

## Q Comp Annual Report 2025-26

### District Identification Information.

**District Name:** STRIDE Academy

**District Number:** 4142-07

**Date Presented to the School Board:** June 18, 2026

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. This year the Q Comp Annual Report is being presented at the STRIDE Board of Directors meeting at their regular meeting on June 18, 2025. MDE also recommends that the report includes a summary of what was implemented for the year, to help provide context for the findings and recommendations.

This report summarizes the implementation of the approved Q Comp plan during the 2025-26 school year, the impact of implementation, findings from the program review and recommendations to improve program effectiveness.

### Core Component: Career Advancement Options

#### Implementation

**Question:** 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)?

**Response:** yes no

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

#### Impact

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

STRIDE Academy engaged Dr. David Peterson, Q Comp Consultant and Trainer, to coordinate the evaluation of the Q Comp Program for the 2025-26 school year. This evaluation included:

- a. Creating and administering a survey designed to gather feedback from teachers who participated in the Q Comp program during the '25-26 school year. (See survey results in **Appendix A** below)
- b. Conducting a focus group discussion on May 26, 2026, with the Peer Evaluators who participated in the Q Comp program during the '25-26 school year. Questions used in this discussion included those based on guidance provided in MDE's "**Q Comp Program Review Interview Questions.**"
- c. Conducting interviews with the two school principals for STRIDE Academy on June 2, 2026, to solicit their feedback on the Q Comp implementation during the current school year.
- d. Reviewing current information about the Q Comp program from the Minnesota Department of Education (MDE) to ensure the STRIDE program meets all applicable state statutes and regulations for Q Comp programs.

The data collected from these activities show ample evidence that the Q Comp program had a positive impact on classroom instruction. Of the 30 teachers who responded to the Q Comp Survey, 96.6% agreed with the survey prompt, "**The Peer Evaluator provided me with useful feedback in the post conference**" following the classroom observation. This unusually high rate of agreement even surpasses last year's 89% level and is a positive affirmation of the work of the peer evaluators.

In the Peer Evaluator focus group, the evaluators also mentioned how the observations they conducted helped inform their own teaching and led to improvement of instruction in the teachers they observed. Thus, the learning was mutually beneficial for both the Peer Evaluators and the teachers and resulted in improved instruction on the part of teachers.

Additionally, Principals Angie Lichy and Heather Ebnet conducted observations and evaluations of teachers as part of the Minnesota Teacher Development and Evaluation system. Their observations verified that instructional strategies suggested by peer evaluators, as well as the strategies emphasized in the school's professional development program, made a positive difference in improving instruction by teachers.

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

During the 2019-20 and 2020-21 school years, the disruption of teaching and learning caused by the COVID-19 Pandemic made it difficult for all schools in the state to maintain or improve student achievement. The Minnesota Comprehensive Assessment (MCA) spring exams were even suspended for the 2019-20 school year, and since that time scores throughout the state have still not risen to pre-Pandemic levels. Likewise, scores for STRIDE showed a significant decline in proficiency levels Pre and Post Pandemic, as noted in Table 1 below:

**Table 1. STRIDE Academy MCA Results, 2018-2025. Percent of Students Meeting Proficiency Standard**

Subject	2018	2019	2020	2021	2022	2023	2024	2025	2026
Math	47.0%	47.6%	Not Tested	14.6%	19.3%	20.6%	15.4%	16.5%	TBD
Reading	48.2%	48.3%	Not Tested	27.4%	29.6%	24.1%	20.3%	26.2%	TBD
Science	51.1%	50.0%	Not Tested	24.7%	36.0%	12.6%	17.3%	6.9%	TBD

Scores for 2024-25 show modest increases in both Math and Reading proficiency, with a decline in Science proficiency scores. It should be noted, however, that a new Science MCA Test was introduced in 2024-25, with different standards and content, and thus scores for that year should not be used for comparison purposes in looking back at science scores from previous years. In August of 2026 the school will receive its scores for the now-completed 2025-26 school year, hopefully showing more gains toward pre-COVID levels in all subjects tested. As the data show, much work remains to bring student achievement to a level where the achievement of students at STRIDE can be compared favorably with other comparison groups of students.

Despite these ongoing challenges, there is encouraging evidence that the work of teacher leaders had a positive impact on teaching and learning during the 2025-26 school year. Specifically, teacher leaders were instrumental in assisting other teachers in developing instructional practices to implement initiatives related to improving student achievement. Anecdotal evidence suggests that the Q Comp process has had a positive effect in improving teaching and learning, as evidenced by 90% of the teachers agreeing with the survey statement, *“The Q Comp Process helped me develop new strategies to improve student achievement.”*

Additionally, the Peer Evaluators reported in their focus group discussion that there was a high degree of acceptance on the part of teachers to the coaching and feedback provided by the Peer Evaluators this year.

## **Review Findings**

**Question: How did the training teacher leaders received impact on their ability to fulfill the responsibilities of the position and meet the needs of the licensed staff members?**

From the beginning of the Q Comp Program at STRIDE Academy in 2012, Administrators and Teacher Leaders have been trained to provide evaluation and coaching for teachers. Beginning with the 2016-17 school year, the Q Comp training, conducted by Dr. David Peterson, has focused on four skills that are critical for Peer Evaluators to possess:

- 1) Gathering objective data** during a classroom instruction, including note taking and observational skills
- 2) Labeling and classifying the data** using an established rubric; being able to match teacher behavior with rubric components.

**3) Determining the quality level of teaching behavior** and assigning a valid and reliable rating; being able to discern teacher actions, and to match teacher behavior with the four-part rubric to determine the quality level of instruction, and

**4) Coaching and mentoring teachers** through effective conferencing skills; being able to listen for important elements of teacher self-reflection; suggesting improvements in instruction based on the teacher's level of competence and readiness.

The training conducted by Dr. Peterson helped peer evaluators learn the skills of data gathering and understanding the criteria and descriptors for evaluation. This training in September of 2026 was especially important because of the new Criteria and Descriptors found in the Q Comp evaluation rubric. This statute-mandated change infused the Standards of Effective Practice with the existing Charlotte Danielson model that STRIDE has used for the past several years. By the end of this session the evaluators demonstrate proficiency in understanding the new components and identifying them in practice videos.

It is also clear from the survey data that the Peer Evaluators did an effective job of training teachers to understand the new system, based on 93% of teachers agreeing with the statement, ***"I understood the components upon which I was evaluated this year."***

This training also appears to have strengthened peer evaluator performance. For example, 96.6% of teachers agreed or strongly agreed with the 2025-26 Q Comp Annual Survey statement, ***"The Peer Evaluator provided me with useful feedback on my teaching in our post-observation conference."*** This is a meaningful increase from the 88% agreement reported in the 2024-25 survey.

Likewise, on the 2025-26 Q Comp Annual Survey (See Appendix A.), 100% of teachers agreed with the survey statement, ***"The Peer Evaluator demonstrated effective listening skills during our pre and post conferences."*** Equally affirming of the competence of the Peer Evaluators was that 97.6% of teachers surveyed were in agreement with the statement, ***"The Peer Evaluators gathered data in the observation and shared that data in the post conference."***

**Question: 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 data collected throughout the year by Principals Angie Lichy and Heather Ebnet indicate that the teacher leaders were effectively implementing the Q Comp system. The teacher leaders adapted well to the challenges, including the use of new evaluation components this year, by using appropriate methods to assess and coach teachers.

Survey data were collected from teachers in May of 2026, providing another means of evaluating the effectiveness of the teacher leaders in their work as Peer Evaluators. Over 90% of the teachers agreed that the Peer Evaluators a) implemented classroom observations according to the Q Comp plan, b) demonstrated effective skills in gathering data during the classroom observation, c) listening to the teachers' concerns, and d) providing meaningful feedback on their teaching skills.

A teacher's comment on the Annual Teacher Q Comp Survey illustrated the value of the Peer Evaluators on teaching practice, ***"I really enjoyed having a Q-Comp teacher observer who also worked with my current students in previous years. She was able to give me educational feedback in different ways to service my students this year. She also was someone who validated my teaching and showed different strategies that may work in the future."***

## **Recommendations**

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

The findings noted in the Q Comp review showed continuing improvement in the effectiveness of teacher leadership. It is also noteworthy that there has been a high rate of retention among the Peer Evaluators. Each of these teacher leaders plans to continue in their positions next year, which will continue the high-quality leadership that teachers in STRIDE receive through the Q Comp program.

Additionally, the survey data from teachers suggest that continued training of Peer Evaluators will provide them with the skills and abilities to evaluate and coach teachers effectively. A training session is scheduled for September of 2026, prior to the beginning of the cycle of observations conducted by Peer Evaluators during the 2026-27 school year.

## **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 no

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

### **Impact**

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

During the 2025-26 school year, the Professional Learning Communities at STRIDE continued to focus on instructional strategies targeting improvements in student achievement in math and reading. In reading, the school is in the process of implementing the Read Act, which will hopefully produce much-needed gains in student achievement in reading in the future.

Data from the Q Comp Teacher Survey, collected in May of 2026, show that there is a perception that the PLC learning teams have improved over previous years regarding the impact of learning teams on the instruction of teachers. In last year's survey (2024-25), 62% of teachers agreed with the statement, ***"The PLC Meetings at STRIDE had a positive impact on my teaching."*** On this year's survey 80.0% of teachers agreed with this statement, showing a rather astounding 18% gain from last year. While this

improvement is a significant finding, there is still room for improvement, as noted in this comment by a teacher on the Q comp Survey:

*“I wonder if PLCs need more guidance and direction....which data to look at, what strategies that teachers are using are working. I wonder if admin needs to look at notes of what was discussed instead of just checking in on PLC meetings.”*

The Q Comp Leadership Team will use these results to engage the PLCs in a discussion of how to set meaningful goals and implementation strategies for improvement of instruction for the upcoming school year.

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

Learning teams engaged in a variety of activities, including those noted in the previous section, during the 2025-26 school year. Each of these professional development activities was designed to have a specific, targeted effect on improving outcomes in student academic achievement, most notably with professional development associated with the Read Act.

While there is anecdotal evidence that the learning by teachers in their PLC groups had a positive effect on their instructional practice, the statistical evidence for any improvements will need to be more fully assessed after the results of the state MCA tests are released in August of 2026.

**Review Findings**

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

PLC groups at STRIDE used student achievement data, gathered using FastBridge interim assessments, as well as data collected using the Dynamic Indicators of Basic Early Literacy Skills, (DIBELS) to identify areas of need. Teams then used these targeted areas to design specific research-based teaching strategies designed to help students increase their ability to meet standards in math and reading. Additionally, the learning teams shared strategies for engaging students in their learning and regularly discussed their results in their PLC meetings.

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

The learning teams shared data on a regular basis during PLC sessions, including both statistical data from the above-mentioned interim assessments as well as anecdotal data regarding student progress. This information provided guidance to teachers that allowed them to tailor their instruction to meet the needs of students, particularly those strategies related to English Language Learners. Instructional strategies were presented and discussed during large group PLCs and follow-up discussions were held at small group and large group PLCs on a regular basis throughout the school year.

## **Recommendations**

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

Based on the results of the Q Comp review process, the Q Comp Leadership Team recommends the continuation of the Professional Learning Community structure in the school, including both small groups and larger group settings. Within these settings teachers will learn and share ideas for implementing the initiatives in curriculum and instruction that the school leaders identify as high priority strategies for improving student learning.

While there was an improvement in the teacher's perception of the value of job-embedded professional development through their PLCs, there is room for improvement, with one specific suggestion being offered by a teacher on the QComp Survey, *"I look forward to the changes to PLC next year. The vertical alignment at the MS will be very helpful for content teachers, as will focused, preplanned PLC topics. It seemed that not having a PLC lead on our team led to chaos and wasted time, even though those of us who are trained in PLC's offered to run them appropriately."*

## **Core Component: Teacher Evaluation**

### **Implementation**

**Question: Are licensed staff members observed/evaluated as outlined in the approved plan (approval letter and subsequent plan change approval letters)?**

yes no

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

### **Impact**

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

- The Teacher Evaluation process impacted classroom instruction in several positive ways during the 2025-26 school year. The cycle of observation and coaching consisted of Teacher Evaluators conducting pre-observation conferences, observing classroom instruction, gathering data and providing feedback to teachers in a post-conference.
- Peer Observation, completed by all teachers, not just the designated Peer Evaluators, is a key component of the STRIDE Q Comp system, in which all teachers must complete an observation of another teacher, of their choice, during the school

year, followed by completing a written summary. This evaluation process, and its efficacy, was verified by teachers in their responses to the Q Comp Survey for 2025-26. Of the 30 teachers survey responses, 100% indicated agreement with the statement, ***“The Peer Observation component of the Q Comp program, in which each teacher observed another teacher, was a positive experience for me.”***

- Additionally, teachers indicated a high level of satisfaction with the feedback they received from Peer Evaluators, with 96.6% of teachers surveyed agreeing that ***“The feedback I received from Peer Evaluators was useful.”*** In these feedback sessions conducted by the trained Peer Evaluators, teachers identified strategies to meet the needs of their students. Data collected from interim assessments were also reviewed in these feedback sessions to design strategies for improved instruction. In the Review Process, the peer evaluators each cited examples of how teachers on their caseload were able to use feedback in the post conference to design improvement plans that would improve their teaching.

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

Final MCA scores will be available in August of 2026, and at that time a more definitive analysis can be made of the impact of the observation/evaluation process on student achievement. There is certainly work to be done on the part of teachers and students for the school to return to the level of achievement in Math, Reading and Science that existed pre-pandemic. However, there is ample anecdotal evidence to indicate that student achievement was impacted positively by the observation/evaluation process during the 2025-26 school year.

## **Review Findings**

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

In the 2025-26 school year, Q Comp used pre- and post-observation conferences for teacher self-reflection. Pre-conferences focused on lesson objectives and anticipated adjustments. Post-conferences were enriched by open-ended questioning strategies, a skill that was learned by the Peer Evaluators in their training sessions with Dr. Peterson. Peer evaluators reported a high level of self-reflection by teachers throughout their post conferences this year.

**Question: 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?**

The training program provided by the consultant and trainer helped observers/evaluators gain skills in:

- **Inter-rater Reliability** – In September 2025, Dr. David Peterson conducted training during which the peer evaluators reviewed video segments of instruction rated by peer observers from other Q Comp districts. The training focused on the new 2025-26 rubric components mandated by state statute requiring the infusion of the Standards of Effective Practice into the existing Charlotte Danielson model that STRIDE has been using for the past several years. As a result, peer evaluators achieved high consistency and reliability in their rating of teachers’ performance.
- **Providing Constructive Feedback to Teachers** – Peer Evaluator training emphasized giving timely and detailed feedback to teachers in post-conference settings. At year's end, teachers highlighted the value of this feedback, appreciating its promptness within 24 hours of observation and the thorough notes from peer evaluators.

## Recommendations

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

The Teacher Survey results, coupled with the feedback from the Peer Evaluators’ Focus Group discussion, support the overall efficacy of the Q Comp Program at STRIDE Academy. Approximately 83% of survey respondents agreed or strongly agreed with the statement, ***“Overall, the Q Comp Program was a positive experience for me during this school year.”*** A comment from a teacher on the Q Comp Survey summed up the overall experience of teachers this year, ***“I appreciate the support and collaboration provided through the Q Comp program this year. I found the observations and feedback helpful for reflecting on my instructional practices and supporting multilingual learners effectively.”*** A comment from another teacher stated simply, ***“Thank you, Q Comp! I think it’s great!”***

The Q Comp Leadership Team, in consultation with Dr. Peterson, will use feedback from the Q Comp Review process to address these and other areas for improvement for the upcoming school year, including incorporating the required changes to the Teacher Development and Evaluation (TDE) and Q comp programs. These will be incorporated into the Q Comp Update, to be submitted to MDE by August 31, 2026.

## **Core Component: Performance Pay and Alternative Salary Schedule**

### Implementation

**Question: Are the performance pay amounts and standards the same as outlined in the approved plan (approval letter and subsequent plan change approval letters)?**

yes  no

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

**Question: 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  no

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

## **Impact**

**Question: What percentage of all licensed staff meets the standard to earn performance pay for the measures of student achievement?**

The Student Achievement standards for meeting Q Comp goals for teachers were categorized into two areas, as follows:

1. Schoolwide Goal Attainment: \$100 (\$50 MCA Reading scores; \$50 MCA Math scores)

**Rubric: Reading Scores:** The percentage of all students enrolled on October 1, 2025, who earn an achievement level of Meets the Standard or Exceeds the Standard on the Reading MCA exam will increase 4.0 points from 26.2% in 2024-25 to 30.2% in 2025-26.

**Result:** Preliminary results show that student scores did not meet this goal; therefore 0% of STRIDE teachers received the stipend for Reading.

**Rubric: Math Scores:** The percentage of all students enrolled on October 1, 2025, who earn an achievement level of Meets the Standard or Exceeds the Standard on the Math MCA exam will increase from 16.5% in 2025-26 to 20.5% in 2025-26.

**Result:** Preliminary results show that student scores did not meet this goal; therefore 0% of STRIDE teachers received the stipend for Math.

2. Measures of Student Achievement: School Wide Goal Attainment: \$100 (\$50, FastBridge Reading scores; \$50 FastBridge Math Scores)

**Rubric, Individual Student Growth Goal—Reading:** Using the FastBridge growth scores for all students, the percentage of students who scored in the low risk category on the Spring FastBridge assessment will increase by 2.0% or more over the fall score on both the earlyReading and aReading assessments.

**Result:** Approximately 75% of teachers received payment for either fully or partially meeting their individual goal for student achievement in Reading, based on the results of student growth on assessment testing measures.

**Rubric: Individual Student Achievement Goal—Math:** Using the FastBridge growth scores for all students, the percentage of students who scored in the low risk category on the Spring FastBridge assessment will increase by 2.0% or more over the fall score on both the earlyMath and aMath assessments.

**Result:** Approximately 60% of teachers received payment for either fully or partially meeting their individual goal for student achievement in Math, based on the results of student growth on assessment testing measures.

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

**Result:** Approximately 95% of licensed teachers at STRIDE received a full or partial stipend for performance pay.

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

This question is not applicable, as Stride is a Charter School and there is no distinction between tenured and probationary licensed staff, as all staff are employees at will.

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

This question is not applicable, as Stride is a Charter School and there is no distinction between tenured and probationary licensed staff, as all staff are employees at will.

**Question: Is performance pay awarded for another area (besides school wide goals, measures of student achievement and observation/evaluation results)?**

Yes \_\_\_\_\_ No X

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

**Result:** N/A

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

100% of participants met this goal.

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

This question is not applicable, as Stride is a Charter School and there is no distinction between tenured and probationary licensed staff, as all staff are employees at will.

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

This question is not applicable, as Stride is a Charter School and there is no distinction between tenured and probationary licensed staff, as all staff are employees at will.

## **Recommendations**

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

1. In STRIDE's Q Comp system, a significantly higher percentage of the monetary rewards are come from teacher observation evaluations, with significantly smaller percentage being allocated to meeting student achievement and growth targets. We recommend that this ratio continue in the future.
2. The determination of academic growth has derived from the FastBridge system, which is required by the school's authorizer. However, in the future the school plans to convert its interim assessment program to the Dynamic Indicators of Basic Early Literacy Skills, (DIBELS) system.

## **General Program Impact and Recommendations**

**Question: What overall impact on instruction has the district or charter school seen as a result of implementing the Q Comp program?**

Since its inception in 2012, the Q Comp program has generated several positive impacts on STRIDE Academy's school program. Throughout the years of implementation, the Q Comp program has provided a structured framework for school improvement, guiding staff efforts to enhance teacher performance and subsequently increasing student achievement.

One of the most significant positive impacts is the heightened collaboration among teachers across all grade levels, which is a direct result of the structure provided by the Q Comp program. An independent review conducted by the Q Comp consultant in recent years highlighted numerous anecdotal instances demonstrating how the Q Comp program has effectively fostered collaboration among staff, including:

- "Those observations [by the Peer Evaluator] helped me with new teaching strategies that I implemented right away during this school year."
- "Overall, a good program and idea to implement in our school."
- "I appreciate the support and collaboration provided through the Q Comp program this year. As an ML teacher, I found the observations and feedback helpful for reflecting on my instructional practices and supporting multilingual learners effectively."

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

At the time of the inception of the Q Comp program in 2012 at STRIDE Academy, student achievement as measured by MCA scores in Math, Reading and Science, was at a high level, with between 60 and 70% of students meeting proficiency standards in Math, Reading and Science. The school then began to

experience declining test scores in reading and math between 2012 and 2017, falling below 50% of the students' meeting standards.

Achievement remained at this level until the 2019-20 school year when the Covid Pandemic closed in-person schooling for several months and suspended standardized tests for one year. In 2020-21 when testing continued, significant decrease in achievement, almost 30 percentage points, brought scores for STRIDE to their lowest levels since the school opened. Student achievement has remained low, hovering around the 20-30% proficiency level, for the past three years, demonstrating the difficulty in raising achievement back to pre-pandemic levels.

The school's Q Comp program has played a role in the school's ability to promote student achievement since its inception in 2012. The relatively high level of student achievement between 2012 and 2019 could well reflect the success of the Q Comp program, along with other factors affecting student achievement. Likewise, the low achievement of students over the past three years comes from multiple factors. For student achievement to improve at STRIDE, it will take a combination of factors to make it happen, including a finely tuned Q Comp program, one that provides professional development and coaching for teachers to target their instruction to improve student learning for all students.

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

These Q Comp review findings, gathered on an annual basis, are an important component of our school's plans for meeting its goals. These findings, combined with other data collected by the school, allow STRIDE to reflect on their past and present performance and to develop goals for improvement in the future. The review findings document the consistency demonstrated by the peer evaluators in their observations and evaluations. They also note their ability to gather objective data during classroom observations and the consistency of their evaluations when compared to peers.

Review findings also produce the information needed to make changes to the Q Comp program. For example, over the past several years, the Q Comp review has noted the need for changes in the rubric used for teacher observation and evaluation, with this year's program using the newly created components of the Standards of Effective Practice. The data from the annual review also provides ideas for structural changes in the program.

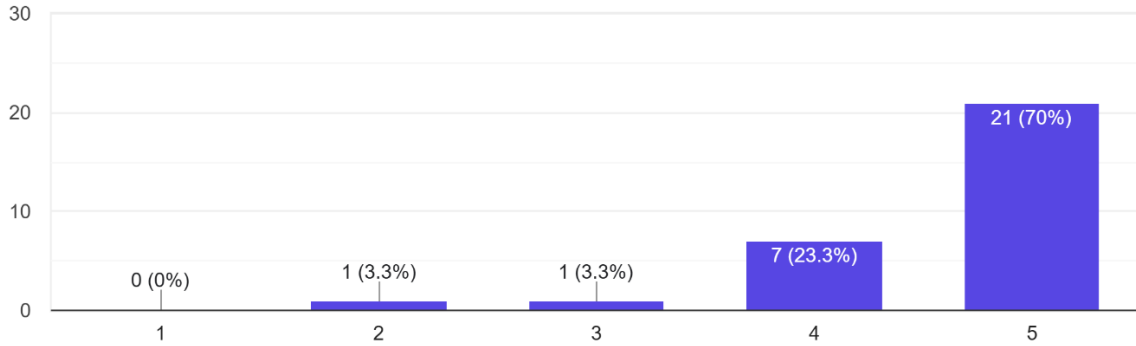
Survey data for 2025-26 shows that teachers have a high regard for the opportunity to meet regularly with colleagues in PLC groups to discuss strategies for improving instruction. The STRIDE Q Comp Leadership Team intends to continue developing specific goals and strategies for the 2026-27 school year to align professional development with the goals for improved instructional practice, aiming for increased student achievement.

The review findings continue to provide valuable information for making decisions related to the instructional program at STRIDE. The staff, parent community, and Q Comp program are considered essential to promoting high-quality teaching and learning.

## Appendix A. Teacher Survey Results, STRIDE Q Comp Participants, 2025-26

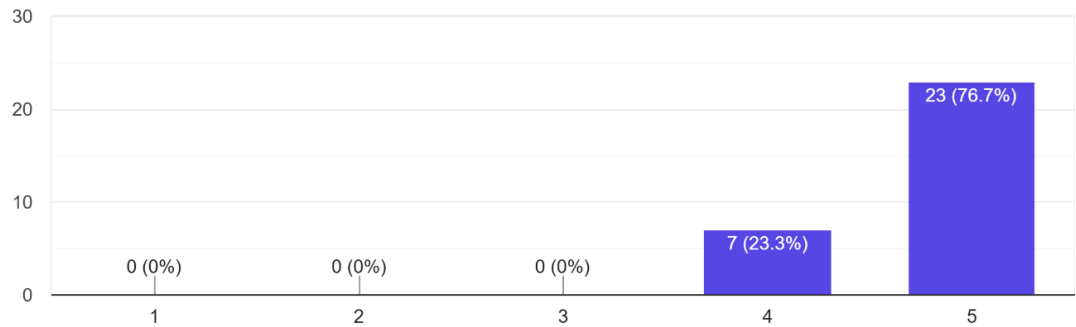
I understood the components upon which I was evaluated this year, including how to show proficiency in each.

30 responses



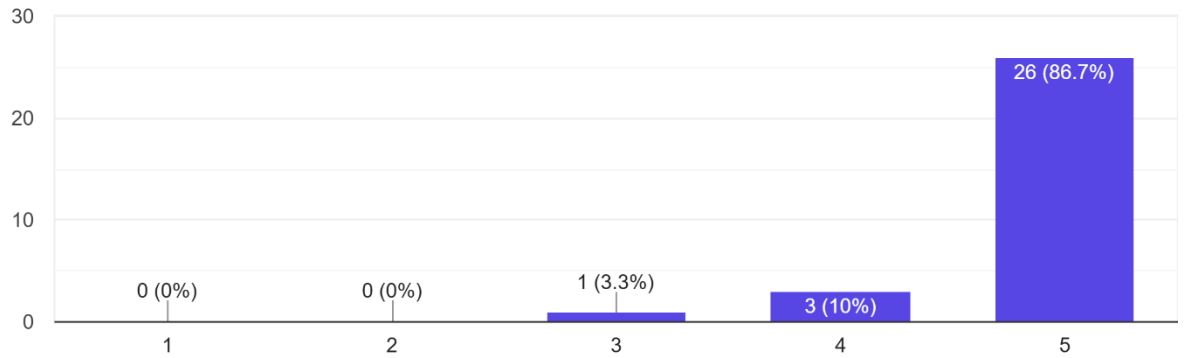
The Peer Observation component of the Q Comp program, in which each teacher observed another teacher, was a positive experience for me.

30 responses



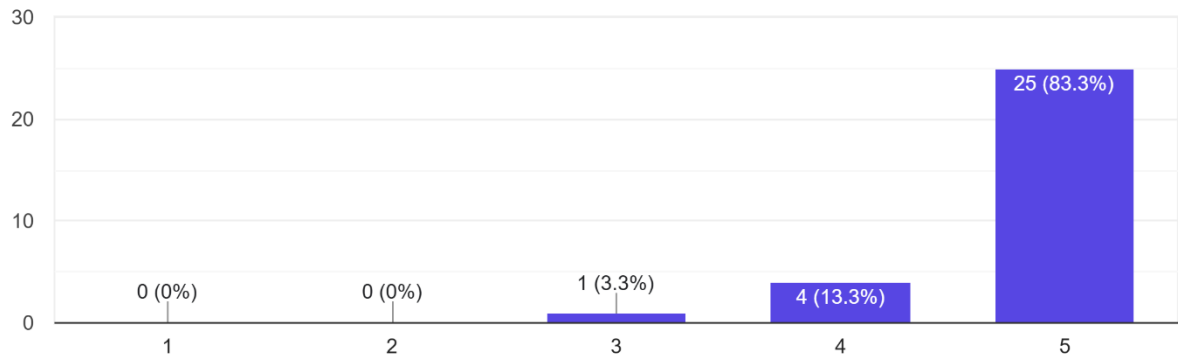
During the classroom observation, the Peer Evaluator gathered data (took notes, etc.) about the lesson and shared the data with me in the post conference

30 responses



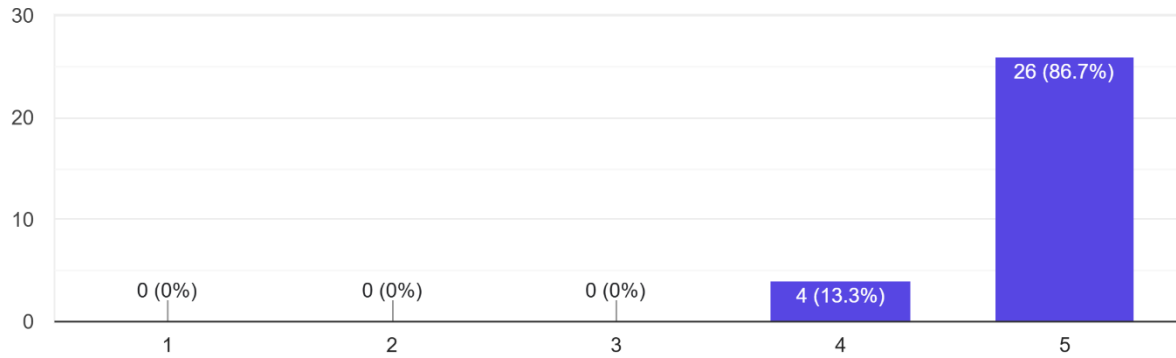
The Peer Evaluator provided me with useful feedback in the post conference after the classroom observation.

30 responses



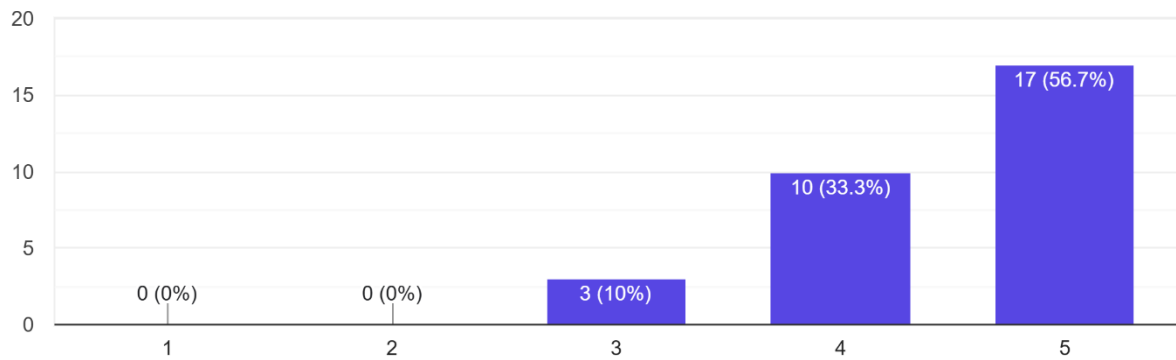
The Peer Evaluator demonstrated effective listening skills during our pre and post conferences.

30 responses



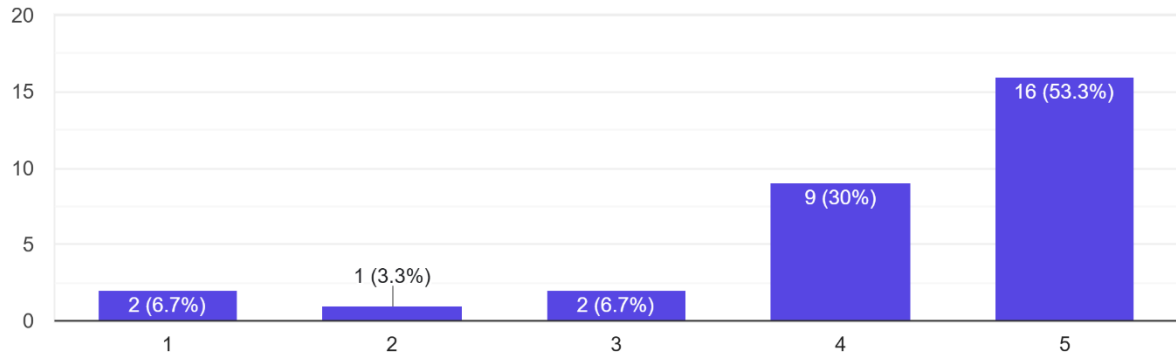
The Q Comp process helped me develop new strategies to improve student achievement.

30 responses



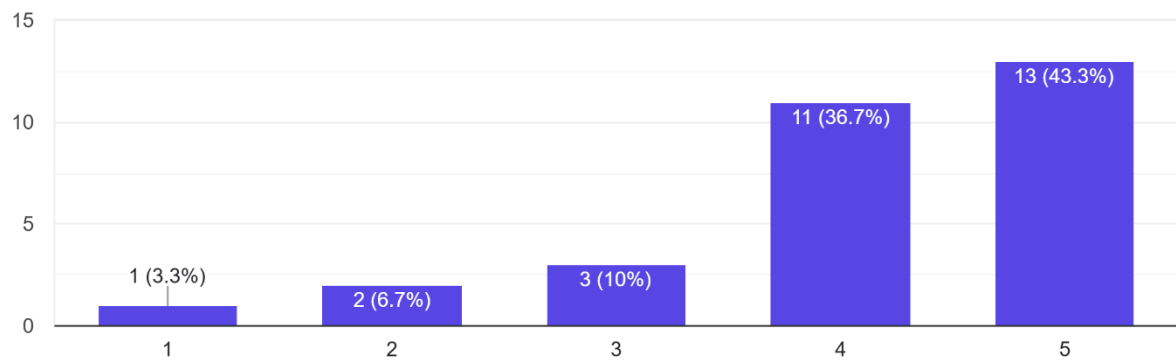
The PLC Meetings I attended were well-organized and productive.

30 responses



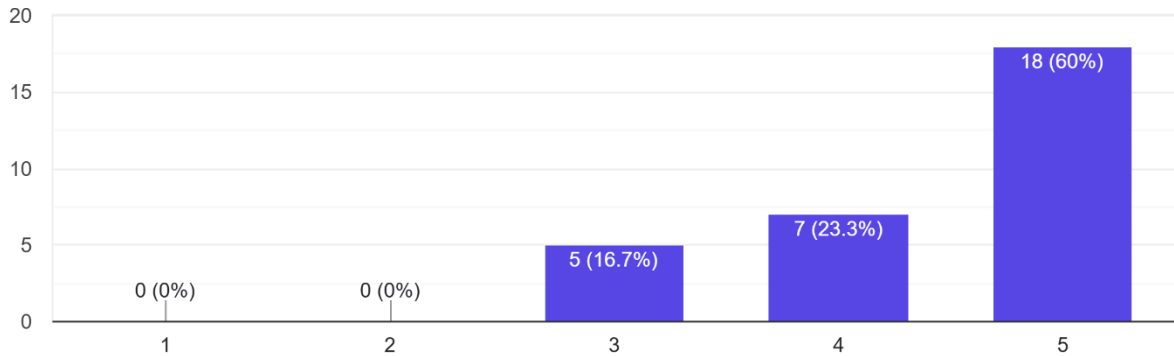
The Professional Learning Community (PLC) meetings that I participated in had a positive impact on my teaching.

30 responses



Overall, the Q Comp Program was a positive experience for me during this school year.

30 responses



### Comments: Provide comments regarding the Q Comp program this year at STRIDE

- ***It was helpful.***
- ***I really enjoyed having a Q-Comp teacher observer who also worked with my current students in previous years. She was able to give me educational feedback in different ways to service my students this year. She also was someone who validated my teaching and showed different strategies that may work in the future. Thank you Q-Comp!***
- ***I like the idea of peers doing an evaluation. Not that our administration doesn't know what's going on in our classes, but peers are working through similar things every single day.***
- ***I think it is great!***
- ***I appreciate the support and collaboration provided through the Q Comp program this year. As an ML teacher, I found the observations and feedback helpful for reflecting on my instructional practices and supporting multilingual learners effectively.***
- ***I wonder if PLCs need more guidance and direction....which data to look at, what strategies that teachers are using are working. I wonder if admin needs to look at notes of what was discussed instead of just checking in on PLC meetings.***
- ***I look forward to the changes to PLC next year. The vertical alignment at the MS will be very helpful for content teachers, as will focused, preplanned PLC topics. It seemed that not having a PLC lead on our team led to chaos and wasted time, even though those of us who are trained in PLC's offered to run them appropriately.***