

Centennial ISD 12  
Q Comp  
Annual Report  
2024-2025



# **CENTENNIAL ALTERNATIVE COMPENSATION SYSTEM (CACS)**

- **Local Q Comp program**
- **111 school districts and 71 charter schools in MN are QComp districts**
  - **27 are on the waiting list for funding**
- **Provides additional compensation for educators based upon student achievement and teacher performance**

# **CENTENNIAL ALTERNATIVE COMPENSATION SYSTEM (CACS)**

- **Approximately 82 Professional Learning Communities (PLCs) or Collaborative Teams (CT) throughout the district**
  - **Each PLC/CT has a selected teacher leader called an LCL-Learning Community Leader**
  - **Meet 2-3 times a month**
  - **Peer observations**
  - **SMART goals**
- **Professional Growth Facilitator for each site**

# THE WORK OF PLCs

- **Four Main Questions of PLCs:**
  - 1. What do we expect our students to learn?
    - (Priority Standards/Expectations/Learning Targets)
  - 2. How will we know they are learning?
    - (Formative and Summative Assessment)
  - 3. How will we respond when they don't learn?
    - (Intervention)
  - 4. How will we respond if they already know it?
    - (Enrichment)
- **Allows for a strong foundation of support for tiered instruction, social-emotional learning and MTSS (multi-tiered system of supports)**

# LEADERSHIP POSITIONS & SUPPORT

- **Training annually and ongoing support**
  - 95.8% of the Q-Comp leaders feel confident in leading their PLC and believe they have received the resources and training to do so
  - 98% of the Q-Comp leaders report that they positively impacted the Q-Comp program and in turn, the Q-Comp program positively impacted their role as an educator



# STUDENT IMPACT

- 96.6% of the teachers report that collaboration within PLCs made a positive impact on student achievement
- 94.1% of the teachers report peer observations and coaching conversations made a positive impact on their instruction.

The work of our PLC's provide a structure for identifying gaps and providing intervention



# IMPACT OF PLCs IN 2024-25

PLCs supported teacher resilience and collaboration necessary to support student growth, as indicated in teacher feedback:

*"It has been helpful to learn more about how to support individual and groups of students by being a part of this team."*

*"It has been most valuable for me to use data to drive our conversations and talk about ways to support students who have high needs with behaviors or academics."*

*"I appreciated the opportunity to discuss curriculum and assessments that we use in our classrooms."*

*"Collaborating with colleagues on curriculum we use and how to support staff."*

*"Designated times to meet and discuss our students' learning goals and creating lessons, assessments together."*

# PEER OBSERVATIONS

**Teachers engage in observations 6 times during the year.**

**During the observation, data is collected from the staff member and used in post observation reflection and meetings .**

**Feedback from staff indicate a greater benefit from observing than being observed.**

# STUDENT LEARNING GOAL

**Every certified staff member sets a Student Learning Goal in October for the school year.**

**During the school year staff work with their PLC and students to attain their goal.**

**For 2024-25 98.2% of staff members met their Student Learning Goal.**

# BUILDING SITE GOAL

**Each building sets a site goal related to literacy in October for the school year.**

**Most buildings use the Fastbridge test. The test is administered 3 times during the year.**

**For 2024-25    3 of the 10 sites met their goal**  
**High school reports results in September**



## LOOKING AHEAD:

- Implementation of the new Cultural Responsive Teacher self reflection rubric in 25-26
- Continue Educlimber Training for CACS leaders in 25-26
- Using online training for CACS Leadership
- New teacher standards work for 2025-26 (TDE)



# QUESTIONS???

Thank You!

~Casey Molitor and Dave Mundale