



**ATHLOS  
LEADERSHIP  
ACADEMY**

## **World's Best Workforce Report Fall 2018 Report on the 2017-2018 School Year**

*The 2017-2018 World's Best Workforce (WBW) Plan was presented to the Athlos Leadership Academy School Board on August 29, 2017 and was approved by the ALA Board as the plan and process for reviewing curriculum, instruction and student achievement and for striving for the world's best workforce (Reference: MN Statute 120B.11). The plan is implemented in conjunction with ALA's current strategic plan, continuous improvement plan, and professional development plan. This report is a summary of the 2017-2018 school year, WBW plan, and Athlos Leadership Academy's progress toward goals.*

### **Mission Statement:**

Athlos Leadership Academy is a Pre-K through 8th grade public charter school that believes in providing students with a challenging and comprehensive high school and college preparatory education through high standards for academic scholarship, fitness and nutrition, character development, and student leadership opportunities.

### **Athlos Leadership Academy Statement of Purpose:**

Minnesota Statute 124E, Subd.1 outlines the statutory purposes of a Minnesota charter school. Athlos Leadership Academy fulfills its statutory purposes in the following ways:

#### Primary Purpose-Improve all pupil learning and student achievement

Athlos Leadership Academy (ALA) maintains a strong commitment from school leaders and educators in meeting the school's mission. Through continuous improvement planning processes and implementation, Athlos Leadership Academy's administration, teachers, families, and students partner in creating and implementing increasingly rigorous and effective strategies for student success. ALA sets high standards for student achievement and implements programming initiatives to meet the diverse needs of learners. Athlos Leadership Academy's K-3 Literacy Plan supports ALA students in reaching grade-level reading proficiency. The staff meets in regular and frequent Professional Learning Communities (PLCs) to have collaborative, data-based discussions about student progress and goal setting. ALA continues to refine its data collection and analysis process that ensures data-guided instruction and collaboration among teachers. ALA administrators monitor the success of the learning program through classroom walk-throughs, teacher observations and evaluations, and analysis of student data. This ensures that we continue to evaluate and make changes to best serve students at Athlos Leadership Academy.

Athlos Leadership Academy strives to meet the needs of all of our students by providing coursework, challenges, and supports to meet the needs of our high achievers as well as our students in need of academic support. The blend of information collected from assessment tools drives the development of progress monitoring goals for each student. The goals and plans generated are then used to drive instruction in the core classroom as well as during supplementary intervention and enrichment educational structures.

#### Increase learning opportunities for pupils

Athlos Leadership Academy is proud to offer a full-day Pre-Kindergarten program. The program has been provided to the community since the fall of 2011. Our Pre-Kindergarten is a high-quality Parent Aware 4-Star Rated program that uses practices that will best prepare children for kindergarten. The Pre-K classrooms at Athlos Leadership Academy work to better develop kindergarten readiness skills. Our teachers weave literacy, math, science, creativity, and community-building throughout our daily routine. ALA sets high objectives that teachers and students work on throughout the year through rigorous instruction and activities. Our objectives are aligned with Minnesota State Early Learning Standards.

#### Encourage the use of different and innovative teaching methods

At Athlos Leadership Academy, we teach students using three distinct yet complementary Pillars of Performance: Prepared Mind, Healthy Body, and Performance Character. Each has specific objectives for a child's age and grade level. Unlike other schools, the Athlos model measures students' progress across all three areas of academics, fitness, and performance character. Athlos is rooted in the belief that each pillar is dependent on the strength of the other two.

## Athlos Leadership Academy's World's Best Workforce Plan Target Goals & Results 2017-2018

### Goal #1 All Students Ready for Kindergarten

85% of Pre-Kindergarten students will demonstrate proficiency in the following reported areas of the Opening the World of Learning (OWL) assessments:

- Letter Recognition-Uppercase
- Letter Recognition-Lowercase
- Letter Sounds
- Counting
- Counting Objects
- Recognizing Numerals

Results: Athlos Leadership Academy met this goal with the following results:

- Letter Recognition-Uppercase= 89% proficient
- Letter Recognition-Lowercase= 85% proficient
- Letter Sounds= 94% proficient
- Counting= 89% proficient
- Counting Objects= 100% proficient
- Recognizing Numerals= 91% proficient

Goal: Eighty-five percent of kindergarten students will meet the spring proficiency target on the Fountas and Pinnell Benchmark Reading Assessment in 2018.

Results: Athlos Leadership Academy met this goal with 89% of kindergarten students meeting the spring proficiency target by year-end.

### Goal #2 All Students in Third Grade Achieving Grade-Level Literacy

Goal: In May 2017, 87% of all students enrolled October 1<sup>st</sup> in grades K-3 at Athlos Leadership Academy met the spring proficiency target on the Fountas and Pinnell Benchmark Reading Assessment. ALA's 2017-2018 goal is to maintain 87% proficient.

Results: Athlos Leadership Academy met this goal with 91% of K-3 students meeting the spring proficiency target by year end.

Goal: The percentage of all 3<sup>rd</sup> grade students enrolled October 1st at Athlos Leadership Academy who earn an achievement level of Meets the Standards or Exceeds the Standards in reading on all state accountability tests (MCA, MTAS) will increase from 56.0% in 2017 to 58.0% in 2018.

Results: 53.2% of third graders scored Meets or Exceeds in 2018.

### Goal #3 Close the Achievement Gap Among All Groups

The percentage of students in each subgroup who earn an achievement level of Meets the Standards or Exceeds the Standards in reading on all state accountability tests (MCA, MTAS) will increase by 5% from the prior year.

The percentage of students in each subgroup who earn an achievement level of Meets the Standards or Exceeds the Standards in math on all state accountability tests (MCA, MTAS) will increase by 5% from the prior year.

Reading MCA		
	2016-2017	2017-2018
Hispanic/Latino	42.6%	50.0%
American Indian/Alaska Native	Count size too small to report.	Count size too small to report.
Asian	48.4%	55.6%
Black/African American	39.8%	44.0%
Native Hawaiian/Pacific Islander	Count size too small to report.	Count size too small to report.
White	75.0%	76.5%
Two or More Races	46.3%	64.9%

<b>English Learner</b>	31.3%	24.1%
<b>Special Education</b>	14.3%	14.5%
<b>Free and Reduced Lunch</b>	40.9%	46.6%

<b>Math MCA</b>		
	<b>2016-2017</b>	<b>2017-2018</b>
<b>Hispanic/Latino</b>	53.2%	42.3%
<b>American Indian/Alaska Native</b>	Count size too small to report.	Count size too small to report.
<b>Asian</b>	60.0%	50.0%
<b>Black/African American</b>	30.4%	31.7%
<b>Native Hawaiian/Pacific Islander</b>	Count size too small to report.	Count size too small to report.
<b>White</b>	70.7%	65.8%
<b>Two or More Races</b>	42.3%	54.5%
<b>English Learner</b>	32.8%	12.3%
<b>Special Education</b>	19.0%	12.7%
<b>Free and Reduced Lunch</b>	33.2%	34.5%

In reading, the school met the goal in the following subgroups:

- Hispanic/Latino
- Asian
- Two or More Races
- Free and Reduced Lunch

In math, the school met the goal in the following subgroups:

- Two or more races

#### **Goal #4 All Students Career and College Ready By Graduation**

Goal: The percentage of 8<sup>th</sup> grade students enrolled October 1st at Athlos Leadership Academy who earn an achievement level of Meets the Standards or Exceeds the Standards in math on all state accountability tests (MCA, MTAS) will increase from 40.4% in 2017 to 45.4% in 2018.

Results: 30.9% of 8<sup>th</sup> graders scored Meets or Exceeds in 2018.

#### **Needs Analysis and Identified Needs for 2017-2018**

Athlos Leadership Academy performs a needs analysis each year to determine areas of needed improvement which are then documented in school-wide plans. Athlos Leadership Academy recorded the following needs in its 2017-2018 Continuous Improvement Plan based on needs assessment information and review of data:

Need #1-

- Data Reviewed: K-5 Fountas and Pinnell reading scores, NWEA math scores, MCA reading and math data, & teacher observation data.
- Need: PK-8 training and coaching in how to analyze and use data to create instructional plans to support students in making growth toward grade-level achievement. Setting up systems to ensure active data collection, analysis, and communication between all parties that work with individuals.
- Action Plan- Setting up improved school-wide large-scale systems for the collection, analysis and use of data.

Need #2

- Data Reviewed: Reading MCA scores in grades 6-8
- Need: Increased reading proficiency in grades 6-8
- Action Plan: Coaching in effective implementation of reading strategies in 6<sup>th</sup>-8<sup>th</sup> grade Language Arts

#### **Data Use**

In 2017-2018, Athlos Leadership Academy used MCA assessments, NWEA, PRESS, and Fountas and Pinnell Benchmark Reading Assessments to track student growth and proficiency in reading and math. The assessment plan is linked to ALA's strategic plan and includes VOA-MN charter contract goals, ALA's annual SMART goals, and other district goals as approved by the Principal and Board.

Alongside academic data, the school uses data from student surveys, teacher observations, and professional learning community observations to analyze needs and goals. The Principal has the operational flexibility to change the assessment plan and chosen assessments as needed. This ensures that as additional needs arise, assessment plans can be put in place to collect and track needed data in order to put systems in place to meet the newly identified needs.

### **Process for Assessing and Evaluating Student Progress**

Every student has an online portfolio with a data and progress tracking form used by staff to collaboratively track student progress through assessments including MCA, Fountas and Pinnell, NWEA, running records, classroom assessments, and ongoing formative assessments. In addition, intervention plans are created for students performing below grade level in reading or math. Intervention plans are maintained by the classroom teacher through collaboration with the student's intervention plan team. Intervention logs are also created and maintained by intervention staff and English Learner staff. Intervention plans indicate which research-based interventions are being used to support increased proficiency. Students are then progress monitored through frequent assessments. The PRESS intervention program is used for reading intervention and progress monitoring in the elementary school setting. Teachers meet in weekly PLCs to analyze data and instruction and to plan for any needed supports to put in place to meet students' needs. PLCs are also used for reviewing student assessments and assignments to evaluate progress compared to benchmarks and compared to grade-wide progress.

### **Process for Assessing Student Progress Toward Meeting Minnesota Standards**

The school maintains updated curriculum maps for each grade level, linking curriculum and assessments to each Minnesota benchmark. Curriculum maps are reviewed annually and are updated as curriculum is changed or added. Standardized summative assessments have been created collaboratively by the curriculum team and teaching staff to ensure that summative assessments clearly align with grade-level benchmarks. Predetermined assessments are uploaded into the students' online portfolios to track growth across years in relation to Minnesota Standards. Teachers meet in weekly PLC meetings at which time teachers analyze student progress on assessments. The school uses MCAs as the final standardized indicator to track school-wide proficiency in meeting the Minnesota Standards.

### **Process for Disaggregating Student Data**

The Assessment Coordinator disaggregates data by grade-level and by all state-determined demographic subgroups as noted on the MN Report Card. The data used comes from the Minnesota Department of Education Secure Reports site. The Assessment Coordinator maintains classroom spreadsheets that note student assessment scores alongside any necessary student group information. This information is used, as well, to determine any subgroups of concern so that additional planning can take place to support the subgroup in increased growth toward proficiency.

### **Process for Reviewing Effectiveness of Curriculum**

Athlos Leadership Academy's Board-approved curriculum is chosen through a thorough review process to ensure that our students are provided with high-quality instruction. As a public charter school, Athlos Leadership Academy is required to implement curriculum and a learning program that will support students in meeting Minnesota standards and benchmarks across all core subjects. A curriculum overview and any updates to our curriculum can be found on the school website under Curriculum. Athlos Leadership Academy aligns curriculum with Minnesota Standards through a curriculum mapping process. The curriculum mapping process is overseen by administrators and teacher leaders.

Curriculum and student achievement is reviewed by the District Advisory Committee Site Team and administration on an annual basis. Changes and improvements are recommended to the Board in the form of revised improvement plans, revised World's Best Workforce plans, assessment plans, and updated curriculum budgets.

Curriculum assessments are standardized so that each student at a particular grade level is taking the same assessment as peers. This allows administrators and instructional coaches to analyze the impact that the curriculum has on student success. Curriculum maps have been created for every grade and content area to demonstrate the alignment between the school's chosen curriculum and the Minnesota Standards. The school uses supplementary resources to fill any gaps not covered by the curriculum.

### **Process for Reviewing Effectiveness of Instruction (Including Teacher and Principal Evaluations)**

Athlos Leadership Academy's Summative Teacher Evaluation System aligns with MN Statute §122A.40 Subd. 8. The at-will status of ALA teacher contracts supersedes summative assessment results in regard to employment status. The process is designed to develop, improve, and support qualified teachers and effective teaching practices and improve student learning and success.

ALA conducts classroom observations each year in accordance with the Q-comp plan guidelines. Q-comp observations are not considered summative evaluations but are used to support improved instruction. Data derived from Q-comp observations is used, though, to inform the summative evaluation in the form of supplying longitudinal data and observational data. In addition to classroom observations, data is collected through walkthroughs, observations of professional duties outside of the classroom, surveys, documentation of job duty follow-through, records of employee conduct, etc.

Summative evaluations are performed by qualified and trained evaluators. Longitudinal data on student engagement is tracked through student surveys and classroom observations. Longitudinal data on academics is tracked using school-wide assessments as documented on the school assessment plan.

Professional teaching standards are addressed within the summative evaluation process/documentation. Summative evaluations, though, are not limited to professional teaching standards. Growth and development plans are created by teachers each spring following their summative evaluation meetings.

Staff development activities are implemented based on the results of teachers' evaluations. Activities are in direct correlation with trends in staff development needs as learned through the evaluation process.

ALA uses a Principal evaluation tool that directly correlates with the qualifications and job duties within the Principal's job description, as required by charter law. Therefore, the evaluation is composed of sections including: instruction and assessment, human resource and personnel management, financial management, legal and compliance management, effective communication and board, authorizer, and community relationships. A section titled "effective leadership" was added. Ongoing student achievement data is reported on throughout the school year, through board meetings, and is included in the Principal evaluation process. The evaluation is conducted under the supervision of the Board Personnel Committee. The results of the evaluations are reported on and discussed, by board members, at board meetings.

The formal evaluation meetings are also intended as an opportunity to reassess the Principal's job description and duties and to make recommendations to the board, if needed, to hire additional administrative staff to take on specific tasks previously assigned to the Principal, therefore, further increasing the Principal's time spent on instruction and assessment. Further, these meetings are an opportunity to re-assess the role of the School Board in relation to the Principal to ensure that the Principal continues to have the needed operational flexibility to make changes in support of improved teaching and learning.

#### **District Practices that Integrate Technology**

Athlos Leadership Academy houses Smart Board technology in every core classroom as well as intervention, special education, and English Learner classrooms. Every Athlos Leadership Academy student has an online portfolio through which classroom teachers collaborate to track student data toward proficiency. As well, the portfolios contain work samples for each student to track growth throughout their time at Athlos. The middle school program offers an online math textbook option so that students can access additional lesson videos from home to support learning. The school uses an online program called USA Test Prep which provides lessons and assessment opportunities that are directly linked to Minnesota Standards. Though the program markets itself as a test prep tool, it has been found to instead be a rigorous online learning tool through which students can be assigned additional lesson videos, assignments, assessments and games to work on at home or at school that directly link to what the students are learning in the classroom. The school has two laptop carts and an iPad cart available for student use in classrooms as well as two computer labs.

#### **District Practices that Integrate a Collaborative Professional Culture**

On an annual basis, Athlos Leadership Academy revises the school-wide professional development plan to support Athlos Leadership Academy's mission to provide students with a challenging education through high standards for academic scholarship. This plan is an organized, focused, inclusive and public way to plan improvements for student benefit. This plan is implemented in conjunction with ALA's continuous improvement plan since continuous improvement and professional development work in tandem to address ALA's efforts to increase student proficiency and reach school-wide achievement goals.

The Principal and school leaders partner in providing high-quality professional development opportunities to ALA teachers that:

1. Align with ALA's Continuous Improvement Plan
2. Focus on school-wide student achievement needs, sub-group student achievement needs, and individual student achievement needs.
3. Are sustainable over time as ALA continues to grow in student and staff numbers.
4. Require regular Professional Learning Communities where teachers will work collaboratively to learn and implement strategies and knowledge that will support student achievement.
5. Ensure that teachers have a firm understanding of school-wide, classroom, and individual student data in order to make teaching decisions for optimal student growth.
6. Provide differentiated systems of support for teachers based on teacher, classroom and school-wide needs as noted during Principal walk-throughs, teacher observations and evaluations, analysis of student data, and meetings.

Professional development plan goals include:

##### **1. Professional Learning Community Goal:**

All ALA teachers will be able to effectively analyze individual and school-wide student data and will create and collaborate on effective plans for individual students to ensure multiple years' growth toward proficiency. ALA teachers will participate in an

increasingly effective, structured, and efficient PLC meeting structure. The PLC meetings will be continuously focused and linked to school needs in effort toward an optimal and timely increase in student proficiency.

**2. Fall Training and Year-Round Professional Development Goals**

Professional development opportunities were based on the following:

- Needs as indicated on the Continuous Improvement Plan
- Fall training needs
- Ongoing training in previously implemented and successful ALA initiatives
- Needed training in newly purchased resources and systems
- Continuous training needed specific to roles and positions

Professional Development that was provided during the 2017-2018 school year included, but was not limited to the following:

<b>2017-2018 Professional Development</b>	
<b>Professional Development</b>	<b>Attendees</b>
Indigo Back to School Conference	Special Education Staff
MCCR Summer Literacy Workshop	Instructional Coach
PRESS Workshop	Intervention and Special Education Staff
CPI Training	Student Support and Social Work Team
Athlos Character Coach Virtual Training	Character Coaches
Athlos Math Trainings	Instructional Coach & Fourth Grade Teachers
Gifted Coordinator Workshop- MDE	Instructional Coaches and Dean of Academics
English Learner Training- Metro ECSU	Instructional Coaches and Dean of Academics
Minnesota English Learner Conference	English Learner Teachers
NWEA Reports Training	Teacher Coaches and Dean of Academics
MN Shape Conference	Health Teacher
VOA Conference	Principal
Athlos Fitness Trainings	Fitness Coaches
Employment Law for Charters Conference	Principal
Special Education Law Conference	Principal and Dean of Special Education
Principal's Academy	Principal
Athlos Leadership Conference	Principal and Instructional Coaches
McKinney-Vento School Homeless Liaison Training	Lead Social Worker
Data Practices and Records Retention Training- MDE	Dean of Academics
New Teacher Support Summit	Instructional Coaches
Minnesota Council of Teachers of Mathematics Conference	Instructional Coach

**Q Comp Annual Report**

**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

If no, please explain what changes have occurred and why?

**Impact**

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



A notable impact in instruction was made, this year, through individual and small group coaching meetings, specific to content area and needs. Most notably, middle school language arts instruction became more focused and strategic as a result of the weekly learning team meetings led by the language arts coach. Middle school math teachers received one-on-one weekly math meetings with the math coach to receive support in analyzing exit slips, student assessments and to collaborate in planning for future units to ensure that the instruction met the required benchmarks. Elementary teachers received coaching in analyzing student data through 1:1 meetings with teacher leaders to support in creating and implementing intervention plans for students performing below grade level.

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

The work that teacher leaders do aligns with the school-wide improvement goals. Intervention plan meetings proved to be a successful support in getting 90% of our K-3 students reading on grade level by year end. Middle school language arts and math coaching meetings focusses tied directly to the school wide goals in improving math and reading scores. Gains were evident in those content areas.

### **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?**

This year, teacher leaders attended 6 hours of NWEA training to provide leadership in NWEA data analysis. Instructional coaches and teacher coaches attended coaching meetings at least monthly that were led by the school's lead instructional coach. Agendas were chosen to support teacher leaders in fulfilling their position responsibilities. The school's math instructional coach attended the Minnesota Council of Teachers of Mathematics Conference in May 2018 and the school's three instructional coaches attended a New Teacher Support Summit for training in how to best coach and support new teachers.

#### **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?**

Staff members are appreciative of the support of teacher leaders and their availability to provide proactive support. Teachers in elementary and middle school voice the positive impact that coaching meetings have had on instructional planning for language arts, reading interventions and math.

### **Recommendations**

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

The school will analyze feedback received through the review, alongside school-wide initiatives to develop the 2018-2019 PLC plan and plans for teacher coach meetings.

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

#### **Implementation**

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

Yes

##### **If no, please explain the changes that have occurred and why?**

#### **Impact**

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

This year, teachers attended a weekly Data PLC meeting and a weekly Content PLC meeting. Data PLCs supported teachers in honing in on specific student needs as well as class-wide trends. Through the Data PLCs, teams researched, practiced, and implemented strategies to increase student success. As well, teams analyzed student work, assessments and exit slips to inform instruction. Through the Content PLCs, teams analyzed curriculum and lessons and collaborated in ensuring that upcoming instruction was aligned to MN benchmarks and rigorous. Content PLCs especially support our newer teachers in their planning and instruction.

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

Data PLCs were directly linked to student data, therefore initiatives reviewed and implemented directly impacted the learning of individual students. Content PLCs supported whole group instruction and whole group student achievement through ensuring alignment with benchmarks and practice in instructional strategies.

**Review Findings**

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

The school conducts an annual needs assessment. Results are then used to inform the school's plans and initiatives for the future year. When PLCs are planned, they are based on the school's current initiatives to ensure cohesiveness in working toward goals. Within the individual data PLCs, teams determined their own focus area based on what was most appropriate for their grade-level or content area.

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

Teachers participated in 90 minutes of PLC time each week between Data PLCs and Content PLCs. As well, special education staff and intervention staff have PLCs focused on their specific areas. Through these PLCs, teams analyze grade-level data and determine skills and strategies to best meet their grade-level proficiency goals.

**Recommendations**

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

The district will continue to focus on data analysis and reading instructional support, but for 18-19 will increase their focus on analyzing math data, and supporting in effective math instruction methods. As well, teacher leaders will receive continued training and support in leading effective PLCs across content areas.

**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

If no, please explain the changes that have occurred and why?

**Impact**

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

Observations and follow up meetings throughout the year proved to be opportunities for positive feedback, student data analysis and goal setting. Through these meetings, we were able to connect teachers with colleagues in the building to collaborate with to support in further coaching to impact classroom instruction. Post observation meetings served as reflection meetings and collaborative meetings to determine what other professional development or supports the school could offer to support the teacher in meeting instructional goals.

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

The school's observation rubric has a focus area specific to student data and student achievement. Through the observations and follow-up meetings, proactive discussions took place regarding students were struggling academically in specific areas. Post observation meetings prove to be a reflective time to share observations which leads to self-reflection and goal setting.

**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 observers supported teachers in increased reflective opportunities. Observations opened the door to discussions on instructional methods, management methods and planning methods specific to individual teachers and 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?**

Formal observations were conducted by administrators who were trained in the observation rubric to ensure inter-rater reliability.



Coaches then conducted walkthroughs and informal observations.

## Recommendations

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

Observers will continue to do observations early in the year to set a baseline and to provide positive feedback early on in the year as well as feedback on areas in need of improvement. Observational data will be used to determine the coaching needs.

## 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

If no, please explain the changes that have occurred and why?

#### 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

If no, please explain the changes that have occurred and why?

### Impact

What percentage of all licensed staff met the standard to earn performance pay for the measures of student achievement?  
92.7%

What percentage of all licensed staff met the standard to earn performance pay for observation/evaluation results? 74.5%

What percentage of tenured licensed staff met the standard to earn performance pay for observation/evaluation results? %  
N/A- Athlos Leadership Academy does not have tenured staff.

What percentage of probationary licensed staff met the standard to earn performance pay for observation/evaluation results?  
% N/A- Athlos Leadership Academy does not have probationary staff.

Is performance pay awarded for another area (besides schoolwide goals, measures of student achievement and observation/evaluation results)? No

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

What percentage of all licensed staff met the standard to earn movement on the salary schedule or an increase in base salary?  
92.7%

What percentage of tenured licensed staff met the standard to earn movement on the salary schedule or an increase in base salary? %  
N/A- Athlos Leadership Academy does not have tenured staff.

What percentage of probationary licensed staff met the standard to earn movement on the salary schedule or an increase in base salary? %  
N/A- Athlos Leadership Academy does not have probationary staff.

## Recommendations

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

The district will continue to use the performance pay scheduled that was implemented in 16-17. The pay schedule sets higher standards for performance. SMART goals will be updated in Summer 2018.

## **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 Q-Comp program gives the opportunity for teacher coaches to be available to provide supports through PLCs, grade-level meetings, informal observations, and modeling of strategies. These create opportunities for change and improvement. Consistency is then created between school-wide goals and initiatives and what is taking place in the classroom.

### **What overall impact on student achievement has the district or charter school seen as a result of implementing the Q Comp program?**

We have witnessed an increase in the level of focus and rigor of our academic program, most notably in K-8 reading and in K-3 reading intervention. As well, there has been a noticeable increase in understanding of grade-level and content-level benchmarks which has led to more focused planning and instruction. Through PLCs and coaching, we are able to better support both new and experienced teachers in increasing student performance and understanding.

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

The school will use the review findings alongside school-wide data and needs assessment findings in planning for next year's PLC topics and structure.