



# Director's Notes

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DECEMBER 14, 2010

## Q Comp

### The State's History of Q

#### Comp

Q Comp was proposed by Governor Tim Pawlenty and was enacted by the Legislature in July 2005. It is a voluntary program that allows local districts and exclusive representatives of the teachers to design and collectively bargain a plan that meets the five components of the law. The five components under Q Comp include: Career Ladder/Advancement Options, Job-embedded Professional Development, Teacher Evaluation, Performance Pay, and an Alternative Salary Schedule.

Approved school districts receive up to \$260 per student (\$169 per student in state aid and \$91 per student in board-approved levy) for the program. Charter schools, integration districts, intermediate districts and the Perpich Center for the Arts receive approximately \$240 per student in state aid through an equalized levy since these entities do not have authority to impose local tax levies.

Last week, Governor Tim Pawlenty announced that 30 more schools and districts were approved to implement the nation-leading Q Comp program. With the addition of these new schools and districts, 32 percent of Minnesota students are now taught by Q Comp teachers. The additional school districts and charter schools approved to implement Q Comp for the 2010-11 school year are the largest group since the first year of the program in 2006-07. It is also the first time the majority of districts were located in Greater Minnesota.

### Cologne Academy's History with Q Comp

The Q Comp program aligns with Cologne Academy's mission and vision to build a strong community of learners focused on data driven instructional design and high academic achievement and outcomes for all students. Studies have shown that there is a significant and positive relationship between the number of years a school has been implementing Q Comp and student achievement. In addition, research indicates that the most significant factor in whether students learn is teaching quality.

At Cologne Academy, teachers engage in scheduled professional development meetings three times a week. Our teachers work together to support best teaching practices; we strive to champion for all students' needs.

Cologne Academy has developed and supported many innovative measures geared towards the attainment of student success. Our two Accountability Specialists, MUM and MUR classes, Road to the Code, and daily interventions are a few programs that the school funds for academic results.

Entry into the Q Comp program generates an additional layer of funding to compensate all teachers for their hard work and commitment to a results driven culture. Revenue from Q Comp is determined by the school's acceptance into the program (as determined by MN Department of Education) and then funded based on the previous year's enrollment. For the 2010-11 school year, the school will receive about \$41,000 to award teachers who make their goals (detailed on page 2). Next year's additional revenue for teacher compensation will be nearly \$60,000. This additional revenue stream, in the state's woeful economic times, is a great way to reward teachers for their great work and devotion to their students and to Cologne Academy.

### Our Vision

To create an environment for K-8 children where rich character development and effective learning create self confident students who are able to achieve their personal best academically. Using advanced curriculum that is based on goal oriented results, parents will work with teachers to produce the highest possible level of academic achievement for each individual student.

### Teacher Leaders

Cologne Academy has six teachers who perform lead teaching roles. Mrs. Magstadt is the school's Peer Differentiated Instruction Leader, Mrs. Degen and Mrs. Roth are Math Strategists, Mrs. Rasmussen and Mrs. Ferrin are Literacy Strategist, and Mrs. Gordon is the Assessment Strategist.

### Our Mission

To provide students in Cologne and surrounding rural areas with a content-rich education based on a strong foundation of knowledge through the use of the Core Knowledge Sequence and classical curriculum. We are committed to providing a community school with small class sizes where students, parents and teachers work together to achieve accelerated academic achievement and strong character development.

**(1) Career Ladder/Advancement Options:** Cologne Academy's career ladder will include four positions with various duties and compensations: · **Peer Differentiated Instructional (DI) Leader** · **Literacy Strategist** · **Math Strategist** · **Assessment Strategist/Coordinator**

**(2) Job-embedded Professional Development:** As the focus for the Q Comp plan, the district has selected the following student achievement goal from the Educational Improvement Plan (EIP):

- The percentage of all students in grades 3-7 at Cologne Academy who earn achievement levels of Meets the Standards or Exceeds the Standards on the Mathematics MCA/MTAS will increase from 78.75 percent in 2010 to 80.75 percent in 2011.

- The percentage of all students in grades 3-7 at Cologne Academy who earn achievement levels of Meets the Standards or Exceeds the Standards on the Reading MCA/MTAS will increase from 86.25 percent in 2010 to 88.25 percent in 2011.

**(3) Teacher Observation/Evaluation:** Each teacher at Cologne Academy will be observed and receive formative evaluations three times per year. The evaluation team that will complete these evaluations for each teacher will consist of the executive director and the Peer DI Leader. The executive director will complete two evaluations (fall and spring) and the Peer DI Leader will complete one evaluation (winter) of the each teacher. All formative evaluations will be based on direct classroom observations and will be scored using the appropriate Formative Evaluation Rubric. Teachers will be expected to achieve an average score of Proficient after three evaluations.

### (4) Performance Pay

A teacher's compensation will be based on the following factors:

- \$400/28% for schoolwide gains will be awarded to each teacher if the goal outlined above is met. This award will be prorated as follows:
    - o \$200/50% of this award if the mathematics goal is attained.
    - o \$200/50% of this award if the reading goal is attained.
  - \$625/44% for measures of student achievement will be awarded to each teacher for meeting the classroom goals set by each teacher in mathematics and reading, recorded in the teacher's PDP and approved by the Peer DI Leader. The executive director will review goals two times per year and analyze the results data in the spring to determine if the goals have been attained. This award will be prorated as follows:
    - o \$312.50/50% of this award if the mathematics goal is attained.
    - o \$312.50/50% of this award if the reading goal is attained.
  - \$400/28% for teacher evaluation will be awarded to each teacher earning an average score of Proficient by the end of the year on the appropriate Formative Evaluation Rubric. This award will be prorated as follows:
    - o \$400/100% of the award for an average score ranging from 3.0 to 4.0.
    - o \$200/50% of the award for an average score ranging from 2.5 to 2.9.
- Performance pay for part-time employees will be determined by their Full-Time Equivalent (FTE) amount (0.5 FTE equals eligibility for 50 percent of the performance pay amount).

### (5) Alternative Salary Schedule

All teachers are at-will employees and their base salary is set when they are first hired by the school. If a teacher is retained by the school in subsequent years, the only increase to base salary is cost of living provided that the school budget allows for the increases.