

United South Central Public Schools is located in Wells MN. We serve students from the areas of Bricelyn, Easton, Freeborn, Kiester, Walters and Wells. Our district covers 373 square miles. The following information will address: how USC is addressing readiness for Kindergarten, how our 3rd graders are reading, how USC is closing the achievement gap demographically, how our students are attaining Career and College Readiness by graduation, how our students are completing graduation requirements, and how USC is performing in State and National assessments. This document is in compliance with Minnesota Statutes 2013.section 120B.11.

District Components and Activities:

USC's mission statement, "**Establishing Opportunities for Tomorrow's Learning...Today**", reflects our goal to prepare our students for success beyond a public education. USC strives to deliver the best educational opportunities to all children. Teachers in the high school continued to develop both flipped and blended classes during this year. USC continues to be a member of the Minnesota Partnership for Collaborative Curriculum which provides MN Standard online resources for teachers K-12.

In grades K – 2 ipads were available in the classrooms and to take home when needed. In grades 3 & 4 students had an assigned iPad for their use and in grades 5-12 students had an assigned Chromebook. A full time Curriculum/Integration Specialist led this program. Schoology and Seesaw were the platforms used to organize on-line learning for both teachers and students. Each student and teacher have a Google e-mail address to assist with the use of moving documents electronically.

Assessment Goals and Results:

Our goal in reading was to have the percentage of all students in grades 3-8 and 10 at USC attain proficiency on the MCA/MTAS Reading test at 65% in 2020- 2021 up from the 61% in 2019. USC did not attain this goal; USC achieved a 53.3% proficiency rate. (MN 2021 rate: 52.5%)

Our goal in math was to have the percentage of all students in grades 3-8 and 11 at USC who are proficient in MCA/MTAS Math test at 65% in 2020-21 up from the 56.3% in 2019. USC did not attain this goal: USC achieved a 45.6% proficiency rate. (MN 2021 rate: 44.2%)

Five Goal Areas with results and programs:

1. Kindergarten Readiness: Through Kindergarten screening and FAST (Reading & Math) assessments, it was determined that approximately 76.5% of our students were ready for Kindergarten during the 2020-21 school year. USC's goal was to have 90%. During 2020-21 USC offered pre-school to 3 and 4 year-old students in person with a COVID interruption; distance learning also had a direct impact on preparing our students for Kindergarten. USC received a Pathways 2 grant that assists low- income families with the cost of preschool and transportation. One hundred percent of our kindergarteners were age 5 and all had their required vaccinations. To ensure that our USC students are Ready for Kindergarten, USC offered several opportunities for families:

- a. **Preschool Screening**
 - Kindergarten Readiness Assessment
 - Speech Evaluation
 - Fine Motor Skills Assessment

- b. Early Childhood Screening – ages 3 and 4
 - Vision/Hearing/Health check
 - DIAL – Cognitive, Speech/language, Motor skills
 - c. Early Childhood Special Education (ECSE)
 - Home visits
 - Evaluations –provide progress notes
 - Clinic referrals
 - Parental meetings
 - d. Early Childhood Family Education (ECFE)
 - 8 classes/weekly offering classes of 2.5 hours each
 - Parent/Child classes
 - Parent Kits to take home and use with child
 - Special events: Bingo, Gingerbread, and Halloween
- Social Emotional Interview with parent(s)
Exit interview with parent about results
- Student assessments
Fall and Winter conferences
Coordinate with ECSE
Write Individual Family Service Plan

2. Third Grade Literacy:

USC’s goal is to have 100% of our students Read Well by Grade 3, but we realize that smaller attainable goals must be met first. Our goal was for 65% proficiency in 2020-21. USC did not attain the goal; 52.8% was achieved whereas MN’s rate was 48.5% proficient.

USC wants all “students to read well” by the end of third grade; the following checks and programs have been implemented:

- Minnesota Reading Corps grades K – 3
- Title services and Special Education services
- Differentiation of curriculum to meet student needs
- STAR reading assessments in grades 1 – 3
- FAST screening K-3
- Rebel Readers

3. Achievement Gap Closure:

With the lack of diversity at USC and the small cell sizes for each group, the Achievement Gap Closure was only used in comparing the Free/Reduced Lunch students with the Non-Free/Reduced Lunch students in both reading and math. In 2019 the gap between math scores was 15.0%, Our goal was to reduce the gap to 10%; it was not achieved. In 2021 our gap was 11.8%. In 2019 the gap between reading scores was 19.2%. Our goal for 2020-21 was reduce the gap to 10%; but the gap was actually 10.3%. USC did not attain either goal but the gap was reduced in both reading and math.

To achieve these goals in Closing the Achievement Gap and to ensure our students Read Well by Grade 3 the following strategies/offerings are in place to serve the needs of our students:

- a. Minnesota Reading Corps – Grades K – 3 (1 Full time position & 1 part-time in 2020-21)
- b. IXL Reading and Math and AR360 Reading – Grades 1-8
- c. Title I Program, FAST, and WIN (What I Need) – Grades K-6
- d. Title II Class Reduction – Grades K-6
- e. Targeted Services – Grades 2-6 – extended day (elem.) and extended year (grade 7)
- f. STAR Reading and STAR Math – Grades 1 – 12
- g. Rebel Readers – K-6

4. Career and College Readiness:

USC is devoted to have “All (100%) Students Attain Career and College Readiness by High School Graduation”. To assess this goal USC uses the results of the ACT assessment, Career & Technical Education course enrollment numbers, Concurrent (College Now) enrollment numbers (28 seniors that averaged 18 credits and 20 juniors that averaged 15 credits), consistent attendance (USC 85.9%, MN

85.3%), and a survey given annually to the prior year's graduation class. USC's goal is to have 25% of our students on the ACT ready in all 4 areas based on college benchmark scores for English, Math, Reading, and Science during the 2020-21 school year. The ACT was given to seniors in the fall of 2020 since they were not able to take it due to COVID in the spring. It was also given to juniors in the spring of 2021. Ten percent of the seniors achieved college ready status in all 4 areas. Fifteen percent of the juniors achieved college ready status in all 4 areas.

In order to achieve the Career and College goal, USC provides several opportunities for students: *Not all opportunities were available during 2020-2021 due to distance learning and COVID precautions.*

- Monitor test data and provide needed services/remediation: MCA Reading & Math & Science, ASVAB (grade 11), Accuplacer (grade 11 & 12), ACT (grade 11 & 12), STAR Reading and Math, Pre-ACT (Grade 10), SLEDS data and PSAT (grade 11).
- WorkKeys Assessment (22/30 Seniors received certificates in 2019 and 40/46 in 2021)
- Course offerings: CollegeNOW classes, PSEO classes, ALC Credit Recovery, and Summer School (grades 7 & 8) and CTE (Career Technical Education).
- MCIS – planning for HS and college/career begins in grade 9.
- Project Lead the Way – offers STEM classes (science, technology, engineering, & math) with community partnerships for support.
- Career Days for 10th and 11th grade students.
- Post HS Planning Parent Night and Financial Aid Night
- Agricultural program - state and nationally recognized farming program at USC.
- Surveys to track planning for post-secondary and to identify possible speakers on careers.
- College and military representatives meet with students in groups or individually

Class of 2020 Survey Results 10/42 responses = 23.8%

1. What did you do after HS?

2 year	1	10%	Work/Military	1	10%
4 year	7	70%	Certification Prog.	1	10%

2. What did you like best about your USC Education?

Caring teachers	7
Concurrent Enrollment	2

3. What was most helpful about your USC Education?

College Classes & class selection	6
Teachers	2
Making a resume	2

4. What did you like least about your USC Education?

Not prepared for college finals	3	Too much homework	2
Low number of advanced classes	2	Lack of care for students	1
To easy	2	with mental health issues	

5. What was least helpful about your USC Education?

Personal Finance - need in Junior year	1	Career Options	2
College Planning	2	Finals-stress	1
Course Planning	2	Course Selection	2

6. Did USC prepare you to meet the expectations of college or work?

Yes	6	60%	No	4	40%
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7. **If no, why not?**
 College classes are nothing like college...unprepared 2

8. **How well were you prepared in each of the following areas?**

	<u>1 (poorly)</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5 (very well)</u>
English	0	0	2	3	5
Math	2	0	1	4	3
Social Studies	1	2	3	1	3
Science	1	1	1	3	4

9. **Rank USC in regard to each program listed below: (same scale as above)**

a. **Special Classes or programs for advanced students (10)**

0 4 3 0 3

b. **Special Classes for career/technical areas (9)**

1 3 0 4 1

10. **How would you rank your own personal efforts in HS?**

Very low – 0 Low – 0 Medium – 5 High – 2 Very High - 3

5. Graduation Rates:

USC’s goal was 90% for 2020-21 with the MN Cohort and with the USC Grade 12 cohort.

	<u>MN Cohort*</u>	<u>Graduating Class**</u>
2018	88.1%	88.6%
2019	82.4%	93.75%
2020	85.7%	95.7%
2021	not available	92.7%. (Achieved goal)
	* Based on grade 9 cohort of students	** Based on grade 12 cohort of students

Student Progress and Growth Monitoring

USC uses a variety of assessments to measure student achievement to determine students’ abilities and academic growth, and to evaluate our curriculum.

Δ STAR Reading and Math are online assessments created by Renaissance. The tests yield rich data that can be used to individualize instruction, analyze programs, and determine student growth.

Δ MCAs (Minnesota Comprehensive Assessments):

<u>Subject</u>	<u>Grades Assessed</u>
Math	3-8, 11
Reading	3-8, 10
Science	5, 8, 10

Δ MTAS (Minnesota Test of Academic Skills) – the Minnesota Test of Academic Skills is Minnesota’s alternative assessment, based on alternative achievement standards. The MTAS is part of the statewide assessment program designed to measure the extent to which students, with significant cognitive disabilities, are making progress with the general curriculum. Tests are given in the same grades listed above for Math and Reading.

△ ACT – The ACT is a standardized test for high school achievement and college admissions in the United States produced by ACT, Inc.

△ FAST – The Formative Assessment System for Teachers (FAST[™]) combines Curriculum-Based Measurement (CBM) and Computer-Adaptive Testing (CAT) to help teachers screen and monitor progress in reading and math.

△ Pre-ACT - PreACT simulates the ACT testing experience within a shorter test window on all four ACT test subjects: English, math, reading and science. It is produced by ACT, Inc.

△ ACCESS – (WIDA) - ACCESS for English Language Learners meets U.S. federal requirements under the Every Student Succeeds Act (ESSA) for monitoring and reporting ELLs progress toward English language proficiency. ACCESS for ELLs 2.0 is aligned with the WIDA English Language Development Standards and assesses each of the four language domains of Listening, Speaking, Reading, and Writing.

Educational Effectiveness Practices:

The following practices are used to integrate high-quality instruction, rigorous curriculum, standard alignment, instructional technology and a collaborative culture at USC as well as develop and support teacher quality, performance, and effectiveness.

- Peer Observations (part of iObservation and Teacher evaluation plan)
- Peer Mentoring Program for staff new to USC
- Concurrent enrollment (college credit for HS classes) and PSEO enrollment
- Interactive Board Training, G Suite Training, Schoology, JMC, Google Classroom and Email options were offered to staff.
- Professional Learning Communities and Staff Development days
- Professional Development Workshops/Conferences
- Project Lead the Way training (STEM)
- Standards alignment vertically and horizontally

Our staff evaluation process is in compliance the MN Statute 122A.40 Subd.8. The district has implemented the iObservation model by Marzano for the evaluation of both teachers and principals. This model aligns with the Minnesota Standards of effective practice. Each staff member develops their own growth plan through iObservation. The iObservation model identifies best practices and allows staff to hone the skills that would be most beneficial to their classroom. The district has identified two of the 41 elements for all staff to address: Learning Goals and Rubrics (1) and Engaging Students (24-32). Tenured staff selected another element for their formal evaluation and for their peer observation. Tenured staff are observed on a three-year rotation by the principal. Non-tenured staff are observed three times each year by the principal. Remaining staff is observed annually by the peer observer. Our goal is for 100% of the teaching staff to complete their growth plan, to be observed at least once per year, and to show growth with at least one of their chosen elements.

Programming to Improve Student Achievement:

District and school leaders must work together to create a strong system of support for all students. In this section, we have annotated many of our programs to further explain how we support students at all levels.

ESL – English As a Second Language – Tier 2 and 3

Contact: Beth Jacobson, ESL Teacher

bjacobson@unitedsouthcentral.org

USC employed an English as a Second Language teacher. Annually, students who are identified as ELs are assessed by the state-mandated ACCESS test that gauges the students' performances on Speaking, Listening, Writing, and Reading.

Special Education – Tier 3

Contact: Deb Bertram

dbertram@unitedsouthcentral.org

Students who qualify for special education services are identified as having a disability based on a comprehensive assessment and one serviced under an IEP (Individualized Education Plan). A "child with a disability" means a child identified under federal and state special education law as deaf or hard of hearing, blind or visually impaired, deaf/blind, or having a speech or language impairment, a physical impairment, other health disability, developmental cognitive disability, an emotional or behavioral disorder, a specific learning disability, autism spectrum disorder, traumatic brain injury, or severe multiple impairments, or who needs special education and related services, as determined by the rules of the commissioner. A licensed physician, an advanced practice nurse or a licensed psychologist is qualified to make a diagnosis and determination of attention deficit disorder or attention deficit hyperactivity disorder for purposes of identifying a child with a disability.

Title 1 – Tier 2

Contact: Kim Gormley

kgormley@unitedsouthcentral.org

Based on screening and diagnostic assessments, this level of intervention identifies students not meeting grade-level targets who are then provided supplemental reading interventions according to their skill deficit(s). This level of support will be provided by the Title I teacher. USC has implemented whole school title instruction through the WIN (What I need – intervention and enrichment opportunities for learning).

Students not responding well to the interventions provided at this level will be referred to and receive the most intensive and individualized level of support. Students will be referred to the SIT team. The group will evaluate the data and share personal experiences about the student before developing an individualized learning plan. Once the intervention has been selected, a new schedule for the student will begin on a daily basis. Students receiving Special Education services are included at this level.

MN Reading Corps – Tier 2

Contact: Kim Stevermer

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Reading Corps provides evidence-based literacy interventions and data-based assessments to children from age three to grade three. Using the latest research on reading intervention strategies and guidance from literacy experts, Reading Corps is a critical link in literacy acquisition. It provides what struggling readers need - individualized, data-driven instruction, one-on-one attention, well-trained tutors, instruction delivered with fidelity, and the frequency and duration necessary for student achievement.

PBIS – (Rebel Rights) – Tier 1

Contact: Lisa Klingbeil

lklingbeil@unitedsouthcentral.org

Our PBIS, or Rebel Rights, program has been up and running since 2009. Students are instructed on the acceptable and unacceptable behaviors that are expected in various locations throughout the school. When students are caught showing their "Rebel Rights", they sometimes receive a slip and are part of a quarterly drawing that allows them to either get prizes or special privileges.

Targeted Services – Tier 2

Contact: Julie Stauber (7-8)

Nick Jurrens (K-6)

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njurrens@unitedsouthcentral.org

Targeted services programs are purposefully designed to build academic skills, as well as to help students develop better organizational and social/emotional skills. Targeted services programs are taught by highly-qualified teachers and are offered at USC schools through extended day (after school – grades 1-6) and summer school programs (extended year – grade 7).

Community Workforce

Contact: Emily Davis

edavis@unitedsouthcentral.org

Over the past year, we have made many connections with local industry to help our students explore the vast career opportunities that are available in our area. We were able to offer multiple virtual class presentations on a variety of topics to all career and technical education classes. We were also able to provide the students with a virtual career tour.

The virtual career tour took the place of the full tour day that we had planned pre pandemic. We surveyed all of the 9th and 10th grade students to find out what their 2 top career clusters were. We then separated them by those answers and showed them 2 different business tours from businesses within those clusters. In total, 13 different business tours were filmed and shown to students across 6 different career clusters. The students seemed to respond well to the virtual tours, and in a survey after the event, most of them said they learned something they didn't know before.

This year we are very excited to return to a more normal routine. We are excited to welcome more in person presentations, go on more field trips and make more personal connections with local employers.

USC Performance Measures – Test Results – No results for 2020.

MCA III – Proficient percentages

Reading:	USC 2018	MN 2018	USC 2019	MN 2019	USC 2021	MN 2021
Grade 3	55.2%	56.2%	58%	54.6%	52.8%	48.5%
Grade 4	59.5%	56.2%	61.7%	55.4%	56.3%	49.3%
Grade 5	73.7%	67.5%	71.7%	65.8%	70.5%	59.4%
Grade 6	77.8%	64.9%	68.9%	62.8%	56.9%	55.0%
Grade 7	61.9%	58.7%	54.3%	57.5%	40.0%	48.3%
Grade 8	63.0%	59.1%	52.3%	57.7%	42.9%	49.7%
Grade 10	62.5%	59.9%	58.3%	60.4%	57.9%	58.3%

Math:	USC 2018	MN 2018	USC 2019	MN 2019	USC 2021	MN 2021
Grade 3	70.7%	66.9%	90%	65.6%	73.6%	57.1%
Grade 4	85.7%	65.6%	76.7%	63.9%	70.8%	53.8%
Grade 5	50.9%	55.2%	54.3%	52%	48.8%	41.1%
Grade 6	64.4%	54.3%	42.6%	50.5%	33.9%	37.2%
Grade 7	52.4%	54.9%	45.5%	52.1%	30.0%	37.4%
Grade 8	63.0%	57.8%	38.6%	55.2%	26.8%	39.8%
Grade 11	47.1%	47.9%	42%	45%	38.3%	41.4%

Science:	USC 2018	MN 2018	USC 2019	MN 2019	USC 2021	MN 2021
Grade 5	63.2%	58.7%	60.9%	54.9%	46.5%	47.9%
Grade 8	53.7%	45.7%	40.9%	43%	25.0%	34.0%
Grade 10	54.2%	52.8%	55.4%	54.4%	30.6%	48.3%

2020 USC ACT Data: (Average scores). *No results for 2020. 2021 reflects USC Senior & Junior data.*
 This test is usually taken by juniors. It is used as a college entrance test used to measure the skills needed for success in first-year college coursework. It also includes an interest inventory component that matches a student's skills and interests with career area options. College Readiness benchmark scores are given in each area in parentheses.

	<u>USC</u>	2018	<u>MN</u>	<u>USC</u>	2019	<u>MN</u>	<u>USC</u>	2021	<u>MN</u>
English (18)	19.6		20.2	17.5		20.3	18.6		20.2
Math (22)	20.3		21.4	20.4		21.4	19.5		21.5
Reading (22)	20.9		21.7	19.6		21.7	20.1		22.2
Science (23)	20.4		21.4	20.4		21.6	19.6		22.0
Composite	20.5		21.3	19.7		21.4	19.5		21.6

Assessment results are used for many reasons which include: to comply with external agencies; to provide accountability to parents, community, and taxpayers; to measure district achievement over time; & to compare this achievement to state and national scores.

Equitable Access to Excellent Teachers:

Due to the fact we do not have diversity (based on group size) in our student body, we will look at inexperienced, ineffective, and infield teachers only. Ninety-seven point nine percent of our staff is identified as *Infield* and 88.3% are identified as *Experienced* by the guidelines of ESSA. Fifty percent of our staff have advanced degrees. Mentors are provided for the first year teachers to our staff; USC has an option for their second year if the necessity arises.

USC has a teacher evaluation program in which non-tenured teachers are observed by the principals three times per year. Tenured-staff are observed once every three years by the principal and the other two years by the Peer Observer. If a teacher is identified as an ineffective teacher, the following process would be implemented: (No teacher was identified as ineffective in 2020-21)

- a. written improvement plan with routine check-ins by administration
- b. assigned a mentor
- c. formal and peer observer evaluation data would be reviewed

Student class lists are formed by collaboration of faculty and administration. Unique individual student needs are considered for placement. There are individual situations in grades 5-12 where we have a licensed teacher assigned to an entire grade level; therefore, no options are available. USC advertises any openings in the local newspapers, on our website, and through EdPost. USC also contacts colleges.

WBWF Advisory Committee:

Julie Stauber, HS Principal
 Jen Crawford, Social worker & parent
 Kim Gormley, Title Teacher & parent
 Carly Sonnek, Community & parent
 Jackie Huper, Community
 Brian Klingbeil, Community & parent
 Rita Vondracek, Technology
 Ari Schaper & Lillian Neubauer, students
 Aron Welch- FariCares Coalition
 Emily Davis, Community Workforce Coordinator

Keith Fleming, Superintendent
 Nick Jurens, Elementary Principal
 Dale Stevermer, School Board
 Linda Sonnek, Community & ESP Sub
 Jeanne Brooks, Community
 Jeanne Bullerman, ESP & Community
 Jay Jacobsen, teacher
 Kayt Klemek, counselor
 Genelle Lenort, Community
 Edna Husman, Curriculum

Committee Meeting: November 10, 2021
 Public Meeting: November 16, 2021

Community Ed Room
 USC Auditorium

3:30 pm
 5:00 pm

[Click here for USC Highlights 2020-21](#)