



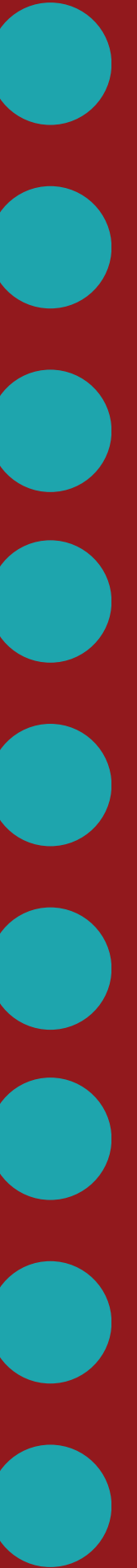
ROSEVILLE AREA SCHOOLS

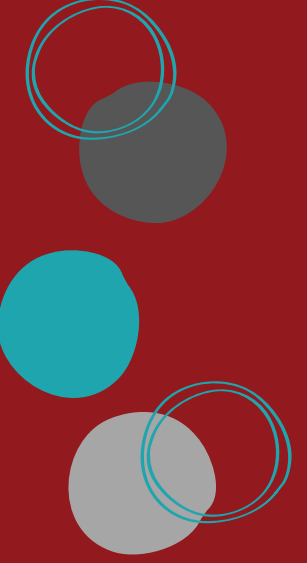
**Alternative Teacher
Professional Pay System
(ATPPS) Annual Report**

June 23, 2026

Agenda

- Overview
- Feedback
- Impact
- Effectiveness
- Improvements & Recommendations





What is ATPPS?

ATPPS is a voluntary program that allows local districts and teachers unions to work together and agree on a plan that meets four components of the law:

- Career ladder/advancement options (teacher leadership positions and responsibilities)
- Job-embedded professional development (frequently utilizing teacher leaders and professional learning community structures)
- Teacher evaluation
- Performance pay and alternative salary schedules



Why do we report?

Required by statute

- Implementation
- Effectiveness
- Annual recommendations to the board
- Continuous improvement



ATPPS Focus

Implementing Roseville Teacher Development and Evaluation (TDE) Rubric with fidelity

- Yearlong District-wide PD
 - Quarterly TDE professional development to address each Domain in the rubric
- TDE goal guidance for ATPPS, goals were written based on indicators selected from Domain II or III
 - II - Student Academic Success
 - III - Cultural Competence



ATPPS Focus

Implementing Roseville TDE Rubric with fidelity

- TDE/ATPPS Lead Teacher Collaboration
 - Creating a universal observation tool tied to the rubric, nonevaluative and for coaching purposes
 - Identifying “Look fors”, rubric in action
 - Establishing coaching prompts specific to Domain II & III

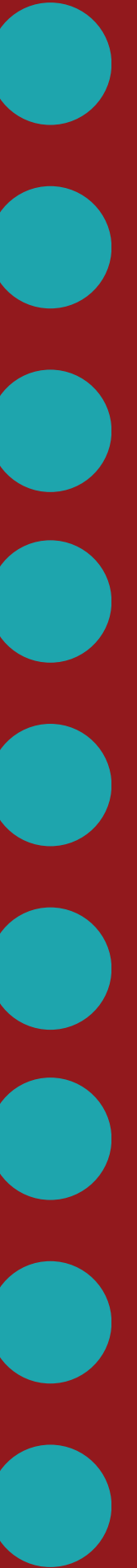


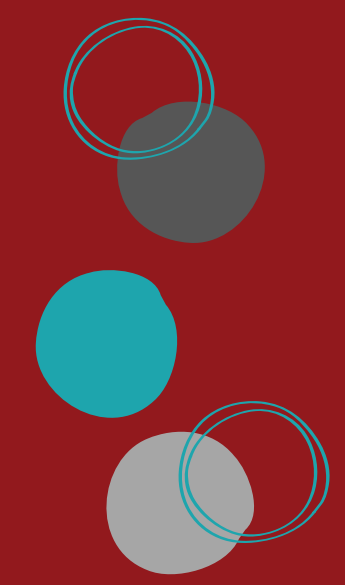
PLC Questions

- **Question #1:** What do we want all students to know and be able to do?
- **Question #2:** How will we know if they learn it?
- **Question #3:** How will we respond when some students do not learn it?
- **Question #4:** How will we extend the learning for students who have demonstrated proficiency?

Implementation & Effectiveness: How do we know?

- End-of-year staff survey
- Site program review
- Student outcomes
- Monthly lead teacher feedback





Feedback

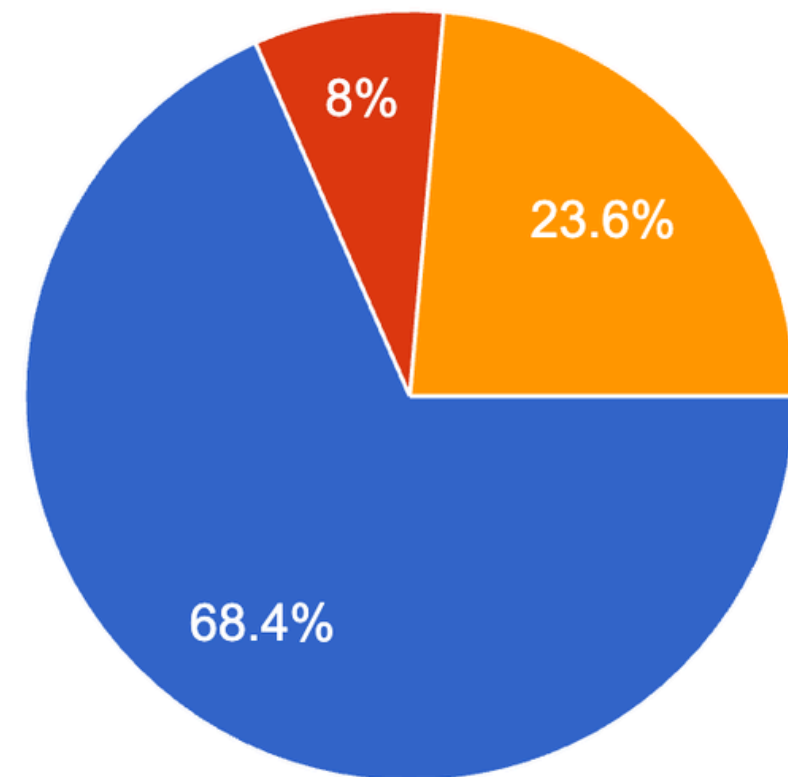
ATPPS Teacher Survey: Collaborative Teams

357 staff responded

5% of those who responded did not identify within the 3 listed categories.

My assignment is

339 responses



- regular education classroom teacher and specialists (PE, Music, Art, EL)
- regular education non-classroom teacher (coach, interventionist, Media Specialist, counselor, OEE, etc.)
- student services staff (SpEd teacher, ECSE Teacher, Psychologist, Social Worker, DAPE, Nurse, OT/PT, SLP, etc.)

ATPPS Teacher Survey: Collaborative Teams

- As an individual teacher, I critically reflect on how my specific instructional practices impact student learning and take action as needed.
78% agree or strongly agree. Only 282 (79%) responded to the prompt.
- I adjust instructional practices in my classroom based on my students' performance on formative/common formative assessments.
78% agree or strongly agree. Only 282 (79%) responded to the prompt.
- As a collaborative team, we regularly (at least monthly) adjust our instructional practices across all classrooms based on student performance on formative/common formative assessments.
62% agree or strongly. Only 282 (79%) responded to the prompt.

ATPPS Teacher Survey: Lead Teachers

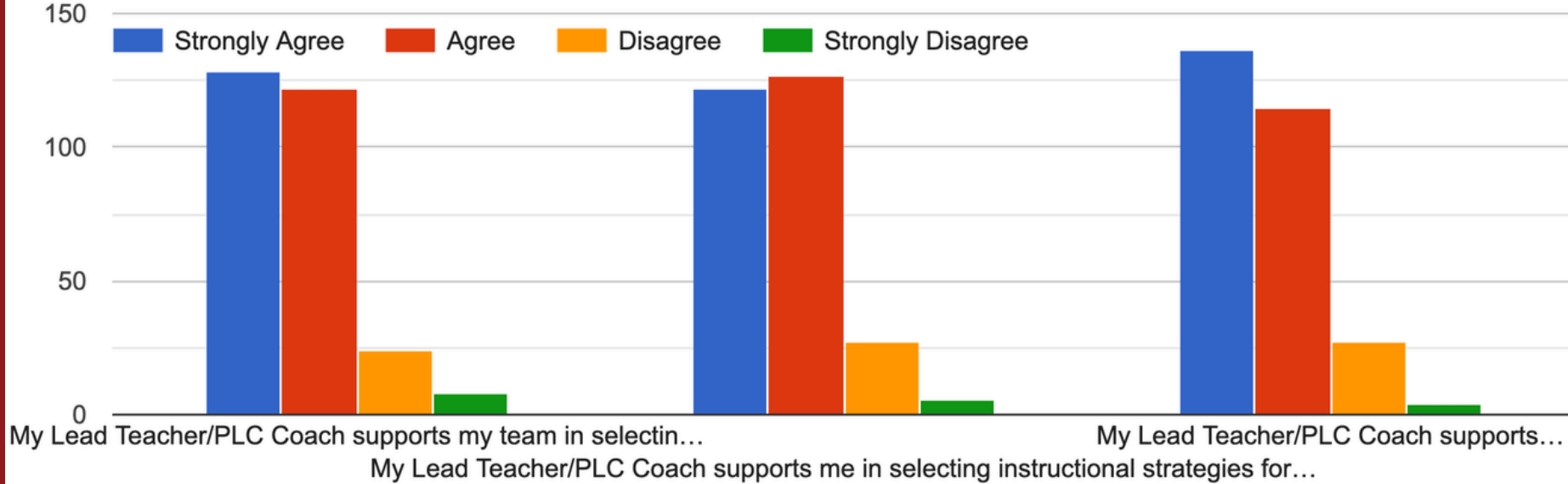
- My lead teacher/PLC coach helps build capacity within the team to engage in collaborative coaching. | **90% Agree/Strongly Agree. All surveyed responded.**
- My lead teacher/PLC coach builds a relationship with team members to understand their needs and to create an inclusive environment. | **89.6% Agree/Strongly Agree. All surveyed responded.**
- My lead teacher/PLC coach supports my PLC as a priority in the building. | **90.5% Agree/Strongly Agree. All surveyed responded.**

ATPPS Teacher Survey: Lead Teachers

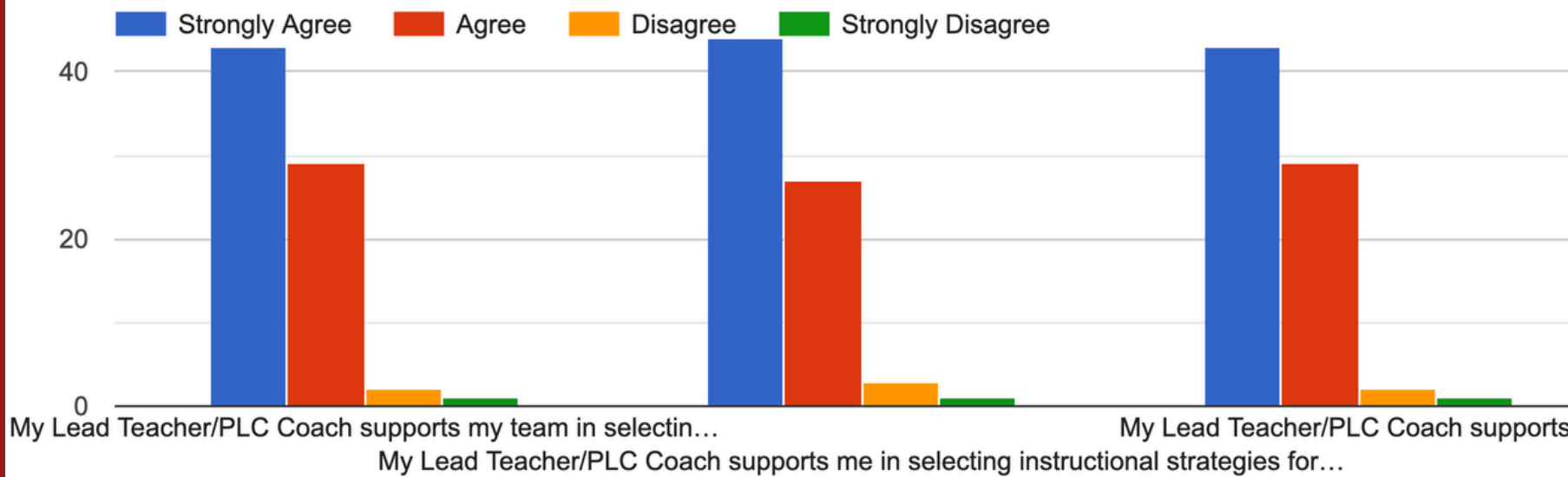
Grade level teachers

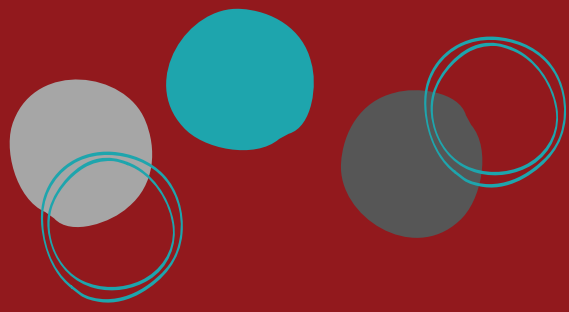
Support services

Supporting Collaborative Teams: ATPPS Lead Teachers or PLC Lead/Coach -Indicate your level of agreement with each of the following statements.



Supporting Collaborative Teams: ATPPS Lead Teachers or PLC Lead/Coach -Indicate your level of agreement with each of the following statements.





Lead Teachers

**What was
most
valuable
about the
support you
received?**

- Targeted Intervention & Extension Support
- Emotional Support, Care, and Active Listening
- Shifting Perspectives and Fresh Eyes
- Heavy Lifting with Logistics and Admin Burden
- Non-Evaluative Co-Teaching and Modeling
- Consistent Availability and Regular Check-ins
- Actionable, Professional Feedback
- Navigating Data and Digital Tools
- Creating Safe Spaces for Autonomy
- Advocacy and Collaboration

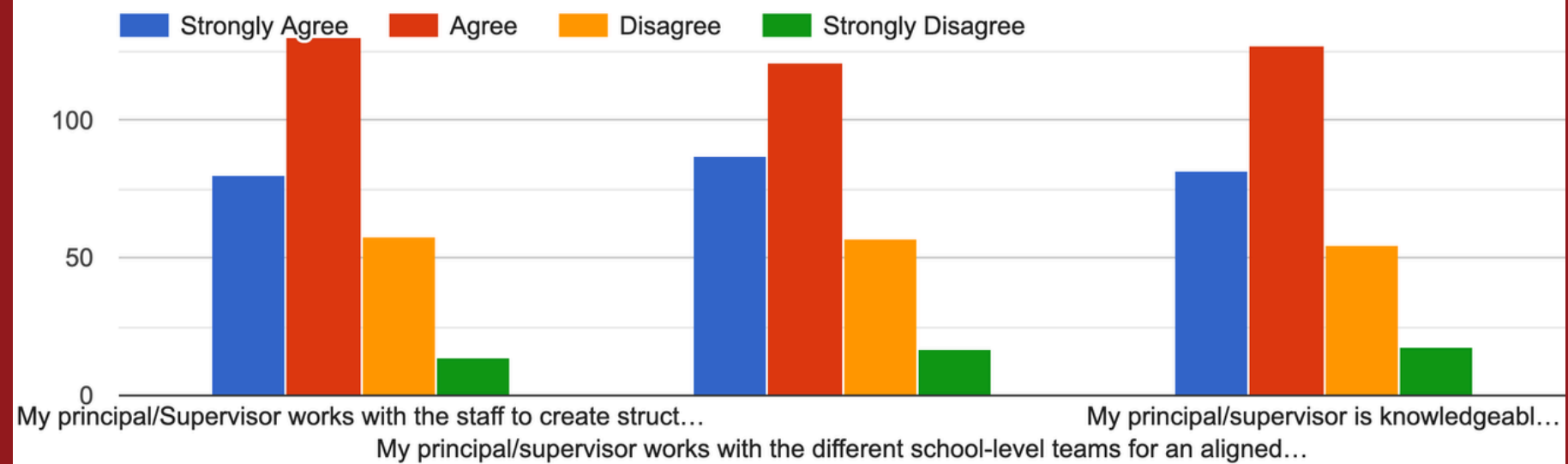
ATPPS Teacher Survey: Principal/Supervisor

- My principal/supervisor work with the staff to create structures for teachers to implement differentiated interventions and extensions.
74.5% Agree/Strongly Agree - Grade level teachers only
- My principal/supervisor works with the different school-level teams for an aligned vision to provide resources to meet the needs of students.
78.2% Agree/Strongly Agree. All surveyed responded.
- My principal/supervisor is knowledgeable of how staff is meeting the needs of students through intervention. **78% Agree/Strongly Agree. All surveyed responded.**

ATPPS Teacher Survey: Principal/Supervisor

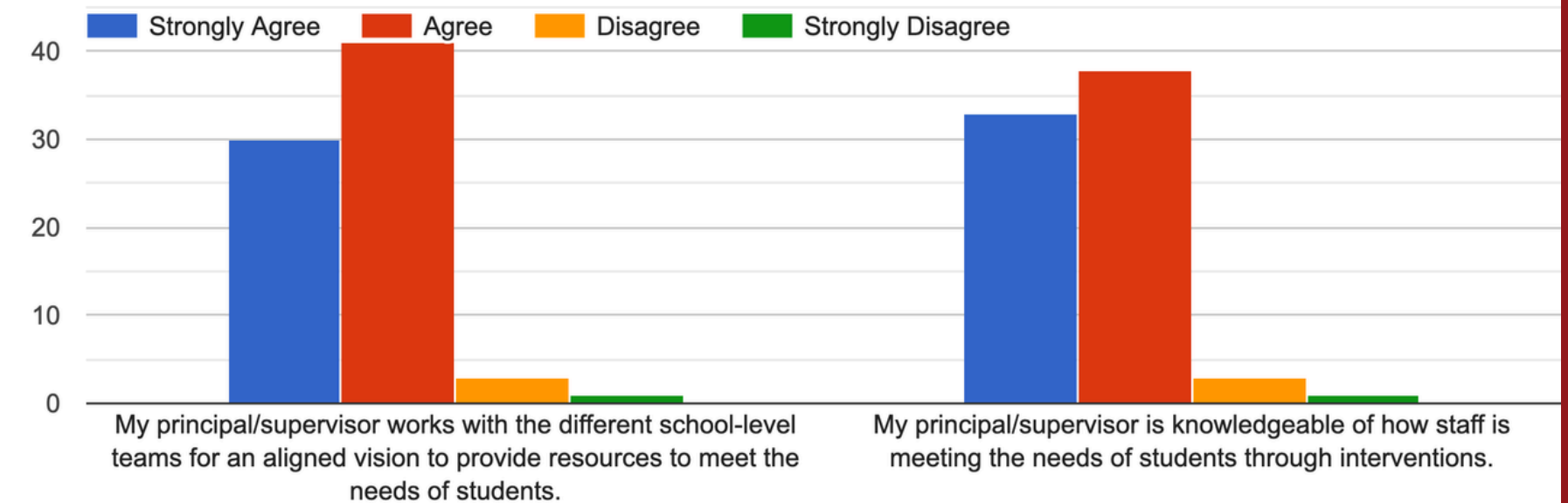
Grade level teachers

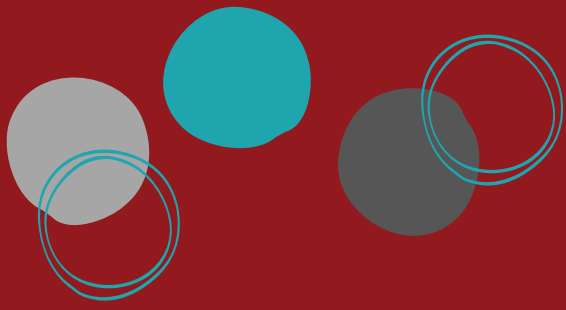
Supporting Collaborative Teams: Administrators - Indicate your level of agreement with each of the following statements.



Support services

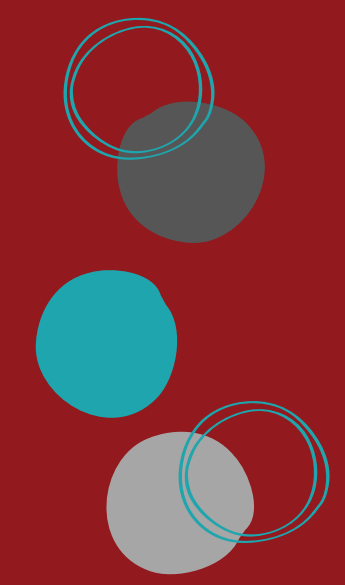
Supporting Collaborative Teams: Administrators - Indicate your level of agreement with each of the following statements.





Principal/ Supervisor

What to Continue	Areas for Growth
<p>Trust & Autonomy: Allowing teachers the space to use their expertise.</p>	<p>Addressing Isolation: Ensuring district-level CT members and multi-building staff aren't left out of building-level admin loops.</p>
<p>Human-Centered Leadership: Providing grace for mental health and personal/professional balance.</p>	<p>Feedback Consistency: Ensuring all teachers get specific, actionable observation data, not just a few.</p>
<p>Resource Advocacy: Listening to classroom struggles and actively securing tangible support (paras, materials).</p>	<p>Curriculum/Gap Awareness: Deepening understanding of the massive literacy gaps and specific classroom realities, and how to support students' needs.</p>



Impact

Impact of PLCs on Professional Growth

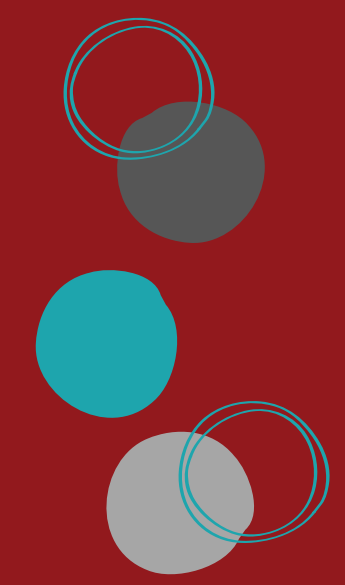
To what extent did each of these processes and activities impact your professional growth?

- Analyzing data to make decisions on instructional strategies | **91.5% Report Positive Impact (decrease from 97% in 24/25)**
- Developing and monitoring SMART goals and having a clear plan to achieve them | **96.8% Report Positive Impact (increase from 92.3% in 24/25)**
- Maintaining a collective responsibility for all students' learning that is grounded in equity | **96.8% Report Positive Impact (slight decrease 97.7% in 24/25)**

Impact of PLCs on Student Outcomes

To what extent did each of these processes and activities impact student learning outcomes?

- Analyzing data to make decisions on instructional strategies | **91.8% Report Positive Impact (slight decrease from 24/25)**
- Developing and monitoring SMART goals and having a clear plan to achieve them | **96.1% Report Positive Impact (increase from 24/25)**
- Maintaining a collective responsibility for all students' learning that is grounded in equity | **96.4% Report Positive Impact (slight decrease)**



Effectiveness

Effectiveness | Student Achievement

Team Goals

- 74.9% of Roseville staff met their team goal for 2025-2026
- Previous years in Roseville Area Schools
 - 70.7% in 2024-2025
 - 75.2% in 2023-2024
 - 79% in 2022-2023
 - 80% in 2021-2022
 - 74% in 2020-2021
 - No data in 2019-2020
 - 84% in 2018-2019
 - 85% in 2017-2018



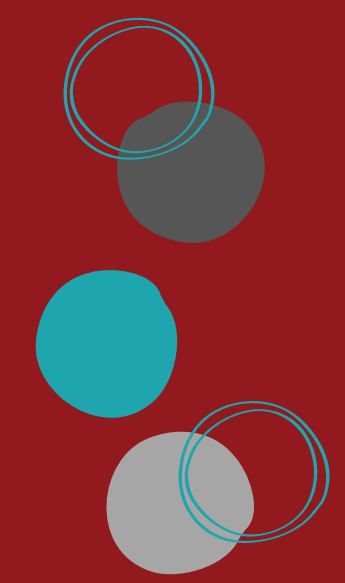
Site Goals

Sites that met their goal

- Brimhall Elementary
- Falcon Heights Elementary
- Early Childhood Special Education

Historical Roseville Area Schools Data

- 3 of 12 sites met their 2024-2025 site goal
- 3 of 12 sites met their 2023-2024 site goal
- 5 of 12 sites met their 2022-2023 site goal
- 3 of 12 sites met their 2021-2022 site goal



Improvement & Recommendations




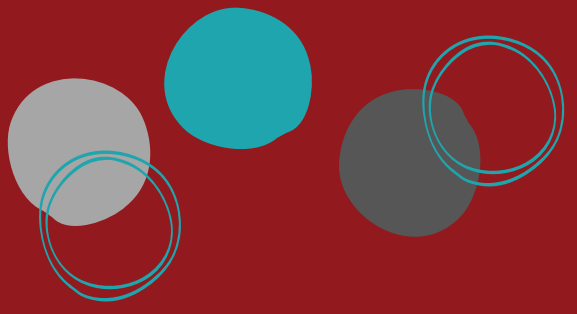
Areas for Improvement

- Based on site program reviews and surveys:
- Increase communication and stronger alignment of goals; district, sites and collaborative teams
 - Continue to identify ways to make the PLC process/CT meetings more impactful for all educators and professional staff
 - Increase time for intentional coaching and staff collaboration with lead teacher(s)
 - Clearly define and work to improve Tier 1 practices



Recommendations

- Provide professional development for lead teachers and principals to create a systemic approach for clear communication and student centered coaching.
 - Continue district-wide professional development connected to EduClimber and data analysis.
 - Focus on Tier 1 instruction at the elementary level (ELA, mathematics, and the implementation of new social studies curriculum).
 - Strengthen and systemitize reading interventions 4th through 12th grade (assessments, progress monitoring, data analysis, and curricula).
- 



Discussion & Questions

