



2020-21 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 17th year of operation. This report includes information on the 2020-2021 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 17th 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.

World's Best Workforce General Information:

St. Croix Preparatory Academy
Grades K-12
WBWF Contact: Deanna Thompson
Title: Teaching and Learning Coordinator
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World's Best Workforce

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.

The Annual Report is published at <https://www.stcroixprep.org/finance-committee/>

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.

The Annual Public meeting was held on Wednesday, December 1, 2021

District Advisory Committee

The District Advisory Committee should be in place at the start of the school year. Report on your membership list.

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 2020-21 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)
Deanna Thompson	Teaching and Learning Coordinator/Teacher/Parent	
Amy Kleinboehl	Middle School Principal	
Peggy Rosell	Student Support Services	
Andrew Sachariason	Upper School Principal	
Joann Karetov	Lower School Principal	
Anna Maakestad	Upper School Teacher/Teaching and Learning Coordinator	
Nicole Donnay	Lower School Teacher/Parent/Teaching and Learning Coordinator	
Justin Vossen	Parent	

Equitable Access to Excellent and Diverse Educators

Staffing should be in place by the start of the 2020-21 school year. Report on your equitable access to excellent and diverse educators for the start of the 2020-21 school year.

WBWF Requirement: WBWF requires districts and charters to have a process in place to ensure students from low income families, students of color, and American Indian students are not taught at disproportionate rates by inexperienced, out-of-field, and ineffective teachers. The legislation also requires that districts have strategies to increase access to teachers who reflect the racial and ethnic diversity of students.

While districts/charters 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 taught for three or fewer 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.

The term “equitable access gap” refers to the difference between the rate(s) at which students from low income families, students of color, and American Indian students are taught by inexperienced, out-of-field, or ineffective teachers and the rate at which other students are taught by the same teacher types. This is not to be confused with the “achievement gap” (how groups of students perform academically); rather, “equitable access gap” is about which student groups have privileged or limited access to experienced, in-field and effective teachers.

Districts/charters are encouraged to monitor the distribution of teachers and identify equitable access gaps between and within schools, but they may also make comparisons to the state averages or to similar schools. It is important to note that some of the most significant equitable access gaps occur at the school and classroom level.

Districts/charters may also use other indicators of “effectiveness” such as teachers receiving stronger evaluations overall, teachers with strengths in particular dimensions of practice (e.g., culturally responsive practices), teachers certified by the National Board for Professional Teaching Standards, or teachers with demonstrated student growth and achievement results.

Respond to the questions below.

Describe your process for ensuring students of color, American Indian students and students from low income families have equitable access to experienced, in-field, and effective teachers.

- How did the district examine equitable access data?
 - What data did you look at?
 - How frequently do you review the data?
 - Who was included in conversations to review equitable access data?

Limit response to 200 words.

The district uses the staffing profile on the MN Report Card and staffing information provided by the district's HR office to analyze staffing data. 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. They are also addressed at the end of the school year when reviewing positions that need to be filled for the following year. 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 strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers?
 - What goal(s) do you have to reduce and eventually eliminate equitable access gaps?

Limit response to 200 words.

The district reviews teacher compensation through the lens of the school board, our yearly budget, and our Foundation Board. Our goal is to continuously work towards improving our compensation in order to gain experienced, effective, and in-field teachers.

WBWF also requires districts and charters to examine student access to licensed teachers who reflect the racial and ethnic diversity of students. A growing body of research has demonstrated that all students benefit when they are taught by racially and ethnically diverse staff throughout their career, and students of color and indigenous students benefit even more. Consequently, working to increase teacher racial diversity is beneficial to all schools.

- Describe your efforts to increase the racial and ethnic diversity of teachers in your district.
 - Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff? How many additional teachers of color and American Indian teachers would you need in order to reflect your student population?

Limit response to 200 words.

The district's student population is comprised of 5.2% Hispanic or Latino students, .0% American Indian or Alaska Native students, 9.6% Asian students, .0% Native Hawaiian or other Pacific Islander students, 4.5% students of two or more races, 3.2% black or African American students, and 80.63% white students. In comparison, staff demographics reflect 1.12% Asian and 98.88% white. Due to the COVID-19 pandemic, staff demographics were not submitted for the 2020-2021

- What strategies has the district initiated to increase and retain teachers of color and American Indian teachers in the district? What goal(s) are you pursuing?

Limit response to 200 words.

The district reviews teacher compensation through the lens of the school board, our yearly budget, and our Foundation Board. Our goal is to continuously work towards improving our compensation in order to gain diverse, experienced, effective, in-field teachers.

Local Reporting of Teacher Equitable Access to Excellent and Diverse Educators Data

Districts are required to publicly report data on an annual basis related to student equitable access to teachers, including data on access for low-income students, students of color, and American Indian students to experienced, in-field, and effective teachers and data on all student access to racially and ethnically diverse teachers.

For this 2020-21 WBWF summary report submission, please check the boxes to confirm that your district publicly reported this data.

- X 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.
- X District/charter publicly reports data on an annual basis related to student access to racially and ethnically diverse 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. Please fill out the table below with your specific SMART goals.

All Students Ready for School

Does your district/charter enroll students in kindergarten? If no, please skip to the next goal.

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2020-21 school year.</p> <p>Of the students enrolled in K by August 27th (last day of summer) and still enrolled by October 1st 2020-2021 school year, 90% of the students will take a kindergarten readiness assessment in August 2020.</p> <p>Of the students enrolled in kindergarten by August 15th and still enrolled by October 1st of the 2020-2021 school year, 90% will attend the 4-day kindergarten camp in August 2020.</p> <p>Of the students enrolled by October 1st of the 2020-2021 school year in kindergarten, 95% of them will advance to 1st grade.</p> <p>Of the students enrolled by October 1st of the 2020-2021 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>Provide the result for the 2020-21 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."</p> <p>Of the students enrolled in kindergarten by October 1st of the 2020-2021 school year, 82 out of 90 (91.1%) took the kindergarten readiness assessment.</p> <p>Of the students enrolled in Kindergarten by October 1st of the 2020-2021 school year, 68 out of 90 (76%) attended kindergarten camp.</p> <p>Of the 90 students enrolled in kindergarten by October 1st of the 2020-2021 school year, 83 out of 90 (92.2%) advanced to 1st grade.</p> <p>Of the 90 students enrolled in kindergarten by October 1 of the 2020-2021 school year, 63 out of 90 (70%) met the STEP 3 benchmark level in Reading by the end of the year.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input checked="" type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data

quality. If the pandemic did not affect the quality of the data used to measure progress, please type “N/A” as your answer.

Because of the COVID-19 pandemic, fewer kindergartners attended the 4-day kindergarten camp.

Narrative is required. 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?

The data we use for our All Students Ready for School is the number of students who participate in Kindergarten Camp, Kindergarten Assessment, the number of students who achieve STEP level 3 by the end of their kindergarten year, and the number of students who move onto 1st grade at St. Croix Preparatory Academy. 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.

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2020-21 school year.</p> <p>SCPA Lower School will implement reading supports and interventions for third grade to meet proficiency rates of 86.9% on the MCA III Reading test in April 2021.</p>	<p>Provide the result for the 2020-21 school year that directly ties back to the established goal.</p> <p>In April 2021, 3rd graders achieved 88% proficiency on the MCA III Reading test.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type “N/A” as your answer.

N/A

Narrative is required. 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?

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 additional 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. Third-grade teachers use 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.

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2020-21 school year.</p> <p>Each PLC will implement reading curriculum supports and interventions to increase 'meets' or 'exceeds' proficiency of special education students in grades 5-8 to at least 69.9% on the MCA III/MTAS III Reading test administered in April 2021.</p>	<p>Provide the result for the 2020-21 school year that directly ties back to the established goal.</p> <p>Of the 49 students who receive special education services who took the MCA III/MTAS III Reading test in 2021, 69.2% of students achieved "meets" or "exceeds"</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type "N/A" as your answer.

Few students took the MCA III/MTAS III Reading test in the 2020-2021 school year because of the COVID- 19 pandemic.

Narrative is required. 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?

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. 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. 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.

All Students Career and College-Ready by Graduation

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2020-21 school year.</p> <p>SPCA upper school will implement curriculum supports and interventions in English, Math, Science, and Social Studies to increase the composite score from 26.6 to 27.1 on the 2020-2021 administration of the ACT test.</p>	<p>Provide the result for the 2020-21 school year that directly ties back to the established goal.</p> <p>The mean ACT composite score for the 2020-2021 school year was 26.5.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type "N/A" as your answer.

N/A

Narrative is required. 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?

For the All Students Career and College-Ready by Graduation goal, we use the upper school ACT scores. Our strong, rigorous pre-college 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.

All Students Graduate

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2020-21 school year.</p> <p>The SCPA upper school will implement supports and interventions to keep the graduation rate for the SCPA at least 90% for the class of 2021.</p>	<p>Provide the result for the 2020-21 school year that directly ties back to the established goal.</p> <p>The 2020-2021 graduation rate was 98%.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type "N/A" as your answer.

N/A

Narrative is required. 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?

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