DEPARTMENT OF EDUCATION

2017-18 Combined WBWF Summary and Achievement and Integration Progress Report

District or Charter Name: St. Croix Preparatory Academy
Grades Served: K-12

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A and I Contact: Enter name.
Title: Enter title.
Phone: Enter phone number.
Email: Enter email.

New this year! This is MDE's first attempt at asking districts/charters to submit one combined report to address two needs: the Annual WBWF Summary Report and the Annual Achievement and Integration (A&I) Progress Report. Hopefully this will help districts build connections between the work in both of these areas and simplify the reporting process with this integrated report.

This report has two parts:

> **Part A**: Required for all districts/charters
> **Part B:** Required for districts in the A&I program

All districts/charters must submit this completed template between **October 15 and December 15, 2018,** to MDE.WorldsBestWorkForce@state.mn.us.

If you have questions while completing the WBWF portion of the summary, please feel free to email MDE.WorldsBestWorkforce@state.mn.us or contact Susan Burris, (susan.burris@state.mn.us).program manager for District Support.

If you have any questions regarding the A&I portion of this report, please email MDE.Integration@state.mn.us.

Part A: Required for All Districts

Annual Report

WBWF Requirement: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.
A & I Requirement: Districts must post a copy of their A & I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

> ➢ *https://stcroixprep.org/finance/*

Annual Public Meeting

WBWF Requirement: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting.
A&I Requirement: The public meeting for A & I is to be held at the same time as the WBWF annual public meeting.

> ➢ *November 27th, 2018*

District Advisory Committee

WBWF Requirement: The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.

Complete the list of your district advisory committee members for the 2017-18 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Amy Kleinboehl	Teaching and Learning Coordinator	
Wanda Renner	Middle School Principal	
Cori Wahl	Special Education Director	
Andrew Sachariason	Upper School Principal/Parent	
Joann Karetov	Lower School Principal	
Anna Maakestad	Upper School Teacher/Teaching and Learning Coordinator	
Nicole Donnay	Lower School Teacher/Parent	
Shawn Peterson	Parent	

Equitable Access to Excellent Teachers

WBWF Requirement: WBWF requires districts to have a process in place to ensure low-income students, students of color, and American Indian students are not taught at disproportionate rates by ineffective, inexperienced, and out-of-field teachers. The legislation also requires that districts have strategies to increase equitable access to effective and diverse teachers.

While districts may have their own local definitions, please note the definitions developed by Minnesota stakeholders during the Every Student Succeeds Act (ESSA) state plan development process:

- An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards as defined in local teacher development and evaluation (TDE) systems.
- An **inexperienced teacher** is defined as a licensed teacher who has been employed for three or less years.
- An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

Respond to the questions below. Limit response to 400 words. Bulleted points are welcome and appreciated.
  - ➤ *Equitable Access to Experienced, Effective, and In-Field Teachers*
      - o *Who is included in the conversations to review equitable access data and when do these occur?*
      - o *What gaps, if any, has the district found related to equitable access for low-income students, students of color or American Indian students? What data did the district use?*
      - o *What are the root causes contributing to your gaps?*
      - o *What strategies has the district put in place to improve access for low-income students, students of color, and American Indian students to experienced, effective, and in-field teachers?*
  - ➤ *Access to Diverse Teachers*
      - o *What has the district discovered related to student access to teachers who reflect the diversity of enrolled students in the district?*
      - o *What efforts are in place to increase the diversity of the teachers in the district?*

All teachers are held to the same standards, whether they are in their 3rd or 10th year of teaching. Teachers collaborate in their PLCs in order to make sure they are creating a K-12 curriculum, that builds and supports one another. Due the size of our school, it is not uncommon for there to be one teacher per content area, per grade. A teacher's qualifications to teach a grade or subject level is determined by the principal and HR department.

Grade levels and different content areas meet throughout the week to plan their lessons and curriculum. This allows new teachers who are joining St. Croix Preparatory to be guided in the different teaching strategies and curriculum so they are aligned with the academic curriculum and rigor of our school.

Students of low income or of a minority have equitable access to teachers and principals who can help them reach their potential. Students are placed into classes based on their academic ability, formal and standardize assessments, their performance from the previous year and the needs of their other classes in their schedules. Students who have scored low on their formal and standardized assessments are placed in a team-taught reading and math class. This allows team teachers to be available to meet the needs of the variety of learners in the classroom. In lower school teachers meet in the spring to discuss the appropriate classroom placement for each individual student, for the following school year.

Local Reporting of Teacher Equity Data

Please check the box below to confirm that you have publicly reported your data as described below.

Districts are required to publicly report data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective,

experienced, and in-field teachers. Beginning with the December 2019 WBWF summary report submission, districts will be required to provide an assurance that this data is being publicly reported.

For this 2017-18 WBWF summary report submission, please check the box if your district publicly reported this data.

☒ District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.

Assurance Required Only for Districts/Charters with Comprehensive or Targeted Support (TSI or CSI) Schools

Districts or charters with schools identified as *comprehensive* or *targeted* support and improvement (CSI or TSI) under the new Minnesota North Star Accountability System are required to provide the assurance below.

☐ My district has a CSI or TSI school and support for required school improvement activities for each identified school in progress during the 2018-19 school year.

District/charter requirements can be found in the checklists posted on the MDE website.

Goals and Results

SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally-determined measures.

All Students Ready for School

☒ WBWF Goal **Only** ☐ WBWF /A & I Goal	Result	Goal Status
Of the students enrolled in K by August 29th (last day of summer) and still enrolled by October 1st 2017-2018 school year, 90% of the student will take a Kindergarten readiness assessment in August 2017 Of the students enrolled in Kindergarten by August 15th and still enrolled by October 1st of the 2017-2018 school year, 90% will	All students who enrolled in grade K by October 1st of the 2017-2018 school year, 84 out of 85 (in August) students attended, (98.8%) (84 out of 90 (numbers in September) (93%) of students took the Kindergarten readiness in August. Of the students enrolled in Kindergarten by October 1st for the	*Check **one** of the following:* ***Multi-Year Goal:*** ☒ On Track ☐ Not On Track ***One-Year Goal*** ☒ Goal Met ☐ Goal Not Met

☒ WBWF Goal **Only** ☐ WBWF /A & I Goal	Result	Goal Status
attend the 4 day Kindergarten camp in August 2017. Of the students enrolled by October 1st of the 2017-2018 school year in Kindergarten, 95% of them will advance to 1st grade. Of the students enrolled by October 1st of the 2017-2018 school year in Kindergarten, 80% of the students will meet the STEP 3 benchmark level in reading by the end of the year. For example, some of the categories: sounds, letter identification, and fluency.	2017-2018 school year, 71 out of 85 (83%) (in August) and 71 out of 90 (numbers in September) (90.4%) attended the 4 day Kindergarten camp in August 2017. (MET) Of the 90 students enrolled by October 1st of the 2017-2018 school year in Kindergarten, 87 returned to SCPA for 1st grade and 84 out of 87 (96.5%) advanced to 1st grade. (MET) Of the students enrolled by October 1st of the 2017-2018 school year in Kindergarten, 76 out of 90 (84.4%) students met STEP 3 benchmark level in reading.	☐ *District/charter does not enroll students in kindergarten*

Bulleted narrative is appreciated. 200-word limit.
- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?* The data we use for our All Students School Ready are the number of students who: participate in Kindergarten Camp, Kindergarten Assessment, achieve STEP level 3 by the end of their kindergarten year and move onto 1st grade at St. Croix Preparatory Academy.
- *What strategies are in place to support this goal area?* The Lower School teachers meet every other week as a grade level. This includes the grade level team and principal. There are also weekly child study meetings. After the child study meetings, teacher collect data on interventions. Parent teacher conferences are held two times a year and as needed. Teachers communicate with parents by newsletters, phone calls, emails and conferences.
- *How well are you implementing your strategies?* The strategies mentioned above have been built into teachers' schedule and routine in order to provide consistency throughout the school year. Students are assessed with STEP testing three times a year. Some students are given an addition STEP test in the fall to see if they have made progress over the summer.
- *How do you know whether it is or is not helping you make progress toward your goal?* We know these strategies are working by whether a student is retained or not. Teachers have a solid understanding of their students, due to the data collected throughout the year, before any decision to retain happens. Retention at St. Croix Preparatory is not a negative thing. It means we know the students well enough to know they are missing the foundational academic information to be successful in the next grade.

All Students in Third Grade Achieving Grade-Level Literacy

☒ WBWF Goal **Only** ☐ WBWF /A & I Goal	Result	Goal Status
SCPA Lower School will implement reading supports and interventions to increase proficient rates of 85.2**%** the grade 3 MCA III reading scores by .5% on the April 2018 test.	In April 2017, 3rd graders scored 85.2**%** proficiency on the MCA III reading test and 87.4**%** proficiency on the 2018 MCA III Reading test. This is a 3% increase from the 2017 to 2018 school year. (MET)	*Check **one** of the following:* ***Multi-Year Goal:*** ☒ On Track ☐ Not On Track ***One-Year Goal*** ☒ Goal Met ☐ Goal Not Met ☐ District/charter does not enroll students in grade 3

Bulleted narrative is appreciated. 200 word limit.
- *What data have you used to identify needs in this goal area?* How is this data disaggregated by student groups? We use the MCA Reading scores in the spring for grade 3 as well as STEP benchmarks. We correlate STEP data to state standards. Students are assessed in STEP three times a year. Some students are given an addition STEP test in the fall to see if they have made progress over the summer.
- *What strategies are in place to support this goal area?* Third grade teachers use the 3rd grade standards with 4th grade texts. Teachers use online MCA practice tests with Pearson Access and simulate the testing room for 3rd graders taking the test for the first time. Teachers meet weekly in PLCs and grade level teams to make sure their curriculum aligns with the state standards.
- *How well are you implementing your strategies?* After reviewing the data from the previous year's MCA reading test, we feel we are implementing the strategies since we improved 2%.
- *How do you know whether it is or is not helping you make progress toward your goal?* Since implementing these strategies, we have seen an increase of between 2% and 3% in third grade MCA reading scores.

Close the Achievement Gap(s) Between Student Groups

☒WBWF Goal **Only** ☐WBWF /A & I Goal	Result	Goal Status
Each PLC will implement reading curriculum supports and interventions to increase meet or exceed proficiency of special education students from 69.4% in 2017 by 1% or more to be at least 70.4% on the MCA III/MTAS III Reading test administered in the April 2018.	Of the 93 students Special Education students enrolled at SCPA, who took the MCA/MTAS in 2018, 68.9% met or exceeded proficiency. This is a .5% decrease in students who met or exceeded over the previous year.	*Check **one** of the following:* *Multi-Year Goal:* ☒ On Track ☐ Not On *Track* *One-Year Goal* ☐*Goal Met* ☒*Goal Not Met*

Bulleted narrative is appreciated. 200-word limit.
- *What data have you used to identify needs in this goal area?* How is this data disaggregated by student groups? The data we use for Closing the Achievement Gap are all the 3rd to 8th and 10th grade MCA reading scores. For this goal, we specifically look at the scores from special education students in those grades.
- *What strategies are in place to support this goal area?* Teachers meet weekly in PLCs and one of the topics they discuss are student data and work. Teachers refer to the previous year's MCA scores and look at different stand data and benchmark reports. This allows teachers to focus on which specific standards they might need to provide more support in. We also use this data to decide which students might need to go into a team-taught reading class. This includes one general education teacher and one special education teacher. Teachers implement different support strategies in the classroom for students to use. For example, last year's MCA data showed we needed to work more with non-fiction text. Teachers made sure to focus assignments on more non-fiction text. The MCA scores showed improved in this area.
- *How well are you implementing your strategies?* We believe the strategies stated above have provided students with additional interventions and support.
- *How do you know whether it is or is not helping you make progress toward your goal?* We know these are working when students are academically successful in their curriculum and on the test. Students show they are making progress when they can transition out of team-taught class. We also know we are making progress towards our goal when we look at the growth data from the MCAs. Our MCA scores for our special education student's proficiency scores continue to be above state average.

All Students Career- and College-Ready by Graduation

☒ WBWF Goal **Only** ☐ WBWF /A & I Goal	Result	Goal Status
SPCA upper school will implement curriculum supports and interventions in English, Math, Science and Social Studies to increase the composite score of 26.7 to 27.6 on the 2017-2018 administration of the ACT test.	Upper students scored a composite score of 25.7 on the 2017-2018 ACT test compared to the 26.7 composite score on the 2016-2017 ACT test.	*Check **one** of the following:* ***Multi-Year Goal:*** ☒ On *Track* ☐ Not *On* Track ***One-Year Goal*** ☐ *Goal Met* ☒ *Goal Not Met*

Bulleted narrative is appreciated. 200 word limit.
- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?* For the All Students Career and College-Ready by Graduation Goal, we use the upper school ACT scores.
- *What strategies are in place to support this goal area?* Our strong rigorous college pre-curriculum is used to measure ongoing success rates. This along with college acceptance data, help us drive our conversations in identifying areas of focus within the division, different grade level content areas and PLCs*.*
- *How well are you implementing your strategies?* Each cohort is unique and we try to work within each cohort to maximize analysis the data and teaching strategies, specifically within PLCs and advisories.
- *How do you know whether it is or is not helping you make progress toward your goal?* ACT scores directly corelate to national norms. When our scores are higher than the national norms, we know we are doing the right thing.

All Students Graduate

☒ WBWF Goal **Only** ☐ WBWF /A & I Goal	Result	Goal Status
The SCPA upper school will implement supports and interventions keep the graduation rate for the SCPA at least 90% for the class of 2018.	The 2017-2018 graduation rates of the upper school were 100.0% of our students in the spring. MN Report Card reports 97.5%, which represents data of students who transferred from our school.	*Check **one** of the following:* ***Multi-Year Goal:*** ☒ *On* Track ☐ Not On Track ***One-Year Goal*** ☒ Goal Met ☐ Goal Not Met ☐ District/charter does not enroll students in grade 12

Bulleted narrative is appreciated. 200-word limit.
- *What data have you used to identify needs in this goal area?* How is this data disaggregated by student groups? For the goal of All Students Graduate, we use the graduation rate of our 12th grade students in June.
- *What strategies are in place to support this goal area?* We use different supports and interventions for the upper school students in order to help them create a strong base for graduating on time. These include but are not limited to: grade checks, essay writing practice, workshops, service hours, resume building, college visit info sessions, interest inventory, SAT/ACT prep. These strategies are in place and ongoing within bi-weekly advisory meetings, work with college counselors to ensure students are on pace to graduate.
- *How well are you implementing your strategies?* The frequency of advisory, as well as the intentional advisory sessions, ensure the familiarly with each individual student. Staff can also help identify academic supports in place for students who are struggling.
- *How do you know whether it is or is not helping you make progress toward your goal?* The individualization and size of upper school students, allows us the ability to create relationships, build rapport and help execute supports for students.

Part B: Achievement and Integration Progress Report

This portion is only required for districts participating in the A&I program.

If one of your A&I goals is the same as your WBWF goals, please note that in the box below and do not feel a need to repeat the information already provided for that goal area.

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
Provide the SMART goal statement here.	*Check one of the following:* ☐ *Achievement Goal* ☐ *Integration Goal*	*Provide the baseline starting point here.*	*Provide the result for the 2017-18 school year that directly ties back to the established goal.*	*Check **one** of the following:* ☐ *On Track* ☐ *Not on Track*

Bulleted narrative is appreciated. 200-word limit.
- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- *What strategies are in place to support this goal area?*
- *How well are you implementing your strategies?*
- *How do you know whether it is or is not helping you make progress toward your goal?*

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
Provide the SMART goal statement here.	*Check one of the following:* ☐ *Achievement Goal* ☐ *Integration Goal*	*Provide the baseline starting point here.*	*Provide the result for the 2017-18 school year that directly ties back to the established goal.*	*Check one of the following:* ☐ *On Track* ☐ *Not on Track*

Bulleted narrative is appreciated. 200-word limit.
- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- *What strategies are in place to support this goal area?*
- *How well are you implementing your strategies?*
- *How do you know whether it is or is not helping you make progress toward your goal?*

Please Note: If you have additional goals to add, copy and paste the A&I goal table below.

Integration

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2017-18 school year. Also consider ways that your A&I plan strategies have increased integration within your district.