



#1 School District 197 ranked
against comparable districts in
reading, math, and science!
Check out pages 9-11 for
more information.

2018-2019

School District 197 Annual Report

About School District 197

Our district is comprised of eight close-knit schools serving more than 5,000 students from the communities of Eagan, Inver Grove Heights, Lilydale, Mendota, Mendota Heights, Sunfish Lake, and West St. Paul.

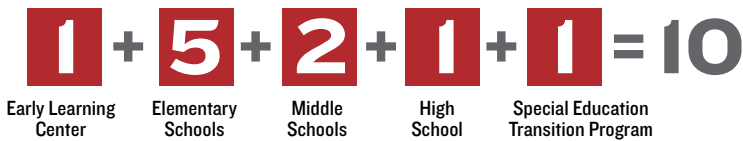
Our vibrant school community is filled with a variety of academic, athletic, and artistic opportunities for students at every age. The district is committed to working with parents and families to improve learning and achievement for all students.



■ 1897 Delaware Ave., Mendota Heights, MN 55118 ■ 651-403-7000 ■ www.isd197.org

2018-19 DISTRICT PROFILE

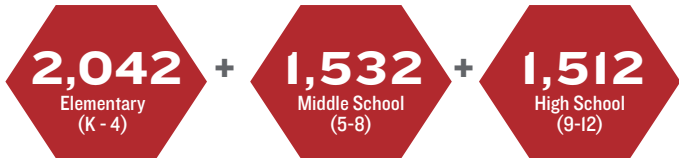
NUMBER OF SCHOOLS



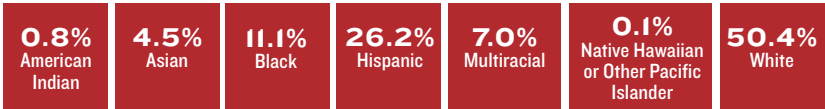
SCHOOL DISTRICT 197 STUDENT ENROLLMENT



BY GRADE LEVEL



ETHNICITY INFORMATION



OUR EDUCATORS

For reporting purposes, the district reported the following information about equitable access to excellent teachers: less than 1% ineffective teachers, 25% inexperienced (less than 3 years) teachers, and less than 1% out of field.



Our Mission

is to provide a challenging educational environment that instills in each student a lifelong passion for learning, empowers all students to achieve their personal goals and academic potential, and prepares them to be responsible citizens in an interconnected world.

Our Core Values

- **Accountability:** Upholding a shared commitment to achieving goals, producing measurable results, and ensuring transparent communication
- **Collaboration:** Engaging in partnerships founded on interdependence, trust, and transparency
- **Curiosity:** Inspiring a lifelong desire to learn and grow
- **Equity:** Providing all students with equitable access to educational resources and opportunities
- **Excellence:** Setting high expectations and focusing on continuous improvement
- **Innovation:** Encouraging creative problem solving, critical thinking, and risk taking
- **Respect:** Demonstrating personal responsibility, holding high regard for self and others, and honoring individual gifts, talents, and perspectives
- **Stewardship:** Allocating resources in a wise and sustainable manner to cost-effectively achieve our vision

“ We are committed to continuous improvement by ensuring we are using best practices to deliver the best education possible to all of our students. ”
— Superintendent Peter Olson-Skog



World's Best Workforce Strategic Plan & School District 197 Goals

The Minnesota Legislature passed the World's Best Workforce bill in 2013 as part of a broader goal to ensure every school district within the state is making strides to increase student performance. As part of World's Best Workforce, the state established five goals that provide structure and guidelines for supporting students from early learning to college and career readiness. At the time the state's goals were established, School District 197 had six goals in place to guide its work. The district's goals align with and support the state's goals. This 2018-2019 annual report provides our community members with the opportunity to learn about and provide feedback on the district and school goals for instruction and achievement for all students.



SCHOOL DISTRICT 197 GOALS

Deliver high-impact early learning opportunities

Achieve measurable growth and continuous progress for each student

Narrow the achievement gap

Personalize learning by offering multiple pathways and opportunities for students to explore individual interests and talents

Transform teaching and learning through the innovative use of technology and other non-traditional methods and media

Prepare students to be career or college ready

World's Best Workforce Committee

The committee addresses continuous improvement, community involvement, and annual public reporting on curriculum, instruction, and student achievement. This committee is comprised of parents, community members, teachers, administrators, and district office personnel to ensure a broad range of issues and viewpoints are examined and discussed. The 2018-2019 committee members are listed below.

Name	Role	Site
Cari Jo Drewitz	Director	District Office
Kate Skappel	Coordinator	District Office
Miles Lawson	Coordinator	District Office
Brenda Corbett	School Board	School Board
Abby Hendricks	Parent	Garlough
Adam Crepeau	Parent	Mendota
Laura Menk	Parent/Support Staff	Moreland
Rocio Mendoza	Parent	Moreland
Maggie Zumwalde	Parent	Pilot Knob/ELC
Sara Kanavati	Parent	Somerset
Laura Mogelson	Parent	Friendly Hills
Areli Cadena	Parent	Friendly Hills
Scott Schwister	Parent	Heritage
Olivia Carillo	Parent	Heritage
Yazmin Velasquez	Parent	Henry Sibley
Jessica Nelson	Teacher	Pilot Knob
Sarah Lund	Teacher	Henry Sibley
Steve Goldade	Principal	Mendota
Ron Monson	Principal	Henry Sibley
Shannon Peterson	Community Member	Districtwide

World's Best Workforce Goals & Results (At a Glance)

The following chart outlines Minnesota's World's Best Workforce goals and the related School District 197 goals.

Minnesota World's Best Workforce Goals	School District 197 Goal Alignment	School District 197 2018-2019 Goals	School District 197 2018-2019 Results	School District 197 2018-2019 Examples of Strategies to Achieve Goals
All Children are Ready for School	Deliver high-impact early learning opportunities (see pages 6-7)	The percentage of students in the district's four-year-old preschool program that are "kindergarten ready" in the areas of literacy and social/emotional development will be 80% in each area by spring 2019.	<ul style="list-style-type: none"> • 63% of students met or exceeded expectations in social/emotional development • 79% of students met or exceeded expectations for literacy skill development 	<ul style="list-style-type: none"> • Implemented a new comprehensive curriculum • Continued training and implementation on early literacy assessments
All 3rd Graders Can Read at Grade Level	Achieve measurable growth and continuous progress for each student (see pages 8-11)	The percentage of student who will meet grade level literacy standards as measured by spring MCA Reading test in grade 3 will increase from 60% in 2018 to 62% in 2019.	<ul style="list-style-type: none"> • Grade 3 Proficiency: 52% • Decrease of 8% • Goal not met 	<ul style="list-style-type: none"> • Piloted literacy assessment screener and revised intervention model through a partnership with the University of Minnesota
All Racial and Economic Achievement Gaps Between Students are Closed	Narrow the achievement gap (see pages 12-13)	<p>Reading: The gap between white students and Hispanic students in grades 3 – 8, 10 who meet or exceed MCA proficiency on the spring 2018 Reading MCA III will decrease from 34% to 32% in spring 2019.</p> <p>Math: The gap between white students and Hispanic students in grades 3 – 8, 11 who meet or exceed MCA proficiency on the spring 2018 Math MCA III will decrease from 35% to 33% in spring 2019.</p>	<ul style="list-style-type: none"> • Reading: Gap 37% • Gap increased 3% • Reading goal not met • Math: Gap 38% • Gap increased 3% • Math goal not met 	<ul style="list-style-type: none"> • Elementary schools focused on culturally responsive strategies for engaging all learners • Identified new curriculum for English language arts • Continued to provide equity professional development to the school board, administration, coaches and/or teacher leaders • Developed common instructional expectations • Implemented a common lesson template and used as part of the observation process/evaluation process • Continued to offer Parent Academy • Continued to support AVID at middle schools and high school
All Students are Ready for Career and College	Prepare students to be career or college ready (see pages 16-17)	The percent of graduating seniors that meet the ACT college ready benchmark on the all four ACT subtests will increase from 30% for Class of 2018 to 32% for Class of 2019.	<ul style="list-style-type: none"> • 27% of Class of 2019 seniors met college readiness • Goal not met 	<ul style="list-style-type: none"> • Revised the high school registration guide to show career pathways in course selection • Continued implementation and use of Naviance to develop college and career portfolio
All Students Graduate from High School	Prepare students to be career or college ready (see pages 16-17)	The four-year graduation rate at Henry Sibley High School will increase from 87% in 2017 to 89% in 2018.	<ul style="list-style-type: none"> • Actual 92% • Increase 5% • Goal met 	<ul style="list-style-type: none"> • Expanded opportunities for students to explore career pathways, mentorship, and internships at high school • Increased student/parent/staff understanding of career pathways

District Goal: Deliver high-impact early learning opportunities

Parents are a child's first and most important teacher. Strong, school-based early learning environments and programs are intended to support and enhance their role and to provide rich educational experiences for early learners. Research has demonstrated that high-quality early learning experiences close achievement gaps for children before they begin their K-12 education.

Early Childhood Screening

Early Childhood Screening is a free service of School District 197 for children between the ages of three and five and is best completed at age 3. During screening, a nurse checks a child's vision, hearing, and speech as well as cognitive, social/emotional, and muscle development. Immunization records and general health and nutrition practices are also reviewed. Screening helps ensure that children are ready for school success. The total number of children screened increased. Referrals were made to help identify children who may have concerns in the areas of vision, hearing, cognition, communication, motor skills, or social skills.



485
CHILDREN
SCREENED


Of the 485 children screened,
101 had one referral area, and
172 had multiple referral areas.



Early Childhood Family Education

Early Childhood Family Education (ECFE) is a program that offers parents and their children from birth to pre-kindergarten opportunities to grow and learn together in a supportive and stimulating environment.

 **355**
children
participated

 **265**
adults
participated

 **38**
home
visits

District Goal: Deliver high-impact early learning opportunities

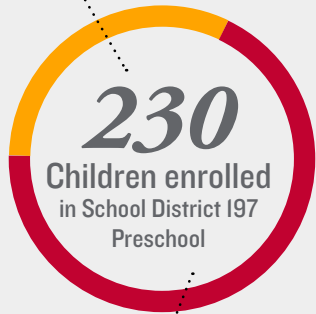
School District 197 Preschool provides a bridge to school through half-day and full-day classes that offer rich learning experiences in well-equipped classrooms. All staff are trained in early childhood education. The area of literacy was our strongest area of growth. Preschool programming in School District 197 has a strong focus on pre-academic skills.

Our programs lay the foundation for future school success by encouraging:

- Emotional, social, and physical development
- Language development
- Pre-reading skills
- Pre-writing skills
- Mathematical and scientific thinking (including math curriculum used with the children in the district from age 3 through grade 5)
- Enthusiasm for social studies, music, and art



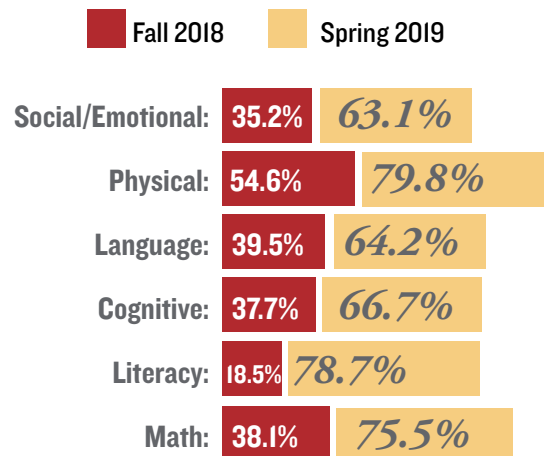
75
students
age 3



155
students
age 4

Meets/Exceeds Expectations

All children were assessed at entry to the program in the fall, with a final assessment in the spring.



76%

of kindergarten
students met
grade-level literacy
standards in
spring 2019



Kindergarten

Kindergarten provides an essential bridge between pre-kindergarten and the primary grades. It enables children to develop academic, social, and emotional skills they need to be successful. During 2018-2019, the district piloted a literacy assessment system at two sites to measure academic readiness. The system will roll out districtwide in 2019-2020.

District Goal: Achieve measurable growth and continuous progress for each student

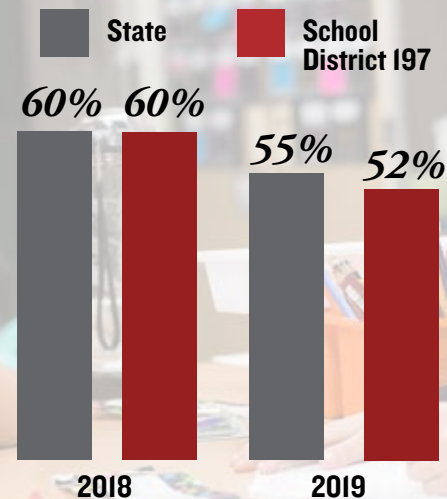
Read Well by 3rd Grade

School District 197 is dedicated to the success of all of our students. As part of our goal to achieve measurable growth and continuous progress for each student, the district outlines goals, practices, and supports for students in grades E-3 so that all students are reading at or above grade level no later than the end of 3rd grade.

District and building teams met regularly to promote and ensure implementation of the School District 197 Literacy Plan, serve as communication conduits between buildings and the District Leadership Team, and promote family-school-community partnerships.

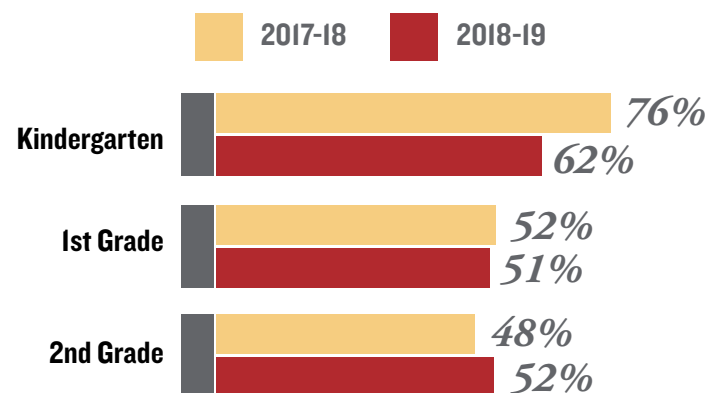
One measure of the success of our literacy plan is the level of proficiency on the 3rd grade MCA reading test. Grade 3 proficiency has decreased 9% over the last five years, while overall district proficiency has remained relatively the same. A deep analysis and review of the K-12 literacy curriculum began in fall 2018. The goal of the review process is to have a more consistent model of K-4 literacy instruction along with a series of assessments to better guide instruction.

Grade 3 MCA Test Scores



Percent of Students Meeting Grade-Level Benchmarks

School District 197 uses the Benchmark Assessment System (BAS) in kindergarten and Measures of Academic Progress (MAP) in grades 1-2. 2018-2019 was the last year of the BAS and MAP assessments. The district is implementing a new literacy assessment suite in the coming year.



District Goal: Achieve measurable growth and continuous progress in READING

*In order to evaluate progress, School District 197 compares its performance on the MCAs against nine “comparable” school districts, which are determined by comparable free and reduced lunch populations. The comparable school districts are Bloomington, Burnsville, Hopkins, Inver Grove Heights, Osseo, Roseville, South St. Paul, Spring Lake Park, and St. Louis Park.

OVERALL
60%
Proficient

STATE
59%
Proficient

#1
Proficient in reading
on MCAs out of
10 comparison
districts*

GRADE 3
52%
Proficient

GRADE 4
64%
Proficient

GRADE 5
70%
Proficient

GRADE 6
62%
Proficient

GRADE 7
56%
Proficient

GRADE 8
59%
Proficient

HIGH
SCHOOL
53%
Proficient

District Goal: Achieve measurable growth and continuous progress in MATH

*In order to evaluate progress, School District 197 compares its performance on the MCAs against nine “comparable” school districts, which are determined by comparable free and reduced lunch populations. The comparable school districts are Bloomington, Burnsville, Hopkins, Inver Grove Heights, Osseo, Roseville, South St. Paul, Spring Lake Park, and St. Louis Park.

OVERALL
55%
Proficient

STATE
55%
Proficient

#1
Proficient in math
on MCAs out of
10 comparison
districts*

GRADE 3
62%
Proficient

GRADE 4
68%
Proficient

GRADE 5
52%
Proficient

GRADE 6
49%
Proficient

GRADE 7
52%
Proficient

GRADE 8
54%
Proficient

HIGH
SCHOOL
47%
Proficient

District Goal: Achieve measurable growth and continuous progress in **SCIENCE**

*In order to evaluate progress, School District I97 compares its performance on the MCAs against nine “comparable” school districts, which are determined by comparable free and reduced lunch populations. The comparable school districts are Bloomington, Burnsville, Hopkins, Inver Grove Heights, Osseo, Roseville, South St. Paul, Spring Lake Park, and St. Louis Park.

OVERALL
57%
Proficient

STATE
51%
Proficient

#1
Proficient in science
on MCAs out of
10 comparison
districts*

GRADE 5
62%
Proficient

GRADE 8
44%
Proficient

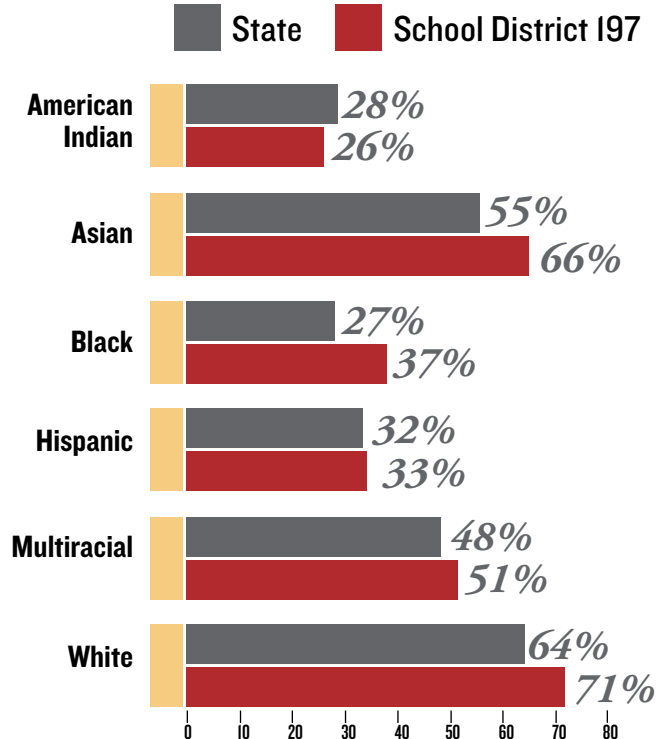
HIGH
SCHOOL
65%
Proficient

District Goal: **Narrow the achievement gap**

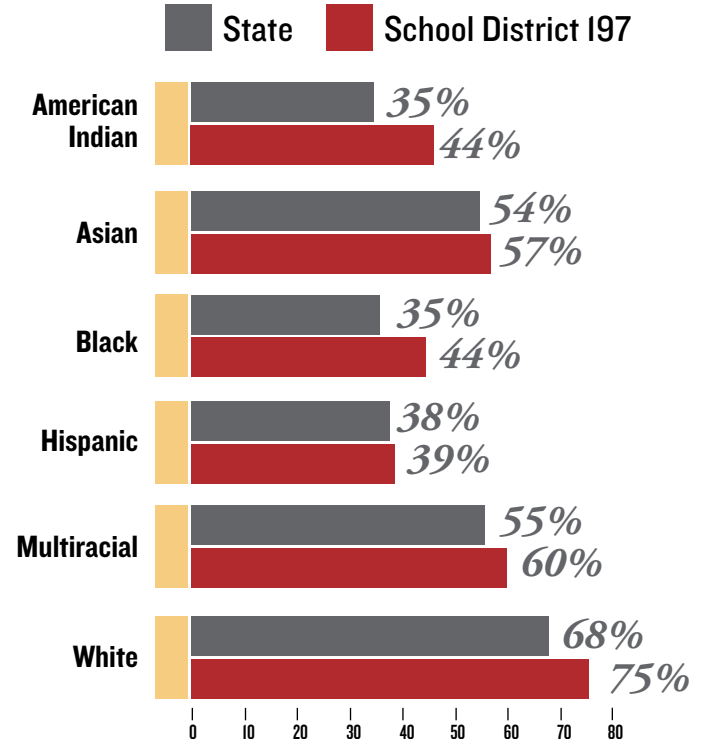
The School District 197 Achievement and Integration Plan addresses the district's goals related to pursuing racial and economic integration, increasing student achievement, creating equitable educational opportunities, and reducing academic disparities based on students' diverse racial, ethnic, and economic backgrounds. Students in School District 197 tend to have proficiency rates higher than each demographic group at the state level. Despite this, the achievement gap persists and widens in some cases. The closing of the achievement gap remains a high priority for the district.



2019 Proficiency Rates in Math for Grades 3-8 & II



2019 Proficiency Rates in Reading for Grades 3-8 & II



District Goal: **Narrow the achievement gap**



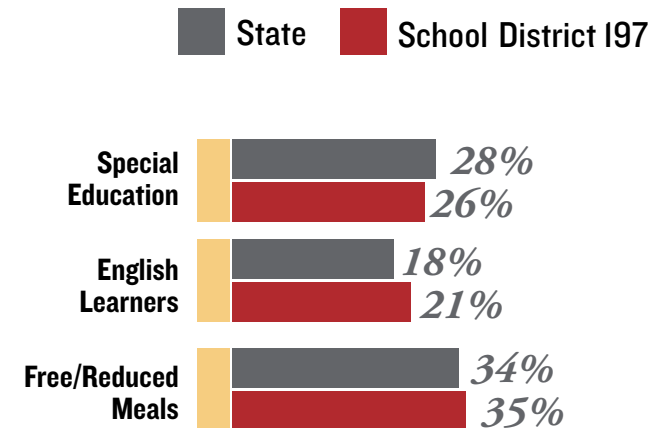
Closing the achievement gap has been a focal point for School District 197 well before the state made it a priority. To measure the degree to which strategies to close the achievement gap are effective, the district compares the performance of three different groups on both the MCA math and MCA reading tests.



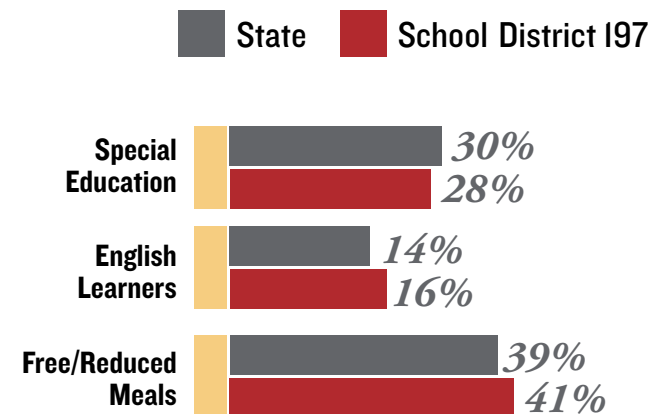
For more information,

see the School District 197 Achievement & Integration plan at www.isd197.org

2019 Proficiency Rates in Math for Grades 3-8 & II



2019 Proficiency Rates in Reading for Grades 3-8 & II



District Goal: **Personalized learning**

Warrior Seminar

In addition to a wide variety of rigorous courses that prepare students for post-high school endeavors, Henry Sibley High School offers the award-winning Warrior Seminar, which helps students in grade 9 transition to high school, explore career and post-secondary options, and develop themselves as individuals.



College and Career Readiness

In collaboration with Inver Grove Heights Schools and South St. Paul Schools, School District 197 also offers students hands-on work experience via the TriDistrict Career and College Readiness Initiative. During 2018-2019, students had learning opportunities in transportation and healthcare.

Personalized Learning

During 2018-2019, 130 teachers participated in at least 26 hours of personalized learning training. The goal is to reach 175 teachers by the end of 2019-2020. Personalized learning seeks to tailor education to meet the different needs of students.



Blended Learning

In 2018-2019, the district implemented Seesaw for students in grades K-4 and Canvas for students in grades 5-12. Both are online learning management systems that enable teachers to build a record of a student's learning that can be shared with parents and families.

2,764
students in grades
5-12 accessed Canvas
for learning at least
20 times during
December 2018

21st Century Spaces

"Common" spaces were designed as part of the district's Long-Range Facilities Plan. By designing common spaces in each school, the district is expanding the places in which students can learn and in turn encouraging collaboration, critical thinking, and problem solving wherever students may gather.

District Goal: **Transform teaching and learning through the innovative use of technology and other non-traditional methods and media**

District Goal: Prepare students to be career or college ready



Ensuring all students graduate on time is imperative to both School District 197 and the state of Minnesota. We are proud of the many initiatives and programs in place to support student success.

Advanced Placement Courses

13
Offered

305
Students Enrolled

College in the Schools Courses

8
Offered

225
Students Enrolled

Centers for Advanced Professional Studies (CAPS)

2
Offered

16
Students Enrolled

Athletics & Activities

36
Offered

1,226
Registrations*

*A student may be counted more than once if registered for more than one activity.

94%

OF HISPANIC STUDENTS

in the Class of 2018 graduated, more than 9% higher than the state of Minnesota's rate of 83%, indicating a strength of School District 197.

Students who graduate in four years

School
District 197

92%

State
Average

83%

District Goal: Prepare students to be career or college ready



Adequately preparing students for career and college readiness is a major component of the World's Best Workforce legislation. School District 197 is gauging its success by using two different measures. One measure is by tracking the percentage of students who attend some form of post-secondary education by using data from the National Student Clearinghouse.

The other measure that the district uses is the percentage of students who earn "College Readiness" scores on the ACT exam. College Readiness scores reflect the minimum score needed in a subject area to ensure a student will be successful on college-level work.

2019 ACT COLLEGE READINESS RESULTS

	SCHOOL DISTRICT 197*	STATE
Reading	43%	48%
Math	41%	47%
Science	35%	42%
English	59%	61%
Meet all 4	27%	30%

* Henry Sibley High School Graduating Class of 2019

2019-2020 Strategies to Achieve District Goals

Strategic Goals

Goal A: Measurable Growth	Goal B: Achievement Gap	Goal C: Personalized Learning	Goal D: Career and College Ready	Goal E: Early Learning	Goal F: Technology & Innovation
Achieve measurable growth and continuous progress for each student	Narrow the achievement gap	Prepare students to be career or college ready	Personalize learning by offering multiple pathways and opportunities for students to explore individual interests and talents	Deliver high impact early learning opportunities	Transform teaching and learning through the innovative use of technology and other non-traditional methods and media

Strategies to Achieve District Goals for 2019-2020

<p>Complete curriculum review in English language arts, science, health, and middle school Special Education</p> <p>Complete year I of K-6 ELA implementation</p> <p>Embed common instructional expectations in our work</p> <p>Implement new assessment system (FASTBridge Learning)</p> <p>Implement new literacy intervention model at all K-4 sites</p>	<p>Complete equity professional development for all E-12 licensed staff</p> <p>Complete equity leadership training for administration, instructional coaches, and/or teacher leaders</p> <p>Examine teaching practices and systems to ensure equity</p> <p>Implement strategies to increase parent/community membership in advisory councils and committees that better align with district demographics</p> <p>Examine and determine strategies to reduce disproportionality in K-12 suspension rates</p>	<p>Provide personalized learning training and implement personalized learning models for a fourth wave of teachers</p> <p>Incorporate district priorities into personalized learning training</p>	<p>Expand opportunities for students to explore career pathways, mentorship and internships at high school</p> <p>Increase student/parent/staff understanding of career pathways</p> <p>Review graduation requirements</p> <p>Implement opportunities for students to earn bilingual/multilingual seals</p>	<p>Complete equity professional development for all E-12 licensed staff</p> <p>Complete equity leadership training for administration, instructional coaches, and/or teacher leaders</p> <p>Examine our early learning teaching practices and systems to ensure equity</p> <p>Implement a new curriculum aligned with the State of Minnesota Early Childhood Indicators of Progress and aligned with kindergarten standards</p>	<p>Develop and implement K-12 digital citizenship curriculum</p> <p>Use new spaces created during recent construction and renovation for student learning</p>
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