



2021-22 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 18th year of operation. This report includes information on the 2021-2022 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 18th 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
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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 Monday, November 28, 2022

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.

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.

Strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers and goal(s) to reduce and eventually eliminate equitable access gaps?

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.

Efforts to increase the racial and ethnic diversity of teachers in your district.

The district's student population is comprised of 5.2% Hispanic or Latino students, 1% American Indian or Alaska Native students, 10.8% Asian students, .0% Native Hawaiian or other Pacific Islander students, 3.5% students of two or more races, 3.8% black or African American students, and 76.6% white students. Staff race/ethnicity demographics are no longer available through the Minnesota Report Card.

Strategies the district has initiated to increase and retain teachers of color and American Indian teachers in the district?

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.

Practices for improving curriculum and instruction and cultural competency?

To address the cultural competency requirement for teacher licensure, our relicensing committee offers professional development sessions and access to a variety of online training resources that address the eight components of cultural competency as identified by MDE. Our curriculum committee consistently

evaluates literature to ensure reading selections include culturally diverse selections that reflect the representation of our school community while maintaining the high academic standards of the School. In addition, our American Indian Parent Advisory Council (AIPAC) provides feedback on culturally relevant curriculum and instruction.

Goals and Results

All Students Ready for School

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2021–22 SY.</p> <p>Of the students enrolled in K by August 27 (last day of summer) and still enrolled by October 1. 2021-2022 school year, 90% of the students will take a kindergarten readiness assessment in August 2021.</p> <p>Of the students enrolled in kindergarten by August 15th and still enrolled by October 1. of the 2021-2022 school year, 75% will attend the 4-day kindergarten camp in August 2021.</p> <p>Of the students enrolled by October 1. of the 2021-2022 school year in kindergarten, 95% of them will advance to 1. grade.</p> <p>Of the students enrolled by October 1. of the 2021-2022 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 2021–22 SY that directly ties back to the established goal.</p> <p>Of the students enrolled in kindergarten by October 1. of the 2021-2022 school year, 81 out of 87 (93.1%) took the kindergarten readiness assessment.</p> <p>Of the students enrolled in Kindergarten between August 15th and October 1st of the 2021-2022 school year, 76 out of 87 (87.4%) attended kindergarten camp.</p> <p>Of the 90 students enrolled in kindergarten by October 1. of the 2021-2022 school year, 86 out of 90 (95.6%) advanced to 1st. grade.</p> <p>Of the 90 students enrolled in kindergarten by October 1 of the 2021-2022 school year, 61 out of 90 (67.8%) 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>

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2021–22 SY.</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 2022.</p>	<p>Provide the result for the 2021–22 SY that directly ties back to the established goal.</p> <p>77.8% of 3rd graders achieved proficiency on the 2022 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 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>

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2021–22 SY.</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 2022.</p>	<p>Provide the result for the 2021–22 SY that directly ties back to the established goal.</p> <p>48 students in grades 5-8 who receive special education services took the 2022 Reading MCA III. 48% of students achieved “meets” and “exceeds” on this 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 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>

All Students Career and College-Ready by Graduation

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2021–22 SY.</p> <p>SPCA upper school will implement curriculum supports and interventions in English, Math, Science, and Social Studies to increase the composite score from 26.5 to 27 on the 2021-2022 administration of the ACT test.</p>	<p>Provide the result for the 2021–22 SY that directly ties back to the established goal.</p> <p>The mean ACT composite score for the 2021-2022 school year was 25.3%.</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>

All Students Graduate

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2021–22 SY.</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 2022.</p>	<p>Provide the result for the 2021–22 SY that directly ties back to the established goal.</p> <p>The 2021-2022 graduation rate was 98%. 86 out of 87 high school seniors graduated.</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>