

South Washington County School District Alternative Teacher Performance Pay System (ATPPS) Annual Report 2018-19

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 No

Impact

How did the work of teacher leaders through coaching, modeling, observing, mentoring, facilitating learning teams and leading professional development impact student achievement and classroom instruction?

Teacher leaders throughout the district continue to be integral to our district's efforts to ensure quality instruction in every classroom. Some examples of their impact collected through administrator and teacher input are listed below:

Mentors: *Our mentoring program provided one to one mentors for 115 1st year probationary staff across the district during the 2018-19 school year. In addition, site induction mentors provided 7.5 hours of professional development for each new teacher regardless of probationary status. Site induction mentors provided support to new staff in instructional responsibilities, conferencing, use of technology, and general building/district procedures. The core of our program is the instructional mentor. The program is designed to provide a two year supporting relationship between mentee and mentor. New teachers have identified this relationship as instrumental in their first year successes. Mentors provide support in curriculum and assessment, analyzing student work, classroom management, and enhancing student engagement.*

Student Achievement Specialists: *Student Achievement Specialists have facilitated learning team meetings, provided significant support in the use of data to make instructional decisions, engaged in ongoing coaching in effective instructional practices, and provided leadership and expertise at all levels (classroom, building, and district) that has facilitated improved instructional practices. The effectiveness of this position has led us to increase the number of FTEs from 6.1 in 2018-19 to 15 in 2019-20. We will be providing significant professional development for this cohort as well as expanding their responsibilities in the areas of instructional coaching, curriculum implementation, and data analysis.*

Data and Assessment Teacher Leaders: *Data and Assessment Teacher Leaders continue to support staff by providing interpretation and analysis of student achievement data. As we look to 2019-20 with the increase in allocation of resources and increased number of student achievement specialists we anticipate moving data responsibilities to the student achievement specialists at the sites they are supporting. This is in no way a result*

of the quality of support provided by current staff. It is simply a reallocation of responsibilities as our program evolves.

Equity Teacher Leaders: Equity Teacher Leaders led professional development around culturally responsive teaching. These practices allow students to dig deep into the learning using their own cultural identity and cultural behaviors. The ETL's supported teachers who were being coached in culturally responsive practices by conducting monthly small group binder study sessions using the binder *Culturally Responsive Teaching and Learning* by Dr. Hollie. These sessions deepened teachers understanding around CLRT and supported them in trying new teaching practices. In these meetings they created action plans for each month around trying and tracking new strategies. They would bring back the data to discuss with the group and see how engagement and learning increased in their classrooms through the use of CLRT.

Elementary Curriculum Leaders: Elementary Curriculum Leaders have been supportive of our efforts to provide a consistent and viable curriculum across the district. These teacher leaders have assisted teachers in locating and accessing resources, developing common assessments, addressing questions and concerns, and in some cases providing instructional coaching. The challenge we have faced is difficulty in a site's ability to use them as a resource and the uneven work flow from year to year. We are looking at moving many of the responsibilities under this position to the student achievement specialists in 2019-20.

DSN representative: The DSN's represented their various schools or programs on the Advisory Staff Development Council. As members on this council, the DSN's provided a voice and feedback loop for the staff members they represented. They shared best practices, updated other schools on progress toward school goals, and shared concerns about future professional development. This important group allowed district staff to hear the voice of teachers and what is working and not working in terms of professional learning.

ATPPS Coordinators: The ATPPS Coordinators provide leadership and support to sites to help ensure fidelity of implementation at each site. Coordinators assist in the planning and execution of the professional development days at each site, participate on leadership teams responsible for developing site student achievement goals, and provide essential communication to teachers at their site.

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?

Training for all teacher leaders consisted of 2- 4 hours of job specific training for all positions. This training provided support in regards to specific job responsibilities as well as training to support ongoing district initiatives.

Recommendations

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

We have identified an increase in instructional coaching as a primary component we want to focus on for the 2019-20 school year. Based on that desire we will be increasing our resource allocation to our student achievement specialists in order to increase our FTEs. In order to support the effectiveness of the position we will

provide comprehensive training in the summer of 2019 and ongoing professional development during the 2019-20 school year on instructional coaching.

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

Impact

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

A significant amount of professional development occurred through learning teams and job-embedded professional development. Staff used the opportunity to focus on standards-based grading, Bridges math curriculum, Culturally Responsive Teaching strategies, reading instruction, Conscious Discipline, and a variety of other instructional practices that support student achievement. Teachers valued the opportunity to have collegial time for these activities and reiterated their desire to have additional time to work in their teams.

Review Findings

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

Sites begin the school year with a comprehensive data retreat facilitated by building administrators and student achievement specialists. This is the first step in developing site improvement plans and identifying student achievement goals. Through this planning process specific strategies and instructional practices are identified to support student achievement in the identified areas.

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

At the learning team level instructional teams follow up initial goal setting process with planning and monitoring of student achievement progress throughout the entire school year. Student data drives ongoing instructional planning and students are monitored to ensure instruction is being delivered at an appropriate level.

Recommendations

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

District will use the review findings to ensure adequate time and support are provided for learning teams. Specifically the district has increased the amount of time set aside for learning teams to work for the 2019-2020 school year.

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 No

Impact

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

Staff feel their participation in both the teacher development and evaluation process and peer coaching have positively impacted their instructional practices and student achievement during the past school year. Teachers identified increased self-reflection and enhanced collegial relationships as two major benefits of the current peer coaching process. In addition staff members have stated the feedback they have received from their building administrators has supported their continuous improvement efforts.

Review Findings

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

Staff identified that they have used the feedback received from their observations/evaluations to make specific changes to both how they engage students and how they deliver the curriculum they are responsible for. One specific area of growth has been in the implementation of CLRT strategies in our classrooms. Many staff have participated in CLRT training then followed it up with instructional coaching from peers to identify and improve specific strategies they have implemented in their classroom. This feedback cycle has led to both more effective practices and a greater use of CLRT strategies.

How did the training observers/evaluators received throughout the year impact their ability to provide constructive and meaningful feedback to all licensed staff members?

Peer coach training for 2018-2019 focused on improving professional conversations within our peer coaching process. The training identified specific practices for coaches to focus on to become better listeners and more effective coaches. The feedback from coaches has been overwhelmingly positive about how this training has positively impacted their conversational practices on both a personal and professional level.

Recommendations

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

The district is using the review findings to enhance our current practices. First we plan to expand the role of instructional coaching by providing sites additional resources and staff. We hope this will provide more instructional coaching opportunities for staff at each site. Secondly we are engaging a review process to ensure our teacher development and evaluation model is providing effective feedback for our teaching staff. We hope to have some revisions ready for fall of 2019.

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 No

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

Impact

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

Final results for 2018-19 school year will be available in fall of 2019. During the 2017-18 school year 46% of staff earned full compensation (\$415) for measures of student achievement. In addition, 53% earned partial compensation (\$315) for making progress.

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

Final results for 2018-19 school year will be available in fall of 2019. During the 2017-18 school year 99% (1387/1403) earned some level of compensation for observation/evaluation results.

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

Yes No

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

Final results for 2018-19 school year will be available in fall of 2019. During the 2017-18 school year 98% of staff received additional compensation for participation in job embedded professional development.

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

99.9% of the licensed staff continuing in their positions for the 2017-18 school year met the standard to earn movement on the salary schedule or an increase in base salary.

Recommendations

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

The district will continue to use this information to improve student achievement through the academic goal setting process and support site efforts to deliver effective job-embedded professional development.

General Program Impact and Recommendations

What overall impact on instruction has the district seen as a result of implementing the Q Comp program?

The professional development, academic goal setting, and peer observations provided through ATPPS have made a significant impact in our district. Teachers have identified support for the implementation of new instructional strategies (specifically standards-based grading, culturally responsive teaching, and Bridges math curriculum for the 2018-19 school year), academic goal setting and data driven practices, support for learning teams, and job-embedded professional development as some of areas of greatest impact.

What overall impact on student achievement has the district seen as a result of implementing the Q Comp program?

With Q Comp being just one of many programs that impact student achievement it is difficult to measure the exact impact Q Comp has had on student achievement. After 12 years of Q comp our current student achievement results have been greatly impacted by the professional development that has occurred because of our teachers' participation. The results below are based on a review of our 2018 student achievement results:

Demographics

- SWC: 18.1% Free/Reduced Price Meals (FRL), 8.2% Hispanic/ Latino, 7.7% Black/African American
- State: 36.4% Free/Reduced Price Meals (FRL), 9.5% Hispanic/ Latino, 11.2% Black/African American
- 4 Similar Districts: 19.4% Free/Reduced Price Meals (FRL), 8.4% Hispanic/ Latino, 9.8% Black/African American

**Similar districts used for comparison: Stillwater, Lakeville, Rosemount/Apple Valley, and Eden Prairie*

SWC Percent Proficient

- Reading 70.2%. The state average 60.4%. 4 similar districts 69.9%
- Math 67.7%. The state average 57.7%. 4 similar districts 68.1%
- FRL Reading 49.9%. The state average 41.5%. 4 similar districts 45.7%
- FRL Math 46.5%. The state average 37.3%. 4 similar districts 42.2%

SWC Achievement/Opportunity Gap

- Reading: Black/African American students 19.9%. The state average 33.5%. 4 similar districts 26.5%
- Math: : Black/African American students 20.3%. The state average 37.4%. 4 similar districts 30.1%
- Reading: Hispanic/Latino students 17.1%. The state average 29.4%. 4 similar districts 28.7%
- Math: Hispanic/Latino students 18.6%. The state average 32.0%. 4 similar districts 32.4%

SWC Graduation Rates

- All Students 92.4%. The state average 82.7%. 4 similar districts 90.0%
- Black students 88.3%. The state average 64.7%. 4 similar districts 76.1%
- Hispanic students 84.1%. The state average 66.3%. 4 similar districts 73.6%
- FRL students 80.6%. The state average 69.0%. 4 similar districts 74.2%

These data points help demonstrate the positive impact Q comp and other continuous improvement efforts have had on student achievement, specifically our efforts to meet the needs of underserved populations.

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

These findings will guide us as we continue to try to meet the needs of all students within our system. As we look ahead we plan to continue to focus our program on improving the professional practices of our teaching staff. In order to do this more effectively we plan to increase our support of our student achievement specialists and expand their responsibilities to include more time set aside for instructional coaching. In addition we plan to continue our efforts to ensure all staff are imbedding Culturally and Linguistically Responsive Teaching Strategies in their classrooms to better meet the needs of all students.