



# **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

### 2016-2017

## **Introduction**

The 2016-2017 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 2016-2017 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 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
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)
- In 2016, enrolled 1,166 students in grades K-12 (waiting list of over 700)

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%
2016-17	90	90	90	90	90	90	90	93	90	95	89	87	82	1,166	4%

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:

	<b>MN Average</b>	<b>St. Croix Prep</b>
<b>MATH</b>		
2016-2017	59%	<b>83%</b>
2015-2016	59%	<b>85%</b>
2014-2015	60%	<b>83%</b>
2013-2014	61%	<b>80%</b>
2012-2013	61%	<b>77%</b>
2011-2012	62%	<b>78%</b>
2010-2011	56%	<b>72%</b>
2009-2010	66%	<b>84%</b>
2008-2009	62%	<b>79%</b>
2007-2008	62%	<b>81%</b>
2006-2007	61%	<b>85%</b>
2005-2006	58%	<b>83%</b>
<b>READING</b>		
2016-2017	60%	<b>89%</b>
2015-2016	60%	<b>87%</b>
2014-2015	59%	<b>87%</b>
2013-2014	59%	<b>85%</b>
2012-2013	58%	<b>81%</b>
2011-2012	76%	<b>96%</b>
2010-2011	74%	<b>92%</b>
2009-2010	72%	<b>90%</b>
2008-2009	72%	<b>88%</b>
2007-2008	71%	<b>86%</b>
2006-2007	69%	<b>90%</b>
2005-2006	72%	<b>88%</b>
<b>SCIENCE</b>		
2016-2017	54%	<b>83%</b>
2015-2016	55%	<b>80%</b>
2014-2015	53%	<b>86%</b>
2013-2014	53%	<b>79%</b>
2012-2013	53%	<b>69%</b>
2011-2012	51%	<b>75%</b>
2010-2011	48%	<b>70%</b>
2009-2010	49%	<b>71%</b>
2008-2009	46%	<b>69%</b>
2007-2008	39%	<b>57%</b>
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
14th Year of Operation:	2016-2017
Authorizer Duration:	The Sponsor contract extends through June 30, 2020.
Accountability Initiatives:	See Friends of Education Oversight Program discussion below.

### **2016-2017 World's Best Workforce Goals and Results**

The following is a summary of the School's 2016-2017 goals and results, related to the World's Best Workforce

## **1. Stakeholder Engagement**

### **1a. Annual Report**

- <http://stcroixprep.org/finance/>

### **1b. Annual Public Meeting**

- The annual meeting for the World's Best Workforce was held on November 29, 2017.

**1c. District Advisory Committee**

- Complete the list of your District Advisory Committee members for the 2016-17 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 Member	Role in District
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
Nicole Donnay	Lower School Teacher/Parent
Shawn Peterson	Parent

**2. Goals and Results**

**2a. All Students Ready for School**

Goal	Result	Goal Status
<p>Of the students enrolled in K by August 29<sup>th</sup> (last day of summer) and still enrolled by October 1<sup>st</sup> 2016-2017 school year, 90% of the student will take a Kindergarten readiness assessment in August 2016</p>	<p>All students who enrolled in grade K by October 1<sup>st</sup> of the 2016-2017 school year, 71 out of 90 students attended, (95%) of students took the Kindergarten readiness in August. (MET)</p>	<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  <i>(only for multi-year goals)</i>  <input type="checkbox"/> District/charter does not enroll students in Kindergarten</p>
<p>Of the students enrolled in Kindergarten by August 15<sup>th</sup> and still enrolled by October 1<sup>st</sup> of the 2016-2017 school year, 90% will attend the 4 day Kindergarten camp in August 2016.</p>	<p>Of the students enrolled in Kindergarten by October 1<sup>st</sup> for the 2016-2017 school year, 71 out of 90 (90.4%) attended the 4 day Kindergarten camp in August 2015. (MET)</p>	
<p>Of the students enrolled by October 1<sup>st</sup> of the 2016-2017 school year in Kindergarten, 95% of them will advance to 1<sup>st</sup> grade.</p>	<p>Of the 90 students enrolled by October 1<sup>st</sup> of the 2016-2017 school year in Kindergarten, 88 out of 90 students (97%) advanced to 1<sup>st</sup> grade. (MET)</p>	
<p>Of the students enrolled by October 1<sup>st</sup> of the 2016-2017 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>Of the students enrolled by October 1<sup>st</sup> of the 2016-2017 school year in Kindergarten, 76 out of 90 (84.4%) students met STEP 3 benchmark level in reading. (MET)</p>	

**2b. All Students in Third Grade Achieving Grade-Level Literacy**

Goal	Result	Goal Status
<p>SCPA Lower School will implement reading supports and interventions to increase proficient rates of 81.8% on the grade 3 MCA III reading scores by 1% on the April 2017 test.</p>	<p>In April 2016, 3<sup>rd</sup> graders scored 81.8% proficiency on the MCA III reading test and 85.7% proficiency on the 2017 MCA III Reading test. This is a 3.9% increase from the 2016 to 2017 school year.</p>	<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  <i>(only for multi-year goals)</i>  <input type="checkbox"/> District/charter does not enroll students in grade 3</p>

**2c. Close the Achievement Gap(s) Among All Groups**

Goal	Result	Goal Status
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<p>Each PLC will implement reading curriculum supports and interventions to increase meet or exceed proficiency from 77.7% in 2016 by 2% or more to be at least 79.7% on the MCA III Reading test administered in the April 2017.</p>	<p>Of the 42 students enrolled in Free/Reduced Lunch, 90.5% met or exceeded proficiency on the MCA III. This is a 12.8% increase in students who met or exceeded over the previous year.</p>	<p><i>Check one of the following:</i>  <input checked="" type="checkbox"/> <i>Goal Met</i>  <input type="checkbox"/> <i>Goal Not Met</i>  <input type="checkbox"/> <i>Goal in Progress</i>  <i>(only for multi-year goals)</i></p>
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**2d. All Students Career- and College-Ready by Graduation**

<b>Goal</b>	<b>Result</b>	<b>Goal Status</b>
<p>SPCA upper school will implement curriculum supports and interventions in English, Math, Science and Social Studies to increase 54% by 1% or more of the students in each subject area from “not college ready” to “college ready” on the 2016-2017 administration of the ACT test.</p>	<p>Upper students scored a composite score of <b>26.7</b> on the 2017 ACT test, with <b>68%</b> of them being identified as college ready. This is a <b>14%</b> increase from <b>54%</b> being college ready on the 2016 ACT.</p>	<p><i>Check one of the following:</i>  <input checked="" type="checkbox"/> <i>Goal Met</i>  <input type="checkbox"/> <i>Goal Not Met</i>  <input type="checkbox"/> <i>Goal in Progress</i>  <i>(only for multi-year goals)</i></p>

**2e. All Students Graduate**

<b>Goal</b>	<b>Result</b>	<b>Goal Status</b>
<p>The SCPA 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 SCPA to reach at least 90% for the class of 2017. These supports and interventions include but are not limited to: grade checks, essay writing practice, workshops, service hours, resume building, college visit info sessions, interest inventory, SAT/ACT prep.</p>	<p>The 2016-2017 graduation rates of the upper school was 96.6%.</p>	<p><i>Check one of the following:</i>  <input checked="" type="checkbox"/> <i>Goal Met</i>  <input type="checkbox"/> <i>Goal Not Met</i>  <input type="checkbox"/> <i>Goal in Progress</i>  <i>(only for multi-year goals)</i>  <input type="checkbox"/> <i>District/charter does not enroll students in grade 12</i></p>

### 3. Identified Needs Based on Data

There were two areas, based off the 15-16 data, the school wanted to focus on in order to meet their goal.

- All Students Ready for Kindergarten: Of the students enrolled by October 1<sup>st</sup> of the 2016-2017 school year in Kindergarten, 80% of the students will meet the STEP 3 benchmark level in reading by the end of the year. During the 15-16 year, 78.4% of students met STEP 3 benchmark. During the 16-17 year, 84.4% of students met STEP 3 benchmarks.
- Closing the Achievement Gap: Each PLC will implement reading curriculum supports and interventions to increase meet or exceed proficiency from 77.7% in 2016 by 2% or more to be at least 79.7% on the MCA III Reading test administered in the April 2017. We met this goal at 90.5% during our April 2017 MCA reading test (See Chart 1).

Chart 1: Closing the Achievement Gap

Year	Number of Free & Reduced Lunch Tested	% Proficient (Met or Exceeded)	% Not Proficient (Partially or Did not Meet)
2014-2015	56	82.1%	17.8%
2015-2016	54	77.7%	22.2%
2016-2017	42	90.5%	9.6%

### 4. Systems, Strategies and Support Category

#### 4a. 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.

#### 4b. Teachers and Principals

Teachers and principals set goals at the beginning of the year. They review this throughout the year. Teachers and principals continually track data. All teachers attend PLCs and set SMART goals at the beginning of the year. They analyze the data they collect for their SMART goals and district wide site goals throughout the year in divisions and PLCS. PD and PLCs are based on student and teacher needs for that specific year. We focused on aligning our goals with student data. Teachers also discuss grade level curriculum and different instruction techniques. Teachers will be looking more into Teacher Like A Champion techniques during the 17-18 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 two Paideia seminars, which are observed by the Teaching Learning Coordinators and one general lesson, which is observed by the teacher's principal. While planning for their seminars and lessons, teachers identify their lesson objectives, lesson lay out, opening, core and closing questions, and formative or summative assessments. Teachers incorporate their seminars into their curriculum to enhance the students' understanding of a topic. 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.

#### **4c. District**

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 also structure professional development around our K-12 community. This provides for a collaborative professional culture across grade levels, content areas and school wide. We integrate technology as an extra tool for learning and practice within the classroom (word processing, lab simulations). Students have access to mobile labs to use in their classroom for reports, writing assignments, group projects and class discussion through Google Classroom.

### **5. 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. 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 WBWF, it is important to ensure that all students, particularly students from low income families, students of color and American Indian students have equitable access to teachers and principals who can help them reach their potential. WBWF 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 this 2016-2017 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 3<sup>rd</sup> or 10<sup>th</sup> 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.