



TO: School Board Members

FROM: Cari Jo Drewitz, Director of Curriculum, Instruction, and Assessment

DATE: June 15, 2026

SUBJECT: Alternative Teacher Professional Pay System (ATPPS) Annual Report

BACKGROUND

Minnesota State Statute section 122A.414, subdivision 3(a), requires that we provide an update on the district's Q-Comp program for the current school year, including a summary of findings and recommendations from the Annual Q-Comp report.

This annual report has four components: Teacher Evaluation, Collaborative Teams, New Teacher Mentors, and Performance Pay. The data for this report was collected through online surveys, conversations with Instructional Peer Coaches (IPCs), and Summative Assessment meeting records.

Districts are also required to submit any plan changes to the Minnesota Department of Education (MDE) by August 31, 2026.

We regularly apply the 4-way equity test to the ATPPS program. Here are six specific examples:

1. This year, new rubrics were implemented to meet the state statute requiring inclusion of culturally responsive methodologies. One component of each domain in the rubric was expanded to the element level, thereby enabling a deeper evaluation of culturally responsive methodologies. Questions were added to the pre-observation form to help teachers reflect on their intentional planning for the individual needs of each student. Instructional Peer Coaches and district administrators meet three times over the course of the school year, developing look-fors during observations and strengthening their understanding of each other's roles.
2. Annually, the IPCs also work with individual teachers to set their student learning goals and help them break down and analyze data from the whole school/grade/class into subgroups.
3. The team continues to encourage our teachers to use a colleague's observation to fulfill the program's coaching conversation component. Research shows that this is one of the best professional development opportunities for staff.
4. Annually, staff at three sites are surveyed about the implementation of our ATPPS plan. Staff

are asked, “Based on working with my Instructional Peer Coach, I tried these strategies to help improve student achievement”. Here were some key findings:

- a. 68% engagement strategies
 - b. 62% questioning/discussion techniques
 - c. 55% equity considerations
 - d. 46% culturally responsive methodologies/strategies
5. The new teacher mentor program is also part of the ATPPS plan. The district continues to refine its support for new teachers; this year, changes were made to the types of observations mentors conducted with new teachers to better meet their needs. We have also created a job description for a mentor who is supporting a new teacher in a position change, i.e., a middle school teacher moving to an elementary classroom.

RECOMMENDED RESOLUTION

This material is presented for information purposes. No Board action is needed.