



**2019-20 Combined WBWF Summary and
Achievement and Integration Progress
Report**

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 16th year of operation. This report includes information on the 2019-2020 school year, in accordance with its long-term strategic plan to support and improve teaching and learning. This plan addresses the following five goals: 1) All children are ready for school; 2) All third graders can read at grade level; 3) All racial and economic achievement gaps between students are closed; 4) All students are ready for career and college; and 5) All students graduate from high school.

This report meets Minnesota's Department of Education requirement for reporting as defined in Minnesota Statutes Section 120B.11

During its 16th 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.

District or Charter Name: St. Croix Preparatory Academy

Grades Served: K-12

WBWF Contact: Deanna Thompson

Title: Teaching and Learning Coordinator

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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.

Wednesday, November 25, 2020

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.

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	

Peggy Rosell	Student Support Services	
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	
Deanna Thompson	Middle School Teacher/Parent	
Shawn Peterson	Parent/Community Member	

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.

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**

- **Who is included in the conversations to review equitable access data and when do these occur?**
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 schedules are being created, as well as hiring for 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.
- **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?**
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. 81.7% of our teachers have taught more than 3 year, but this is up from 76.2% last year. The district had 6.2% of our student population are low income students. Students of color and American Indian make up 19.4 % of the student population, compared to another local charter

school with 24.6% low income students and 47.6% students of color and American Indian. The percentage of experienced teachers at the comparable local charter is 84.62%. We are also below the average statewide percent of 88.97% of experienced teachers.

What are the root causes contributing to your 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.

- ***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?***

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

In the 2019-2020 school year, SCPA had 23 students K-12 who receive EL services. The EL teacher works with teachers in all three divisions to support students' academic and language acquisition needs. Some of the strategies we have used to improve instruction and support curriculum to improve student achievement are creating a supportive environment and cultivating an appreciation of diversity, teaching language skills across the curriculum, providing such supports as sentence starters to encourage the development of productive language skills, providing students with wait time and multiple ways to engage with the material, building upon students' strengths, making content comprehensible for all students.

➤ ***Access to Diverse Teachers***

- ***What has the district discovered related to student access to teachers who reflect the diversity of enrolled students in the district?*** Our demographics reflect other schools in the east metro area.
- ***What efforts are in place to increase the diversity of the teachers in the district?*** We continue to advertise and post openings to EDPPost and other statewide job recruiting systems.

Local Reporting of Teacher Equity 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.

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

<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 2019-2020 school year, 90% of the students will take a Kindergarten readiness assessment in August 2019.</p> <p>Of the students enrolled in Kindergarten by August 15th and still enrolled by October 1st of the 2019-2020 school year, 90% will attend the 4 day Kindergarten camp in August 2019.</p> <p>Of the students enrolled by October 1st of the 2019-2020 school year in Kindergarten, 95% of them will advance to 1st grade.</p> <p>Of the students enrolled by October 1st of the 2019-2020 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>Of the students enrolled Kindergarten by October 1st of the 2019-2020 school year, 85 out of 90, (94.4%) students attended and took the Kindergarten readiness assessments in August.</p> <p>Of the students enrolled in Kindergarten by October 1st for the 2019-2020 school year, 81 out of 90 (90%) attended the 4 day Kindergarten camp in August 2019.</p> <p>Of the 90 students enrolled in Kindergarten by October 1st of the 2019-2020 school year, 83 out of 90 (92%) advanced to 1st grade.</p> <p>Due to being out of school from March to June 2020, there was no data collected on STEP testing.</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>

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 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 the 4th week of school.
- **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 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.
- **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 moves onto first grade. Teachers have a solid understanding of their students from 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 to increase proficiency rates to 86.9% on the MCA III reading test in April 2019.	Due to being out of school from March to June 2020, there was no data collected on MCA testing.	<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 grade 3</p>

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. 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.
- ***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. 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.
- ***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 4.9%.
- ***How do you know whether it is or is not helping you make progress toward your goal?*** 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 'meets' or 'exceeds' proficiency of special education students to at least 69.9% on the MCA III/MTAS III Reading test administered in April 2019.	Due to being out of school from March to June 2020, there was no data collected on MCA testing.	<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>

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 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.
- 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 strand 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 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 from 25.7 to 26.7 on the 2019-2020 administration of the ACT test.	Due to distance learning in the spring of 2020, there was no data collected on ACT testing. Seniors took the ACT in October 2020.	<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>

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. Teachers are continuously working towards implementing 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.
- **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 correlate to national norms. When our scores are higher than the national norms, we know we are doing the right thing.

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 2020.	The 2019-2020 graduation rate of the upper school was 98%.	<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>

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: 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 counselor .
- **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. 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.
- **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.

Achievement and Integration Progress Report

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