



st.croix preparatory academy

Annual World's Best Workforce &
Achievement and Integration Progress Report
2018-2019

Introduction

The purpose of this World's Best Workforce & Achievement and Integration Progress Report is to summarize the progress and achievements of St. Croix Preparatory Academy (The School) in its 15th year of operation. This report includes information on the 2018-2019 school year, such as student demographics, governance, and finances. The report also includes additional data needed to provide a comprehensive description of The School and its educational programs and practices.

This annual educational audit serves to meet the requirement of reporting progress towards the academic and non-academic goals outlined in the charter application approved by the Minnesota Department of Education. This evaluation meets Minnesota's Department of Education requirement for reporting as defined in Minnesota Statutes Section 124E.12 and E16.

During its 15th year of operation, the School received support from its authorizer, Friends of Education. In addition, the combined efforts and support of the faculty, administration, students, families, and community members were instrumental in implementing and developing a strong, supportive community and a strong academic program.

Annual Requirements

Report Publication. This annual report, which includes A & I plan, a preliminary analysis on goal progress, and related data on student achievement has been approved by the board, communicated to our school community, and posted on the website at <https://stcroixprep.org/finance/>.

Annual Public Meeting. The annual public meeting was held on Tuesday, November 5, 2019.

District Advisory Committee.

The district advisory committee reflects the diversity of the district and includes teachers, parents, support staff, students, and community members if possible. The Advisory Committee membership is noted below:

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/Parent	
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.

Equitable Access Process. Conversations revolving around equitable access data happen at a variety of levels at St. Croix Preparatory Academy. They are addressed at the start of each year when the teaching schedule is being created, as well as filling in open teaching positions. When creating a teaching schedule, especially relating to team teaching, we keep in mind the experience, effectiveness and teacher licensure. Any changes made are discussed at the administrative level in each division, within the leadership team at Q Comp, as well as the WBWF Committee Meetings throughout the year.

Data Related to Equitable Access. According to information obtained on the Minnesota Report Card for St. Croix Preparatory Academy, we have identified a gap in the percentage of experienced teachers employed by the school. 76.3% of our teachers have taught more than 3 years. The district had 5.37% of our student population are low-income students. Students of color and American Indians make up 18.40% of the student population. Compared to another local charter school with 5.13% low-income students and 47.34% are students of color and American Indian. They have 85.29% of their teachers with three or more years of teaching experience. We are also slightly below the average statewide percent of 85.23 of experienced teachers.

Comments on Existence of Gaps. Due to state funding regulations, charter schools have fewer opportunities to close general educational funding gaps. Due to this funding gap, we are unable to pay a competitive salary to our teachers.

School Strategies. The district reviews teacher compensation through the lens of the school board, our yearly budget and through our Foundation Board.

Access to Diverse Teachers.

Teacher Diversity and Student Diversity. Our demographics (teacher diversity and student enrollment) reflect other schools in the east metro area. We continue to advertise and post openings to a wide variety of sources and other statewide job recruiting systems to ensure we can interview qualified applicants from a diverse pool of candidates.

Goals and Results.

The following are the goals/results of our locally determined measures:

All Students Ready for School.

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p>Of the students enrolled in K by August 29th (last day of summer) and still enrolled by October 1st, 2018-2019 school year, 90% of the student will take a Kindergarten readiness assessment in August 201</p> <p>Of the students enrolled in Kindergarten by August 15th and still enrolled by October 1st of the 2018-2019 school year, 90% will attend the 4-day Kindergarten camp in August 2018.</p> <p>Of the students enrolled by October 1st of the 2018-2019 school year in Kindergarten, 95% of them will advance to 1st grade.</p> <p>Of the students enrolled by October 1st of the 2018-2019 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.</p>	<p>All students who enrolled in grade K by October 1st of the 2018-2019 school year, 86 out of 89, (95.5%) students attended and took the Kindergarten readiness assessments in August.</p> <p>Of the students enrolled in Kindergarten by October 1st for the 2018-2019 school year, 76 out of 90 (84%) attended the 4-day Kindergarten camp in August 2018.</p> <p>Of the 90 students enrolled by October 1st of the 2018-2019 school year in Kindergarten 87 out of 89 (98%) advanced to 1st grade. (MET)</p> <p>Of the students enrolled by October 1st of the 2018-2019 school year in Kindergarten, 72 out of 89 (81%) students met STEP 3 benchmark level in reading.</p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/>On Track <input type="checkbox"/>Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/>Goal Met <input checked="" type="checkbox"/>Goal Not Met</p> <p><input type="checkbox"/>District/charter does not enroll students in kindergarten</p>

Data Analyzed. The data we use for our All Students School Ready is 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.

Strategies to Support Goals. The Lower School teachers meet every other week as a grade level. This includes the grade level team and principal meetings once a month. There are also weekly child study meetings. After the child study meetings, teachers collect data on interventions. Parent-teacher conferences are held two times a year and as needed. Teachers communicate with parents by newsletter, phone calls, emails, and conferences. For students who are not meeting proficiency, Kindergarten teachers make a recommendation for students to receive reading intervention services for half of their music time. The reading specialist targets reading skills that were not achieved on their STEP test. Some examples are rhyming, segmenting, identifying beginning sounds and letter sounds. These services may start in the 4th week of school.

Implementation Success. The strategies mentioned above have been built into teachers' schedules and routines in order to provide consistency throughout the school year. Students are assessed with STEP testing four times a year. Some students are given an addition STEP test in the fall to see if they have made progress over the summer. If a student has met their STEP benchmark and success in their classroom activities, the reading specialist and classroom teacher meet to see if a student can exit the service. Student growth is also measured by how well a student is progressing within the supplemental reading support provided throughout the year.

Summary Comments. We know these strategies are working by whether a student moves onto first grade. Teachers have a solid understanding of their students, due to the data collected throughout the year, before any decision is made to have a student repeat kindergarten. 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

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
SCPA Lower School will implement reading supports and interventions for third grade	In April 2018, 3 rd graders scored 87.3% proficiency on the MCA III reading test and 92.2% proficiency on the 2019 MCA III Reading test. This is a 4.9%	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track</p>

to increase proficiency rates of 86.9% on the MCA III reading test in April 2019.	increase from the 2018 - 2019 school year.	<input type="checkbox"/> Not On Track One-Year Goal <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> District/charter does not enroll students in grade 3
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Data Analyzed. 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. Based on the benchmark report for the 3rd grade MCA III Reading test, we noticed the proficiency for students in informational versus literature is within 1%. This tells us that the strategies we have been using work.

Strategies to Support Goals. 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. Teachers also review the prior year's benchmark reports to reflect on trend data. Additionally, teachers may use online programming (i.e. Freckle) to support students beyond the classroom.

Implementation Success. After reviewing the data from the previous year's MCA reading test, we feel we are implementing the strategies successfully since we improved by 4.9%.

Summary Comments. Since implementing these strategies, we have seen a continued increase over the past two years in third grade MCA reading scores.

Close the Achievement Gap(s) Between Student Groups

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> 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 to be at least 69.9% on the MCA III/MTAS III Reading test administered in April 2019.	Of the 94 students Special Education students enrolled at SCPA, who took the MCA/MTAS in 2019, 71.3% met or exceeded proficiency. This is a 2.4% increase in students who met or exceeded over the previous year.	<i>Check one of the following:</i> Multi-Year Goal: <input type="checkbox"/> On Track <input type="checkbox"/> Not On Track

		One-Year Goal <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met
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Data Analyzed. The data we use for Closing the Achievement Gap for our special education students are summative and formative assessments collected in class as well as 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.

Strategies to Support Goals. Teachers meet weekly in PLCs and one of the topics they discuss is student data and work. Teachers refer to the previous year's MCA scores and look at different strand data and benchmark reports. This allows teachers to focus on which specific standards they might need to provide more support. 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 texts. The MCA scores showed improved in this area.

Implementation Success. We believe the strategies stated above have provided students with additional interventions and support.

Summary Comments. 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 a 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 the state average and a 2.4% growth from the previous year.

All Students Career and College Ready by Graduation

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> 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 25.7 to	Upper students scored a composite score of 26.5 on the 2018-2019 ACT test compared to the 25.7 composite score on the 2017-2018 ACT test.	Check one of the following: Multi-Year Goal: <input type="checkbox"/> On Track

26.7 on the 2018-2019 administration of the ACT test.		<input type="checkbox"/> Not <i>On Track</i> <i>One-Year Goal</i> <input type="checkbox"/> <i>Goal Met</i> <input checked="" type="checkbox"/> <i>Goal Not Met</i>
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Data Analyzed. For the All Students Career and College-Ready by Graduation Goal, we use the upper school ACT scores.

Strategies to Support Goal. Our strong rigorous college pre-curriculum is used to measure ongoing success rates. Teachers are continuously working towards implementing a curriculum that is preparing students for college. Within the parameters of course graduation requirements, teachers work within our classical education model to provide several AP courses for students throughout their high school years. This along with college acceptance data, help us drive our conversations in identifying areas of focus within the division and different grade-level content areas and PLCs.

Implementation Success. Each cohort is unique and we try to work within each cohort to maximize analysis of the data and teaching strategies, specifically within PLCs and advisories. We believe our implementation is successful based on ACT scores, a graduation rate of 95% and college acceptance rate of 95%.

Summary Comments. ACT scores directly correlate to national norms. When our scores are higher than the national norms and when our graduation/college acceptance rates are higher than the norm, we believe we successful in accomplishing our objective.

All Students Graduate

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> 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 2019.	The 2018-2019 graduation rates of the upper school were 94.3%.	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</p>

Data Analyzed. For the goal of All Students Graduate, we use the graduation rate of our 12th grade students in June.

Strategies to Support Goal. 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: 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. Through these strategies, as well as bi-weekly grade checks, teachers and administration can identify students who are at risk of not graduating on time. The school also has a process for credit recovery through Northern Star. Students can complete different courses online, on their own time. Some of the challenges we face in maintaining a high graduation rate are: student attendance, academic gaps for new students, history of not earning credit, which results in not being on track off to graduate on time, missing credit requirements such as world language, which can vary between schools), and lack of academic mindset . Tri-weekly grade-level meetings, credit recovery courses, meetings with college counselor.

Implementation Success. The frequency of advisory, as well as the intentional advisory sessions, ensure the familiarity with each individual student. Staff can also help identify academic supports in place for students who are struggling. Each year we reflect on what we are doing and identify what areas we can continue to grow as our student population continues to change.

Summary Comments. The individualization and size of upper school students allows us the ability to create relationships, build rapport and help execute supports for students.

Achievement and Integration Progress Report. St. Croix Preparatory Academy does not participate in the Achievement and Integration program.