rural districts with examples of how other rural districts have structured their Q Comp plans with similar population and structural characteristics. The examples provided are designed to promote discussion and generate ideas that will work in each district depending on their structures and their responses to the consideration questions included for each component.

This Model Plan can be used by districts at various stages of the Q Comp Program planning process. For districts that are in the early stages of planning or are still investigating if Q Comp is a good fit, it is recommended that the planning team begin by going through the steps outlined in the Planning Process section. This outline is designed to help districts identify which components are already in place in the district and what resources are available on which to build the final Q Comp plan.

If a district has gone through the identification process or is already in the plan development stages, but is struggling with how best to address a specific component, it should use the individual component sections. The sections are designed to encourage responses to questions and offer examples to help districts see how others have addressed the issues. Districts can then generate their own model to meet their needs and the expectations of the program.

The Model Plan is designed to work in conjunction with the Q Comp Application and Q Comp Program Requirements and Guiding Principles as part of a planning process to help districts design their Q Comp plan to align with other plans and needs in the districts. It is recommended that the application team take the time to review and discuss each question in the General Needs Assessment and each Core Component that applies to their plan and maintain notes for reference as they develop the full plan in the application or any program updates to ensure the plan will be most effective in the district.

The examples included come from a range of rural districts currently implementing Q Comp. These districts range in size from 300 students to 5,000 students, from 30 teachers to 150 teachers and from being located all in one building to being spread across a large geographic area.

Where does a district begin?

The Q Comp program is a school reform model that is designed to improve the instructional skills of teachers and increase student academic achievement. An effective Q Comp program is one that aligns with the other school improvement efforts in the district and becomes a natural part of day-to-day operations. In order to develop a program that will be effective and meets the needs of the district, it is recommended that districts begin by using the following outline to explore the structures, processes and initiatives already in place in the district and identify the needs of teachers and students that may still exist.

Once existing structures and needs are identified, districts should begin developing a Q Comp plan by contacting mde.q-comp@state.mn.us and accessing the Q Comp Application, the Q Comp Requirements and Guiding Principles and Q Comp Activity Funds documents on the [Q Comp webpage](#). It is recommended to begin the process by identifying the total available funding (to do this multiple the student headcount reported in MARSS

on October 1 of the previous fiscal year by an amount between \$169-\$260 depending on the amount of local levy the district plans). After that, it has proven most efficient to plan and know the structure of Core Component: Job-Embedded Professional Development and Core Component: Teacher Evaluation before planning Core Component: Career Advancement Options so it is clear what teacher leader positions are needed. Core Component: Performance Pay and Reformed Salary Schedule and Core Component: Budget are best designed last.

General Needs Assessment

Questions to consider before beginning the application

The following outline is offered as a guide to help districts explore what is already in place and identify what needs exist.

- What is your daily schedule structure? What is the timeframe of the student-contact and teacher-contract day? What contractual flexibility do you have in the contract day?
- What are the state and district initiatives, funding sources and programs currently in place?
- Which initiatives that are in place require goals? Which are focused on increasing student achievement? Which are focused on improving teacher quality?
- Does professional development align with current district and building curriculum and initiatives?
- Which initiatives or programs are working well and could be enhanced and which are not working as expected that could be ended, replaced or improved?
- What content areas of the curriculum have been mapped and which have not been?
- Are teachers aware of the curriculum (standards) that are covered in other courses and grade levels)?
- What is the greatest need for teachers in the area of curriculum alignment? Do these needs align with the district and/or site staff development plan?
- What induction program is in place for new teachers?
- What are the greatest needs for tenured and probationary teachers?
- What is the availability of resources?
- How can technology be used to a greater degree to meet professional development or other needs?
- What existing roles and responsibilities are already in place in the district?
- What type of teacher leader positions are needed in the district?
- Are any schools identified as needing improvement under the state or federal accountability system? Which schools? For what reasons?
- What goal(s) do these schools have as part of their school improvement plan (Record of Continuous Improvement)?
- What needs do teachers have that will help them to improve instruction and increase student achievement? How might Q Comp meet the identified needs?
- Are there any other school-specific initiatives in place to improve instruction or increase student achievement? If so, what are they and how might a Q Comp plan align with these initiatives?

Core Component: Job-embedded Professional Development

Questions to consider before beginning the application

These questions are provided only as a guide to aid districts in developing their own plans based on the most common existing structures.

- What standardized assessments are used in the district? Which are used at each site?
- What district-created assessments are used?
- Is there a formative assessment process in place to monitor student growth over time? If so, what is it?
- What are areas of strength regarding student achievement? What are areas for growth regarding student achievement?
- What is the greatest need for students in terms of academic achievement?
- What student achievement goals (World's Best Workforce, District or School Improvement Plan (Record of Continuous Improvement), etc.) are already in place at the district and site levels?
- What time is available during the teacher-contract day for teachers to meet together in learning teams focused on professional development?
- Which teachers should meet to collaborate in order to best improve instruction and student achievement?
- What team structures (PLCs, grade level teams, vertical content teams, department or content teams, interdisciplinary teams, etc) are already in place within the district?
- How does the district handle meetings and collaboration between remote sites (if any exist)?
- What configuration of teachers is most reasonable for each site and for the needs of the teachers?
 - Will licensed staff specialists (such as counselors and nurses) be included in the teams or make up a team of their own?
- What professional development do teachers need in order to improve instruction and help students meet the goal(s) on the standardized assessment(s)?
- What teacher leader positions will be necessary to implement the learning teams and other job-embedded professional development activities?

Examples

The examples provided are designed to promote discussion and the generation of ideas of what will work in each district depending on the structures in place and the responses to the consideration questions included throughout this document.

Teams: Who, What and When:

- Professional Learning Communities (PLCs) will be divided into three grade bands: kindergarten and first grade, second and third grade and fourth through sixth grade. Specialists will be divided so there is one on each PLC. These PLCs will meet biweekly for 90 minutes in a rotating schedule with staff meetings. Teachers will also work with their team leader to design, implement and reflect on their professional goal and their achievement of that goal through the completion of a professional growth plan. Final determinations regarding the professional growth plan achievement and the earning of performance

pay related to plan achievement will be measured by the team leaders, building instructional leader and/or the school director using the plan itself as a guide.

- A total of 10 full-time equivalent (FTE) teacher instructional coaches throughout the district will facilitate grade level or department-based professional development teams of three-10 teachers who meet for a minimum of 50 minutes per week embedded during the teacher employment contract day. The teams will also have five late-start and early-release days for additional meetings. These meetings will include the professional development activities regarding modeling instructional strategies, demonstration teaching, team teaching, mentoring, lesson study, analysis of student work, peer or cognitive coaching and content coaching. Learning Teams will cover these topics:
 - Review and refine the instruction of math vocabulary used in Northwest Evaluation Association's (NWEA) and the Minnesota Comprehensive Assessment (MCA).
 - Review, share and refine instructional strategies for math, especially in the area of computation and number sense.
 - Develop appropriate resources and supplemental materials for math instruction, especially in the area of computation and number sense.
 - Review assessment data and its implications and applications to instructional planning and delivery (NWEA, MCA, Curriculum Based Measurement (CBM), and classroom assessments)
- Teachers will be placed in teams by grade level. Teams will choose one strategy from math materials to implement during the year. Team members will be responsible for leading a half hour round table discussion with a vertical team. A vertical team is made up of content-similar teachers districtwide. Time will be set aside for grade level and vertical teams to discuss and plan for implementation of the monthly differentiation strategy. Teams meet at these times:
 - Weekly grade level team planning
 - Half day substitute coverage in October and January
 - Staff development meetings (third Tuesday mornings monthly from 7:30 – 8:15)
 - Vertical teams may meet via web meeting and conference call.

Finding the Time:

- Teams meet monthly during late-start days (or early-release) to create a three-hour block of time that will focus on improving instruction, examining student work and analyzing data are the focus for 150 minutes of the time on these days. Administrative tasks are the focus for the remaining 30 minutes. In addition, learning teams meet weekly for 30 minutes either after school or during prep time.
- Grade level PLCs meetings every other week before or after school for 50 minutes. In addition teachers meet in department PLCs every other week for 50 minutes during common planning or prep time.
- Cross-curricular learning teams meet weekly for 50 minutes each week. In addition whole staff professional development occurs on staff development days and at the twice monthly staff meetings.

Overall job-embedded Professional Development:

- There are three primary elements tying the district's job-embedded professional development plan together. These elements apply to all schools in the district.

- Establishment of the district Framework for Effective Teaching, based on the best practice model of Charlotte Danielson. Teacher development of a professional growth plan aligned with chosen elements of this model. Evaluation and coaching by trained colleagues and supervisors in those domains and sub-domains leading to continued professional growth.
 - Development of site specific, content based strategies aligned with the building academic achievement goal. Introduction and training on those strategies provided through the district and building staff development program. Teaching and modeling provided by trained teacher leaders, supervisors, and content area experts.
 - Establishment of a PLC team model to ensure integrated and ongoing dialogue and implementation of instructional strategies aligned with each teacher’s professional growth plan and building goals.
- Staff development is led at the building level by PLC facilitators who meet with groups of approximately 10 teachers. The district utilizes a train-the-trainer model whereby the district leadership research best practice and then provide training to the PLC facilitators. They are brought together for three full days of training prior to the start of the school year and a full day of training prior to each late-start date. They go back to their respective sites and provide training on late-start days (five late start days of two hours each) to teachers in their respective learning communities. There will also be 12 professional days. Between late-start days and professional days, they are meeting with small groups on a weekly basis for about 30-40 minutes each occurring during prep time or before or after school. They may utilize the services of the district sub team when assigned to their building to pull teachers together during the instructional day.
 - A typical, weekly group PLC meeting that occurs in between late starts will likely include the following:
 - Review instructional goals of members of the group
 - Review of relevant student work
 - Discuss strategies that worked and those that need refinement
 - Develop an action plan
 - Implement action plan and report back
 - Staff will practice the skills gained with each other before the next evaluation.

Core Component: Teacher Evaluation

Questions to consider before beginning the application

These questions are provided only as a guide to aid districts in developing their own plans based on the most common existing structures.

- What is the three-year professional review system currently in place for tenured and probationary teachers and non-instructional licensed staff (counselors, nurses, school psychologists, etc.)? How are individual growth plans included in the system? When and how does peer review occur? When and how does summative evaluation occur?
- What rubric and forms are used in the professional review system?
- How does the professional review system align with the site professional development plan?

- What standard of performance are teachers going to be expected to demonstrate through the professional review system? Is the standard or determination different during peer review and summative evaluation? If so, what is each standard?
- What is the teacher improvement process for those not demonstrating the necessary standard of performance? When and how are teachers identified for the improvement process?
- What training or resources will be needed to implement the system and ensure equity and transparency in the process for peer reviewers and summative evaluators? How will the training ensure inter-rater reliability?
- What teacher leader positions will be necessary to implement the observation/evaluation process?
- What costs are associated with the implementation of this component?

Examples

The examples provided are designed to promote discussion and the generation of ideas of what will work in each district depending on the structures in place and the responses to the consideration questions included for each component.

Observation/Evaluation Team:

- Licensed staff members will participate in three observations per year by Peer/Collaborative Coaches and/or administrators.
- All teachers will be observed twice by their Team Leader and once by the administration. On each of these three observations, which will include a pre- and post-observation conference, teachers must receive an overall rating of Proficient in order to receive performance pay.
- The team that observes each licensed staff member will consist of the Elementary or Secondary Leader and the building principal. The Elementary or Secondary Leader will individually conduct two observations for each tenured teacher and will conduct one observation for each tenured teacher with the administration.

Training to Ensure Inter-rater Reliability:

- The leaders responsible for teacher observation will all be trained during a full day session using the Charlotte Danielson's Framework for Effective Teaching. Additionally, practice observations will take place followed by thorough discussions of ratings given with rationale. As the observations are completed, the administration and the leaders will meet to discuss the ratings given, and this meeting will compare discrepancies and alignments. Inter-rater reliability training will be an ongoing process throughout the year including training, videos, and practice observations. This will occur once during the fall workshop, once during first quarter, once during second quarter, and twice during third quarter.
- In order to assure that the process is transparent, all teachers and administrators will attend a one-day training provided by Charlotte Danielson in her evaluation system. To ensure inter-rater reliability is maintained and the scoring process is valid, all observers will receive training that includes having the observers view and score videos of classroom teachers instructing students. The scored results will be compared and discussed to ensure consistency among teacher observers. Training will be ongoing to

enable coaches to refine their coaching skills and to maintain consistency among coaches. In addition, inter-rater reliability will be assured by the following methods:

- Team Leaders will practice teacher observations as part of their extended-day contract.
- Refresher or follow-up training will be held periodically using the district Framework for Effective Teaching Assessment Rubric.
- Team Leaders and administrators will work together to ensure that they are compatible in the rating of teachers.
- Teachers will have the option of an additional observation with a different observer if inter-rater reliability is questioned.

Reflection and Coaching:

- A teacher whose performance is judged below the district standard (Proficient) will be referred to the teacher assistance track until performance is brought up to standard. Teachers placed on the teacher assistance track will receive individual coaching and support from a trained teacher coach to help them improve their performance. The individual coaching methods will be used such as having the teacher coach model a specific form of instruction or having the teacher observe another staff member who excels in the area needing improvement.
- Teachers will be asked to complete a self-evaluation each time they are observed. Information from the teacher self-evaluation will be used at the post-observation conference. Following the observation, the teacher will engage in conversations with the observer, which will promote authentic professional examination of teaching practices in an atmosphere of mutual support, trust and continuous learning and improvement. The self-evaluation process will promote dialogue in conferencing and inform the formative evaluation process.
 - Evaluators will discuss areas of growth identified on the rubric through pre- and post-observation conferences with staff. This information, along with the teacher self- assessment, review of student data and input from the Professional Development Plan (PDP) team regarding growth, will be used by evaluators as they come to a consensus regarding areas of strength and areas for growth to be reflected in the summative report.
 - A teacher whose performance is found to be below Proficient will be referred to the Peer Assistance and Review Team. An assigned member of that team will coach the teacher and provide resources to help the teacher grow as a professional and meet the required standard.
- Three evaluation cycles will be completed throughout the school year. The first evaluation will be completed by the end of October, the second will be completed by the end of January and the final one will occur by the end of May. At least one and a half months will separate each evaluation cycle, allowing adequate time for coaching.
 - Within three days after the evaluation the teacher observed and the Teacher Leader who conducted the observation will meet for a post-observation conference. This conference will give the teacher and the observer the opportunity to discuss the observation and rubric. Both the teacher and observer will identify strengths and areas needing improvement and will collaborate to write goals for areas of growth.

- The Teacher Leader will provide the teacher with ideas, resources and coaching as appropriate to help the teacher address areas needing improvement so performance in these areas shows growth over subsequent observations.

Core Component: Career Ladder/Advancement Options for Teachers

Questions to consider before beginning the application

These questions are provided only as a guide to aid districts in developing their own plans based on the most common existing structures.

- What teacher leader position positions are already in place in the district? What role do these positions play in coaching teachers to improve instructional skills and increase student achievement?
- What teacher leader position is required to facilitate the job-embedded professional development system?
- What teacher leader position is needed to conduct the three year professional review system?
- What compensation will be provided for teacher leaders? Will they receive an annual salary augmentation or release time/substitute coverage?
 - If release time isn't being provided, how will teacher leaders with responsibilities for conducting observations/evaluations or coaching have time to complete their responsibilities?
 - What time commitment will each position be required to fulfill? What is a reasonable compensation for this time given your budget and outside requirements of teachers?
- What training will each teacher leader position need to adequately complete their job responsibilities?

Examples:

The examples provided are designed to promote discussion and the generation of ideas of what will work in each district depending on the structures in place and the responses to the consideration questions included for each component.

Career Ladder Position Job Descriptions and Approximate Ratios:

- Q Comp Teacher Leader (.5)
 - **Job description:** The Q Comp Teacher Leader is the general coordinator of the Q Comp program.
 - **Ratio:** A total of one for the entire district.

- Professional Learning Community Building Lead
 - **Job Description:** The Professional Learning Community (PLC) Building Lead is a person with advanced knowledge and expertise in PLCs, who will act as a PLC Team Leader and provide leadership, support and assistance to the other Team Leaders.
 - **Ratio:** A total of one per building.
- Peer Coach
 - **Job Description:** The Peer Coach will provide peer evaluation and feedback to each teacher. The Peer Coach will schedule pre- and post-observation conferences and will provide each teacher with a written report regarding observations, portfolio information, data and other evidence.
 - **Ratio:** One for approximately every 22 licensed staff members.
- Mentor
 - **Job Description:** Mentors will be responsible for the personal and professional induction of new staff into the district and the profession. Mentors will support and coach new teachers as they transition into the district system and work toward tenure. This position requires a three year commitment, with training occurring in year one.
 - **Ratio:** One Mentor for every new licensed staff member.

Hiring Processes for Career Ladder Positions:

- Job will be posted in the staff lounge and emailed to all staff.
 - Interested teachers will submit an application to the hiring committee made up of Q Comp committee members and directed by the director of learning and accountability, and will be interviewed by same.
 - The hiring committee will recommend candidates to the superintendent who will make the final hiring decision.
- Position will be posted via email to all staff.
 - Interested teachers will submit applications to the hiring committee: Q Comp coordinator; director of learning and accountability; building principal where the teacher leader will reside.
 - The hiring committee will review applications, conduct interviews with qualified candidates and make the final hiring decision.
- Positions will be posted within the district. Postings will include the qualifications and requirements of the position.
 - Interested applicants will apply to the superintendent and union president using the Q Comp Application form.
 - Qualified applicant names will be forwarded to the Q Comp Council members, who will be responsible for interviewing candidates and making hiring recommendation.
 - In event that a Q Comp Council member has applied for the position, the selected alternate will serve on the Q Comp Council during the interview.
 - The superintendent and union president will make the final hiring decision.

Evaluation of Career Ladder Positions in the Leadership Role:

- Evaluated by the building principals twice per year, with input from Q Comp Teacher Leader and the PLC team leads in their respective building, using a position-specific rubric.

- The Q Comp Coordination Committee will support this process.
- The teacher leader must demonstrate an average score of Proficient or higher in each rubric element in order to earn the position salary augmentation and retain the position for the following year.
- Evaluated by their supervisor once per year, with support from the Q Comp Coordination Committee and input from the Q Comp Teacher Leader and all teachers the individuals with which they are assigned to work using a position specific rubric and survey.
 - The teacher leader must demonstrate proficiency in each rubric element to earn the salary augmentation for the position.
- The evaluation will be done twice per year, via Survey Monkey, by the staff with whom they work.
 - The Q Comp Council will receive and review the data from the biannual survey.
 - The Q Comp Council will share the evaluation data with the teacher leader during an appropriately timed meeting.
 - Each teacher leader will also have time for personal reflection of their practices on their evaluation.
 - If a teacher leader is found not fulfilling the duties for the positions, as determined by the Q Comp Council, and no reasonable solution can be reached, the position will be reopened, and the outgoing leader will receive a prorated salary augmentation.

Core Component: Performance Pay and Reformed Salary Schedule

Questions to consider before beginning the application

These questions are provided only as a guide to aid districts in developing their own plans based on the most common existing structures.

- What funding remains after calculating costs for teacher leaders, professional development, teacher evaluation, training, etc.?
- What percentages does the district want to set for each portion of the performance pay system?
- Which required performance standard(s) (schoolwide student achievement on a standardized assessment, measures of student growth, teacher evaluation) will be used to drive vertical movement on the salary schedule?
- Will performance pay be awarded for all three required performance standards or just the ones not linked to vertical movement on the salary schedule?
- Will there be performance pay for any other areas of teacher or student performance?
- What standards of performance need to be demonstrated for the compensation in each area to be earned?

Examples:

The examples provided are designed to promote discussion and the generation of ideas of what will work in each district depending on the structures in place and the responses to the consideration questions included for each component.

- The district reformed the salary schedule so teachers receive vertical movement on the salary schedule (a step) only when demonstrating an average performance of Proficient or higher on their annual teacher evaluations. In addition teachers can earn performance pay in the following manner:
 - \$250 for schoolwide student achievement gains will be earned if the schoolwide goal (updated annually) is met.
 - \$250 for measures of student growth will be earned if the PLC student achievement goal is met.
 - The PLC student achievement goal is set by PLCs each fall using pre and posttests.
 - Goals are reviewed by the Q Comp Oversight Team to ensure fairness across all staff.
 - At the end of the year, PLCs submit data to the Q Comp Oversight Team who conduct a review and determine if the goal has been met and pay earned.
 - \$500 for teacher evaluation will be earned if the teacher demonstrates an average score of Proficient or higher, with no unsatisfactory ratings by the end of the year on their combined peer reviews/summative evaluations (depending on the teacher's year in the professional review cycle) during the year.

- The district reformed the salary schedule so teachers receive vertical movement on the salary schedule (a step) when they have earned a Proficient or higher rating on their Summative Evaluation. In years where the teacher does not receive summative evaluation, they continue to make vertical movement if they remain in good standing (complete the peer review process, participate in learning teams and are not moved into the teacher improvement process or identified for additional coaching/review by administration). In addition teachers may earn performance pay as follows:
 - \$1 for schoolwide student achievement gains will be earned if the schoolwide goal (updated annually) is met.
 - \$1 for measures of student growth will be earned if the individual classroom student achievement goal is met.
 - The classroom student achievement goal is set by teachers each fall using pre and posttests.
 - Goals are reviewed by the Q Comp Oversight Team to ensure fairness across all staff.
 - At the end of the year, each PLC submit data to the Q Comp Oversight Team who conduct a review and determine if the goal has been met and pay earned.
 - \$1 for teacher evaluation will be earned if the teacher demonstrates growth on at least one level in two or more areas of the rubric during the year.

- The district reformed the salary schedule so teachers receive vertical movement on the salary schedule (a step) when they earn an average score of two (Basic) or higher on their annual evaluations. In addition teachers may earn performance pay as follows:
 - \$100 for schoolwide student achievement gains will be earned if the schoolwide goal (updated annually) is met.
 - \$200 for measures of student growth will be earned if the individual classroom student achievement goal is met.
 - The classroom student achievement goal is set by teachers each fall using pre and posttests.
 - Goals are reviewed by the Q Comp Oversight Team to ensure fairness across all staff.

- At the end of the year, teachers submit data to the Q Comp Oversight Team, who conduct a review and determine if the goal has been met and pay earned.
 - \$700 for teacher evaluation will be earned if the teacher earns an average score of three (Proficient) or higher on their annual evaluations.
- The district reformed the salary schedule so teachers receive vertical movement on the salary schedule (a step) when they have earned a Proficient or higher rating on their peer reviews or summative evaluations during the year. In addition, teachers may earn performance pay as follows:
 - \$100 for schoolwide student achievement gains will be earned if the schoolwide goal (updated annually) is met.
 - \$100 for measures of student growth will be earned if the grade level student achievement goal is met.
 - The grade level student achievement goal is set by grade level teachers each fall using pre and posttests.
 - Goals are reviewed by the Q Comp Oversight Team to ensure fairness across all staff.
 - At the end of the year, each grade level submits data to the Q Comp Oversight Team who conduct a review and determine if the goal has been met and pay earned.
- The district reformed the salary schedule so teachers receive vertical movement on the salary schedule (a step) only when demonstrating an average performance of Proficient or higher on their annual teacher evaluations. In addition, teachers can earn performance pay in the following manner:
 - \$250 for schoolwide student achievement gains will be earned if the schoolwide goal (updated annually) is met.
 - \$250 for measures of student growth will be earned if the PLC student achievement goal is met.
 - The PLC student achievement goal is set by PLCs each fall using pre and posttests.
 - Goals are reviewed by the Q Comp Oversight Team to ensure fairness across all staff.
 - At the end of the year, PLCs submit data to the Q Comp Oversight Team who conduct a review and determine if the goal has been met and pay earned.
 - \$500 for teacher evaluation will be earned if the teacher demonstrates an average score of Proficient or higher, with no unsatisfactory ratings by the end of the year on their combined peer reviews/summative evaluations (depending on the teacher's year in the professional review cycle) during the year.
 - \$125 for PLC participation will be awarded to each teacher who demonstrates all of the following:
 - Attend 80 percent or more PLC meetings.
 - Implement at least two PLC strategies in the classroom and bring lesson plans and samples of student work for discussion in the PLC.
 - Attain the PLC student learning goal.
 - Each PLC will set a student learning goal and submit it to the Q Comp Coordinator and building principal each fall for review and approval.
 - The Q Comp Coordinator and building principal will review goals for equity across teams.

- At the end of the year, PLCs will submit data to the Q Comp Coordinator and building principal to determine if the goal is met and pay has been earned.
- \$125 for student engagement will be awarded to each teacher who earns an average score of three or higher on their annual student engagement surveys.

Optional Compensation Areas

In addition to the areas outlined above, the district may choose to use Q Comp funding for any of the following:

- A hiring bonus or other additional compensation is available to teacher in a high-need or hard-to-fill positions or a hard-to-staff schools who meet or exceed performance standards under the professional review cycle (teacher evaluation process)
 - New teachers are also eligible if, during student teaching, they demonstrated they were highly effective at reducing achievement gaps
 - A hard-to-staff school is one that has at least one of the following characteristics:
 - A majority of students whose families meet federal poverty guidelines
 - Geographical isolation
 - Identified by the state as eligible for targeted programs or services for students
- Incentives for additional compensation for:
 - Teachers to obtain a master's degree or other advanced certification with at least 18 credits in their licensure field as needed to teacher concurrent enrollment or college in the schools courses
 - Teachers to pursue training or education to obtain additional licensure in shortage areas identified by the district
- Help fund a Grow Your Own new teacher initiative for nonlicensed education professionals such as paraprofessionals or cultural liaisons

Core Component: Budget

These questions are provided only as a guide to aid districts in developing their own plans based on the most common existing structures. Additional details and limitations for Q Comp funding can be found in the Q Comp Activity Fund document on the [Q Comp webpage](#).

- What costs are associated with each of the other components?
 - Note: calculate all costs associated with compensation to individuals assuming everyone will earn the pay.
- What Teacher Retirement Association (TRA)/ Federal Insurance Contributions Act (FICA) costs and other benefits need to be included for costs associated with paying individuals?
- What administrative costs are needed?
- What other source of revenue will be used to support Q Comp funding and implementation costs?
 - Note: at least one other source of revenue is required to show that the Q Comp program is fully aligned and integrated within the district.