

## ADMINISTRATIVE REPORT

**DATE:** May 23, 2024  
**TOPIC:** 7.1 – ATPPS Annual Report  
**PRESENTER:** Tim Bunnell ATPPS Specialist  
**REFERENCE TO POLICY/STATUTE:** 122A.414 Alternative Teacher Pay

### A. PURPOSE OF REPORT

- a. Overview of ATPPS Program
- b. Plans for ATPPS moving forward

### B. RECOMMENDATION

- a. Information

### C. CONNECTION TO STRATEGIC PRIORITY

- a. Student Experience
- b. Mastery of Learning and Expectations
- c. Student Pathways and Systemic Supports
- d. Operations, Staffing, and Finance



**Projected Budget 2023-24**

Category	Expenditure		Q Comp \$169/Stud MDE \$ 1,805,535 Levy	
<b>Career Ladder:</b>	160 mentors x \$1000 x 16.40% Peer Observations \$50 per observ (2700) + 16.40% Career Ladder positions funded by ATPPS; 28 ATPPS Cdrs @ \$1000 + 16.40% 28 ETL @ \$1000 + 16.40% TL hourly stipends 60 hrs @ \$32 + 16.40% ATPPS funded FTEs–17.43 (Instructional Coaches, ATPPS Specialist, Mentor Coordinator)		<b>\$186,240</b> <b>\$157,140</b> <b>\$68,676</b>  <b>\$2,224,897</b>	
<b>Professional Development:</b>	Job-Embedded Professional Development 1390 teachers @ \$455.00/day x 3 days 16.40%		<b>\$2,208,515</b>	
<b>Alternative Salary Schedule: Professional Pay</b>	Site goal attainment 1390 teachers @ \$1 per teacher + 16.40% Individual goal progress/attainment 1390 teachers @ \$250 per teacher + 16.40%		<b>\$1,618</b>  <b>\$404,490</b>	
<b>Subtotal</b>			<b>\$ 5,251,576</b>	
Projected 2023-24 ATPPS Revenue 3,201,367 (Prorated Basic Aid) + 1,805,535 (Levy) Carryover approx. 650,000			<b>\$ 5,006,902</b>	

**Projected Budget 2024-25**

Category	Expenditure		Q Comp \$169/Stud MDE \$ 1,823,590 Levy	
<b>Career Ladder:</b>	140 mentors x \$1000 x 16.40% Peer Observations \$50 per observ (2750) + 16.40% Career Ladder positions funded by ATPPS: 28 ATPPS Cdrs @ \$1000 + 16.40% 28 ETL @ \$1000 + 16.40% TL hourly stipends 60 hrs @ \$32 + 16.40% Student Achievement Specialists–15.38 FTEs		<b>\$162,960</b> <b>\$160,050</b> <b>\$68,676</b>  <b>\$2,106,380</b>	
<b>Professional Development:</b>	Job-Embedded Professional Development 1400 teachers @ \$455.00/day x 3 days 16.40%		<b>\$2,224,404</b>	
<b>Alternative Salary Schedule:</b>	Site goal attainment 1400 teachers @ \$1 per teacher + 16.40% Individual goal progress/attainment 1400 teachers @ \$250 per teacher + 16.40%		<b>\$1,630</b>  <b>\$407,400</b>	
	<b>Subtotal</b>		<b>\$ 5,131,500</b>	
	Projected 2023-24 ATPPS Revenue 3,243,110 (Prorated Basic Aid) + 1,823,590 (Levy) Carryover approx. 400,000		<b>\$ 5,066,700</b>	

# South Washington County School District Alternative Teacher Performance Pay System (ATPPS) Annual Report 2023-24

## Core Component: Teacher Leaders

### Impact

*Teacher leaders throughout the district are 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 a one-to-one mentor for 160+ first year probationary staff members across the district during the 2023-24 school year. The core of our program continues to be the instructional mentor. Mentors provide support in curriculum and assessment, analyzing student work, classroom management, and enhancing student engagement.*

***Instructional Coaches:*** *Instructional Coaches facilitated learning team meetings (PLCs), provided significant support in the use of data to make instructional decisions, engaged in instructional coaching and provided leadership and expertise at all levels (classroom, building, and district) to facilitate improved instructional practices. During the past year the cohort participated in a facilitated PLC focused on sharing best practices and improving their coaching skills. We will continue to provide significant professional development for this cohort as well as expanding their responsibilities in the areas of instructional coaching and the induction of new instructional staff.*

***Equity Teacher Leaders:*** *Over the past year Equity Teacher Leaders have continued our district efforts to be a more inclusive organization. They have supported teachers across the district to we continue to strive towards implementing and integrating equitable instructional practices in every classroom. These supports have deepened teachers understanding around CLRT and supported them in the implementation of culturally relevant teaching practices.*

***ATPPS Coordinators:*** *The ATPPS Coordinators continue to provide leadership and support to sites to ensure fidelity of implementation of the ATPPS program 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.*

## Changes for the 2024-25 School Year

*We will be reducing our Instructional Coach FTE allocation by 2 FTEs in 2024-25 due to budget constraints. In addition, we plan to focus on two areas for growth during the 2024-25 school year. The first is to further support our teacher induction model by using our Instructional coaches to guide and support staff during this process.*

*Secondly, we will continue to monitor and evaluate the effectiveness of our teacher leader positions to ensure an effective use of our resources*

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

### **Impact**

*During the 2023-24 school year ATPPS participants were provide with 22.5 hours of job-embedded professional development throughout the school year. The hours were divided among a professional development day in August, a flex day completed outside the contract day at a time determined by individual staff, and another professional development day scheduled for early June. Staff used the August day to focus on developing curriculum and assessment, implementing Conscious Discipline strategies in their classrooms, PLC work, and a variety of other professional development activities that support student achievement. Flex Days for continuing contract staff encompassed a wide range of activities including AVID workshops, Tech Camp, collegial book circles, out of District workshops, and a wide range of additional job specific PD and PLC work. Probationary staff fulfilled their Flex Day by attending a fourth day of Probationary Academy. The upcoming June day will include time set aside for Reflection on PGP goals, PLC wrap up, & additional site determined PD. Teachers valued the opportunity to have time for these activities and reiterated their desire to have additional time for professional development.*

### **Changes for the 2024-25 School Year**

*For 2024-25 the ATPPS Steering Committee determined to set aside both ATPPS days for professional development activities related to fulfilling the requirements of the Read Act. We will continue to offer staff the opportunity to participate in their Flexible PD day. We plan to return to our traditional structure in 2025-26.*

## **Core Component: Peer Observations**

### **Impact**

*Peer coaching continues to be a valuable component of our ATPPS program. It has positively impacted their instructional practices and student achievement significantly during the past school year, both when being observed and when acting as a coach. Teachers continue to identify increased self-reflection and enhanced collegial relationships as two major benefits of the current peer coaching process. This year peer coaches provided approximately 3000 peer observations to staff across the district.*

*Staff were surveyed this year (1244 staff members responded) on the feedback they receive from the peer observation process. Staff felt the forms used for feedback were effective in providing them with information to improve their practices (94% 3 or better on a 5-point scale, 76% 4 or better).*

## Changes for the 2024-25 School Year

*For the 2024-25 school year we will continue the current structure of our peer coaching program. We plan to revise our existing forms and add additional form options based on additional feedback provided during the 2023-24 school year.*

## Core Component: Performance Pay/Student Achievement Goals

### Impact

*Performance pay will be awarded for 2023-24 based on student achievement goals set by each building. These goals are based on individual student performance on a standardized assessment. Goals were established in August and results will be reported by June 15, 2024. In addition, each staff member created individual student achievement goals focused on either academic or SEL objectives with their student population. Results of each teacher's goal will be reported at the end of the year as well.*

## Changes for the 2024-25 School Year

*For the 2024-25 we do not plan any changes to this component.*

## ATPPS Program in General

### Impact

*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, academic goal setting, support for learning teams, and job-embedded professional development as some of areas of greatest impact.*

*The ATPPS program has also provided extensive financial support and leadership to many other programs across the district. Our district induction and mentoring program has been almost exclusively funded through ATPPS. ATPPS provides compensation for our mentor specialist as well as all instructional coaches and mentors. ATPPS also continues to provide support for our efforts to address equity concerns by providing funding for Equity Teacher Leaders at every site. These teacher leaders have been instrumental in ensuring our CLRT efforts are being implemented with fidelity across the district.*

*Participating the ATPPS program generates \$3,200,000 in additional revenue annually for the south Washington County School District. This past year the program funded 216 teacher leader stipend positions and 17.43 FTEs across the district. Individual teachers who fully participated in the program earned approximately \$1750 during the 2023-24 school year.*

## Changes for the 2024-25 School Year

*For the 2024-25 school year we intend to maintain each of the identified components as described in this report along with the recommend revisions. In addition, we will continue to work closely with Teaching and Learning Services leadership to ensure the ATPPS program continues to support significant district initiatives and provides the necessary supports for both our probationary and continuing contract staff to develop and expand their professional skills and knowledge.*

*The recommended changes to the ATPPS program mentioned in this report are all within the guidelines of the ATPPS Memorandum of Agreement (MOA) that was approved as a part of the 2023-25 teacher contract. We thank our UTSWC and district leadership for their continued commitment to our program and for being a learning community that strives to constantly improve.*