

Centennial ISD 12
Q Comp
Annual Report
2025-2026



CENTENNIAL ALTERNATIVE COMPENSATION SYSTEM (CACCS)

- **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 (CACCS)

- **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**
 - **Collaboration on Curriculum**
- **Professional Growth Facilitator (PGF) 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)**

NEW FOR 2025-26

- **Implementation of CACS Plan change**
 - Developed and submitted the ISD 12 Q-comp Plan change in May of 2025. Received approval from MDE in June.
 - Staff completed their Culturally Responsive Assessment as part of their Individual Teacher Evaluation
 - Trained PGF's and LCL's on the Culturally Responsive component in August 2025.
 - LCL's trained certified staff in September 2025 during PLC/CT meetings

LEADERSHIP POSITIONS & SUPPORT

- **Training annually and ongoing support**
- **2025-26 11 new PLC leaders**
- **2026-27 18 new PLC leaders & 1 PGF**

LEADERSHIP POSITIONS & SUPPORT

- **Training annually and ongoing support**
 - 98.1% 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

- 98.6% of the teachers report that collaboration within PLCs made a positive impact on student achievement
- 98.1% 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 2025-26

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

Collaboration 62%

Time 21%

Student Learning Goal 17%

“Collaboration with colleagues and working toward common goals. Working together to problem solve for all students, and especially those who are struggling.” - LCL survey repondant



IMPACT OF PLCs IN 2025-26

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

“It has been helpful to collaborate with my 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

Each 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.

96.8% of staff members met their Student Learning Goal for 2025-26.

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 2025-26 4 of the 11 sites met their goal
(High school reports results in September)**



QUESTIONS???

Thank You!

~Casey Molitor and Dave Mundale