

# District 197 Scorecard

**Key:**

- Progress – Improvement over prior year
- Concern – Decrease from previous year
- Vision – 100%

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Goal A: Achieve measurable growth and continuous progress for each student.						
	Measure	2013-14 Baseline	2014-15	2015-16	2016-17	2017-18
<b>Measurable Growth - Reading</b> Percent (%) of all students who meet or exceed expected growth in RIT targets (grades 2-8)	NWEA MAP Growth	65%	64%	61%	58%	52% <sup>1</sup>
<b>Measurable Growth - Math</b> Percent (%) of all students who meet or exceed expected growth in RIT targets (grades 2-8)	NWEA MAP Growth	69%	72%	59%	57%	49% <sup>1</sup>
<b>Continuous Progress - Reading</b> Percent (%) of students meeting grade level literacy by grade 3 (grades 1-3)	NWEA MAP Spring Test	49%	51%	55%	55%	51% <sup>2</sup>
<b>Continuous Progress</b> Percent (%) of students meeting grade level literacy standards (K)	BAS	68%	74%	79%	77%	76%
<b>Continuous Progress</b> Percent (%) of middle school students with zero course failures	Report cards	79%	66%	78%	67%	71%
<b>Continuous Progress</b> Percent (%) of high school students on track to graduate (course completion rate)	Report cards	82%	85%	84%	80%	76%
<b>District Performance - Reading</b> District proficiency percentage points as compared to the selected metro districts (grades 3-8, 10)	MCA Scores	59%	60%	61%	61%	60%
		Top 5: range 80-82% Comparable: 51-64%	Top 5: 80-83% Comparable: 50-61%	Top 5: 78-82% Comparable: 50-62%	Top 5: 80-81% Comparable: 46-64%	Top 5: 75-82% Comparable: 46-63%
<b>District Performance - Math</b> District proficiency percentage points as compared to the selected metro districts (grades 3-8, 11)	MCA Scores	54%	59%	61%	59%	58%
		Top 5: range 81%-82% Comparable: 53%-64%	Top 5: 81- 85% Comparable: 51-60%	Top 5: 81-83% Comparable: 50-61%	Top 5: 79% - 82% Comparable: 45-61%	Top 5: 76-81% Comparable: 39-60%
<b>District Performance - Science</b> District proficiency percentage points as compared to the selected metro districts (grades 5, 8, 10)	MCA Scores	57%	60%	64%	60%	58%
		Top 5: range 70%-85% Comparable: 46% - 57%	Top 5: 72-85% Comparable: 39-59%	Top 5: 71-82% Comparable: 43-64%	Top 5: 67-79% Comparable: 39-60%	Top 5: 65-80% Comparable: 34-58%

<sup>1</sup>Growth measures are now calculated Fall to Fall in grades 3 – 8, and Fall-Spring in grade 2.

<sup>2</sup>Grade 3 shifted to fall MAP testing only, results include Spring results for grades 1 and 2 and fall for Grade 3.

Top 5 Metro: Mahtomedi, Wayzata, Edina, Westonka and Minnetonka. Comparable Free and Reduced Lunch Populations: Hopkins, Inver Grove, Bloomington, Osseo, Roseville, Spring Lake Park, Burnsville, S St. Paul.

MCA = Minnesota Comprehensive Assessment, NWEA MAP = Northwest Evaluation Association, Measures of Academic Progress, BAS = Benchmark Assessment System

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Goal B: Narrow the achievement gap.																
	Measure	2013-14 Baseline					2014-15					2015-16				
<b>Early Learning</b> Gap between ethnic and socioeconomic groups in the percent (%) of students attending the four-year-old preschool program that are “on” or “above” literacy target indicators	IGDI	Future					PN	LN	R	A	LS	PN	LN	R	A	LS
		Asian: White	53%	4%	20%	5%	0%	Asian: White								
		Hispanic: White	37%	32%	34%	34%	30%	Hispanic: White	25%	12%	15%	30%	13%			
		Black: White	38%	13%	21%	11%	14%	Black: White	6%	5%	21%	1%	1%			
		FRP: Non FRP	29%	11%	14%	21%	10%	FRP: Non FRP	21%	18%	32%	14%	27%			
		ESL: Non ESL	46%	16%	30%	20%	12%	ESL: Non ESL	25%	6%	34%	10%	14%			
		Spec Ed: Non Spec Ed	2%	19%	14%	14%	23%	Spec Ed: Non Spec Ed	22%	17%	36%	33%	15%			
		2016-17					2017-18					2018-19				
		Asian: White	4%	3%	9%	24%	0%	Asian: White	Cell size does not meet criteria							
		Hispanic: White	37%	37%	39%	39%	36%	Hispanic: White	21%	35%	28%	23%	41%			
Black: White	19%	20%	17%	26%	18%	Black: White	Cell size does not meet criteria									
FRP: Non FRP	2016-17 Data not available					FRP: Non FRP	2017-18 Data not available									
ESL: Non ESL	2016-17 Data not available					ESL: Non ESL	2017-18 Data not available									
Spec Ed: Non Spec Ed	2016-17 Data not available					Spec Ed: Non Spec Ed	2017-18 Data not available									

IGDI = Individual Growth & Development Indicators, MCA = Minnesota Comprehensive Assessment. NWEA MAP = Northwest Evaluation Association, Measures of Academic Progress. PN = Picture Naming, LN = Letter Naming, R = Rhyming, A = Alliteration, LS = Letter Sound  
 Values in red represent areas where the student group listed first outperforms the student group listed second.

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<p><b>Grades 1-3 Gap</b> Gap between ethnic and socioeconomic groups in the percent (%) of students meeting grade level literacy by grade 3 (grades 1-3)</p>	<p>NWEA MAP Spring Test</p>	<table border="1" style="margin: auto; border-collapse: collapse;"> <tr><td></td><td style="text-align: right;">GAP</td></tr> <tr><td>Am Indian: White</td><td style="text-align: right;">37%</td></tr> <tr><td>Asian: White</td><td style="text-align: right;">11%</td></tr> <tr><td>Hispanic: White</td><td style="text-align: right;">34%</td></tr> <tr><td>Black: White</td><td style="text-align: right;">32%</td></tr> <tr><td>FRP: Non FRP</td><td style="text-align: right;">34%</td></tr> </table> <p style="text-align: center; margin-top: 10px;">Proficiency for White students = 62% Proficiency for Non Free/Reduced Lunch = 62%</p>		GAP	Am Indian: White	37%	Asian: White	11%	Hispanic: White	34%	Black: White	32%	FRP: Non FRP	34%	<table border="1" style="margin: auto; border-collapse: collapse;"> <tr><td></td><td style="text-align: right;">GAP</td></tr> <tr><td>Am Indian: White</td><td style="text-align: right;">56%</td></tr> <tr><td>Asian: White</td><td style="text-align: right;">2%</td></tr> <tr><td>Hispanic: White</td><td style="text-align: right;">40%</td></tr> <tr><td>Black: White</td><td style="text-align: right;">27%</td></tr> <tr><td>FRP: Non FRP</td><td style="text-align: right;">34%</td></tr> </table> <p style="text-align: center; margin-top: 10px;">Proficiency for White students = 66% Proficiency for Non Free/Reduced Lunch = 64%</p>		GAP	Am Indian: White	56%	Asian: White	2%	Hispanic: White	40%	Black: White	27%	FRP: Non FRP	34%	<table border="1" style="margin: auto; border-collapse: collapse;"> <tr><td></td><td style="text-align: right;">GAP</td></tr> <tr><td>Am Indian: White</td><td style="text-align: right;">42%</td></tr> <tr><td>Asian: White</td><td style="text-align: right;">2%</td></tr> <tr><td>Hispanic: White</td><td style="text-align: right;">40%</td></tr> <tr><td>Black: White</td><td style="text-align: right;">21%</td></tr> <tr><td>FRP: Non FRP</td><td style="text-align: right;">32%</td></tr> </table> <p style="text-align: center; margin-top: 10px;">Proficiency for White students = 69% Proficiency for Non Free/Reduced Lunch = 58%</p>		GAP	Am Indian: White	42%	Asian: White	2%	Hispanic: White	40%	Black: White	21%	FRP: Non FRP	32%
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	Measure	2013-14 Baseline	2014-15	2015-16																		
<p><b>Learning Gap (socio-economic)</b> Difference in MCA scores between students in poverty compared to students not in poverty</p> <p>Reading (grades 3-8, 10) Math (grades 3-8, 11)</p>	MCA scores	<table border="1" style="margin: auto; border-collapse: collapse;"> <tr><td></td><td style="text-align: center;">GAP</td></tr> <tr><td style="text-align: center;">Reading</td><td style="text-align: center;">34%</td></tr> <tr><td style="text-align: center;">Math</td><td style="text-align: center;">35%</td></tr> </table> <p style="text-align: center; font-size: small;">Proficiency for Non Free/Reduced Lunch Reading = 74%, Math = 68%</p>		GAP	Reading	34%	Math	35%	<table border="1" style="margin: auto; border-collapse: collapse;"> <tr><td></td><td style="text-align: center;">GAP</td></tr> <tr><td style="text-align: center;">Reading</td><td style="text-align: center;">36%</td></tr> <tr><td style="text-align: center;">Math</td><td style="text-align: center;">35%</td></tr> </table> <p style="text-align: center; font-size: small;">Proficiency for Non Free/Reduced Lunch Reading = 75%, Math = 73%</p>		GAP	Reading	36%	Math	35%	<table border="1" style="margin: auto; border-collapse: collapse;"> <tr><td></td><td style="text-align: center;">GAP</td></tr> <tr><td style="text-align: center;">Reading</td><td style="text-align: center;">34%</td></tr> <tr><td style="text-align: center;">Math</td><td style="text-align: center;">38%</td></tr> </table> <p style="text-align: center; font-size: small;">Proficiency for Non Free/Reduced Lunch Reading = 75%, Math = 77%</p>		GAP	Reading	34%	Math	38%
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	Measure	2013-14 Baseline			2014-15		2015-16			
<b>Learning Gap (ethnicity)</b> Difference in MCA scores between white students compared to other ethnic groups  Reading (grades 3-8, 10) Math (grades 3-8, 11)	MCA scores		Reading GAP	Math GAP		Reading GAP	Math GAP		Reading GAP	Math GAP
		Am Indian: White	33%	30%	Am Indian: White	28%	21%	Am Indian: White	15%	17%
		Asian: White	7%	2%	Asian: White	8%	0%	Asian: White	10%	34%
		Hispanic: White	38%	37%	Hispanic: White	35%	38%	Hispanic: White	36%	41%
		Black: White	31%	33%	Black: White	31%	34%	Black: White	30%	30%
		Proficiency for White Students: Reading = 74%, Math = 68%			Proficiency for White Students: Reading = 74%, Math = 73%			Proficiency for White Students: Reading = 75%, Math = 76%		
		<b>2016-17</b>			<b>2017-18</b>		<b>2018-19</b>			
			Reading GAP	Math GAP		Reading GAP	Math GAP			
		Am Indian: White	24%	8%	Am Indian: White	Cell size does not meet criteria		Am Indian: White		
		Asian: White	11%	10%	Asian: White	9%	6%	Asian: White	9%	6%
Hispanic: White	31%	36%	Hispanic: White	34%	35%	Hispanic: White	34%	35%		
Black: White	32%	38%	Black: White	35%	36%	Black: White	35%	36%		
Proficiency for White Students: Reading = 74%, Math = 74%			Proficiency for White Students: Reading = 75%, Math = 73%		Proficiency for White Students: Reading = 75%, Math = 73%					
				2 or more races: White	18%*	22%*				

\*Results are now reported in 7 demographic groups, prior years were only reported in 5.

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	Measure	2013-14 Baseline	2014-15	2015-16	2016-17	2017-18																														
<b>Learning Gap – English as a Second Language (ESL)</b> Difference in MCA scores between ESL students and non-ESL students  Reading (grades 3-8, 10) Math (grades 3-8, 11)	MCA scores	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td></td><td>GAP</td></tr> <tr><td>Reading</td><td>45%</td></tr> <tr><td>Math</td><td>31%</td></tr> </table>		GAP	Reading	45%	Math	31%	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td></td><td>GAP</td></tr> <tr><td>Reading</td><td>46%</td></tr> <tr><td>Math</td><td>37%</td></tr> </table>		GAP	Reading	46%	Math	37%	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td></td><td>GAP</td></tr> <tr><td>Reading</td><td>48%</td></tr> <tr><td>Math</td><td>41%</td></tr> </table>		GAP	Reading	48%	Math	41%	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td></td><td>GAP</td></tr> <tr><td>Reading</td><td>48%</td></tr> <tr><td>Math</td><td>40%</td></tr> </table>		GAP	Reading	48%	Math	40%	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td></td><td>GAP</td></tr> <tr><td>Reading</td><td>47%</td></tr> <tr><td>Math</td><td>33%</td></tr> </table>		GAP	Reading	47%	Math	33%
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<b>Learning Gap (Special Education)</b> Difference in MCA scores between special education and non-special education students  Reading (grades 3-8, 10) Math (grades 3-8, 11)	MCA scores	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td></td><td>GAP</td></tr> <tr><td>Reading</td><td>36%</td></tr> <tr><td>Math</td><td>33%</td></tr> </table>		GAP	Reading	36%	Math	33%	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td></td><td>GAP</td></tr> <tr><td>Reading</td><td>31%</td></tr> <tr><td>Math</td><td>32%</td></tr> </table>		GAP	Reading	31%	Math	32%	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td></td><td>GAP</td></tr> <tr><td>Reading</td><td>38%</td></tr> <tr><td>Math</td><td>34%</td></tr> </table>		GAP	Reading	38%	Math	34%	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td></td><td>GAP</td></tr> <tr><td>Reading</td><td>40%</td></tr> <tr><td>Math</td><td>38%</td></tr> </table>		GAP	Reading	40%	Math	38%	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td></td><td>GAP</td></tr> <tr><td>Reading</td><td>38%</td></tr> <tr><td>Math</td><td>31%</td></tr> </table>		GAP	Reading	38%	Math	31%
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<b>Student Attendance</b> % of students absent no more than 9 days per school year	Attendance Data	75%	70%	67%	70%	70%																														

MCA = Minnesota Comprehensive Assessment

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Goal C: Personalize learning by offering multiple pathways and opportunities to explore individual interests and talents.						
	Measure	2013-14 Baseline	2014-15	2015-16	2016-17	2017-18
<b>Engagement</b> Percentage (%) of students in grades 7 – 12 who are engaged in at least one co-curricular activity including athletics and clubs annually	Participation in school-sponsored co-curricular activities, athletics, and clubs	65%	67%	58%	Data Not Available	61%
<b>*College Level Coursework (HS)</b> Participation rates in college level coursework <ul style="list-style-type: none"> <li>○ College in the Schools (CIS)</li> <li>○ Advanced Placement (AP)</li> <li>○ Concurrent Enrollment</li> <li>○ College articulated Courses</li> <li>○ Project Lead the Way (PLTW)</li> <li>○ Post-Secondary (PSEO)</li> </ul>	Course enrollment (% of total eligible population)	23%	36%	38%	35%	34%

\*These measures were changed in 2014-15 to include PSEO; the baseline data was updated to include this change.

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	Measure	2013-14 Baseline				2014-15				2015-16			
<p><b>*Equal Access to College Level Coursework (HS)</b> Participation rates in college level coursework by ethnic group</p> <ul style="list-style-type: none"> <li>○ College in the Schools (CIS)</li> <li>○ Advanced Placement (AP)</li> <li>○ Concurrent Enrollment</li> <li>○ College articulated Courses</li> <li>○ Project Lead the Way (PLTW)</li> <li>○ Post-Secondary (PSEO)</li> </ul>	Course enrollment (% of students of color in rigorous courses)												
			# of Students	%	HS demo		# of Students	%	HS demo		# of Students	%	HS demo
		Black	23	7%	9%	Black	32	7%	10%	Black	29	6%	11%
		Hispanic	57	18%	26%	Hispanic	81	16%	27%	Hispanic	105	20%	27%
		Asian	23	7%	5%	Asian	32	7%	6%	Asian	27	5%	6%
		Am	4	1%	1%	Am	4	1%	1%	Am	3	1%	1%
		White	212	67%	58%	White	339	69%	56%	White	350	68%	55%
		<b>2016-17</b>				<b>2017-18</b>				<b>2018-19</b>			
			# of Students	%	HS demo		# of Students	%	HS demo		# of Students	%	HS demo
		Black	30	6%	9%	Black	42	9%	13%				
Hispanic	89	19%	29%	Hispanic	97	21%	29%						
Asian	39	8%	5%	Asian	42	9%	7%						
Am	1	1%	1%	Am	2	.4%	.6%						
White	308	66%	51%	White	285	61%	51%						

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Goal D: Prepare students to be career or college ready.																														
	Measure	2013-14 Baseline	2014-15	2015-16	2016-17	2017-18																								
<b>Career Planning</b> Percent (%) of students in grades 7-12 who have developed an individual electronic college and career portfolio that is updated annually	TBD	Future	Future	Future	Future	Future																								
<b>College Readiness</b> Percent (%) of high school students earning a GPA greater than 2.7	Report cards	58%	55%	57%	57%	53%																								
<b>College Readiness</b> Percent (%) of students in grades 2-7 meeting College Eligible Benchmarks in Reading and Math	NWEA MAP Test	<table border="1"> <tr><td>Reading</td><td>60%</td></tr> <tr><td>Math</td><td>65%</td></tr> </table>	Reading	60%	Math	65%	<table border="1"> <tr><td>Reading</td><td style="background-color: #92d050;">63%</td></tr> <tr><td>Math</td><td style="background-color: #92d050;">69%</td></tr> </table>	Reading	63%	Math	69%	<table border="1"> <tr><td>Reading</td><td style="background-color: #f4a460;">62%</td></tr> <tr><td>Math</td><td>69%</td></tr> </table>	Reading	62%	Math	69%	<table border="1"> <tr><td>Reading</td><td style="background-color: #92d050;">63%</td></tr> <tr><td>Math</td><td>69%</td></tr> </table>	Reading	63%	Math	69%	<table border="1"> <tr><td>Reading</td><td>57%*</td></tr> <tr><td>Math</td><td>58%*</td></tr> </table>	Reading	57%*	Math	58%*				
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<b>College Readiness</b> Percent (%) of students in grades 2-7 meeting ACT College Readiness Benchmarks in Reading and Math	NWEA MAP Test	<table border="1"> <tr><td>Reading</td><td>40%</td></tr> <tr><td>Math</td><td>33%</td></tr> </table>	Reading	40%	Math	33%	<table border="1"> <tr><td>Reading</td><td style="background-color: #92d050;">43%</td></tr> <tr><td>Math</td><td style="background-color: #92d050;">38%</td></tr> </table>	Reading	43%	Math	38%	<table border="1"> <tr><td>Reading</td><td style="background-color: #92d050;">48%</td></tr> <tr><td>Math</td><td>38%</td></tr> </table>	Reading	48%	Math	38%	<table border="1"> <tr><td>Reading</td><td style="background-color: #f4a460;">44%</td></tr> <tr><td>Math</td><td>38%</td></tr> </table>	Reading	44%	Math	38%	<table border="1"> <tr><td>Reading</td><td>39%*</td></tr> <tr><td>Math</td><td>29%*</td></tr> </table>	Reading	39%*	Math	29%*				
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<b>College Readiness</b> Percent (%) of students meeting ACT College Readiness Benchmarks on the EXPLORE test (grade 8) in Reading, English, Math, and Science	EXPLORE Test	<table border="1"> <tr><td>Reading</td><td>39%</td></tr> <tr><td>English</td><td>60%</td></tr> <tr><td>Math</td><td>46%</td></tr> <tr><td>Science</td><td>39%</td></tr> </table>	Reading	39%	English	60%	Math	46%	Science	39%	<table border="1"> <tr><td>Reading</td><td style="background-color: #f4a460;">36%</td></tr> <tr><td>English</td><td style="background-color: #92d050;">64%</td></tr> <tr><td>Math</td><td style="background-color: #f4a460;">35%</td></tr> <tr><td>Science</td><td style="background-color: #92d050;">43%</td></tr> </table>	Reading	36%	English	64%	Math	35%	Science	43%	<table border="1"> <tr><td>Reading</td><td style="background-color: #f4a460;">33%</td></tr> <tr><td>English</td><td style="background-color: #f4a460;">62%</td></tr> <tr><td>Math</td><td style="background-color: #92d050;">40%</td></tr> <tr><td>Science</td><td style="background-color: #f4a460;">42%</td></tr> </table>	Reading	33%	English	62%	Math	40%	Science	42%	Assessment no longer available	
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<b>College Readiness</b> Percent (%) of students meeting ACT College Readiness Benchmarks on the PLAN test (grade 10) in Reading, English, Math, and Science	PLAN Test	<table border="1"> <tr><td>Reading</td><td>40%</td></tr> <tr><td>English</td><td>72%</td></tr> <tr><td>Math</td><td>48%</td></tr> <tr><td>Science</td><td>44%</td></tr> </table>	Reading	40%	English	72%	Math	48%	Science	44%	<table border="1"> <tr><td>Reading</td><td style="background-color: #92d050;">50%</td></tr> <tr><td>English</td><td style="background-color: #f4a460;">70%</td></tr> <tr><td>Math</td><td style="background-color: #f4a460;">46%</td></tr> <tr><td>Science</td><td style="background-color: #92d050;">48%</td></tr> </table>	Reading	50%	English	70%	Math	46%	Science	48%	<table border="1"> <tr><td>Reading</td><td style="background-color: #f4a460;">43%</td></tr> <tr><td>English</td><td style="background-color: #f4a460;">63%</td></tr> <tr><td>Math</td><td style="background-color: #f4a460;">39%</td></tr> <tr><td>Science</td><td style="background-color: #f4a460;">41%</td></tr> </table>	Reading	43%	English	63%	Math	39%	Science	41%	Assessment no longer available	
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<b>College Readiness</b> Percent (%) of students meeting ACT College Readiness Benchmarks on the ACT Aspire test (grade 8) in Reading, English, Math, and Science	ACT Aspire	In 2017, the ACT Aspire replaced the ACT EXPLORE test for students in grade 8.			<table border="1"> <tr><td>Reading</td><td>43%</td></tr> <tr><td>English</td><td>66%</td></tr> <tr><td>Math</td><td>37%</td></tr> <tr><td>Science</td><td>40%</td></tr> </table>	Reading	43%	English	66%	Math	37%	Science	40%	<table border="1"> <tr><td>Reading</td><td style="background-color: #92d050;">48%</td></tr> <tr><td>English</td><td style="background-color: #92d050;">68%</td></tr> <tr><td>Math</td><td style="background-color: #92d050;">46%</td></tr> <tr><td>Science</td><td style="background-color: #92d050;">42%</td></tr> </table>	Reading	48%	English	68%	Math	46%	Science	42%								
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\*Results are now reported on Fall MAP testing instead of Spring.

# District 197 Scorecard

**Key:**

- Progress – Improvement over prior year
- Concern – Decrease from previous year
- Vision – 100%

Cells with no shading indicate no change from previous year OR a change in the measurement

Goal D: Prepare students to be career or college ready.																						
	Measure	2013-14 Baseline	2014-15	2015-16	2016-17	2017-18																
<b>College Readiness</b> Percent (%) of students meeting ACT College Readiness Benchmarks on the ACT Aspire test (grade 9) in Reading, English, Math, and Science	ACT Aspire	In 2017, The ACT Aspire replaced the ACT PLAN test and is now administered to students in grade 9.			<table border="1"> <tr><td>Reading</td><td>38%</td></tr> <tr><td>English</td><td>59%</td></tr> <tr><td>Math</td><td>38%</td></tr> <tr><td>Science</td><td>27%</td></tr> </table>	Reading	38%	English	59%	Math	38%	Science	27%	<table border="1"> <tr><td>Reading</td><td>39%</td></tr> <tr><td>English</td><td>53%</td></tr> <tr><td>Math</td><td>31%</td></tr> <tr><td>Science</td><td>27%</td></tr> </table>	Reading	39%	English	53%	Math	31%	Science	27%
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<b>College Readiness</b> Percent (%) of students meeting ACT College Readiness Benchmarks on the ACT test in Reading, English, Math, and Science	Junior Year ACT Test Results	Future	<table border="1"> <tr><td>Reading</td><td>45%</td></tr> <tr><td>English</td><td>62%</td></tr> <tr><td>Math</td><td>49%</td></tr> <tr><td>Science</td><td>40%</td></tr> </table>	Reading	45%	English	62%	Math	49%	Science	40%	<table border="1"> <tr><td>Reading</td><td>52%</td></tr> <tr><td>English</td><td>64%</td></tr> <tr><td>Math</td><td>58%</td></tr> <tr><td>Science</td><td>50%</td></tr> </table>	Reading	52%	English	64%	Math	58%	Science	50%	Results no longer used for accountability	
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<b>College Readiness</b> Percent (%) of students meeting ACT College Readiness Benchmarks on the ACT test in Reading, English, Math, and Science	Grad Year ACT Test Results	Results not available			<table border="1"> <tr><td>Reading</td><td>53%</td></tr> <tr><td>English</td><td>64%</td></tr> <tr><td>Math</td><td>55%</td></tr> <tr><td>Science</td><td>52%</td></tr> </table>	Reading	53%	English	64%	Math	55%	Science	52%	<table border="1"> <tr><td>Reading</td><td>49%</td></tr> <tr><td>English</td><td>60%</td></tr> <tr><td>Math</td><td>44%</td></tr> <tr><td>Science</td><td>39%</td></tr> </table>	Reading	49%	English	60%	Math	44%	Science	39%
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<b>Career and College Readiness</b> Graduation rate	4 year Graduation Rate	90%	90%	86%	87%	Future																

# District 197 Scorecard

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Goal E: Deliver high impact early learning opportunities.						
	Measure	2013-14 Baseline	2014-15	2015-16	2016-17	2017-18
Percent (%) of three-year-old students in the preschool program that are on track to be “kindergarten ready” in the areas of language, literacy, math, and social & emotional development	Work Sampling Developmental Checklist	Future	L/L = 80% M = 79% S/E = 92%  ECSE = 68%	L/L = 65% M = 70% S/E = 74%  ECSE = 49%	L/L = 69% M = 47% S/E = 76%  ECSE = 63%	L/L = 76%* S/E = 61% *  M & ECSE data is not available
Percent (%) of four-year-old students in the preschool program that are “kindergarten ready” in the areas of language, literacy, math, and social & emotional development	Work Sampling Developmental Checklist	Future	L/L = 80% M = 75% S/E = 82%  ECSE = 93%	L/L = 77% M = 78% S/E = 79%  ECSE = 67%	L/L = 87% M = 80% S/E = 87%  ECSE = 74%	L/L = 75%* S/E = 61%*  M & ECSE data is not available
Percent (%) of students attending the four-year-old preschool program that are “on” or “above” literacy target indicators	IGDI	Future	PN = 52% LN = 66% R = 40% A = 43% LS = 46%	PN = 62% LN = 70% R = 40% A = 47% LS = 55%	PN = 56% LN = 60% R = 42% A = 38% LS = 41%	PN = 57% LN = 58% R = 40% A = 43% LS = 37%

IGDI = Individual Growth & Development Indicators.

L/L = Language and Literacy, Math = Math, S/E = Social and Emotional.

PN = Picture Naming, LN = Letter Naming, R = Rhyming, A = Alliteration, LS = Letter Sounds.

\*Assessments used to measure L/L and S/E changed in 2017-2018 school year.

# District 197 Scorecard

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<b>Goal F: Transform teaching and learning through the innovative use of technology and other nontraditional methods and media.</b>						
	<b>Measure</b>	<b>2013-14 Baseline</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Increase in the number of online/hybrid sections offered in a school year	# of courses offered	4 courses (6 sections)	5 courses (9 sections)	8 courses (15 sections)	7 courses (12 sections)	5 courses (10 sections)
Increase in the number of students participating in online/hybrid courses in a school year	Course enrollment	168	244	394	307	250
Increase in the student to device ratio	Student to device ratio	1.3:1	1.3:1	1.05:1	1.08:1	1.04:1

# District 197 Scorecard

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Organizational Effectiveness	Measure	2013-14	2014-15	2015-16	2016-17	2017-18
<b>Satisfaction with district financial decisions</b> % of taxpayers reporting they agree or strongly agree that the district spends taxpayer money effectively and efficiently	Annual Decision Resources Survey	57%	61%	74%	68%	68%
<b>Schools seen as community investment</b> % of public reporting that the community receives a good value from its investment in district schools	Annual Decision Resources Survey	82%	87%	92%	83%	84%
<b>Parent satisfaction with student learning and achievement</b> % of parents who report they are satisfied or highly satisfied with student learning and achievement in District 197	Annual Decision Resources Survey	95%	89%	98%	95%	95%
<b>District Communications (parents)</b> % of parents reporting satisfaction with the communications they receive about the district	Annual Decision Resources Survey	95%	78%	96%	87%	94%
<b>District Communications (community)</b> % of public reporting satisfaction with the communications they receive about the district	Annual Decision Resources Survey	89%	74%	90%	80%	76%
<b>Market Share</b> % of resident students attending district schools	October 1 Enrollment Data	65%	64%	64%	65%	65%

## District 197 2017-18 Annual Achievement and Implementation Targets Results

**Goal A. Achieve measurable growth and continuous progress for each student.**

### Achievement Targets

Elementary	Middle School	High School
<p>Increase the percent of students in grades 3 and 4 (combined) who meet or exceed the MCA Proficiency Level on the Spring 2018 Math MCA-III test by 3%.</p> <p>Spring 2017 Actual: 68%</p> <p><b>Spring 2018 Target: 71%</b> <b>NOT Met</b> <b>Actual 68%</b></p>	<p>Increase the percent of students in grades 5 and 6 (combined) who meet or exceed the MCA Proficiency Level on the Spring 2018 Reading MCA-III test by 3%.</p> <p>Spring 2017 Actual: 69%</p> <p><b>Spring 2018 Target: 72%</b> <b>NOT Met</b> <b>Actual 65%</b></p>	<p>Increase the percent of students in grade 11 who meet or exceed the MCA Proficiency Level* on the Spring 2018 Math MCA-III test by 3%.</p> <p>Spring 2017 Actual: 51%</p> <p><b>Spring 2018 Target: 54%</b> <b>NOT Met</b> <b>Actual: 45%</b></p>
	<p>Increase the percent of students in grades 7 and 8 (combined) who meet or exceed the MCA Proficiency Level on the Spring 2018 Reading MCA-III test by 3%.</p> <p>Spring 2017 Actual: 55%</p> <p><b>Spring 2018 Target: 58%</b> <b>NOT Met</b> <b>Actual: 56%</b></p>	

### Implementation Targets

Core Strategy A1: Create a multi-tiered educational model in math and reading that serves all students.

- Measurable outcome: Implement year one of K-12 instructional coaches.  
**Result: Goal Met**
  - Implemented year one of K-12 instructional coaches.
- Measurable outcome: Continued refinement of Literacy and Math intervention models.  
**Result: Goal Met**
  - Implemented a revised Tier 2 model in elementary literacy.
  - Implemented a revised Tier 3 model in middle school and high school math.



Core Strategy A2: Explore ways to expand gifted programming in the district.

- Measurable outcome: Continue to implement, monitor, and adjust the district's GT model.  
**Result: Goal Met**
  - **The Gifted and Talented Coordinator assisted in clustering students, completed classroom walk-throughs, and provided guidance on the new model.**
- Measurable outcome: Professional Development: Year 3 of the *Jacob K. Javits Gifted and Talented Students Education Program Grant* provided by Purdue University.  
**Result: Goal Met**
  - **Professional Development modules were offered as part of District 197's Training Academy.**
- Measurable outcome: Implement recommended GT entrance criteria.  
**Result: Goal Met**
  - **New measure for ESL students was used as part of entrance process.**

Core Strategy A3: Develop a comprehensive and viable curriculum.

- Measurable outcome: Complete year 1 of curriculum review cycle, Self-study: K-12-Advanced High School Math Courses, Business.  
**Result: Goal Met**
  - **Business completed year 1 of review. Advance High School math course review was delayed one year.**
- Measurable outcome: Complete year 2 of curriculum review cycle, Developing: Music, Health.  
**Result: Goal Met**
  - **K-12 Music will complete review in the summer of 2018. Health will continue in Year 2 in the 2018-2019 school year.**
- Measurable outcome: Implement New Curriculum framework: K-12 Math, Art, Counseling.  
**Result: Goal Met**
  - **New curriculum framework implemented in K-12 Math, Art and 7-12 counseling.**
- Measurable outcome: Implement K-12 common assessments in math.  
**Result: Goal Met**
  - **Common unit assessments implemented.**

Core Strategy A4: Practice shared responsibility for student success by strengthening and supporting collaborative teacher teams and enhancing administration’s capacity to lead and manage change.

- Measurable outcome: Continue to support collaborative teams in using student achievement data to inform instruction and respond to student needs.

**Result: Goal Met**

- **Training provided for teachers implementing math common assessments.**

- Measurable outcome: Continue to expand staff understanding of Balanced Leadership and incorporate it into daily practice.

**Result: Goal Met**

- **Leadership team participated in training in the summer of 2018.**

- Measurable outcome: Implement the “What Matters Most” component of Balanced Leadership.

**Result: Goal Met**

- **The “What Matters Most” framework was used as the needs assessment to define the 2018-19 priorities.**

Core Strategy A5: Develop a common framework for classroom instruction (design and planning, common instructional language and vocabulary, and a consistent use of research-based instructional strategies).

- Measurable outcome: Complete Classroom Instruction that Works training for all staff K-12.

**Result: Goal Revised**

- **Training put on hold as the focus was on implementation of the new K-12 math curriculum.**

- Measurable outcome: Offer Classroom Instruction that Works for new teachers through Training Academy.

**Result: Goal Met**

- **New Teacher Classroom Instruction that Works Training Academy offered in August 2017.**

- Measurable outcome: Monitor Classroom Instruction that Works through Power Walkthrough tool.

**Result: Goal Met**

- **Leadership team developed common lesson template for full implementation in 2018-2019. Walkthrough tool was aligned to the lesson template.**

- Measurable outcome: Align work with Strategy C.1/Personalized Learning.

**Result: Goal Met**

- **Implemented the second wave of Personalized Learning with a focus on standards based instruction.**



**Goal B. Narrow the achievement gap.**

**Achievement Targets**

<b>Elementary</b>	<b>Middle School</b>	<b>High School</b>
<p>Increase the percent of Hispanic students in grades 3 and 4 (combined) who meet or exceed the MCA Proficiency Level on the Spring 2018 Math MCA-III test by 5%.</p> <p><u>Spring 2017</u> Hispanic: 46%</p> <p><b>Spring 2018 Target: 51%</b> <b>NOT Met</b> <b>Actual 46%</b></p>	<p>Increase the percent of Hispanic students in grades 5 and 6 (combined) who meet or exceed the MCA Proficiency Level on the Spring 2018 Reading MCA-III test by 5%.</p> <p><u>Spring 2017</u> Hispanic: 54%</p> <p><b>Spring 2018 Target: 59%</b> <b>NOT Met</b> <b>Actual 52%</b></p>	<p>Increase the percent of Hispanic students in grade 10 who meet or exceed the MCA Proficiency Level* on the Spring 2018 Reading MCA-III test by 5%.</p> <p><u>Spring 2017</u> Hispanic: 51%</p> <p><b>Spring 2018 Target: 56%</b> <b>NOT Met</b> <b>Actual 34%</b></p>
	<p>Increase the percent of Hispanic students in grades 7 and 8 (combined) who meet or exceed the MCA Proficiency Level on the Spring 2018 Reading MCA-III test by 5%.</p> <p><u>Spring 2017</u> Hispanic: 34%</p> <p><b>Spring 2018 Target: 39%</b> <b>Met</b> <b>Actual 39%</b></p>	

## **Implementation Targets**

**Core Strategy B1:** Increase staff cultural competency throughout the entire district.

- Measurable outcome: Implement year one of the professional development plan for instructional coaches.

**Result: Goal Met**

- **Building instructional coaches attended a series of trainings by National Urban Alliance (NUA).**

- Measurable outcome: Implement year one of the professional development plan for administrative assistant staff.

**Result: Goal revised based on Administrative Assistant Feedback (survey).**

- **Administrative Assistants completed a series of trainings during the school year based on survey results.**

- Measurable outcome: Implement year three of professional development plan.

**Result: Goal Met**

- **Instructional coaches completed the training by National Urban Alliance (NUA).**

**Core Strategy B2:** Provide educational opportunities for families to support learning at home and at school.

- Measurable outcome: Continue to implement, monitor, and adjust Parent Academy based on 2016-17 outcomes.

**Result: Goal Met**

- **The district held Parent Academy classes and offered more seminars at the high school.**

**Core Strategy B3:** Increase the ways in which school information is communicated in multiple languages and formats.

- Measurable outcome: Monitor and Evaluate.

**Result: Goal Met**

- **Parents reported (in Parent Academy) the increased translations (Spanish) coming home from individual school newsletters, forms, announcements, etc.**

- Measurable outcome: Implement translation/interpreting district-wide guidelines.

**Result: Goal Met**

- **This guide was implemented and reminders were sent out through Leadership Weekly.**



**Goal C. Personalize learning by offering multiple pathways and opportunities for students to explore individual interests and talents.**

Core Strategy C1: Develop a long-term district strategy for personalizing learning.

- Measurable outcome: Continued support of Vanguard teachers in use of Personalized Learning Instructional Models and resources.  
**Result: Goal Met**
  - **Additional professional development and learning walks were provided for Vanguard teachers.**
- Measurable outcome: Expansion of Personalized Learning Instructional Models and Resources to teams at all sites.  
**Result: Goal Met**
  - **Second wave of Personalized Learning teachers were trained, developed and iterated on instructional models.**
- Measurable outcome: Building district capacity to support The Core Four of Personalized Learning.  
**Result: Goal Met**
  - **District team continues to increase their capacity to support the work of personalized learning.**
- Measurable outcome: Identify measures of success for PL. Collect baseline data.  
**Result: Goal Met**
  - **Measures of success were identified. Data collection has begun.**

Core Strategy C2: Expand pathways for learning based on individual interests.

- Measurable outcome: Re-work high school registration guide to show pathways.  
**Result: Goal Met**
  - **“Unique Learning Opportunities” were added to the registration guide.**

**Goal D. Prepare students to be career or college ready.**

**Achievement Targets**

<b>Elementary</b>	<b>Middle School</b>	<b>High School</b>
<p>Increase the percent of students in grades 1 and 2 (combined) who score at the ACT College Ready Benchmark on the Spring 2018 MAP test in math by 3%.</p> <p>Spring 2017: 47%</p> <p><b>Spring 2018 Target: 50%</b> <b>NOT Met</b> <b>Actual 45%</b></p>	<p>Increase the percent of students who score at the ACT College Ready Benchmark on the Fall 2017 ACT Aspire test in reading by 3%.</p> <p>Fall 2016: 43%</p> <p><b>Fall 2017 Target: 46%</b> <b>NOT Met</b> <b>Actual 39%</b></p>	<p>Increase the percent of students who have earned a cum GPA of 2.7 or higher indicating that they are college ready by 3% .</p> <p>Spring 2017: 57%</p> <p><b>Spring 2018 Target: 60%</b> <b>NOT Met</b> <b>Actual 54%</b></p>

**Implementation Targets**

Core Strategy D1: Develop a means by which each student is able to create an individual electronic college and career portfolio beginning in 7th grade.

- Measurable outcome: Continue to track and monitor data 7 - 12.  
**Result: Goal Met**
  - **Measures of success were identified and data collection is being completed.**
- Measurable outcome: Implement the career and college portfolio in grade 7.  
**Result: Goal Met**
  - **Naviance and Naviance curriculum was implemented in grade 7.**
- Measurable outcome: Continued professional development for teachers and counselors on their role and how to help guide students in career planning.  
**Result: Goal Met**
  - **Counselors refined the career and college readiness curriculum.**
- Measurable outcome: Implement Warrior Seminar in grade 9.  
**Result: Goal Met**
  - **Warrior Seminar was implemented.**

Core Strategy D2: Expand options for students to successfully earn postsecondary credit concurrently while earning a high school diploma, including the potential to earn up to an Associate of Arts degree or other certifications that make students “job ready” upon graduation.

- Measurable outcome: Continue to expand concurrent enrollment options courses available to grade 11 and 12 students.

**Result: Goal Met**

- **An additional course was added for 2018-2019 in a partnership with the University of Minnesota.**
- Measurable outcome: Expand and explore opportunities for partnerships for internships, mentorships, and accreditations.

**Result: Goal Met**

- **New opportunities were developed for students for the 2018-2019 school year.**

Core Strategy D3: Expand Advancement Via Individual Determination (AVID) programming to grades 5 and 6 and explore the possibility of expanding to grade 4.

- Measurable outcome: Focus on implementation of AVID elective grades 7-12 with fidelity.

**Result: Goal Met**

- **Walk-throughs and sharing at site and district-wide AVID meeting show an increase in fidelity of implementation.**
- Measurable outcome: Expand the number of staff who are trained in AVID.  
**Result: Goal Met**
  - **Teachers from the secondary buildings attended AVID summer academy, strand training by Equity Alliance, and building level professional development from AVID teachers.**
- Measurable outcome: Implement at least one additional strategy school-wide in grades 7-12.  
**Result: Goal Met**
  - **Each secondary building had a goal of implementation of one additional school-wide strategy and provided professional development and/or coach around the strategy to all teachers.**
- Measurable outcome: Monitor the recommended implementation from the Academic Return on Investment Report.  
**Result: Goal Met**
  - **Student data is still being finalized and the report will be shared upon completion.**

Core Strategy D4: Complete a comprehensive review of the current K-12 counseling program to determine the role it currently serves and determine how it might be enhanced in the future to more fully prepare students for career and college readiness.

**ACTION STEPS COMPLETED continued work under Core Strategy D1**

**Goal E: Deliver high impact early learning opportunities.**

**Implementation Targets**

**Core Strategy E1: Increase early learning opportunities for families**

- Measurable outcome: Implement expanded program options (Phase III) as per space and resources allow.

**Result: Goal Met**

- **Added School Readiness Plus Program at Moreland Elementary. It is a 5 day a week program that provides breakfast and lunch. We had 20 students enrolled. Students who qualified did not pay a fee. The program is funded through the Minnesota Department of Education.**
- Measurable outcome: Implement expanded ECFE class options.  
**Result: Goal Met**
  - **Added additional home visiting person and hours.**
  - **Added a new 2 day year long class called Ready Set School!. The target age for this class is students who are not 3 by September 1st so they are unable to attend our preschool program. The class was full most of the year and will run again next year.**
  - **Increased program options for babies and toddlers based on enrollment data.**
- Measurable outcome: Occupy dedicated space to accommodate early learning programs per recommendation (Phase III).  
**Result: Goal Met**
  - **The Early Early Learning and Family Resource Center expansion is complete. All classrooms are being used.**
  - **All Preschool Classes at Pilot Knob are full with a waiting list. We will be increasing the number of preschool classes at Pilot Knob in the 2019-20 school year.**
- Measurable outcome: Continue to investigate future space needs on the south side of the district.  
**Result: Goal Met**
  - **An additional preschool classroom will be opening at Pilot Knob in 2019-20. An additional 50 spots will be open.**
  - **ECFE space at Pilot Knob will be redesigned to better meet student and parent needs.**

Core Strategy E2: Develop an effective kindergarten transition model including the creation of vertical curriculum and instructional alignment from Pre-K to grade 3.

- Measurable outcome: All phases of the Kindergarten transition plan are implemented and adjusted as needed to improve effectiveness.

**Result: Goal Met**

- **There is a process to share paper copies of Preschool Report Cards/Assessment information with Kindergarten teachers.**
  - **District wide kindergarten readiness document, screening information, and Kindergarten Registration information was distributed to all families in our program, home daycares and center based daycares located in our district.**
  - **Kindergarten Information night held on November 30, 2017.**

- Measurable outcome: Full implementation of student enrollment in Infinite Campus.

**Result: Goal Met**

- **All ECFE students and community preschool students are enrolled in Infinite Campus.**
  - **Teachers take attendance in Infinite Campus.**
  - **Class lists can be pulled from Infinite Campus.**
  - **Emergency and household information stored in Infinite Campus.**

- Measurable outcome: Start program-wide implementation of Teaching Strategies Gold, an online assessment database.

**Result: Goal Met**

- **Two day training August 30 and 31.**
- **Follow up trainings in October and January.**
- **All students entered online September 2017, first data point January 2018, final data entry June 1 2018.**

Core Strategy E3: Establish horizontal alignment of Early Learning program services, curriculum and instruction based on research-based best practice.

- Measurable outcome: Aligning the Early Learning Indicators of Progress to the district's math curriculum.

**Result: Goal Met**

- **Aligned Bridges Math vocabulary and learning targets to Early Childhood Indicators of Progress.**
  - **Explored Bridges Math Curriculum online on May 4, 2018.**
  - **Literacy Coach and Classroom teacher observed Kindergarten math class.**
  - **Purchase Bridges Math Curriculum for 2018-19 school year.**

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

**Implementation Targets**

Core Strategy F1: Develop and implement a long-term strategy for personalizing learning through the use of personal computing devices.

- Measurable outcome: Evaluate model based on new emerging technologies.  
**Result: Goal Met**
  - **New lease with updated iPad models.**
  - **Migration from interactive whiteboards to flat panel displays.**
  - **Implementation of Airtame at Sibley. A device neutral technology to display from any device.**
  - **Additional ipads added for grade 2 to support changing academic needs (math curriculum).**
- Measurable outcome: Ongoing maintenance and updates as needed.  
**Result: Goal Met**
  - **Proactive iPad maintenance using Casper. Operating systems updated as they are released.**
  - **Software updates updated as they are released using Casper, such as: browsers, flash, printer drivers, etc.**
  - **Software upgrade to Casper which is the system used to manage all Apple devices.**

Core Strategy F2: Create blended learning environments.

- Measurable outcome: Expand Implementation of learning management system, Canvas, through a 3 year teacher opt-in model.  
**Result: Goal Met**
  - **Canvas use expanded. Minimum expectations for use were established and introduced in May 2018.**
- Measurable outcome: Implement SeeSaw K-2.  
**Result: Goal Met**
  - **SeeSaw implemented in K-2 with expansion to some grade 3 and 4 classrooms.**

Core Strategy F3: Redesign learning spaces to accommodate 21st century learning.

- Measurable outcome: As classrooms require new furniture, provide purchasing options that allow for flexible learning spaces.  
**Result: Goal Met**
  - **Furniture standards and kit of parts developed.**