

Jackson County Central Schools

Inspiring Excellence

CACR Summary and A&I Progress Report 2023-2024



Goals required by the State (CACR and A&I)

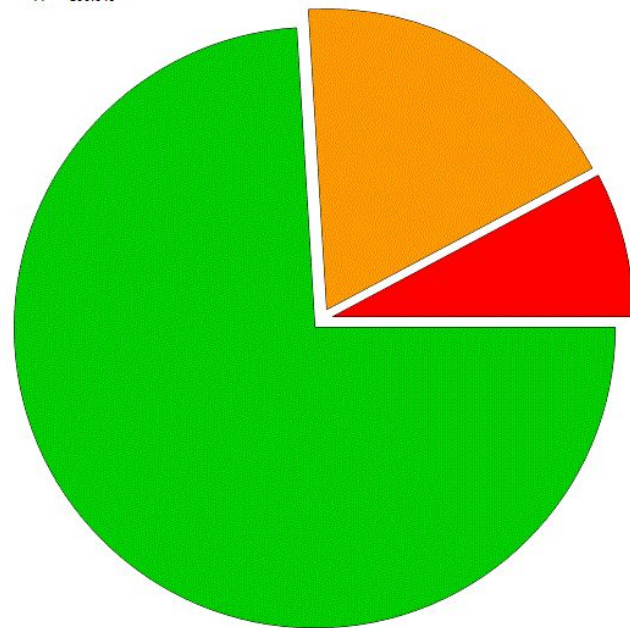
- All Students Ready for School (All Students in Third Grade Achieving Grade-level Literacy)
- Close the Achievement Gap(s) Between Student Groups
- All Students Career- and College-Ready by Graduation
- All Students Graduate
- Integration (increases cultural fluency, competency, and interaction)
- Teacher Equity (equitable access to excellent and diverse educators)

All Students Ready for School

Goal: 80% of kindergarten students will score in the Low Risk category on the 2024 fall Benchmark earlyReading Assessments.

Results: 74% of kindergarten students were ready for kindergarten as shown by the Low Risk Benchmark on the fall earlyReading assessments (Onset Sounds, Letter Sounds, Concepts of Print, Letter Names)

Selection		
Low Risk	57	74.0%
Some Risk	14	18.2%
High Risk	6	7.8%
Total	77	100.0%



All Students Ready for School

Strategies to Support Goal

- 1. During the 2020-21 school year, the JCC Discovery Place preschool implemented of the "Investigators Club" curriculum, which is aligned to the ECIPS (Early Childhood Indicators of Progress) standards.*
- 2. The JCC Discovery Place preschool teachers participated in preK LETRS training during the 2023-24 school year.*
- 3. The JCC Discovery Place PLCs have continued work on aligning instruction and assessment to the ECIP standards.*
- 4. 74% of JCC kindergarteners scored in the low risk category.*
 - a. 80% of the 57 students who attended the district-operated preschool scored in the low risk category.*
 - b. 41% of the 12 students who did not attend district-operated preschool scored in the low risk category.*
 - c. 25% of the 8 students who did not attend preschool scored in the low risk category.*

Literacy (1 of 2): All Students Ready for School

Goal: In the Spring of 2024, 51% of third grade students who meet State enrollment criteria and participate in the MCA/MTAS reading assessment will meet or exceed reading proficiency.

Results: 49.3% of third grade students met or exceeded reading proficiency on the MCA/MTAS reading assessment.

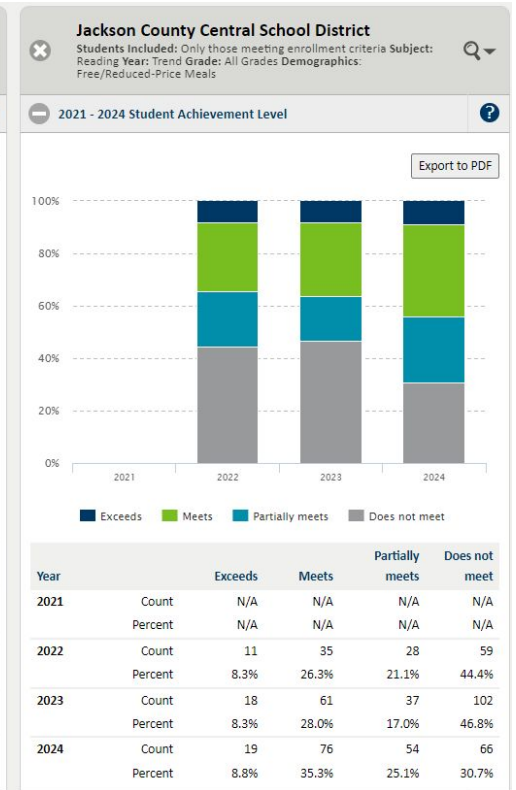
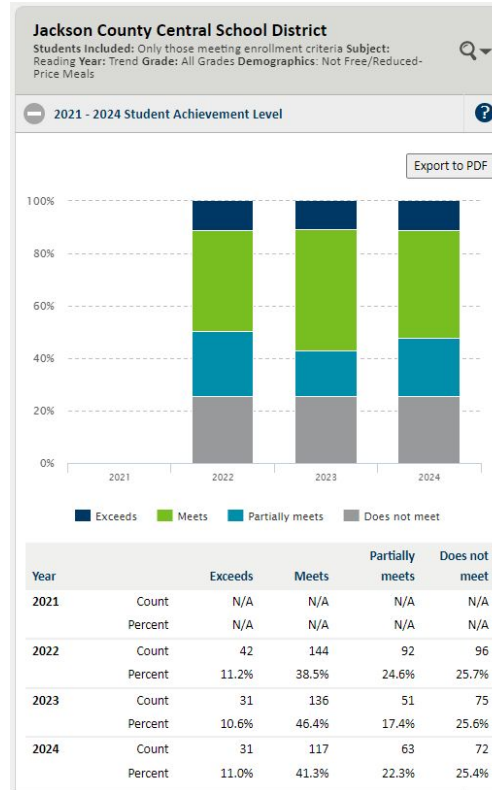


Literacy (2 of 2): Close the Achievement Gap

Goal: In the Spring of 2024, 37% of JCC students that are eligible for free or reduced price lunch meals and meeting State enrollment criteria and participating in the MCA/MTAS reading assessment will meet or exceed proficiency.

Results: 44.1% of students enrolled in FRP met or exceeded proficiency on the MCA/MTAS reading assessment.

Similarly enrolled students who were not enrolled in FRP had a proficiency rate of 52.3%.



All Students Ready for School and Closing the Achievement Gap

Strategies to Support Goal

1. **Science of Reading Training:**

- a. **Trained through LETRS: 23 teachers** and **Admin** (Kim, Chirs, Tammy)
- b. An **additional 27 teachers** began OL&LA training during the 2024-25 school year.
- c. All paraprofessionals will be trained in the Science of Reading during the 2025-26 school year.
- d. Six additional teachers will began OL&LA as part of Phase 2.

2. **Reading Intervention/Support**

- a. **Reading Intervention grades K-5:** 3.5 reading teachers provide reading interventions for students scoring below the 20th percentile as measured by FAST assessments. (Title and ADSIS dollars)
- b. **Reading Corps Intervention grades K-3:** Reading Corps tutors use a fluency intervention with at risk students that do not qualify for Title I or Special Education supports.
- c. **Reading Support - High School:** Students not taking College English courses, are placed in Husky English, an intervention course.

3. **Implement Explicit Language Instruction (phonemic awareness, phonics, decoding, encoding)**

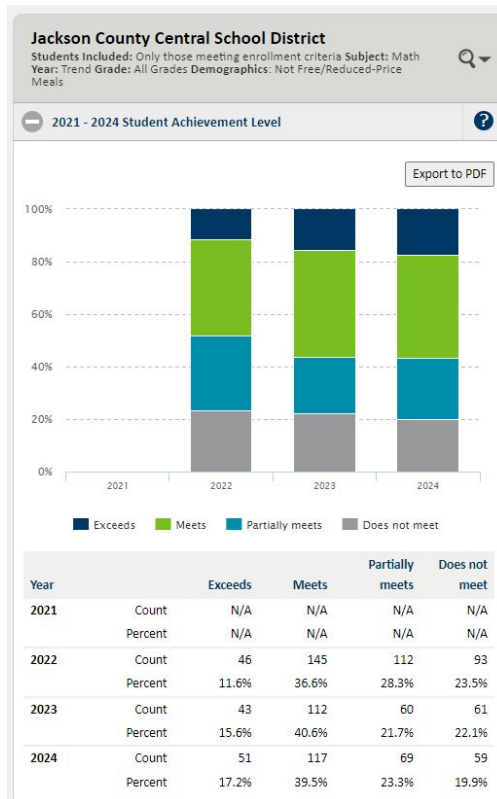
- a. K-1: **Heggerty** Phonemic Awareness
- b. K-2: **UFLI** (University of Florida Literacy Institute) Phonics, Decoding, Encoding
- c. 3-6: **Logic of English** Phonics, Decoding, Encoding, Grammer

Mathematics: Close the Achievement Gap

Goal: In the Spring of 2024, 30% of JCC students that are eligible for free or reduced price lunch meals and meeting State enrollment criteria and participating in the MCA/MTAS math assessment will meet or exceed proficiency.

Results: 38.1% of students enrolled in FRP met or exceeded proficiency on the MCA/MTAS reading assessment.

Similarly enrolled students who were not enrolled in FRP had a proficiency rate of 56.7%.



Close the Achievement Gap(s) Between Student Groups

Strategies to Support Goal

1. **Intervention Programs and Supports**

- a. **Math Interventions grades 3:** An elementary math teacher provides math interventions for students scoring below the 20th percentile as measured by FAST aMath with a focus on building number sense (ADSIS dollars).
- b. **Math Interventions grades 6:** One middle school teachers use one period each day to provide research-based interventions to students at-risk as measured by i-Ready.
- c. **High School Support:** Students not enrolled in Advanced Math class are enrolled in Husky Math, an intervention course.

2. **OUR Math Curriculum:** Grades K-HS have have implemented the Open Up Resources Math Curriculum, centered around student-voice, active learning, and critical thinking.

3. **District Math Team:** During the 20-21 school year, a District Math Team was formed, including teachers from each building and the Director of Teaching and Learning. This team began training and researching in best practice math instruction. In addition, the team has created Flex PD opportunities around these practices.

All Students Career- and College-Ready by Graduation

2024 Goal: In the Spring of 2024, the average ACT Composite score for students at Jackson County Central will reach at least 20.3

Results:
The mean ACT composite score for JCC was 18.2

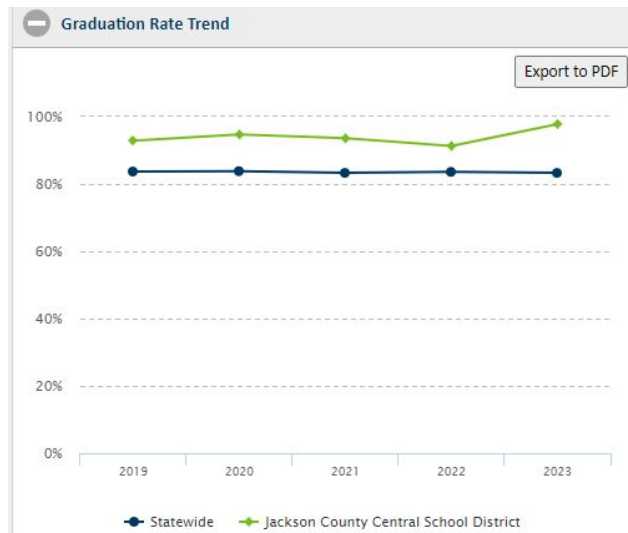
Group	Year	Composite Score
JCC	2023-24	18.2
	2022-23	17.6
	2021-22	19.1
	2020-21	19.1
	2019-20	21.2
MN	2023-24	20.8
	2022-23	20.8
	2021-22	21
	2020-21	21.6
	2019-20	21.3
National	2023-24	19.5
	2022-23	19.5
	2021-22	19.8
	2020-21	20.3
	2019-20	20.6

All Students Graduate

Goal: The 6-year graduation rate from Jackson County Central will reach 95%.

Results:

The graduation rate for JCC was 97.8% 5 year average = 94.06%.



Organization	Year	Graduated count	Graduated %
Statewide	2019	57,171	83.7%
	2020	56,684	83.8%
	2021	57,137	83.3%
	2022	58,586	83.6%
	2023	58,293	83.3%
Jackson County Central School District	2019	79	92.9%
	2020	90	94.7%
	2021	73	93.6%
	2022	73	91.3%
	2023	90	97.8%

Organization	Graduated	Continuing	Dropped out	Unknown
Jackson County Central School District	97.8%	2.2%	0.0%	0.0%
	90	2	0	0

All Students Career- and College-Ready by Graduation

Strategies to Support Goal

1. High School Student Supports

- a. A credit recovery program is available to support high school students at risk, aiding them in meeting the necessary graduation requirements.
- b. The high school schedule changed from an 8-period day to 4 blocks. Providing students additional instructional minutes.
- c. Husky Math and Husky English are added as intervention courses for students not enrolled in advanced courses.
- d. Attended John Baylor presentation in Windom and the classroom teachers using “On To College” program.

2. Instructional Alignment

- a. Ninth and tenth-grade students engage in the PreACT to guide instruction.
- b. JCC is introducing the Open Up Resources Math Curriculum for vertical alignment, emphasizing student voice, active learning, and critical thinking (K-HS).
- c. In literacy, a Science of Reading framework is being implemented, with professional development for teachers and the inclusion of phonics curriculum (Heggerty, UFLI, Logic of English) in grades K-5.

3. Career Exploration

- a. During the Husky Way Midmester program, students in 6th, 7th, and 8th grades explore career interests.
- b. Tenth-grade students actively engage in two career fair programs.
- c. Eleventh graders attend two college fairs.
- d. For seniors, individualized guidance is provided as they meet with the counselor to discuss future plans.
- e. The high school maintains its commitment to implementing Pathways for comprehensive student development.

Integration Goal

During the 2024 school year, students in grades 3-12 will self-report an increase in their level of social awareness and relationship skills, including with students that are “different from them” (racially/ethnically diverse, socioeconomically) from an average index rating of 3.37 out of 5 in 2023 to an average score on the vision card of 4 out of 5 in 2026.

Results: Students self-reporting their level of social awareness and relationship skills yielded an average index rating of 3.37 on a scale of 1 to 5, this averages to a 2.6 out of 5 on the vision card rating scale.

	Questions	Fall 2024 Results	Vision Card Performance Score	Spring 2024 Results	Vision Card Performance Score
	I sometimes feel sad without knowing why.* (score reversed)	37.7%	1	26.2%	1
Social Awareness and Relationship Skills	I build friendships with other people.	73.6%	3	66.2%	2
	I accept people who are different from me.	67.9%	2	76.9%	3
	I am sensitive to the needs and feelings of others.	73.1%	3	64.1%	2
	I feel valued and appreciated by others.	73.1%	3	68.7%	2
	I feel like I belong at this school.	69.9%	2	76.9%	3

Integration Goal (JCC, Windom, Mountain Lake)

Strategies to Support Goal

Students in grades 4-5 from participating districts will participate in a summer STEM academy to provide learning opportunities in areas of science, technology, engineering and mathematics. Activities will be designed to provide students with hands-on activities including: robotics, building sets, laboratory activities, critical thinking, etc.

Students in upper elementary and middle school will gather at one common site for an event/activity (i.e. Kindness Retreat, Leadership Retreat, Courage Retreat, Mixed Blood Theater, or other similar activity). The purpose of the activity will be to increase racial and ethnic awareness among students from each participating district: MLPS, WAS & JCC. Activities will be designed to: 1) increase cultural and racial interaction, 2) respect cultural and racial diversity. Activity leaders will present motivational interactive learning experiences. Information will include live testimonies from leaders, students, etc. Media including: video, music, etc. will be used to present information. Students will participate in blended large groups and blended small groups.

Equitable Access to Excellent* and Diverse Educators

*experienced, in field, and effective

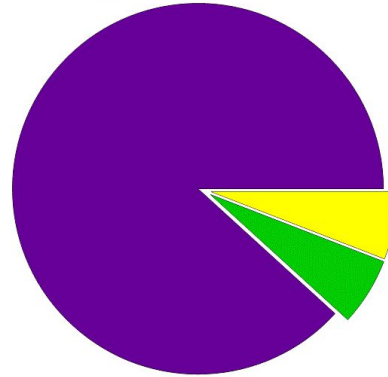
The percent of students of color that are registered for our Intro to Education classes will increase to be representative of the percentage increase of students of color in the JCC High School student body (approximately 1% per year) from 13% in 2023 to 16% in 2026.

Results: In the Introduction to Education class, 11.8% of enrolled students represent diverse backgrounds, surpassing the overall student body composition, which comprises 10.6% students of color.

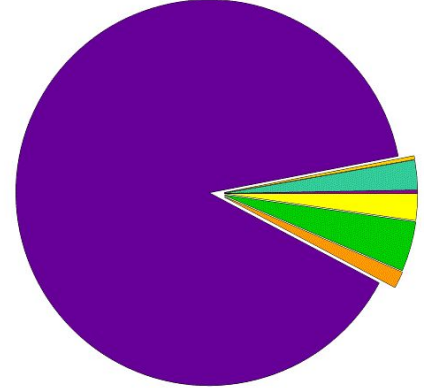
Demographic Comparison
Jackson County Central Senior High, 2024 - 2025
Teacher: Karah Lucif
Course: Intro to Ed (CIS)
Period: Q1 - 1A
Status: Active Students Only

Demographic: Ethnicity

Selection	
Asian/Pacific Islander	1 5.9%
Hispanic	1 5.9%
White	15 88.2%
Total	17 100.0%



School	
Asian/Pacific Islander	8 2.2%
Hispanic	15 4.2%
Black	5 1.4%
White	322 89.2%
Data Not Available	1 0.3%
Not N Am Indian, AK Native or S/Cent Am Indian	9 2.5%
N Am Indian or AK Native	1 0.3%
Total	361 100.0%



Equitable Access to Excellent and Diverse Educators

Strategies to Support Goal

A concurrent enrollment class “Intro to Education” will be offered through SMSU and JCC High School. This course is an introduction to early childhood, elementary, and secondary education for students interested in teaching. The course includes the study of historical and social foundations of education topics such as inquiry into the teaching and learning process, schools in a multicultural and diverse society, the profession of teaching principles of cooperative group learning and cultural differences, communication, and stereotyping. As a part of this Introduction to Education course, students are required to participate in a 15 hour field experience observation. School districts will be responsible for placing each student with an appropriate teacher. The teachers that the students are placed with must be a licensed teacher in K-12 and have at least one year of experience in their field. Valid teaching licenses must be presented at the time of student placement. Students in grades 11 and 12 that qualify for concurrent enrollment and are interested in teaching may enroll in the class, with particular attention to enrolling students of color. Students will receive both High School and College credit for this class.