

2018-19 ATPPS Annual Report



Tim Bunnell, ATPPS Specialist

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Program Overview

- ATPPS is a unique school improvement program primarily funded through a grant from MDE.
- Each district has the opportunity to design a program to meet their specific needs.
- South Washington County Schools is completing their 12th year of participation.



Program Overview

- There are 4 basic components that each plan must address:
 - Career Advancement Options
 - Job Embedded Professional Development
 - Teacher Observation & Evaluation
 - Performance Pay



Career Advancement Options

Teacher leaders throughout the district continue to be integral to our district's efforts to ensure quality instruction in every classroom.

Positions implemented during the 2018-19 school year included:

- Mentors
- Student Achievement Specialists
- Data and Assessment Teacher Leaders
- Equity Teacher Leaders
- Elementary Curriculum Leaders
- DSN representatives
- ATPPS Coordinators



Recommendations

- Increase in instructional coaching for the 2019-20 school year
 - Working closely with Teaching and Learning Services
 - Increase our resource allocation for student achievement specialists, to to increase our FTEs
 - Provide comprehensive training beginning in the summer of 2019 and continuing during the 2019-20 school year on building skills in instructional coaching for all student achievement specialists



Job Embedded Professional Development

- ATPPS Professional development days
- Site determined learning teams and PLCs
- Additional job-embedded professional development provided through their flexible learning plans
- Staff focused on:
 - Standards-Based Grading
 - Bridges Math Curriculum
 - Culturally and Linguistically Responsive Teaching (CLRT) strategies
 - Reading instruction
 - Conscious Discipline



Recommendations

- Ensure adequate time and support are provided for learning teams on ATPPS professional development days
- Provide additional options for staff to implement their flexible learning plans through their PLC work



Observations & Evaluations

- Peer coaching benefits:
 - Increased self-reflection
 - Enhanced collegial relationships
- Peer coach training for 2018-2019 focused on improving professional conversations within our peer coaching process
 - Identified specific practices for coaches to focus on to become better listeners and more effective coaches
 - Coaches feedback has been overwhelmingly positive



Recommendations

- Using review findings to enhance current practices
- Planning to expand the role of instructional coaching at each site
- Engaging in a review process to ensure our teacher development and evaluation model is providing effective feedback for our teaching staff
 - How do we provide additional feedback on CLRT practices?
- Revisions ready for fall of 2019



Site Goals & Performance Pay

- All sites must create and submit a student achievement goal based on a standardized assessment.
- These goals are both rigorous and challenging as they require sites to increase student achievement for all students in a significant way annually.
- Final results for 2018-19 school year will be available in fall of 2019.
- For 2017-18 school year:
 - 46% of staff earned full compensation for measures of student achievement
 - 53% earned partial compensation for making progress towards their goals



Recommendations

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



General Impact on Instruction

- Greatest impact areas identified by teachers:
 - New instructional strategies
 - Standards-Based Grading
 - CLRT
 - Bridges Math Curriculum
 - Academic goal setting
 - Support for learning teams
 - Job-embedded professional development

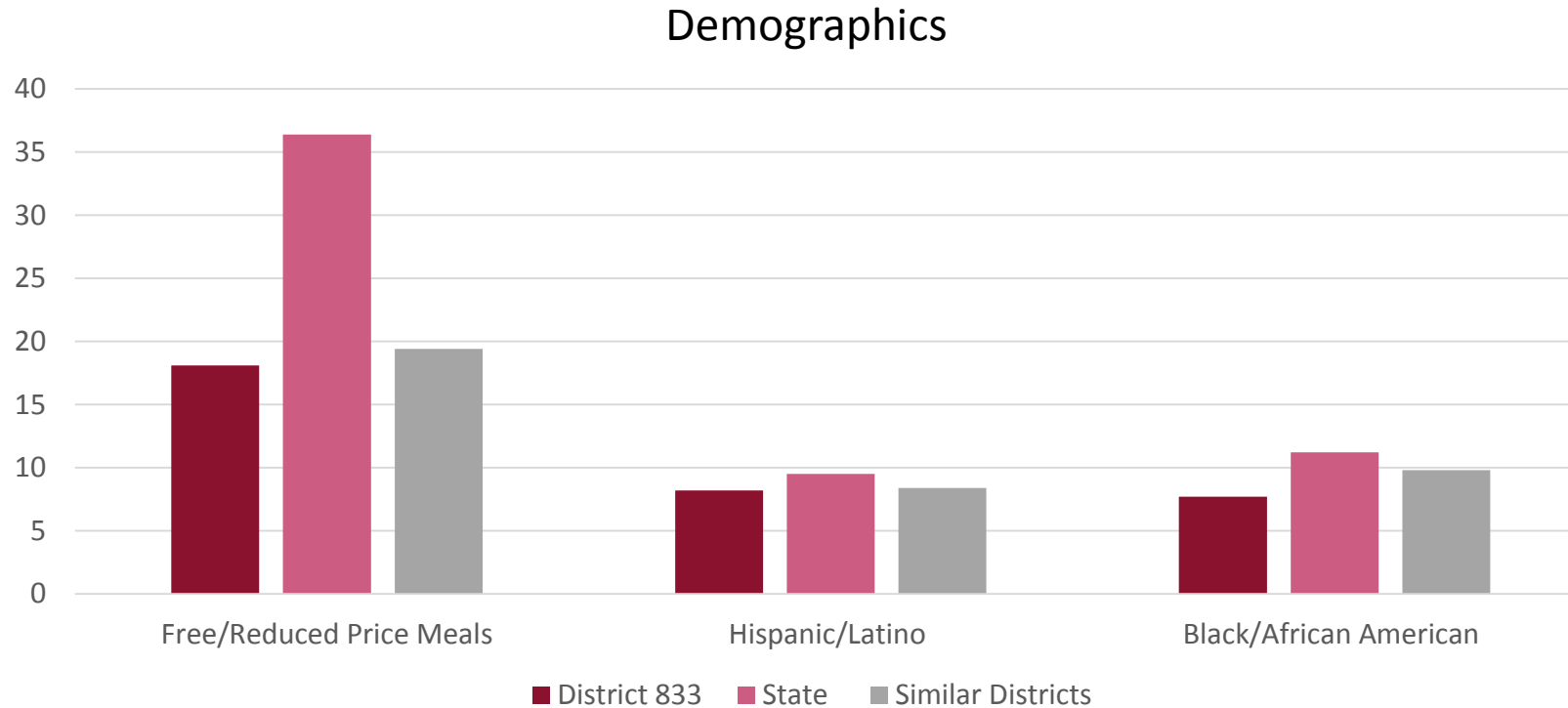


General Impact on Student Achievement

- 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 teachers' participation in professional development.
- CLRT has been a specific area of emphasis within the ATPPS program over the last 2 years.



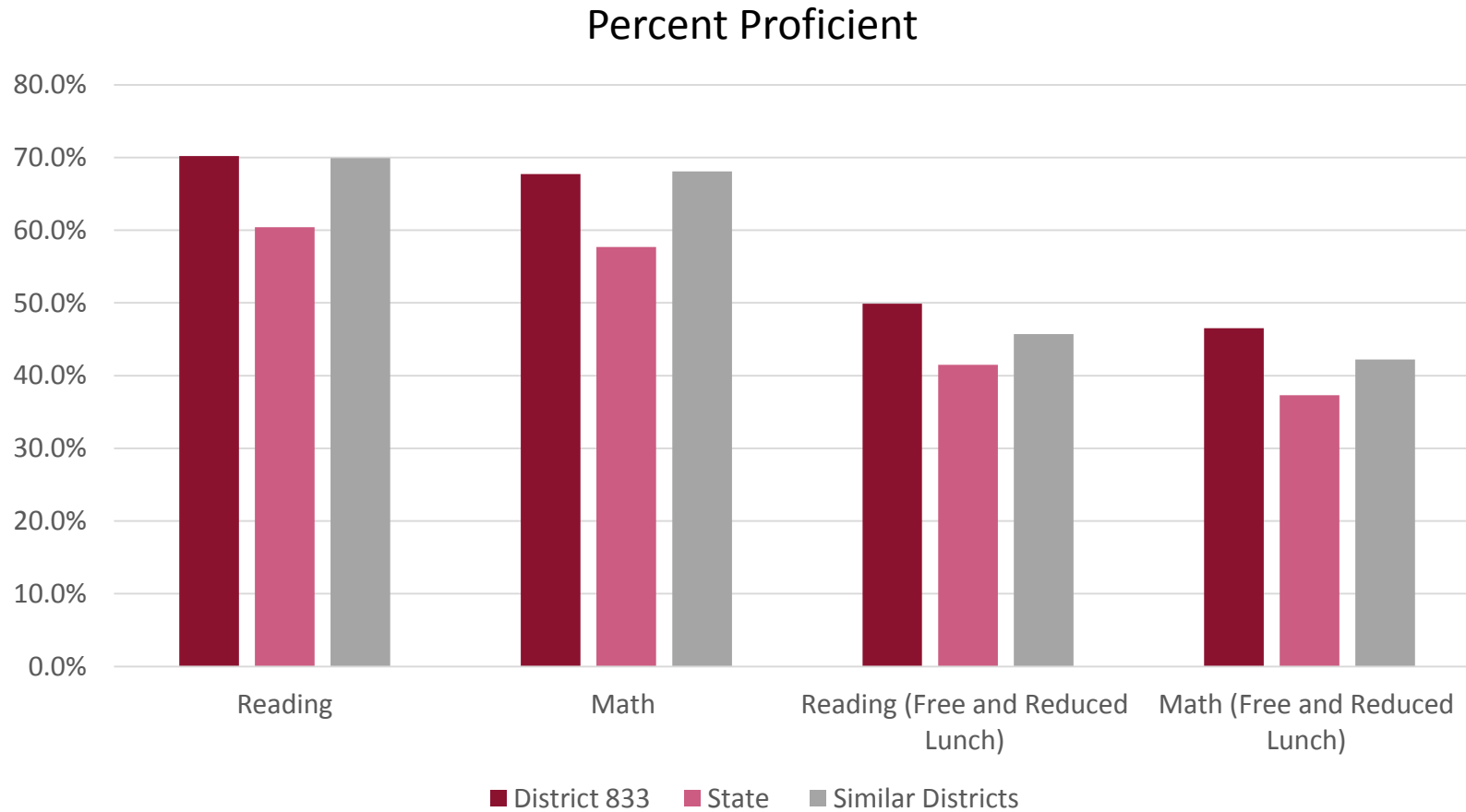
General Impact on Student Achievement



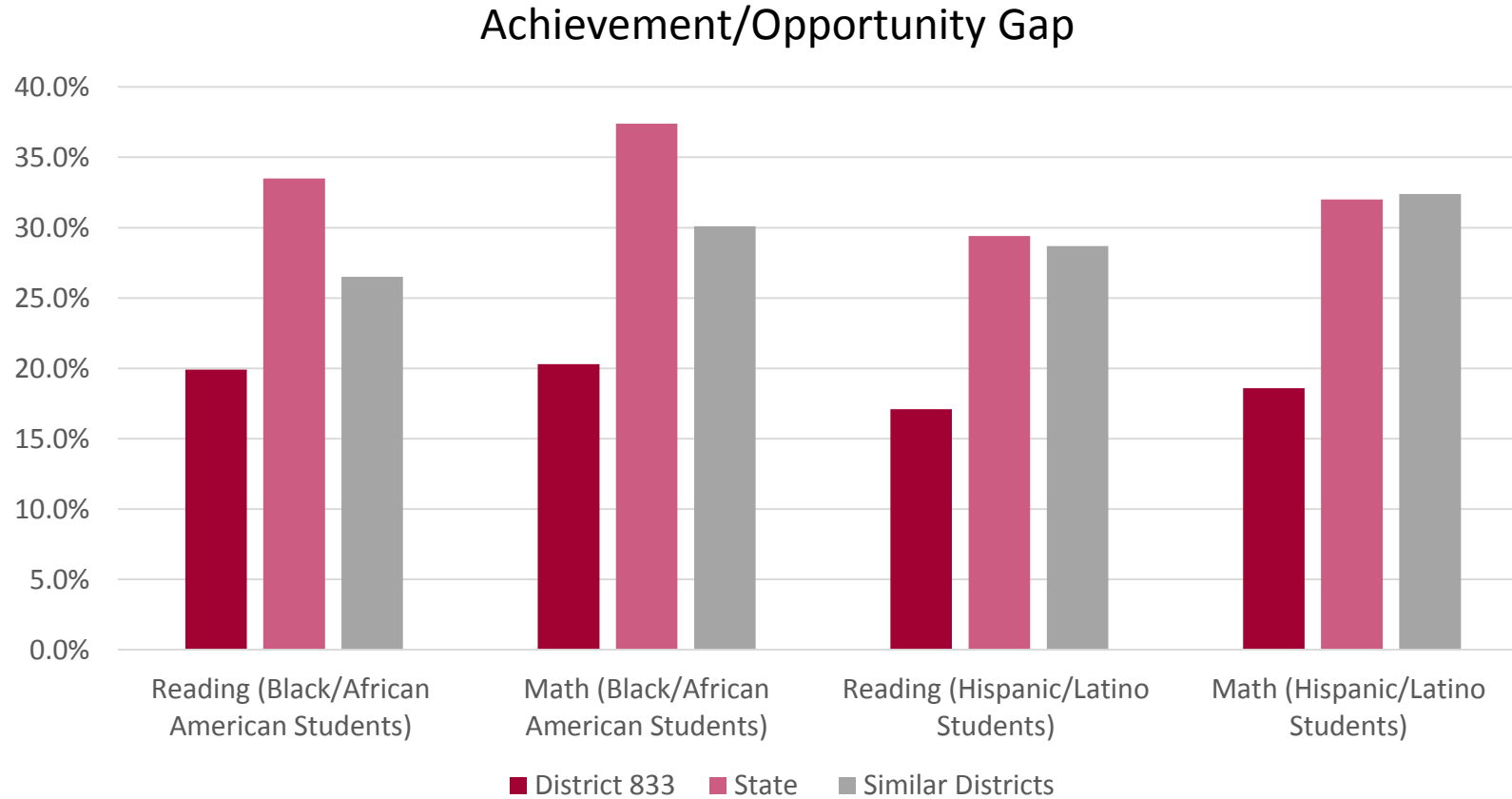
**Districts used for comparison:
Stillwater, Lakeville, Rosemount/Apple Valley and Eden Prairie*



General Impact on Student Achievement

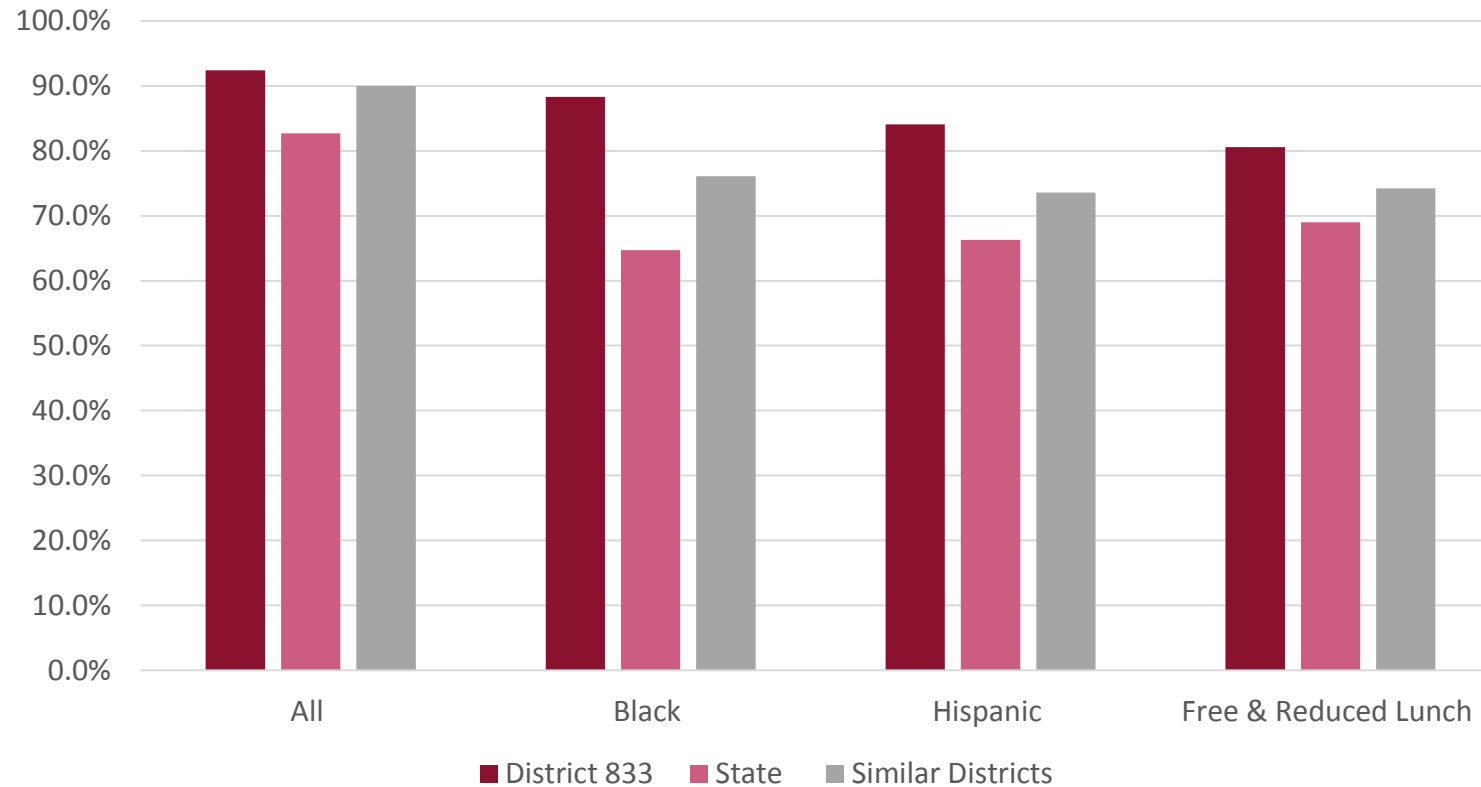


General Impact on Student Achievement



General Impact on Student Achievement

Graduation Rates



Recommendations

- Continue to focus program on supporting the improvement of professional practices by:
 - Increasing support of student achievement specialists
 - More time for instructional coaching for student achievement specialists
- Continue efforts to bring CLRT strategies to all classrooms



Questions?

