

## **2021-2022 United South Central #2134 World's Best Workforce Document**

United South Central Public Schools is located in Wells, MN. We serve students from Bricelyn, Easton, Freeborn, Kiester, Walters, and Wells. Our district covers 373 square miles. The information below will address the following:

- How USC is addressing readiness for Kindergarten
- How our 3rd graders are reading
- How USC is closing the achievement gap demographically
- How our children are attaining Career and College Readiness by graduation
- How our students are completing graduation requirements
- How USC is performing in State and National Assessments

This document is in compliance with Minnesota Statutes 2013.section 120B.11.

### **Districts Components and Activities:**

USC's mission statement, "**Establishing Opportunities for Tomorrow's Learning... Today**", reflects our goal to prepare our students for success beyond public education. USC strives to deliver the best educational opportunities to all children. Teachers continued to provide standards based education with rigor 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, students were assigned tablets to be used in classrooms and taken home when needed. In grades 3-12, students had an assigned Chromebook. A full time Curriculum/Integration Specialist led this program. Google Classroom, Clever, Schoology, and Seesaw were the platforms used to organize online learning for both teachers and students, as well as communicate with parents. Students and teachers have a Google email address to assist with the use of sharing documents electronically.

### **Assessment Goals and Results:**

Our goal in reading was to have the percentage of USC students in grades 3-8 and 10 attain proficiency on the MCA/MTAS Reading test at 65% in 2022, up from the 53.3% in 2021. USC did not attain this goal; USC achieved 50.5% proficiency rate. This is actually a drop in performance from 2021 and slightly below the state average performance (MN 2022 rate: 51.1%).

Our goal in math was to have the percentage of USC students in grades 3-8 and 11 attain proficiency on the MCA/MTAS Math test at 65% in 2022 up from the 45.6% in 2021. USC did not attain this goal; USC achieved a 49.3% proficiency rate, and beat the state average (MN 2022 rate: 44.8%).

## **Five Goal Areas with Results and Programs:**

### **1. Kindergarten Readiness:**

Through Kindergarten screening and FAST (Reading & Math) assessments, it was determined that approximately 62% of our students were ready for kindergarten during the 2021-2022 school year. USC's goal was to have 90%. During 2021-2022, USC offered in-person preschool to 3 and 4 year old students. USC received a Pathways 2 grant that assists low income families with the cost of preschool and transportation. 100% of our kindergarteners were age 5 and above. Three children did not have their required vaccinations. To ensure that our USC students are *Ready for Kindergarten*, USC offered several opportunities for students and 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
  - Social Emotional Interview with parents
  - Exit interview with parent about results
- c. **Early Childhood Special Education (ECSE)**
  - Home visits
  - Evaluations
  - Clinic referrals
  - Parent meetings
  - Student assessments
  - Fall and Winter conferences
  - ECFE Coordination
  - Individual Family Service Plan
- d. **Early Childhood Family Education (ECFE)**
  - 4 4-week sessions offering 4 hours each week
  - Parent classes
  - Special Events: Bingo, Gingerbread, and Halloween
- e. **Preschool Classes & Community Ed. Classes**
  - 3 and 4 year olds - 2 times/week (5.5 hours)
  - VPK Preschool - 4 and 5 year olds - 5 times/week (18.5 hours)

## 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 65% proficiency in 2021-2022. USC did not attain that goal; 41.5% proficiency was achieved at USC, whereas MN's rate was 47.8%. The following checks and programs have been implemented to reach our goal of all students reading well by third grade:

- 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 comparing the Free/Reduced Lunch students with the Non-Free/Reduced Lunch students in both reading and math. In 2021, the gap between math scores was 11.8%. Our goal was to reduce the gap to 10% in 2022. It was not achieved - our gap in math scores in 2022 was 12.1%. In 2021, the gap between reading scores was 10.3%. Our goal for 2021-2022 was to reduce the gap to 10%. The gap actually closed to 3.4%. USC achieved this goal.

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

- Minnesota Reading Corps - Grade K-3 (1 full time position & 1 part time in 2021-2022)
- IXL Reading and Math - Grades K-8
- AR360 Reading - Grades 1-8
- School Wide Title 1 Program, FAST, and WIN (What I Need) - Grades K-6
- Title II Class reduction - Grades K-6
- Targeted Services - Grades 5-6, extended day (elem.) and extended year (grade 7-8)
- STAR Reading and STAR Math - Grades 1-12
- Rebel Readers Grades K-6
- PLCs Grades PK-12
- Extended School Year (ESY) Grades K-6

#### 4. Career and College Readiness:

USC is devoted to having *All Students Attain Career and College Readiness by High School Graduation*. To measure this goal, USC uses the results of the ACT assessment, Career & Technical Education course enrollment numbers, Concurrent (College Now) enrollment numbers (31 seniors, 14 juniors, and 1 sophomore attained a combined total of 532 credits), consistent attendance (USC 85.9%, MN 85.3%), and a survey given annually to the prior year's graduation class. USC's goal for the 2021-2022 ACT was to have 25% of our students ready in all 4 areas based on college benchmark scores for English, Math, Reading, and Science. In the spring of 2022, 23% of our seniors received college ready status in all 4 areas. 16.7% of the juniors achieved college ready status in all 4 areas.

To achieve the Career and College goal, USC provided several opportunities for students:

- Monitor test data and provide needed feedback/services/remediation: MCA testing in Reading, Math and, 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 (40/46 seniors received certificates in 2021 and 39/52 in 2022)
- Course Offerings: CollegeNOW classes, PSEO classes, ALC Credit Recovery, and Summer School (grades 7 & 8), Health Science Academy (2 college classes and CNA certification possibility) 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, and math) with community partnerships for support
- Career Days for 10th and 11th grade students
- Post-Secondary 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
- Game of Life (6th and 7th Graders)
- 9th Grade Career Navigator Program
- 10th Grade Career Expo
- 11th Grade Career/College Fair
- Orientation Nights for 7th and 9th Graders
- Personal Finance/College & Career Readiness Requirement

**Class of 2021 WBWF Survey 10/52 responses = 25.8% (23.8) () = 2020 responses**

#### 1. **What did you do after HS?**

2 year college student	2 (1)	Work/Military	1 (1)
4 year college	6 (7)	Certification Program	1 (1)

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

College Classes/Readiness	3 (2)
Teachers/Caring Staff	6 (7)
Theater/Choir	1

**3. What was most helpful about your USC education?**

College Classes & Class selection	5 (6)
IEP and 1-on-1 help from teachers	4 (2)
Prep for the future	1 (2)

**4. What did you like least about your USC education?**

Lack of desired Courses	4
MCA and Finals Testing	2
Judgemental People	1
SS at the end of the day	1
Lack of constructive feedback	1
Covid ruined everything	1

**5. What was the least helpful about your USC education?**

Distance Learning/Flex Days	4
Mindset/environment created by kids	2
Lack of online science/PSEO discussions	2
Education not needed for 2 year program	1
SS at the end of the day	1

**6. Did USC prepare you to meet the expectations of college/work**

Yes 10 100%

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

	(poorly)1	2	3	4	5 (very well)	( ) = 2020 response
English	0	0	0 (2)	1 (3)	9 (5)	
Math	0 (2)	0	0 (1)	5 (4)	5 (3)	
Social Studies	0 (1)	2 (2)	2 (3)	2 (1)	4 (3)	
Science	1 (1)	0 (1)	3 (1)	2 (3)	4 (4)	

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

a. Special classes or programs for advanced students	0	0 (4)	5 (3)	2 (0)	3 (3)
b. Special classes or programs offered in career and technical areas	1 (1)	1 (3)	3 (0)	2 (3)	3 (4)

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

Very Low - 0 Low - 0 Medium - 3(5) High - 4 (2) Very High - 3 (3)

## 5. Graduation Rates:

USC's goal was 90% for 2022

	MN Cohort*	USC Graduation Class**		
2018	88.1%	88.6%		
2019	82.4%	93.75%		
2020	85.7%	95.7%		
2021	N/A	92.7%		
2022	83.3%	88.9%	9.3% cont.	1.9% D.O.

\*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 student abilities and academic growth, and to evaluate our curriculum.

Δ STAR Reading and Math - 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) - Minnesota's tool for assessing standard mastery.

<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) - Minnesota's alternative assessment based on alternate 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 administered in the same grades listed above for MCA Math and Reading.

Δ ACT - standardized test for high school achievement and college admissions in the United States. The ACT test covers four academic skill areas: English, Mathematics, Reading, and Scientific Reasoning.

Δ FAST - formative Assessment for Teachers (FAST) combines Curriculum-Based Measurement (CBM) and Computer-Adaptive Testing (CAT) to help teachers screen and monitor progress in reading and math.

Δ 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 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, Seesaw, Google Classroom, and Email were options 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 with 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. Providing Scales and Rubrics (Element 1) and Using Engagement Strategies (Elements 24-32). Staff selected another element for their formal evaluation and for their peer observation. Tenured staff are observed by the principal on the three-year rotation. Non-tenured staff are observed three times each year by the principal. The remaining staff are observed by a peer observer annually. Our goal is for 100% of the teaching staff to complete their growth plan, to be observed at least once per year, and 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. Below are some of the programs in place at USC to support students at all levels.

### **ESL - English As a Second Language - Tier 2 and 3**

Contact:

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, Reading, and Writing.

## **MTSS**

Contacts: Julie Stauber (7-8)  
Jennifer Taylor (K-6)

[jstauber@unitedsouthcentral.org](mailto:jstauber@unitedsouthcentral.org)  
[jtaylor@unitedsouthcentral.org](mailto:jtaylor@unitedsouthcentral.org)

USC joined a MTSS (Multi Tiered Systems of Support) cohort through the MDE. Through this process, USC determined two areas that we want to focus on for the 20221-2023 school year. Those areas are literacy and social emotional learning. As we prepared for this we also worked to define our three tiers of support.

### **Special Education - Tier 3**

Contact: Deb Bertram

[dbertram@unitedsouthcentral.org](mailto:dbertram@unitedsouthcentral.org)

Students who qualify for special education services are identified as having a disability based on a comprehensive assessment and are served under an IEP (Individual 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 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 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 - Tier 2**

Contact: Kim Gormley

[kgormley@unitedsouthcentral.org](mailto: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 is provided by the Title I teacher. USC has implemented whole school title instruction through WIN (What I Need - intervention and enrichment opportunities for learning).

Students not responding well to the interventions provided at this level are referred to the SITE Team and receive the most intensive and individualized support. The team will evaluate the data, review pertinent student details, and create interventions based on student needs before developing an individualized learning plan. Students receiving Special Education services are also included at this level.



## **MN Reading Corps - Tier 2**

Contact: Kim Stevermer

[kstevermer@unitedsouthcentral.org](mailto:kstevermer@unitedsouthcentral.org)

USC Reading Corps provides evidence-based literacy interventions and data-based assessments to children from kindergarten through 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, well-trained tutors, instruction delivered with fidelity, and the frequency and duration necessary for student achievement.

## **PBIS Positive Behavioral Interventions and Supports (Rebel Rights) - Tier 1**

Contact: Lisa Kilingbeil

[lkilingbeil@unitedsouthcentral.org](mailto:lkilingbeil@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 may receive a slip and are part of a quarterly drawing that allows them to either get prizes or special privileges.

## **Targeted Services - Tier 2**

Contacts: Julie Stauber (7-8)

[jstauber@unitedsouthcentral.org](mailto:jstauber@unitedsouthcentral.org)

Jennifer Taylor (K-6)

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Targeted services programs are purposefully designed to build academic skills and to help students develop better organizational and social/emotional skills. Targeted service 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](mailto:edavis@unitedsouthcentral.org)

This past year, we have continued to make connections with local industry to allow our students to explore the career opportunities that are available in our area. We have been able to pivot away from virtual presentations to in person presentations, and even better field trips. These experiences have allowed our students to gain a better knowledge of what our area has to offer.

I continue to survey the 9th through 12th grade students to take an inventory of what their career interests are. I offer small group career exploration tours based on these results. I have set a goal to have at least one tour per month, and so far I have met that goal. Students are more engaged during the in person tours and have begun to ask really great and specific questions during them. Many times, students walk away from the tours learning about a career they weren't aware of before.

This coming year, we are excited to continue to offer field trips, but I am also excited about partnering with specific companies for long term job shadow placements within the community. These opportunities will truly give students some hands-on experiences to help them find out what they like and don't like. It will also allow them to connect with local professionals on a more personal level, creating stronger relationships.

**USC Performance Measures:** Test Results - No results for 2020

**MCA III - Proficient Percentages**

<b>Reading:</b>	<b>USC '19</b>	<b>MN '19</b>	<b>USC '21</b>	<b>MN '21</b>	<b>USC '22</b>	<b>MN '22</b>
Gr. 3	58%	54.6%	52.8%	48.5%	41.5%	47.8%
Gr. 4	61.7%	55.4%	56.3%	49.3%	56.4%	49.5%
Gr. 5	71.7%	65.8%	70.5%	59.4%	65.5%	59.3%
Gr. 6	68.9%	62.8%	56.9%	55.0%	76.4%	54.4%
Gr. 7	54.3%	57.5%	40.0%	48.3%	35.0%	45.4%
Gr. 8	52.3%	57.7%	42.9%	49.7%	43.8%	46.1%
Gr. 10	58.3%	60.4%	57.9%	58.3%	34.0%	54.9%
<b>Math:</b>	<b>USC '19</b>	<b>MN '19</b>	<b>USC '21</b>	<b>MN '21</b>	<b>USC '22</b>	<b>MN '22</b>
Gr. 3	90%	65.6%	73.6%	57.1%	79.2%	59.0%
Gr. 4	76.7%	63.9%	70.7%	53.8%	74.5%	56.4%
Gr. 5	54.3%	52%	48.8%	41.1%	35.4%	43.1%
Gr. 6	42.6%	50.5%	33.9%	37.2%	49.1%	39.3%
Gr. 7	45.5%	52.1%	30.0%	37.4%	31.0%	37.6%
Gr. 8	38.6%	55.2%	26.8%	39.8%	31.3%	40.1%
Gr. 11	42%	45%	38.3%	41.4%	41.5%	36.6%
<b>Science:</b>	<b>USC '19</b>	<b>MN '19</b>	<b>USC '21</b>	<b>MN '21</b>	<b>USC '22</b>	<b>MN '22</b>
Gr. 5	60.9%	54.9%	46.5%	47.9%	49.1%	49.8%
Gr. 8	40.9%	43%	25.0%	34.0%	27.1%	28.6%
Gr. 10	55.4%	54.4%	30.6%	48.3%	32.0%	45.3%

**2020 USC ACT Data:** (Average scores) *No results for 2020. 2021 reflects USC senior and junior data.*

This test is usually taken by juniors. It is 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 Benchmarks are given in each area in parentheses.

	USC '18	MN '18	USC '19	MN '19	USC '21	MN '21	USC'22	MN'22
<b>English (18)</b>	19.6	20.2	17.5	20.3	18.6	20.2	18.4	19.7
<b>Math (22)</b>	20.3	21.4	20.4	21.4	19.5	21.5	18.7	20.7
<b>Reading (22)</b>	20.9	21.7	19.6	21.7	20.1	22.2	19.5	21.4
<b>Science (23)</b>	20.4	21.4	20.4	21.6	19.6	22.0	20.0	21.4
<b>Composite</b>	20.5	21.3	19.7	21.4	19.5	21.6	19.3	21

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; and to compare this achievement to state and national scores.

**Equitable Access to Excellent Teachers:**

Due to the fact that we lack diversity (based on group size) in our student body, we will look at inexperienced, ineffective, and infield teachers only. In 2022, 93.7% of our staff is identified as infield and 90.5% are identified as experienced by the guidelines of ESSA. 53.9% percent of our staff have advanced degrees.

Mentors are provided for all first year teachers to USC. USC also has an option for second year teachers as well.

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 a peer observer. If a teacher is identified as an ineffective teacher, the following process will be implemented: (No teacher was identified as ineffective in 202-2021)

- a. Written improvement plan with routine check-ins by administration
- b. Assigned a mentor
- c. Formal and peer observer evaluation will be received

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  
Jennifer Murphy, Social worker & parent  
Kim Gormley, Title I Teacher  
Carly Sonnek, Community & Parent  
Jackie Huper, Community  
Brian Klingbeil, Community & Parent  
Rita Vondracek, Community  
Ethan Koehler, Student  
Lillian Neubauer, Student  
Emily Davis, Community Workforce

Keith Flemming, Superintendent  
Jennifer Taylor, Elementary Principal  
Dale Stevermer, School Board  
Linda Sonnek, Community  
Jeanne Brooks, Community  
Jeanne Bullerman, ESP & Community  
Jay Jacobsen, Teacher  
Kayt Klemek, Counselor  
Genelle Lenort, Community  
Edna Husman Curriculum & Instruction

Committee Meeting: November 10, 2022  
Public Meeting: November 15, 2022

Community Ed Room	10:00AM
USC Auditorium	5:00PM

[USC Highlights](#)

**2022-2023 World's Best Workforce Goals**

1. The percentage of United South Central students entering kindergarten will be kindergarten ready based on STAR CBM Reading taken in the fall and in the spring will increase from 37% in 2022 to 80% in 2023.
2. The percentage of students enrolled in grade 3 for at least half of the academic year at USC who are proficient on the MCA Reading test will increase from 41.5% in 2022 to 65% in 2023.
3. The percentage gap on MCA Math proficiency scores between Free/Reduced students and non-Free/Reduced students at United South Central in grades 3 through 8 and 11 will decrease from 12.1% in 2022 to 8% in 2023.

The percentage gap on MCA Reading proficiency scores between Free/Reduced students and non-Free/Reduced students at United South Central in grades 3 through 8 and 10 will decrease from 3.4% in 2022 to 1% in 2023.

4. The percentage of USC juniors who achieve benchmark cutoffs for college and career readiness in Reading, English, Math, and Science on the ACT will increase from 16.7% in 2022 to 20% in 2023.
5. The percentage of USC graduating seniors enrolled in the fall of their senior year will increase from 88.8% in 2022 to 95% in 2023.