



st. croix preparatory academy

ACADEMICS • CHARACTER • LEADERSHIP

St. Croix Preparatory Academy will develop each student's academic potential, personal character, and leadership qualities through an academically rigorous and content-rich educational program grounded in the classical tradition.

World's Best Workforce Report

2015-2016

Introduction

The 2015-2016 World's Best Workforce Report summarize the progress and achievements of St. Croix Preparatory Academy (The School) in accordance with Minnesota Statutes, section 120B.11. This report includes information on the 2015-2016 school year, such as a review of goals, outcomes, and strategies to support and improve teaching and learning.

This report was approved by the St. Croix Preparatory Academy Board of Directors on November, 15, 2016 and submitted to the Minnesota Department of Education (MDE) in accordance with state statutes. The report is also available on the School's website.

District Advisory Committee

The District Advisory committee includes the following members: Amy Kleinboehl (faculty member, Teaching and Learning coordinator, board member), Wanda Renner (Middle School Principal), Andrew Sachariason (Upper School Principal), Joanne Karetov (Lower School Principal, parent), Anna Maakestad (faculty member, Teaching and Learning Coordinator).

Public Meetings

The School conducted public meetings to discuss the goals, outcomes, and strategies related to the World's Best Workforce on June 28, 2016.

School Vision, Mission Statement, and Educational Philosophy

A. Vision

St. Croix Preparatory Academy envisions a learning environment centered on an integrated, rigorous, standards-based, classical curriculum that encourages students to think logically and critically, to communicate effectively and to embrace life-long learning as demonstrated by their successful pursuit of post-secondary education. The School will offer a small school community and a rigorous academic environment to area families.

B. Profile

St. Croix Preparatory Academy the first public school in the eastern suburbs specifically dedicated to offering a demanding classical, liberal arts curriculum with an additional emphasis on development of each student's personal character, and leadership qualities. St. Croix Preparatory Academy will provide a learning opportunity that, until now, has only been available at select private schools.

The School was founded by parents, educators, and business people who wanted a more challenging education for their students. They wanted a school that demanded an education that challenges students to achieve to their highest potential as well as put forth their best in behavior, attitude, and effort. The School is creating a college prep educational program based on true inquiry, intellect, and character. By focusing on students' character and leadership qualities, in addition to developing their academic potential, The School is committed to developing young adults who are prepared to lead abundant and responsible lives as contributing members of our society.

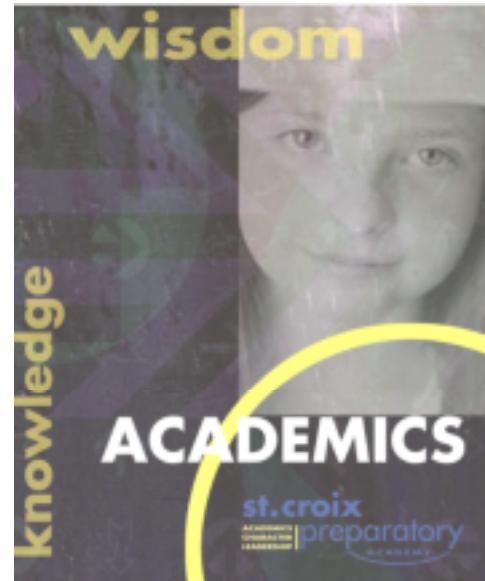
C. Mission Statement

St. Croix Preparatory Academy will develop each student's academic potential, personal character, and leadership qualities through an academically rigorous and content-rich educational program grounded in the classical tradition.

D. Educational Philosophy

The School is based on a classical model of education. A classical model focuses on providing students with the life-long educational tools to learn and think for themselves. The classical tradition is grounded in the time-tested methodology of learning called the "Trivium", which recognizes that critical learning skills must precede critical thinking skills. The Trivium methodology is organized into the following three stages corresponding to the general stages of a student's cognitive development:

- **Grammar.** The first phase of the Trivium is Grammar (grade level K - 4). Grammar emphasizes the facts and rules of each subject that later learning is built upon. This stage focuses on the accumulation of knowledge and the rules related to each particular subject. This mirrors the stage of development where children love to mimic, recite, chant, and memorize. The objective of this phase is to provide each student with a strong foundation of subject matter KNOWLEDGE.
- **Logic.** The second phase is Logic (grade level 5 - 8). Logic focuses on a students' ability to analyze and interact with the knowledge acquired in the Grammar stage. The Logic stage is the phase where understanding is grasped. This corresponds with the student's curiosity and desire to ask questions. The objective of the Logic phase is UNDERSTANDING.
- **Rhetoric.** The final phase is Rhetoric (grade level 9 - 12). Rhetoric teaches a student how to express and discuss a subject. Rhetoric is the communication stage, where students defend and refute opinions based on their understanding and knowledge of subject matter. This fits nicely with the students' affinity for contradiction and argumentation. The objective of the Rhetoric phase is COMMUNICATION.



| GRAMMAR | | | | LOGIC | | | | RHETORIC | | | |
|---------------------------|-----------------|-----------------|-----------------|-------------------------|-----------------|-----------------|-----------------|-------------------------|------------------|------------------|------------------|
| K/1 st | 2 nd | 3 rd | 4 th | 5 th | 6 th | 7 th | 8 th | 9 th | 10 th | 11 th | 12 th |
| KNOWLEDGE | | | | UNDERSTANDING | | | | COMMUNICATION | | | |
| Knowledge - Comprehension | | | | Application -- Analysis | | | | Synthesis -- Evaluation | | | |

School Admissions and Enrollment

Enrollment is one of the keys to viability in the first years of a charter school's operations. St. Croix Prep's enrollment (approximately 1,170 students) and long waiting list (nearly 600) ensured that classes operated at capacity. Very few students left St. Croix Prep during the school year, and when students did leave, the available spots were quickly filled.

A historical review of The School's enrollment growth is summarized below:

- In 2004 opened with 200 students in grades K-7 (waiting list of 169)
- In 2005 enrolled 252 students in grades K-8 (waiting list of 279)
- In 2006 enrolled 342 students in grades K-19 (waiting list of 306)
- In 2007 enrolled 444 students in grades K-10 (waiting list of 549)
- In 2008 enrolled 743 students in grades K-11 (waiting list of over 450)
- In 2009 enrolled 881 students in grades K-12 (waiting list of over 500)
- In 2010 enrolled 958 students in grades K-12 (waiting list of over 500)
- In 2011 enrolled 1,010 students in grades K-12 (waiting list of over 500)
- In 2012 enrolled 1,056 students in grades K-12 (waiting list of nearly 500)
- In 2013 enrolled 1,119 students in grades K-12 (waiting list of nearly 500)
- In 2014, enrolled 1,150 students in grades K-12 (waiting list of nearly 500)
- In 2015, enrolled 1,163 students in grades K-12 (waiting list of nearly 600)

St. Croix Prep's Open Enrollment period normally runs from the first week in September to the first week in January. Families desire to know the placement of their Kindergarten students so the end of the School's enrollment period coincides with the Kindergarten registration in the local district. St. Croix Prep's school demographics mirror the local district. At St. Croix Prep, 12% of the students are Special Education students; approximately 88% of the students are Caucasian, the remaining 12% consist of Latino, Asian, and African American students.

The history of enrollment and comments related to this are noted below:

| School Year | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total | Attrition Rate |
|--------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|--------------|-----------------------|
| 2007-08 | 50 | 50 | 50 | 50 | 50 | 50 | 30 | 30 | 30 | 27 | 27 | | | 444 | 7% |
| 2008-09 | 84 | 84 | 84 | 84 | 84 | 70 | 60 | 60 | 55 | 30 | 20 | 28 | 0 | 743 | 5% |
| 2009-10 | 84 | 84 | 84 | 84 | 84 | 84 | 84 | 84 | 73 | 60 | 30 | 18 | 28 | 881 | 2% |
| 2010-11 | 87 | 87 | 87 | 87 | 87 | 87 | 87 | 84 | 80 | 80 | 60 | 30 | 15 | 958 | 4% |
| 2011-12 | 87 | 87 | 87 | 87 | 87 | 87 | 87 | 84 | 80 | 72 | 84 | 60 | 21 | 1,010 | 6% |
| 2012-13 | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 82 | 77 | 83 | 65 | 72 | 57 | 1,056 | 4% |
| 2013-14 | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 93 | 80 | 84 | 85 | 74 | 73 | 1,119 | 5% |
| 2014-15 | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 91 | 93 | 85 | 82 | 90 | 75 | 1,146 | 6% |
| 2015-16 | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 93 | 90 | 85 | 86 | 87 | 92 | 1,163 | 5% |

Full enrollment at St. Croix Prep is approximately 1,200 students. The Upper School (grades 9-12) is in its final stages of growth and becoming a more mature in its operations.

Academic Program/Performance – Minnesota Comprehensive Assessments.

Minnesota Comprehensive Assessments (MCA). The State of Minnesota uses the MCA test results to determine proficiency. This year St. Croix Preparatory Academy students took the MCA II and MCA

III tests. The historical scores (with comparison to the MN state average) for The School are noted below:

| | MN Average | St. Croix Prep |
|----------------|-------------------|-----------------------|
| MATH | | |
| 2015-2016 | 59% | 85% |
| 2014-2015 | 60% | 83% |
| 2013-2014 | 61% | 80% |
| 2012-2013 | 61% | 77% |
| 2011-2012 | 62% | 78% |
| 2010-2011 | 56% | 72% |
| 2009-2010 | 66% | 84% |
| 2008-2009 | 62% | 79% |
| 2007-2008 | 62% | 81% |
| 2006-2007 | 61% | 85% |
| 2005-2006 | 58% | 83% |
| | | |
| READING | | |
| 2015-2016 | 60% | 87% |
| 2014-2015 | 59% | 87% |
| 2013-2014 | 59% | 85% |
| 2012-2013 | 58% | 81% |
| 2011-2012 | 76% | 96% |
| 2010-2011 | 74% | 92% |
| 2009-2010 | 72% | 90% |
| 2008-2009 | 72% | 88% |
| 2007-2008 | 71% | 86% |
| 2006-2007 | 69% | 90% |
| 2005-2006 | 72% | 88% |
| | | |
| SCIENCE | | |
| 2015-2016 | 55% | 80% |
| 2014-2015 | 53% | 86% |
| 2013-2014 | 53% | 79% |
| 2012-2013 | 53% | 69% |
| 2011-2012 | 51% | 75% |
| 2010-2011 | 48% | 70% |
| 2009-2010 | 49% | 71% |
| 2008-2009 | 46% | 69% |
| 2007-2008 | 39% | 57% |
| Prior Years | n/a | n/a |

During the course of the School taking administering the MCA tests, the Reading and Math tests have been changed; this makes it unable to make comparisons to the scores of the previous years. It should be noted the scores posted by St. Croix Prep's students continue to be among the highest in the state of Minnesota.

St. Croix Preparatory Academy's Lower School and Middle School have once again been recognized by the Minnesota Department of Education as Reward Schools, with eligibility to apply for Celebration School recognition. This award recognizes the accomplishments and hard work of Title I schools across the state. The purpose of the Celebration School recognition is to identify Minnesota Title I schools that have demonstrated both excellence on the MMR which measures school performance in the areas of student proficiency, student growth, closure of the achievement gap, and graduation rates, as well as success with initiatives that have led to positive student outcomes.

In addition, the School has been recognized by various media sources such as Newsweek, The Washington Post, The Daily Beast, etc. These sources have ranked St. Croix Preparatory Academy as one of the nation's best (and state's best) schools as it relates to rigor, college preparation, ACT scores, percentage of students taking Advanced Placement classes, graduation rates, etc.

Authorizer Information

Authorizer contact information and oversight program is described below.

| | |
|-----------------------------|---|
| Authorizer: | Friends of Education |
| Authorizer Contact: | Beth Topoluk |
| Authorizer Address: | Friends of Education 200 East Lake Street EX0-01-A Wayzata, MN 55391 |
| 12th Year of Operation: | 2011-2012 |
| Authorizer Duration: | The Sponsor contract extends through June 30, 2020. |
| Accountability Initiatives: | See Friends of Education Oversight Program discussion below. |

2015-2016 World's Best Workforce Goals and Results

The following is a summary of the School's 2015-2016 goals and results, related to the World's Best Workforce

1. Goals and Results

[Note: SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Goals should be linked to needs and written in SMART-goal format. Results should tie directly back to the established goal so it is clear whether the goal was met. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally-determined measures. Be sure to check the box with the most appropriate goal status.]

1a. All Students Ready for Kindergarten

| Goal | Result | Goal Status |
|--|--|---|
| Of the students enrolled in K by October 1 st of the 2015-2016 school year, 90% of the student will take a Kindergarten readiness assessment in August 2015 | All students who enrolled in grade K by October 1 st of the 2015-2016 school year, 82 out of 86 students attended, (95%) of students took the Kindergarten readiness in August. (MET) | <i>Check one of the following:</i> <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met <input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i> <input type="checkbox"/> <i>District/charter</i> |
| Of the students enrolled in Kindergarten by October 1 st of the 2015-2016 school year, 90% will attend the 4 day Kindergarten | Of the students enrolled in | |

| Goal | Result | Goal Status |
|---|--|---|
| <p>camp in August 2015.</p> <p>Of the students enrolled by October 1st of the 2015-2016 school year in Kindergarten, 95% of them will advance to 1st grade.</p> <p>Of the students enrolled by October 1st of the 2015-2016 school year in Kindergarten, 80% of the students will meet the STEP 3 benchmark level in reading by the end of the year.</p> | <p>Kindergarten by October 1st for the 2015-2016 school year, 76 out of 84 (90.4%) attended the 4 day Kindergarten camp in August 2015. (MET)</p> <p>Of the 90 students enrolled by October 1st of the 2015-2016 school year in Kindergarten, 87 out of 88 students (98.8%) advanced to 1st grade. (MET)</p> <p>Of the students enrolled by October 1st of the 2015-2016 school year in Kindergarten, 69 out of 88 (78.4%) students met STEP 3 benchmark level in reading. (NOT MET)</p> | <i>does not enroll students in Kindergarten</i> |

1b. All Students in Third Grade Achieving Grade-Level Literacy

| Goal | Result | Goal Status |
|--|---|---|
| SCPA Lower School will implement reading supports and interventions to increase proficient rates on the grade 3 MCA III reading scores by 2% on the April 2016 test. | <p>In April 2015, 3rd graders scored 77.5% proficiency on the MCA III reading test and 81.8% proficiency on the 2016 MCA III Reading test. This is a 4.3% increase from the 2015 to 2016 school year.</p> <p>(See Chart 1)</p> | <i>Check one of the following:</i> <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals) <input type="checkbox"/> District/charter does not enroll students in grade 3 |

1c. Close the Achievement Gap(s) Among All Groups

| Goal | Result | Goal Status |
|--|---|---|
| Each PLC will implement reading curriculum supports and interventions to move 4% or more economically disadvantaged students who partially meet the standard to meet the standard in reading on the MCA III Reading test administered in the April 2015. | <p>Of the 54 students enrolled in Free/Reduced Lunch, 14.8% partially met and 77.7% met. This is a 5% decrease from the previous year.</p> <p>(See Chart 2)</p> | <i>Check one of the following:</i> <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals) |

1d. All Students Career- and College-Ready by Graduation

| Goal | Result | Goal Status |
|--|--|---|
| SPCA upper school will implement curriculum supports and interventions in English, Math, Science and Social Studies to move the scores of 1% or more of the students in each subject area from “not college ready” to “college ready” on the 2015-2016 administration of the ACT test. | Upper students scored a composite score of 25 on the 2016 ACT test, with 54% of them being identified as college ready. This is a 2% increase from 52% being college ready on the 2015 ACT. (See Chart 3) | <i>Check one of the following:</i> <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i> |

1e. All Students Graduate

| Goal | Result | Goal Status |
|--|--|--|
| The SPCA upper school will implement supports and interventions in Advisory curriculum and other graduation planning supports outside of the classroom that are available at school to increase the graduation rate for the SPCA to reach at least 90% for the class of 2015 | The 2015-2016 graduation rates of the upper school was 95.6%. (See Chart 4) | <i>Check one of the following:</i> <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i> <input type="checkbox"/> District/charter does not enroll students in grade 12 |

2. Identified Needs Based on Data

[Note: Data that was reviewed to determine needs may include state-level accountability tests, such as Minnesota Comprehensive Assessments (MCAs) and/or local-level data, such as local assessments, attendance, graduation, mobility, remedial course-taking rates, child poverty, etc.]

At the beginning of the 2015-2016 school year, the district identified specific goals within each of the five categories: All Students Ready for Kindergarten, Read Well by Third Grade, Close the Achievement Gap, Career and College Readiness and All Student Graduate. This was addressed by improving students' attendance in Kindergarten Readiness assessments and Kindergarten Camp in August, advancing 95% of Kindergarten students to first grade and assisting students in meeting benchmark levels in Reading. Lower school implemented reading supports and interventions to increase proficiency on the grade 3 MCA III Reading test by 2%. All school PLCs implement reading curriculum supports and interventions to move 4% or more economically disadvantaged students to proficiency on the MCA III Reading test. Upper School PLCs focused on curriculum supports and interventions in all subjects to move the ACT scores 1% from "not ready" to "ready." The upper school also implemented supports and interventions in Advisory curriculum and other graduation planning supports to increase graduation rate to at least 90%.

Chart 1: Read Well By Third Grade: MCA III Grade 3 Reading

| Year | Number of 3rd Graders | % Does Not Meet | # Students did not meet | % Partially Met | # Students partially met | % Proficient | # Students proficient |
|-----------|-----------------------|-----------------|-------------------------|-----------------|--------------------------|--------------|-----------------------|
| 2014-2015 | 89 | 5.6% | 5 | 16.9% | 15 | 77.5% | 79 |
| 2015-2016 | 88 | 6.8% | 10 | 11.4% | 10 | 81.8% | 72 |

Chart 2: Closing the Achievement Gap

| Year | Number of Free & Reduced Lunch Tested | Number of students partially met | % Partially Met | % Proficient |
|-----------|---------------------------------------|----------------------------------|-----------------|--------------|
| 2013-2014 | 53 | 8 | 15.1% | 77.4% |
| 2014-2015 | 56 | 5 | 8.9% | 82.1% |
| 2015-2016 | 54 | 8 | 14.8% | 77.7% |

Chart 3: College Readiness ACT Scores

| Year | ACT Composite Score | MN State | Ready for College-Level Coursework |
|-----------|---------------------|----------|------------------------------------|
| 2013-2014 | 25.0 | 22.9 | 52% |
| 2014-2015 | 25.1 | 22.7 | 52% |
| 2015-2016 | 25 | 21.1 | 54% |

Chart 4: Graduation Rates

| Year | Graduation Number | Percentage Rate | Excluding Exchange Students |
|-----------|-------------------|-----------------|--|
| 2013-2014 | 64/72 | 88% | 93% |
| 2014-2015 | 62/71 | 87% | 94% |
| 2015-2016 | 87/91 | 95.6% | 95.6% <i>(no senior exchange students)</i> |

3. Systems, Strategies and Support Category

3a. Students

Students receive Title I resources and programming, access to a well-established Peer Tutoring program, full time services of a College Counselor (who provides ACT Prep, Financial Aid Information, College Application assistance, College Visit Coordination, Naviance subscription, etc.) and 504 Plans and IEPs when appropriate. Included in our programming exists ongoing student data analysis. Student academic performance is ongoing. Advisors in the upper school do extensive grade level checks and skills development. As a school, and because we have small numbers in the each disaggregate group, we do not break apart the data of each of the groups. SPED is the only group we intentionally look at in order to follow IEPs.

3b. Teachers and Principals

- Describe the areas below. Include only the district focus areas for the 2015-2016 school year.
- Teachers and principals receive support from the Q Comp Program, evaluations aligned with the World's Best Workforce requirements, professional learning communities aligned with school site goals, effective and sustainable professional development aligned with the school's mission and performance goals. Teachers have three formal observations a year, focusing on Paideia seminars by their principal and teaching learning coordinator. Paideia seminars are part of our Q Comp program. While planning for their seminars, teachers identify their objective, opening, core and closing questions, and assessments. These different levels of seminar planning flow into how a teacher plans their lessons in the classroom. Teachers incorporate their seminars into their curriculum to enhance the students' understanding of a topic. The participation in seminars flows naturally into classroom work, as students are learning how to listen, speak, read and writing, within their curriculum, core knowledge, and classical education as they prepare for college. PLC leaders and Teaching and Learning Coordinators have an evaluation completed twice a year by their TLC or principal. Principals have an evaluation that is completed by the director of the school once a year.

3c. District

- Describe the areas below. Include only the district focus areas for the 2015-2016 school year.
- SCPA has implemented Q Comp, a standardized RTI Plan, school wide implementation of Paideia seminars in every classroom, weekly Professional Learning Communities meetings, and K-12 professional development that is aligned with our district SMART Goals. We integrate technology as an extra tool for learning and practice within the classroom (word processing, lab simulations).

4. Equitable Access to Excellent Teachers

On June 1, 2015, MDE submitted a plan to the U.S. Department of Education that required all states to address long term needs for improving equitable access of all students to excellent educators. No Child Left Behind (NCLB) required that states address gaps in access to experienced, licensed and in-field teachers. The Every Student Succeeds Act (ESSA), signed on December 10, 2015, now requires states to evaluate and publicly report whether low-income and minority students are disproportionately served by ineffective, out-of-field, or inexperienced teachers.

To reach the goals of the WBF, it is important to ensure that all students, particularly students from low income families and students of color have equitable access to teachers and principals who can help them reach their potential. Following the 2016 legislative session, WBF now requires:

1. Districts to have a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers.
2. District advisory committees to recommend to the school board the means to improve students' equitable access to effective and more diverse teachers.

In fall 2016, MDE will be engaging with a variety of stakeholders to unpack the definition of *effective* teachers in ESSA and WBF as well as determine how the state might be able to evaluate and publicly report equitable access data. MDE will communicate the outcomes of these discussions to all districts.

In this 2015-2016 summary report submission, please provide the information below.

- 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. 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 curriculum K-12 that builds and supports one another, so no one teacher is excelling so much more above the rest.