



Roseville Area Schools

Quality Teaching & Learning for All...Equity in All We Do



World's Best Workforce

2020–2021 School Year Report
& 2021–2022 School Year Plan

Implementing a Strategic Plan During a Global Pandemic

Roseville Area Schools' Strategic Plan and the State's World's Best Workforce Statute focus the district's continuous improvement efforts on instruction and achievement for all students. Creating an environment that supports all students to achieve their full potential has never been more difficult than during the ongoing COVID-19 global pandemic, which is now impacting a third year of learning for our students.

Like the year before it, the 2020–2021 school year was profoundly impacted by COVID-19, the disease caused by the novel coronavirus. Schools across the state, including those in Roseville Area Schools, began the school year with full-time distance learning programming so students could safely learn from home. As the 2020-2021 school year progressed, some students transitioned to a blended or hybrid model that combined in-person and at-home learning, beginning with our youngest learners and those with special education needs. Other students remained in the district's fully online Distance Learning Academy for the entire year, an option that was required by the Minnesota Department of Education. Students in elementary grades were able to transition to fully in-person learning by the end of the 2020–2021 school year, while secondary grades remained in a blended or hybrid model for the rest of the school year.

While the 2021–2022 school year began with completely in-person learning, there continue to be impacts on teaching and learning due to the pandemic. Yet, our schools are now better equipped to handle the challenges, having had more time to understand how our commitment to equity manifests in this new learning environment. Our staff, working alongside community members and families, understand that our students' needs must continue to be met, and are working tirelessly to accomplish just that.

Roseville Area Schools strives to develop potential in each student. We expect every student to succeed academically, socially and emotionally and will focus on each student's

potential for excellence. In order to achieve our commitment to prepare all students, we intentionally focus on student populations experiencing the biggest disparities in opportunity. We do this to prevent inequitable outcomes and racial predictability.

In an effort to inspire all students to attain the highest levels of achievement, we continue to implement evidence-based educational practices and collaborate with families and communities to fully engage students in learning. Successfully addressing the following focus areas will help us achieve our mission of *Quality Teaching and Learning for All . . . Equity in All We Do*.

- ✓ Improve learning for students of color, American Indian students, English learners (EL), students receiving special education services, and prekindergarten learners.
- ✓ Improve communication and genuine engagement with families and communities, especially with our underrepresented communities.
- ✓ Strengthen support for the social and emotional development of students.
- ✓ Expand support for career and college readiness.
- ✓ Secure and manage resources to provide a quality education and improve facilities.

This report includes a summary of progress during the 2020–2021 school year as well as a summary of our World's Best Workforce plan for the 2021–2022 school year. We will highlight specific strategies and progress for each of the World's Best Workforce areas.

It is important for the community to know that the staff of Roseville Area Schools has risen to the challenges presented by the global pandemic, and is laser-focused on the well-being of our students. This school year will require nimbleness and flexibility unlike ever before. Working together with our families and community members, we believe that we can prepare our students for a bright future. We are not looking to return to normal; we are working together to return to *better*.

Closing Achievement Gaps

Roseville Area Schools is committed to closing achievement gaps by providing an equitable education to all students. During the 2020–2021 school year, we focused on culturally responsive and competent teaching with a lens on including absent narratives into our curriculum. This work was designed around the four areas on the Educational Equity Curriculum and Instruction Compass including: Equity Pedagogy, Culturally Relevant Content, Collective Knowledge Creation, and Social Justice Orientation. We continue to use an equity lens in all we do.

2020–2021 Strategies

- Implement and monitor best practices focused on instruction and professional learning communities while monitoring student progress.
- Provide equity training for all staff.
- Provide equity professional development for site administrators during principal meetings.
- Focus equity work to support absent/inclusive narratives and commitment to disruption of systemic inequities.
- Increase rigor and student engagement by providing professional development focusing on creating positive school climates.
- Analyze and reduce disproportionality of students of color and Native American students identified to receive special education services.
- Analyze and address disproportionality in discipline practices.
- Implement districtwide discipline guidance document to building leaders to ensure consistency in practices.
- Support all students through cultural liaison outreach and culturally specific academic support.
- Monitor the impact of the dual-language immersion program at the middle-school level and ensure bilingual developmental pathway into high school in academic content areas.
- Partner with English Learner in the Mainstream (ELM) coaches and create a systemic model to ensure that the model continues to provide ongoing language, professional development and coaching support to mainstream teachers in each building.
- Identify pre-K bilingual students who qualify for English learner services and provide coaching support to pre-K teachers and transition support for entrance into English learner services in kindergarten.
- Develop high school coursework, graduation pathways and community college partnerships for all students by utilizing career and college pathways to meet the individual learner needs.

Measuring Progress

The 2020–2021 school year was significantly impacted by the COVID-19 pandemic. Roseville Area Schools transitioned through a variety of learning models including distance learning, blended learning, and in-person learning. This significantly interrupted instruction for students and impacted student participation in our MCA tests. In the spring of 2021 we had students in all of the learning models mentioned above and offered multiple testing opportunities for our students but not all families were comfortable sending their students to school for a standardized assessment. Thus our participation in the MCA math and reading tests was significantly reduced and we are not comparing our results to previous years.



MCA III Proficiency / **READING**

	2018	2019	2020	2021 Proficiency**	2021 Participation
Hispanic/Latino	35.8%	34.8%	MCA Reading and Math data for 2020 is not available as these tests were canceled due to the COVID-19 pandemic	30.6%	54%
American Indian/Alaska Native	50%	*		57.1%	39%
Asian	47.2%	48.1%		42.0%	45%
Black/African American	34.8%	36.6%		31.5%	46%
White	77.5%	75.4%		71.2%	59%
Multiracial	52.1%	54.3%		54.6%	42%
English learner	13.9%	14.2%		8.4%	53%
Students receiving special education services	34.2%	30.6%		26.1%	50%
Students who qualify for F/RP meals	37.0%	36.6%		29.6%	48%

MCA III Proficiency / **MATH**

	2018	2019	2020	2021 Proficiency**	2021 Participation
Hispanic/Latino	25.4%	26.1%	MCA Reading and Math data for 2020 is not available as these tests were canceled due to the COVID-19 pandemic	14.9%	53%
American Indian/Alaska Native	50.0%	*		28.6%	39%
Asian	42.9%	42.1%		30.1%	44%
Black/African American	26.9%	28.1%		17.2%	44%
White	70.7%	69.0%		52.9%	57%
Multiracial	40.2%	45.5%		33.9%	41%
English learner	16.7%	16.0%		7.6%	53%
Students receiving special education services	27.4%	27.1%		19.1%	48%
Students who qualify for F/RP meals	28.1%	28.3%		16.3%	46%

Achievement Gaps / **READING**

	2018	2019	2020	2021**
Hispanic/Latino	42%	41%	MCA Reading and Math data for 2020 is not available as these tests were canceled due to the COVID-19 pandemic	41%
American Indian/Alaska Native	28%	*		14%
Asian	30%	27%		29%
Black/African American	43%	39%		40%
Multiracial	25%	21%		17%
English learner	51%	50%		52%
Students receiving special education services	26%	30%		32%
Students who qualify for F/RP meals	38%	38%		39%

Achievement Gaps / **MATH**

	2018	2019	2020	2021**
Hispanic/Latino	44%	43%	MCA Reading and Math data for 2020 is not available as these tests were canceled due to the COVID-19 pandemic	35%
American Indian/Alaska Native	21%	*		24%
Asian	28%	27%		23%
Black/African American	44%	41%		36%
Multiracial	30%	23%		19%
English learner	39%	39%		34%
Students receiving special education services	26%	26%		20%
Students who qualify for F/RP meals	41%	40%		34%

* Count too small to report

** MCA Reading and Math Data in 2021 is not comparable to other years, based on lowered participation due to the COVID-19 pandemic.

Looking Forward

2021–2022 Strategies

- Provide equity training for all staff through the Office of Educational Equity. The focus is around critical self-reflection, culturally responsive content and pedagogy, and inclusive communities which are based on the four areas of culturally responsive school leadership identified by Dr. Muhammad Khalifa.
- Continue to build capacity and development of a common understanding of core elementary math benchmarks by grade level, along with professional development around using data to inform instruction and deconstruct standards.
- Continue to provide equity professional development for site administrators, including assistant principals, during instructional leaders meetings.
- In response to ongoing community conversations, we will focus equity work and anti-racist action looking at systemic “isms” to support absent/inclusive narratives and commitment to disruption of systemic inequities.
- Increase student engagement by providing professional development focusing on creating positive school climates centered around engagement and social and emotional learning (SEL).
- Analyze and reduce disproportionality of students of color and Native American students identified to receive special education services.
- Use Multi-Tiered Systems of Support to guide our instruction and research based best practices.
- Continue the use of our districtwide discipline guidance document to ensure consistency in practices.
- Support learning through cultural liaison outreach and culturally specific academic support. This work is ongoing and extends to a multitude of specific needs which manifested during the COVID-19 pandemic.
- Ensure a bilingual developmental pathway into high school in academic content areas.

Acronym Key

ACRONYM	DEFINITION
ABE	Adult Basic Education
ADSIS	Alternative Delivery of Specialized Instructional Services
AP	Advanced Placement
ATPPS	Alternative Teacher Professional Pay System
AVID	Advancement Via Individual Determination
CRCT	Culturally Responsive and Competent Teaching
CFA	Common Formative Assessment
CTE	Career and Technical Education
DCAC	District Curriculum Advisory Committee
ECSE	Early Childhood Special Education
EL	English Learners
ELM	English Learners in the Mainstream
FAHS	Fairview Alternative High School
FAST	Formative Assessment System for Teachers
FOCUS	Future Oriented Collaborative United Support (Group)
FRP or F/RP	Free or reduced-price meals
MCA	Minnesota Comprehensive Assessments
MDE	Minnesota Department of Education
MTAS	Minnesota Tests of Academic Skills
MTSS	Multi-tiered Systems of Support
NEME	Northeast Metro Manufacturing Education
PBIS	Positive Behavior Interventions and Supports
PLC	Professional Learning Community
PRESS	Path to Reading in School Sites
RAHS	Roseville Area High School
RAMS	Roseville Area Middle School
SEL	Social and emotional learning
SPED	Special education
STEM	Science, technology, engineering and math
WBWF	World’s Best Workforce
WICOR	Writing, inquiry, collaboration, organization and reading
WIN	What I Need

- Identify pre-K bilingual students who qualify for English learner services and provide support to pre-K teachers and transition support for entrance into English learner services in kindergarten.
- Continue building our high school coursework, graduation pathways and community college partnerships for all students by utilizing career and college pathways to meet the individual learner needs.
- Refine our CoGAT testing program to not only identify the students in need of advanced academics, but to identify the strengths in all our students.
- Develop a partnership with Metro State and the University of St. Thomas to increase the number of BIPOC (Black, Indigenous, or people of color) teachers in Roseville Area Schools.

Kindergarten Readiness

Since 2006, Roseville Area Schools has offered prekindergarten programs that follow state standards for early learning. The pre-K program focuses on early literacy development, which leads to reading well by third grade. Following state standards for early learning, our early childhood teachers use an innovative, theme-based curriculum that includes individualized activities to help all children reach developmental and academic goals. Research has shown education begins long before a child reaches kindergarten. The district's investment in pre-K learning creates an environment of success for each of our early learners, closes achievement gaps and prepares children for continued success.

Looking Back

2020–2021 Strategies

- Increase family engagement and participation in ECFE and pre-K programs using a variety of strategies and formats.
- Improve early childhood to kindergarten transition.
- Participation in the second year of the Pyramid Model grant project to train and coach early childhood staff to use best practices to support student's social and emotional development.
- Continue to support early childhood collaborative teams that focus on the district professional learning community vision. Teams will analyze assessment data to inform instruction and plan interventions aligned to the learning standards.
- Support English learners in pre-K by conducting assessments and creating specific strategies for young learners developed by a team of pre-K and EL teachers.
- Implement programs to support partnerships with community early childhood, childcare and pre-K programs to support early learners.

Measuring Progress

The Pyramid Model grant project provided support for the framework for supporting student's social and emotional development by creating the systems for data collections, internal coaching and sustainability of the project. During the first year, eight pre-K and ECSE teachers, along with three early childhood administrators attended over 250 hours of training on TPOT (Teaching Pyramid Observation Tool), BIRS (Behavior Incident Report System), practice based

coaching and intervention strategies. Resources that support social/emotional development and intervention plans to provide Tier 1, 2 and 3 learning in pre-K classrooms were developed. The Pyramid Model project is guided by the implementation team of administrators, teachers and support staff from MN Centers for Excellence. The second year of the Pyramid Model project was placed on hold due to the pandemic and year two will resume in 2021–2022.

The early childhood programs continue to support families by offering a variety of class options. During 2020–2021, families participated in distance learning and in-person ECFE and pre-K classes and parental involvement and engagement increased through the use of online formats.

PLC collaborative teams met weekly to answer: what do we want students to learn and how will we know if they learned it? Progress monitoring and interventions were planned by the teams to support student learning.

The pre-K program analyzed assessments with benchmarks determined by the pre-K through grade three alignment team, to measure students' progress. This includes vocabulary development, phonological awareness and number knowledge. Assessments are used to inform instruction, provide interventions and

monitor student progress. During the 2020–2021 school year, the end of the year data is not comparable to other years, based on lowered participation due to the COVID-19 pandemic.

Looking Forward

2021–2022 Strategies

- Participation in the second year of the Pyramid Model grant project to train and coach early childhood staff to use best practices to support student's social and emotional development.
- The early childhood collaborative teams will focus on the district professional learning community vision. Teams will analyze assessment data to inform instruction and plan interventions aligned to the learning standards in the area of social/emotional development.
- Support student's oral language and vocabulary development through a literacy rich early childhood environment and curriculum to include repeated read alouds, conversation prompts and journaling.
- Continue to implement programs to support partnerships with community early childhood, childcare and pre-K programs to support early learners.
- Support families with the transition from pre-K to kindergarten.

2021 END OF YEAR DATA

ASSESSMENT	BENCHMARK SCORE	% PRE-K STUDENTS MEETING BENCHMARK
Vocabulary, Oral Language (My IGDIs)	11	32%
Rhyming, Phonological Awareness (My IGDIs)	13	34%
Number Naming Fluency (AIMSweb)	12	49%

IGDI: Individual Growth and Development Indicators

Reading by 3rd Grade

Roseville Area Schools recognizes that by third grade, students are not just learning to read, but are reading to learn in other areas. Students who aren't reading well by this grade often fall behind and struggle to catch up. As part of its aim to increase achievement and narrow the achievement gap, the district has implemented strategies on several fronts to help struggling readers while continuing to stretch the abilities of those who are becoming skilled readers.

Looking Back

2020–2021 Strategies

As part of our aim to increase achievement and narrow the achievement gap, we implemented strategies on several fronts to help struggling readers while also continuing to stretch the abilities of those who are becoming skilled readers. We also accelerated learning due to possible learning lost due to the COVID-19 pandemic. In 2020–2021, we:

- Provided professional development in the form of online professional development pathways for educators that focused on distance learning and blended learning. We provided professional learning and resources to support teachers as they overhauled their curriculum, pedagogy, and lesson plans for online and blended learning models and adopted new tools and technologies to instruct their classrooms online.
- Continued the Alternative Delivery of Specialized Instructional Services (ADSIS) grant with these areas of focus:
 - Create expectations for what PRESS expectations are tight and loose. This is to prevent a PRESS implementation dip.
 - Expand monitoring progress of students on a weekly basis that includes the grade level outcome measurement and the skill measurement.
 - Expand our Tier II Literacy Interventions using researched based intervention strategies.
 - Provide professional development for intervention and ADSIS staff and principals relating to research based interventions.
 - Provide professional learning for teachers regarding the PRESS interventions with a focus on vocabulary and reciprocal teaching.

- Continued to offer Reading Corps at qualified sites.
- Continued to support the Lucy Calkins Units of Study writing program with blended or virtual teaching. Some teachers used the units of study virtual resources to adapt the units to virtual teaching environments.
- Continued our program review on writing and expanded the review to include K–6 English language arts. We evaluated our current program and began to design a revised K–6 English language program. This included reviewing the recently released 2020 Minnesota Academic Standards in English Language Arts.
- Re-implemented What I Need (WIN) time to improve our achievement and close opportunity gaps.
- Continued collaborative teams at school sites that focus on the district professional learning community vision; specifically instruction aligned to standards and using common formative assessments, and analyzing student data using a data analysis protocol that includes a focus on race based equity.

Measuring Progress

Typically Roseville Area Schools analyzes how our third-grade students perform on the Minnesota Comprehensive Assessments (MCAs) to monitor progress. However, MCA Reading data for 2021 is not comparable to other years as student participation was greatly reduced due to the COVID-19 pandemic. Only 67% of our Roseville Area Schools third graders took

GRADE 3 / MCA Reading

2019	2020	2021
47.4%	*	41.9%**

*MCA Reading and Math data for 2020 is not available as these tests were canceled due to the COVID-19 pandemic.

** MCA Reading and Math data in 2021 is not comparable to other years, based on lowered participation due to the COVID-19 pandemic.

the MCA test in the spring of 2021, where our typical rate of student participation is 99%.

The data included in the charts below are students' proficiency rates (or the percent of students who meet or exceed state standards) for the previous three years. The following third grade proficiency rates are based on all accountability tests (MCA and MTAS).

Looking Forward

2021–2022 Strategies

As part of our aim to increase achievement and narrow the achievement gap, we will implement strategies on several fronts to help struggling readers while also continuing to stretch the abilities of those who are becoming skilled readers. We will also accelerate learning due to possible learning lost due to the COVID-19 pandemic, consulting MDE's COMPASS for support. In 2021–2022, we will:

- Provide professional development in the form of online professional development pathways for educators regarding reading and literacy instruction.
- Continue the Alternative Delivery of Specialized Instructional Services (ADSIS) grant with these areas of focus:
 - Create expectations for what PRESS expectations are tight and loose. This is to prevent a PRESS implementation dip.
 - Expand monitoring progress of students in intervention on a weekly basis that includes the grade level outcome measurement and the skill measurement.
 - Expand our Tier II Literacy Interventions using researched based intervention strategies.
 - Provide professional development for all K–6 teachers, ADSIS staff and principals in PRESS interventions and the accompanying monitoring system.

- Provide professional learning for teachers regarding the PRESS interventions with a focus on vocabulary and reciprocal teaching.
- Continue our program review of writing and K–6 English language arts. We evaluated our current program last year, and will begin to review, pilot and recommend a design for a revised K–6 English language program. This includes reviewing the recently released 2020 Minnesota Academic Standards in English Language Arts.
- Renew efforts to provide What I Need (WIN) time to improve student achievement and close opportunity gaps now that we are fully in person again.
- Continue collaborative teams at school sites that focus on the district vision of high functioning professional learning communities. This includes defining power standards, using common formative assessments to determine student academic success, analyzing student data using a data analysis protocol that includes a focus on race based equity, and planning for extension, re-teaching, or the next topic in the curriculum.
- Continue to offer Reading Corps at qualified sites.
- Continue to support the Lucy Calkins Units of Study writing program.

Graduation

In today's highly competitive high-tech world, a high school diploma is critical and can set the foundation for future planning. While our high school graduation rate is higher than the state average and we were able to see growth last year, we have room for improvement.

Looking Back

2020–2021 Strategies

- Fully aligned grades 7–12 alternative programs and credit recovery.
 - Grow school year opportunities for credit recovery

Both traditional and online programs

Identification of partial credit opportunities

Align standards for all summer school courses
- Continued to strengthen the partnership between RAHS and FAHS.
- Sustained existing support structures.
 - College Possible
 - AVID
 - Unity Centers
- Continued to expand and strengthen Career & College Readiness Pathways.
 - Career navigator built on school and community resources

Funded by the Roseville Area Schools Foundation, The St. Paul Foundation, and The Bigelow Foundation
- Changed FAHS elective graduation credits from 22 to 20.

- RAHS Elective credit reduction were as follow:
 - Reduction of 4 elective credits for seniors (Class of 2021)
 - Reduction of 3 elective credits for juniors (Class of 2022)
 - Reduction of 2 elective credits for sophomores (Class of 2023)
 - Reduction of 1 elective credits for freshmen (Class of 2024)

Measuring Progress

Roseville Area Schools' four-year graduation rate increased from 85.7% in 2019 to 88.1% in 2020, which is the highest graduation rate we have seen since 2014. Roseville students continue to graduate at a higher rate than the state average of 83.8%. All of our student groups outperformed the state graduation percentages and Hispanic, Black, and multiracial students were 8 to 20 percentage points above the state average.

Roseville Area High School (RAHS) and Fairview Alternative High School (FAHS) both had graduation increases above 2 percentage points over the previous year.

Looking Forward

2021–2022 Strategies

- Sustain existing support structures.
 - College Possible
 - AVID Schoolwide
 - Unity Centers
 - 7–12 college fairs
 - Workforce development presentations
 - College visits
- Implementation of a new bell schedule at RAHS to provide time during the day for support, social interaction and activities.
- Implementation of new equitable grading practice at the secondary level.
- Increase interventions: mentoring, home visits, communication and office hours.
- Increase alignment of grades 7–12 alternative programs and credit recovery.
 - Grow school year opportunities for credit recovery
 - Both traditional and online programs
 - Identification of partial credit opportunities
 - Align standards for all summer school courses

GRADUATION RATES / Class of 2020

	MN	ISD623
All Students	83.8%	88.1%
American Indian/Alaskan Native	55.7%	*
Asian	89.1%	90.7%
Pacific Islander	73.1%	*
Hispanic	70.4%	78.2%
Black	69.2%	85.0%
White	89.0%	89.4%
Two or More Races	73.5%	94.7%
EL	66.2%	74.5%
SIEP	65.0%	72.7%
FRP	71.6%	80.7%

* Cell size too small to report

GRADUATION PERCENTAGE TREND / All Students

	2016	2017	2018	2019	2020
MN	82.5%	82.7%	83.2%	83.7%	83.8%
ISD 623	85.1%	87.0%	87.9%	85.7%	88.1%
RAHS	92.0%	91.9%	92.6%	88.9%	91.4%
FAHS	25.0%	44.7%	37.0%	50.0%	52.3%

Career and College Readiness

Ensuring students are achieving at high levels is the best preparation for life after high school in an era when the rapid rate of change makes it nearly impossible to predict what the future will be like. At Roseville Area Schools, we have a variety of approaches in place so all students will prepare for their futures after high school.

Looking Back

2020–2021 Strategies

- Maintained existing career and college readiness pathway courses at Fairview Alternative High School and Roseville Area High School including concurrent enrollment, articulated credits, and Advanced Placement courses.
- Continued and expanded partnership with Abbott for summer internships; establishing additional partnerships in manufacturing and construction.
- Partnered with area colleges to create college credit or industry-recognized credential opportunities for students in our career pathways program.
- Sent out a monthly career and technical education (CTE) newsletter to staff, administration, business and industry partners, and community stakeholders in order to feature/highlight the work being done at RAHS.
- Career navigator worked with teachers and students to highlight careers.
 - Class presentations on careers to EL Career Seminar, AVID classes, and CTE classes.

- Meeting 1:1 with all graduating EL seniors to explore careers and firm up a career plan for them post-high school.
- Established a partnership with Flexo Tech, who donated \$10,000 to work with our Printing and Communications Technology pathway.
- Renewed the partnership with North Suburban Post Secondary Success Consortium.
- Continued to build career pathways and district partnerships.
- Continued to develop partnerships between business leaders, community partners and Roseville Area Schools to provide students with opportunities for apprenticeships, job shadowing and internships at local businesses.
- Student and family outreach.
 - Improved communication and promotion of RAHS / RAMS Registration Guides and career pathway information.
- Distance learning and career and college readiness:
 - Utilized Zoom and Schoology career and college readiness opportunities for students.

An example was holding a Zoom space open for students to bring their college and career questions during the free application week in October. Each day the room was available to students to join from 1:30–3:30 p.m.

- Provided a room for students to discuss topics on a weekly basis for college and career opportunities twice a week throughout the year.
- Used e-mentoring for purposes of registration for students, which we will utilize for delivering guidance curriculum schoolwide.
- Advertised virtual college and career fairs that are being offered or sponsored by colleges through the National Association for College Admission Counseling and the Minneapolis college fair.

Measuring Progress

Due to the COVID-19 pandemic, ACT participation was limited at both RAHS and FAHS. There was also a decrease in students accessing / taking Advanced Placement exams as students were in a blended/distance learning model. Following nationwide trends, students in Roseville Area Schools declined in college attendance during the school year 2020–2021. After graduation students who go into the workforce from Roseville Area Schools show a trend of going into the fields of trades, transportation, and utilities, or leisure and hospitality.

AP SUMMARY / Roseville Area High School

	2017	2018	2019	2020	2021
Total AP students	575	583	587	521	532
Number of exams	813	904	858	770	756
Number of AP students with a 3+ score	393	403	382	435	300
Graduating seniors with a 3+ score	35.6%	36.2%	31.0%	29.7%	28.4%

NUMBER OF STUDENTS ENTERING THE WORKFORCE

	2015	2016	2017	2018	2019
Education and Health Care and Social Assistance	11	15	13	16	*
Leisure and Hospitality	19	34	21	27	16
Trade, Transportation and Utilities	34	21	27	29	35
Professional and Business Services	*	33	20	12	*

* Cell size too small to report

Looking Forward 2021–2022 Strategies

- Create personalized postsecondary plans after graduation for each student.
- Maintain AVID partnerships:
 - Medtronic, Society of Women Engineers, 3M for speaker panels and potential job shadows/workplace visits, North Suburban Kiwanis for career speakers and support for students, Best Prep–Multiple classes use Best Prep E-Mentors, Best Prep speakers, and Best Prep Career Days, Junior Achievement Job Shadows and speakers.
- Develop a program for bilingual AVID students serving as mentors to students in the EL program who speak the same language.
- Offer clubs at RAHS related to careers: ACE, Robotics, DECA, Hack Club, Technovation Challenge, Girls in STEM.
- Provide a RAMS Career Cafe.
- Continue to provide advanced options at RAMS and Parkview that prepare students for rigorous courses in grades 9–12.
- Promote career pathways and rigorous course opportunities in registration process
- Support students and families with events including: FAFSA Night, college application Zooms, College Application Day, Family Financial Night.
- Continue to provide ASVAB for 10th grade (career interest results) & ACT prep sessions
- Develop a student mentoring program where AVID and Intro to Urban Education students serve as peer tutors in the media center from 2:45–3:45 p.m. on Mondays, Tuesdays and Thursdays.
- Engage students with special education services in:
 - PAES Lab
 - RAHS Coffee Shop
 - Work experience classes
 - Social Skills for Work (combining communication needs with real world work opportunities)
 - Partnership with EL and AVID

Instruction and Curriculum Review Process

Roseville Area Schools uses its curriculum and program review system to review curricular/program areas and to provide continuous improvement for teaching and learning in the district. As part of the review process, we gather input from a variety of stakeholders including the staff, administration, school board and community. The process is flexible, enabling the district to respond to the many rapidly changing areas in education such as alignment with standards, technology and new ideas as they relate to 21st-century learning.

The review system is divided into two cycles:

- 1 A formal program review cycle**
- 2 An implementation and continuous improvement cycle**

Program Review

The program review cycle is made up of curricular areas and programs needing a formal review for one or more of the following reasons:

- They are not meeting their intended outcomes.
- Minnesota standards have been revised.
- Minnesota assessments have changed.
- It's been nine years since their last program review.
- The curricular or program materials are outdated.
- They haven't met performance goals according to Roseville Area Schools' metric reports.

The program review cycle has three phases:

1. Program Evaluation

This phase helps us understand how our instruction compares with current research-based practices and stakeholder expectations.

2. Program Design

In this phase, we develop and align our K-12 curriculum outcomes with Minnesota state standards, student assessments and instructional strategies.

3. Implementation Plan and Purchase

In this phase, we recommend materials for the district to purchase and develop a plan to implement the curricular area or program.

Implementation and Continuous Improvement

The implementation and continuous improvement cycle is an ongoing process of evaluating how well a program is being implemented and determining whether the program is meeting intended outcomes.

This cycle has four phases:



District Curriculum Advisory Committee

Through the District Curriculum Advisory Committee (DCAC), Roseville Area Schools ensures active community involvement in all phases of planning and improving curriculum and instruction. The committee acts as a forum for dialogue and recommends to the school board rigorous academic standards, student achievement goals and measures, assessments and curriculum evaluations.

Advisory committee membership reflects the community and the diversity of the district to the extent possible. Members include representatives of our teachers, families, support staff, students, community residents, administrators and the school board.

The DCAC is consulted after each phase of the program review cycle. The advisory council or the school board may also request a curricular/program review team to provide a work update throughout the process.

At the end of Phase 3 (implementation plan and purchase), an in-depth report is made to DCAC and to the school board for approval. Detailing the work accomplished in the program review cycle, the report describes the program design, curricular/program purchases, implementation plan and expected curricular/program outcomes.

We assign curricular areas and programs to a cycle and phase each year based on their outcomes. Also, an annual report is presented to the district's principals, DCAC, and school board. This report details the curriculum and program work accomplished in the past year, current efforts and anticipated outcomes.

Because of the continued COVID-19 pandemic, the curriculum review system was interrupted last year school year and in the spring of 2020. Curriculum review teams did some limited work in the past year but not to the extent we had planned. We will continue to monitor our capacity for moving teams forward during the 2021–2022 school year.

2020–2021 DCAC MEMBERS

REPRESENTATIVE	BUILDING	ROLE
Todd Anderson	School Board	School Board Representative
Jake Von De Linde	Educational Development Center	Teaching & Learning Admin
Jenny Kasa	Educational Development Center	Support Staff
Brad Zenner	Roseville Area High School	Parent
Sara Schwebs	Roseville Area High/Roseville Area Middle School	Parent
Heather Holbrook	Roseville Area High School	Parent
Greg Ueland	Roseville Area High School	Teacher
Sarah Montgomery	Central Park	Parent
Mark Carignan	Brimhall	Parent
April Ankrum	Roseville Area Middle School/ Roseville Area High School	Parent
Becky Berkas	Central Park	Elementary Principal
Drew Woods	Roseville Area High School	Secondary Principal
Maureen Kieger	Fairview Alternative High School	Teacher
Aaron Komo	Community Member	Community Member
Amelia Olivas-Hernandez	Roseville Area High School	Student
Elijah Robuck	Roseville Area High School	Student
Anna Engman	Roseville Area Middle School	Student
Celeste Clay	Harambee	Parent
Amy Toth	Parkview Center School	Parent
Leah Lehner	Little Canada–DLI	Parent
Lizzie Brodeen-Kuo	Falcon Heights	Parent
Cameron McWhorter	FH	Parent
Kudjo Bosu	Brimhall	Teacher

Staff Development Goals and Findings

Goals

DISTRICT FOCUS AREAS AND PROFESSIONAL DEVELOPMENT SUPPORT

1. Improve instruction for our students of color, American Indian students, English learners, students receiving special education services and pre-K learners.
 - a. Continue implementation of elementary math curriculum and instructional practices.
 - b. Understand, implement and reflect on Culturally Responsive and Competent Teaching practices (CRCT).
 - c. Create, refine and implement culturally relevant curriculum and supports to increase achievement for all students, with a focus on improving achievement for students of color and American Indian students.
 - d. Provide students with effective feedback that improves achievement.
2. Improve communication and genuine engagement with families and communities, especially with our underrepresented communities.
3. Strengthen support for the social and emotional development of students.
 - a. Support students through trauma-informed instruction and social-emotional learning.
 - b. Continue to develop a positive climate in schools by using Positive Behavior Interventions and Supports (PBIS) and restorative practices.
4. Expand support for career and college readiness.
5. Use Advancement Via Individual Determination (AVID) strategies to support student learning.
6. Strengthen writing as a means to increase reading achievement.
7. Improve professional learning community (PLC) practices and implementation.

BRIMHALL

School Culture and Professional Learning Communities

- All teachers will meet in their collaborative teams weekly, reviewing math power standards implementation, pacing timeline, and CFA data to then respond to the four questions of PLCs. (Goal 7)
- Collaborative teams will isolate race in looking at CFA data, planning acceleration and intervention needs, and presenting culturally relevant instruction. (Goals 1 and 7)
- All staff will implement updated Positive Behavior Interventions and Supports (PBIS), including explicitly teaching the Zones of Regulation language; classroom constitution/agreements; and re-teaching lagging skills. (Goal 3)

Standards-based instruction including absent narratives/inclusive curriculum

- Classroom teachers will present common books at each grade level to develop student understanding of race and anti-racist actions. (Goals 1 & 3)

Social Emotional Learning

- All Brimhall staff will participate in twice monthly discussions regarding anti-racism education and courageous conversations to increase staff members' understanding of systemic racism, implicit biases, and how these influence interactions with students, colleagues, and families, curricular choice and teaching strategies, as well as personal decision-making. (Goals 1 & 3)

Building focus based on comprehensive needs assessment

- Classroom teachers will use cognitively guided instruction strategies and concepts in daily lessons with students. (Goal 1)

CENTRAL PARK

School Culture and Professional Learning Communities

- Collaborative teams develop and consistently monitor standards-based learning goals in mathematics, analyzing common formative assessments to assess and plan next lessons. (Goal 1)

Standards-based instruction including absent narratives/inclusive curriculum

- Continued implementation of Units of Study-writing to increase student voice and achievement. (Goal 1, 3, & 6)

Social Emotional Learning

- Review and renew implementation of Zones of Regulation and Positive Behavior Interventions and Supports for staff and students. (Goal 3)

Building focus based on comprehensive needs assessment

- Increase parent and family voice by hosting family circles with families of color at least four times from Dec 2020 through April 2021. (Goal 2)

EDGERTON

School Culture and Professional Learning Communities

- Collaborative teams will fully implement and utilize the professional learning community process in the area of mathematics. (Goals 1 & 7)
- Collaborative teams will develop and use common formative assessments to revise instruction. (Goals 1 & 7)

Standards-based instruction including

- Absent narratives/inclusive curriculum-focus on Window and Mirrors approach (Goal 1)

Social Emotional Learning.

- Align PBIS with state Social and Emotional Learning Standards. (Goal 3)
- Host bimonthly affinity groups for students identified as Black. (Goal 3)
- Host monthly parent engagement events for parents of students identified as Black. (Goal 2)

Building focus based on comprehensive needs assessment

- We will continue to utilize English Learners in the Mainstream methods in math and literacy (writing, core reading instruction). (Goal 1 & 6)

EMMET D WILLIAMS

School Culture and Professional Learning Communities

- Weekly arena-style professional learning communities focusing on: (Goal 7)

- Math power standards
- Math common formative assessments
- Assign flexible supports as needed during What I Need (WIN) time

Standards-based instruction including absent narratives/inclusive curriculum

- Continue absent narrative work during social studies and language arts instruction. (Goal 1)

Social Emotional Learning

- Provide training for staff in recognizing bias, anti-racist strategies, PBIS, restorative practices and healing circles. (Goals 1 & 3)
- Implement a variety of strategies to build community around Emmet D. Williams while focusing on discipline / disparity data. Strategies include: Mind Up curriculum, monthly school-wide meetings, calming spaces, Responsive Classroom, Positive Behavior Interventions and Supports, and restorative practices. (Goal 3)
- Train and implement #goodhuman.

Building focus based on comprehensive needs assessment

- Increase sense of belonging through #goodhuman work, student circles, affinity groups, and synchronous schoolwide morning meetings. (Goals 1 & 3)

FALCON HEIGHTS

School Culture and Professional Learning Communities

- Teams will implement the professional learning community process in math focused on power standards, common formative assessments, data collection tables, data analysis with reflection forms, and re-teaching through What I Need (WIN) time. (Goal 7)

Standards-based instruction including absent narratives/inclusive curriculum

- Seek ways to include more windows, mirrors, and doors in student experiences. (Goal 1)

Social Emotional Learning

- Train staff to use Love and Logic protocols (Goal 3)
- Use check-in/check-out process for students needing more support. (Goal 3)

Building focus based on comprehensive needs assessment

- Behavior and school culture—Teacher leaders will be sharing action research around Calm/Assertive Response and Strategies (The Kid Whisperer-Ervin). (Goal 3)

HARAMBEE

School Culture and Professional Learning Communities

- Teachers will modify scheduling practices to schedule EL lessons first. (Goal 1)
- Use power standards and shared pacing guides to deliver instruction in reading and math. (Goal 1 & 7)
- Analyze data from common formative assessments using the data protocol to identify student learning and create intervention/practice/extension groups. (Goal 1 & 7)

Standards-based instruction including absent narratives/inclusive curriculum

- Teachers will implement Tableau arts-integrated lessons monthly. (Goal 1)

Social Emotional Learning

- Monthly parent meetings will be held via Zoom to discuss curriculum, events, student growth and other topics. (Goal 2)
- Grade level teachers will host quarterly curriculum nights with parents. (Goal 2)

Building focus based on comprehensive needs assessment

- Teachers will integrate learning from language development training in their classes daily. (Goal 1)
- Teachers will use the eight Thinking Maps, including the purpose (why) and the function (how) of each individual Thinking Map. (Goal 1)

LITTLE CANADA

School Culture and Professional Learning Communities

- Continue to teach the math power standards, use data analysis protocols to analyze common formative assessments and provide tiered intervention. (Goal 1 & 7)

Standards-based instruction including absent narratives/inclusive curriculum

- We will decrease the race based achievement gap for our children who are identified as Black while increasing the achievement for all student in mathematics (Goal 1)

Social Emotional Learning

- Focus on implementation and classroom application of strategies around Core Competencies #1—Self Awareness and #2—Self Management. (Goal 3)
- Participate in schoolwide PBIS training with Cohort 16 of MN PBIS. (Goal 3)

Building focus based on comprehensive needs assessment

- Curriculum examples and common formative assessments (CFAs) will be co-created around the needs and interests of Black and Latinx students. (Goals 1 and 3)

PARKVIEW K-8

School Culture and Professional Learning Communities

- Continued implementation of professional learning communities with a focus on standards based reading CFAs and collaborative team fidelity checks for implementation of reading interventions/content area strategies. (Goal 1 & 7)
- Focus on purposeful relationship/ community building. (Goal 2 & 3)

Standards-based instruction including absent narratives/inclusive curriculum

- Educators will use updated PRESS and math interventions at K–6, special education and EL. Identify and utilize strategies for use across content areas at the middle school level. (Goal 1 & 7)
- Focus in secondary geometry utilizing CT standards based CFA data system. (Goal 1 & 7)

Social Emotional Learning

- Staff and Student SEL check-ins/ survey. (Goal 3)
- Anti-racist practices and social emotional instruction and competencies. (Goal 1 & 3)

RAMS

School Culture and Professional Learning Communities

- Collaborative teams (PLCs) will utilize power standards and common formative assessments to engage in the DuFour questions to increase student learning. (Goal 7)
- Collaborative teams will develop a plan to use WIN time in their class and address Questions 3 and 4. (Goal 7)

Standards-based instruction including absent narratives/inclusive curriculum

- Educators will incorporate Collective Knowledge Creation into their instruction aligned with Advancement Via Individual Determination (AVID) foundation. (Goal 1 & 2)

Social Emotional Learning

- Use restorative practices as part of culture building across the entire school. (Goal 3)

- Developing an academic mindset. (Goal 3 & 4)
 - Goal setting
 - Organization
 - Self-advocacy
 - Growth mindset toward learning

Building focus based on comprehensive needs assessment.

- Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) Strategies with emphasis on: (Goal 5 & 6)
 - Organization and academic mindset
 - Focused note taking
 - Critical reading

RAHS

School Culture and Professional Learning Communities

- Building-wide focus on anti-racist spaces and classrooms. (Goal 1)
- Each trimester, 100% of collaborative teams will upload products that shows evidence of common power standards and common assessment (supporting Dufour questions 1 and 2) to the RAHS Curriculum Hub. (Goal 7)
- Standards-based instruction with including absent narratives/inclusive curriculum. (Goal 1)

Social Emotional Learning

- Mini-school assistance team, behavioral interventionists and mentoring (Goal 3)

Building focus based on comprehensive needs assessment

- Culturally Responsive and Competent Teaching and Advancement Via Individual Determination through Professional Learning and career pathways with emphasis on: (Goal 1, 4 & 5)
 - Collaborative study groups
 - Digital organization
 - Focused note taking
 - PLC culture

FAHS

School Culture and Professional Learning Communities

- Unpacking the standards (Goal 7)

Standards-based instruction including absent narratives/inclusive curriculum

- Culturally Responsive Teaching Strategies (Goal 1)
- Absent narratives within our curriculum (Goal 1)

Social Emotional Learning

- Focus on embedding SEL in all classrooms throughout all instructional models. (Goal 3)

- Post secondary planning (Goal 4)

Building focus based on comprehensive needs assessment

- Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) Strategies (Goal 5)
 - Writing to Learn strategies in all content areas. (Goal 6)

ECSE

School Culture and Professional Learning Communities

- Alignment with Early Childhood Indicators of Progress and social-emotional learning. (Goal 1, 3 & 7)

Standards-based instruction including absent narratives/inclusive curriculum

- Create, add, refine, and implement culturally relevant curriculum and supports to increase the achievement for all students. (Goal 1)
- Flexible and collaborative teaching grounded in culturally responsive instruction and aligned with Early Childhood Indicators of Progress (ECIPs). (Goal 1)
- Develop partnership with Fairview Alternative High School for mentors with young children. (Goal 3)

Social Emotional Learning

- Intentional instruction in social-emotional learning aligned with the Pyramid Model. (Goal 3)
- Data informed instruction using common formative assessments and full TSGold/HELP assessments three times per year. (Goal 1 & 7)
- Weekly positive family contacts. (Goals 2 & 3)

Building focus based on comprehensive needs assessment

- Culturally responsive instruction aligned with Early Childhood Indicators of Progress. (Goal 1)
- Use the process of collaborative teams to plan standards-aligned lessons, assess and review data to plan future lessons.

Findings

STAFF DEVELOPMENT SHIFTS DUE TO THE COVID-19 PANDEMIC

Due to the COVID-19 pandemic and spending much of the year in distance learning, professional development looked very different. Rather than hosting any in-person learning, our professional development was offered through PD pathways with a menu of professional learning options on each professional development day. A required one-hour Roadmap to Return seminar provided an overview of expectations and supports for learning during distance and blended learning options due to COVID-19. An additional 50 pathways offered were in the areas of: 1) building community in distance learning, 2) engaging lesson and video design, 3) learning management systems & distance learning technology, 4) critical focus on equity, 5) social and emotional equitable learning, and 6) other supports for distance or blended learning. Professional development ranged from supporting distance learning technology (e.g., Zoom, Google Classroom, SeeSaw), supporting EL students, supporting students with IEPs, instructional best practices in distance learning (offered in different curricular areas), supporting mental health during COVID-19, opportunities for grade level collaboration, and more.

The seven focus areas of the Roseville Area Schools strategic plan and findings for each of them are:

1. Improve instruction for our students of color, American Indian students, English learners, students receiving special education services and pre-K learners.

- a. During the 2020-2021 school year we continued implementation of elementary math intervention What-I-Need (WIN) time as much as possible during distance learning. During the 2021-2022 school year, WIN time will be a focus for all schools, intertwined with collaborative team analysis of common formative assessments to determine groups for reteaching and extending learning. This is and will be a strategic approach to accelerate student learning.
- b. Staff development also focused on understanding, implementing and reflecting on Culturally Responsive and Competent Teaching practices.

Last year, schools adopted different approaches to this such as staff development on implicit bias, increasing student voice, ensuring students have mirrors of themselves in the curriculum, and by learning about culturally and linguistically responsive teaching—not just what we teach, but how we teach it.

- c. Staff development also included creating, refining and implementing culturally relevant curriculum and supports to increase the achievement for all students, with a focus on improving the achievement for students of color. Staff development surveys continue to show high levels of commitment to Culturally Responsive and Competent Teaching practices and the relevance of our focus on absent narratives/inclusive curriculum. Some elementary schools expanded their absent narrative focus beyond social studies to other curricular areas such as literacy and morning meeting.
- d. Staff development included providing students with effective feedback in order to improve achievement. Sites reported increased use of common formative assessments (CFAs) for teacher collaborative teams. Many schools began using a data analysis protocol to strategically analyze student data and create plans for reteaching, student feedback and learning extensions. In the 2021–2022 school year, all schools will develop, assess, and analyze CFAs to plan re-teaching or extension of lessons and will implement WIN time effectively for all students to achieve.
- e. During the 2020–2021 school year, a district-wide math leadership team was formed that was trained in Cognitively Guided Instructional practices. Two four-day summer institutes were hosted in August 2021 with nearly 50 K–8 teachers trained in CGI over the year. These teachers will continue to meet quarterly to discuss implementation, deepen their skills, and craft how they are teaching common lessons together. A data collection spreadsheet was piloted by most elementary schools and will be fully implemented across all elementary schools in 2021–2022. CGI is a pedagogical strategy that increases student voice and moves us in the direction of creating anti-racist, equitable classrooms.

2. Improve communication and genuine engagement with families and communities, especially with our underrepresented communities.

District staff and sites continue to work towards positive interactions between schools and families. Staff report the following actions to foster relationships between families within our communities: quarterly family events, weekly newsletters, communication in multiple languages including the top three languages for the school, personal invitations to families, incorporating family voice, and ensuring families have access to the curriculum and learning goals. Due to the COVID-19 pandemic and distance learning, all elementary school students used SeeSaw as a platform to communicate with families and provide instruction. Secondary students utilized Schoology, with family access and communication as part of the platform. In addition, RAS hosted community circles to discuss the presence of the school resource officer at Roseville Area High School; all schools hosted town hall forums monthly via Zoom; conferences were held via Zoom, and families often observed lessons daily as they were home with their children during the pandemic.

3. Strengthen support for the social and emotional development of students

- a. Every site had an SEL focus as a part of their school improvement plan (SIP) during the 2020–2021 school year. The most common thread was the SEL power standards and lessons to teach about emotions, how to respond to those emotions, and how to care for yourself and others in the process.
- b. Due to COVID-19 and the strain on individual mental health, each school had a response team that met weekly to monitor attendance and any social or behavioral concerns reported by students, teachers, or families.
- c. Many schools also continued to develop a positive climate by using Positive Behavioral Interventions and Supports, Responsive Classroom, and restorative practices.
- d. Many schools incorporated new elements of social and emotional learning such as the Zones of Regulation (to support students in

regulating emotions) and creating calming spaces. During distance learning, students could work in break-out rooms or visit teachers during online office hours.

- e. Many schools provided restorative circles and check-ins for students after the murder of George Floyd and the subsequent trial of the police officer as part of their SEL support.
- f. All of the above work will continue during the 2021–2022 school year, with some schools piloting the revised Second Step curriculum and SEL coordinators in each building to provide direct instruction in SEL self-management strategies.

4. Expand support for college and career readiness. Courses that offer college credit and CTE courses continue to expand as opportunities for our students. Raider career pathways were solidified and shared with students and families, providing students with coursework that prepares them for careers after high school graduation.

5. Use AVID strategies to support student learning. FAHS, RAHS and RAMS continue to be identified as Schools of Distinction for their use of AVID strategies schoolwide.

6. Strengthen writing as a means to increase reading achievement. Several schools continued to use writing workshops or AVID Writing to Learn strategies to improve student achievement in reading and writing. The focus was on instructional best practices, assessment and student feedback. Several staff also participated in after school professional development on teaching writing.

7. Improve PLC practices and implementation. During the 2020–2021 school year the professional development time allocated to supporting PLCs shifted to supporting distance and blended learning. That being said, collaborative teams still met weekly and focused on power standards in addition to developing, assessing, and analyzing common formative assessments to plan for the next instructional steps. During the 2021–2022 school year, we will continue to focus on school culture, implementing the use of CFAs in all classrooms, and systematizing reteaching (interventions) and extensions.

PROFESSIONAL DEVELOPMENT ADVISORY COMMITTEE

SCHOOL	NAME	ROLE
Brimhall	Lorna Plana Dr. Mary Bussman	Intervention and ATPPS Principal
Central Park	Berri Reiser	Interventionist
Edgerton	Stacey Whitwood	2nd grade Parent
Emmet D	Bee Lee	Art Specialist
Falcon Heights	Sarah Holty	EL
Harambee	Delon Smith	Principal
Little Canada	Myriam Castro-Franco	DLI Grade 3/4
Parkview	Heidi Wheelock	EL
RAMS	Rozzie Obando Tana Bogenhold	Media Specialist/Tech Integration AVID
RAHS	Anne Barnes Tess Ormseth	AVID English Language Arts/CRCT Lead
ABE	Betsy Gedatus-Garcia	EL Coordinator
FAHS	Laura Tucci	Teacher
ECSE	Kirsten Hawkes	Speech/Language and ATPPS
OST	Taylor Saver	Out of School Time Inclusion Specialist
EM-R	Dan Beck	Union Representative/Parkview
Teaching and Learning	Melissa Sonnek Trina Hira Jake Von De Linde	Elementary Program Administrator Gifted/Talented Coordinator Director of Teaching and Learning
District Wide	Rebecca Wade Florence Odegard Mike Favor Tyler Small	SPED TOSA Title 1/Roseville Induction Program Admin Assistant Superintendent Counselor
Parent	John Stuart	RAMS Parent

ATPPS Report and Budget

The Alternative Teacher Professional Pay System (ATPPS)—also known as Quality Compensation (Q-Comp)—is a voluntary program that allows districts and teachers unions to work together and agree on a plan that provides career advancement options for teachers, job-embedded professional development, teacher evaluation, performance pay and an alternate salary schedule. All Roseville Area Schools participate in the program.

Implementation and Effectiveness

Short Term Allowable Modifications due to the Pandemic

- No Peer of choice observation
- Variable pay modification with a focus on quality instructional practices

Information for the ATPPS annual report was gathered from the following sources:

- Site program review
- Staff end of year survey
- Lead Teacher end of year survey
- Student outcomes
- Teacher Development and Evaluation (TDE) Oversight Committee.

Impact

Professional Learning Communities (PLCs)

Staff responses to the following question: To what extent did each of these processes and activities impact your professional growth and student outcomes?

- Participating in a collaborative team.
- 97% Report positive impact
- Participating in building/site level and district level PLC training
- 89% Report positive impact
- Identifying power standards and student outcomes
- 95% Report positive impact

- Creating common formative assessments
- 94% Report positive impact
- Using results of common formative assessments to inform instruction
- 92% Report positive impact
- Using results of common formative assessments to identify students who need additional supports and students who need extensions
- 93% Report positive impact

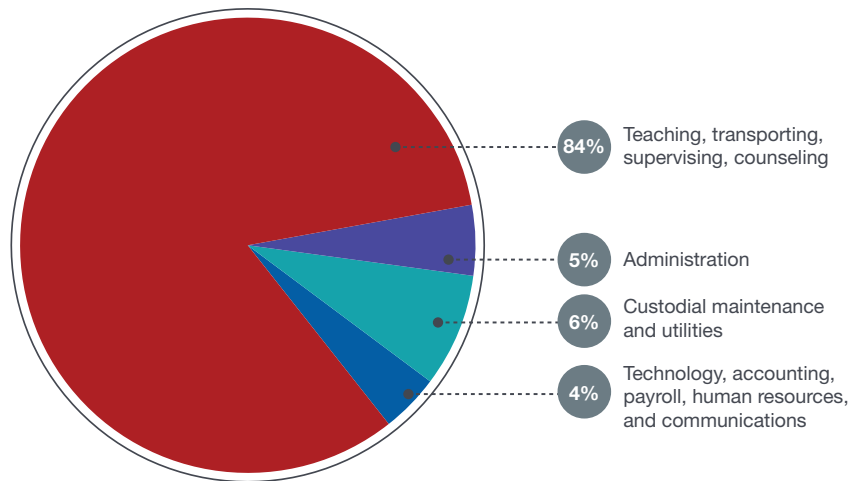
Effectiveness—Student Achievement

- Team goals (student goals)
- 75% of staff met their team goal
- No data for 2020
- 84% in 2019
- 85% in 2018

Recommendations

- Continue supporting lead teachers and administrators
- Professional development focused on culturally responsive teaching practices
- District level resources to support PLC implementation
- Revisit collaborative team structure and expectations for non-classroom teachers.
- Ongoing PLC training especially at the building level
- Support teachers in creating common formative assessments
- Support collaborative teams in effectively using data analysis protocols and use data to inform instruction.
- Guide and support teachers in creating rigorous student goals/team goals
- Follow the district PLC implementation plan

FUND EXPENDITURES



Roseville Area Schools

Quality Teaching & Learning for All...Equity in All We Do

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