



## **Creating the World's Best Workforce Annual Report**

West St. Paul - Mendota Heights - Eagan Area Schools  
School District 197

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Review of 2014-2015

## 2014-2015 Creating the World's Best Workforce Annual Report

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Under Minnesota Statute, Section 120B.11, school districts are required to develop a World's Best Workforce (WBWF) Annual Report and report summary for the 2014-15 school year. Per allowance by state legislation, the district will publish the required information electronically on the district website. Notice of this electronic publication will be included in the district's legal newspaper, *Southwest Review*.

In addition to this required report, the district will publish a comprehensive Annual Report to the Community for the 2014-2015 school year, which will be mailed to district residents in mid-October. This report will include additional pieces of data, including student assessments, financial reports, demographics, community survey results, and information that relates to the district's strategic goals.

Information contained in this annual report includes:

- Strategic Framework
- District Demographics
- Progress Toward Strategic Goals
- District Goals and Improvement Plans
- Academic Standards and Curriculum Alignment
- Curriculum Advisory Committee (CAC) member information

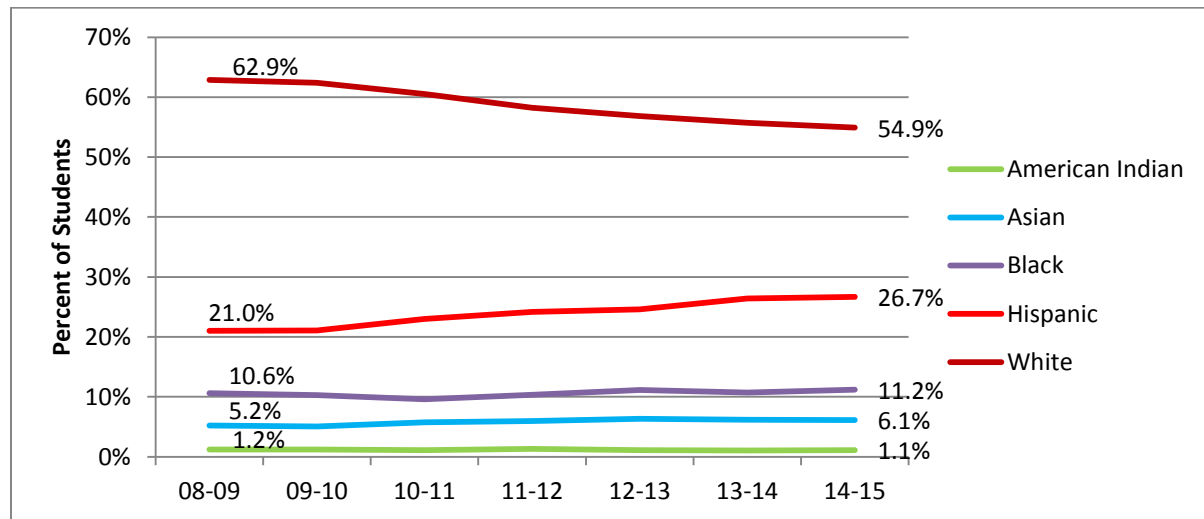
# WEST ST. PAUL – MENDOTA HEIGHTS – EAGAN AREA SCHOOLS STRATEGIC FRAMEWORK



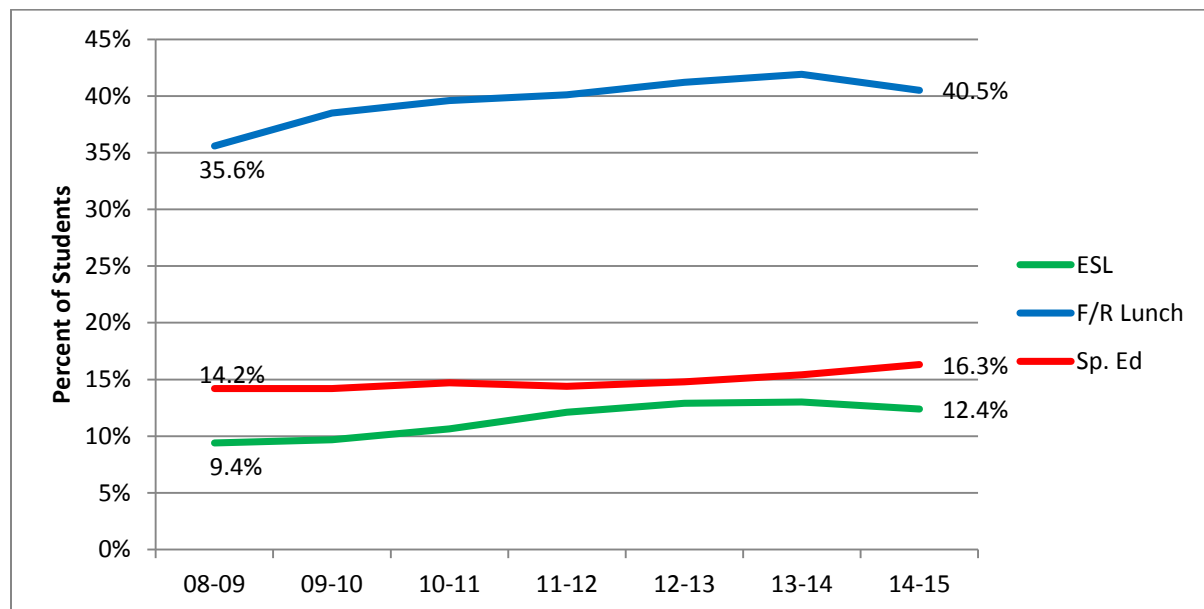
## District Demographics

West St. Paul - Mendota Heights - Eagan Area Schools is comprised of five elementary schools, two middle schools, one high school, and a Special Education transition program (ages 18 – 21). In the fall of 2015, the district opened an early learning center. The district serves more than 4,900 students from the communities of Eagan, Inver Grove Heights, Lilydale, Mendota, Mendota Heights, Sunfish Lake and West St. Paul, Minnesota.

Over the last six years District 197 has seen some changes in our student demographic. While the percentage of American Indian, Asian, and Black students has remained fairly constant, there has been an increase in the Hispanic population, while the percentage of White students has decreased. The percentages shown in the chart below are district averages; the demographics at each of our individual sites vary.



District 197 has also seen some changes in our special populations. Special populations include three categories: students that qualify for free or reduced lunch, students that qualify for Special Education services, and students that are English Learners. Over the last six years, the percentage of students that qualify for free or reduced lunch has increased by 5%, English Learners increased by 2%, and students that qualify for Special Education has increased by 2%.



## District Goals & Improvement Plans

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In 2013-2014, the district developed its Strategic Implementation Plan: Creating the World's Best Workforce. Like the State of Minnesota, District 197 is committed to student success. Ensuring the success of each student begins with a clear idea of why we exist as a district, how we work to accomplish our goals, and what the end result will be. These are described in the district's mission, vision, core values, and strategic goals.

The Strategic Implementation Plan is put into action through Continuous Improvement Planning (CIP). Through this process, district departments and school buildings set goals that are results-oriented and directly aligned to the district's strategic objectives. Teachers set goals in collaborative teams that directly connect to their building or a district CIP goal. As shown in the graphic at the right, all levels of goal-setting will be connected to create aligned student learning goals throughout the district, linking the daily work of teachers in the classroom to the strategic objectives of the School Board.



The district has a number of student achievement plans that include Title 1, Local Literacy Plan, Alternative Delivery of Specialized Instructional Services, Alternative Teacher Pay for Performance System (ATPPS), Teacher Development and Evaluation (TDE), and an Achievement and Integration plan. All of these plans play an integral part in implementing the district's Core Strategies.

The district Strategic Framework provides a roadmap for the district. A roadmap, however, is insufficient. Detailed plans for how to accomplish the goals are necessary. To that end, 21 Core Strategies have been identified as the actions necessary to achieve the six goals outlined in the Framework.

The Core Strategies will be implemented over the next two to four years and an action plan has been written for each strategy. Action plans are adjusted annually.

### Measurement of Goals

The district measures its progress toward the attainment of goals through a District Scorecard. The District Scorecard identifies performance measures that indicate both a desired outcome and degree to which individual schools and the district are making progress towards those goals. The Scorecard will be updated and reviewed annually. In addition to the Scorecard, Annual Achievement Targets are set based on the previous year's performance. The Annual Targets differ from the Scorecard in that they breakdown the aspirations specified in the District Scorecard into incremental strategies, measureable, attainable, results-based, and time bound (SMART) goals on a yearly basis.

### Progress toward Strategic Goals

District 197 measures its progress toward all strategic goals through a variety of assessments. The primary purpose of testing in District 197 is to provide information to help improve instruction. The testing program employs a variety of assessments and standardized tests. The data received from testing helps the district analyze student progress, district curriculum, learn which programs will be most helpful for each student, and remain accountable for offering the best possible education for all students.

The Strategic Implementation Plan: Creating the World's Best Workforce is adjusted annually through the review of action plans. Action plans are considered dynamic aspects of the plan. In particular, the ability to implement the action plans is subject to availability of resources, which is evaluated annually as part of the overall budgeting process. Additionally, annual achievement is analyzed and adjustments to action plans are made based on an annual needs assessment.

## Goal A: Achieve measureable growth and continuous progress for each student.

Progress for Strategic Goal A is measured by the Minnesota Comprehensive Assessments (MCA), Measures of Academic Progress (MAP), and through a series of assessments used to measure literacy.

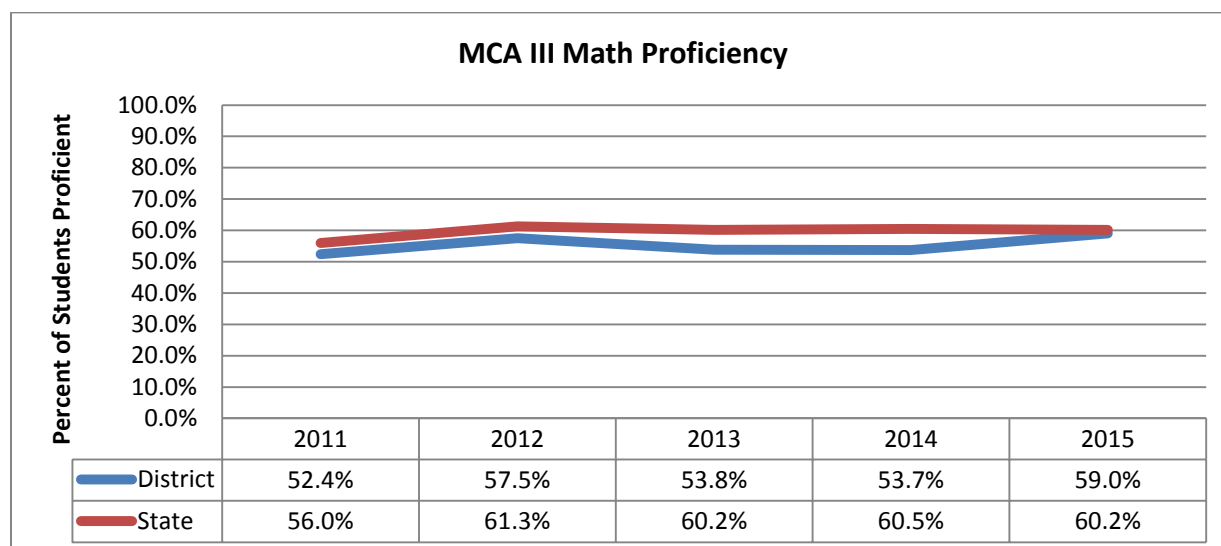
### Minnesota Comprehensive Assessment (MCA) Results

District 197 showed gains in all areas (reading, math, and science) of the MCAs in the spring of 2015. The state uses the MCA to assess school performance as required under federal No Child Left Behind legislation; these results are used by the state to identify if schools are making Adequate Yearly Progress (AYP) as well as to determine a school's Multiple Measurement Rating (MMR). Some students, depending on special needs, may have taken alternative state assessments such as the Minnesota Test of Academic Skills (MTAS).

- MCA tests are administered in Reading to students in grades 3 - 8 and grade 10.
- MCA tests are administered in Math to students in grades 3 - 8 and grade 11.
- MCA tests are administered in Science to students in grade 5, 8 and 10.
- MTAS tests are administered to students with the most significant cognitive disabilities in math, science and reading

### MCA Math

District-wide math scores saw the biggest increase of all MCA results with a 5.3 points increase to reach 59%. The district moved to within 1% of the state average for the first time in the last five years.



In the area of math, students in grades 3 and 4 perform at the state average. Students in grades 5 - 8 have historically performed as much as 10% below state average. In 2014-15, huge academic gains were achieved in grades 5 and 6, bringing district performance within 1% of the state average. Gains were also achieved in grades 7 and 8, but significant gaps still exist between state performance and district performance. District-wide there were overall gains in math proficiency in grades 3 – 7 and slight decreases in grades 8 and 11. The tables below show some of the notable results from the 2014-15 school year, where gains were at least 4%.

### Notable Math Results

MCA III Math 2015				
Garlough	Mendota	Moreland	Pilot Knob	Somerset
Grade 4 +7.6%	Building: +7% Grade 3: +6% Grade 4: +8%	Building: +9.3% Grade 3: +11% Grade 4: +7.5%	Grade 4 +4.8%	Grade 4 +9.1%

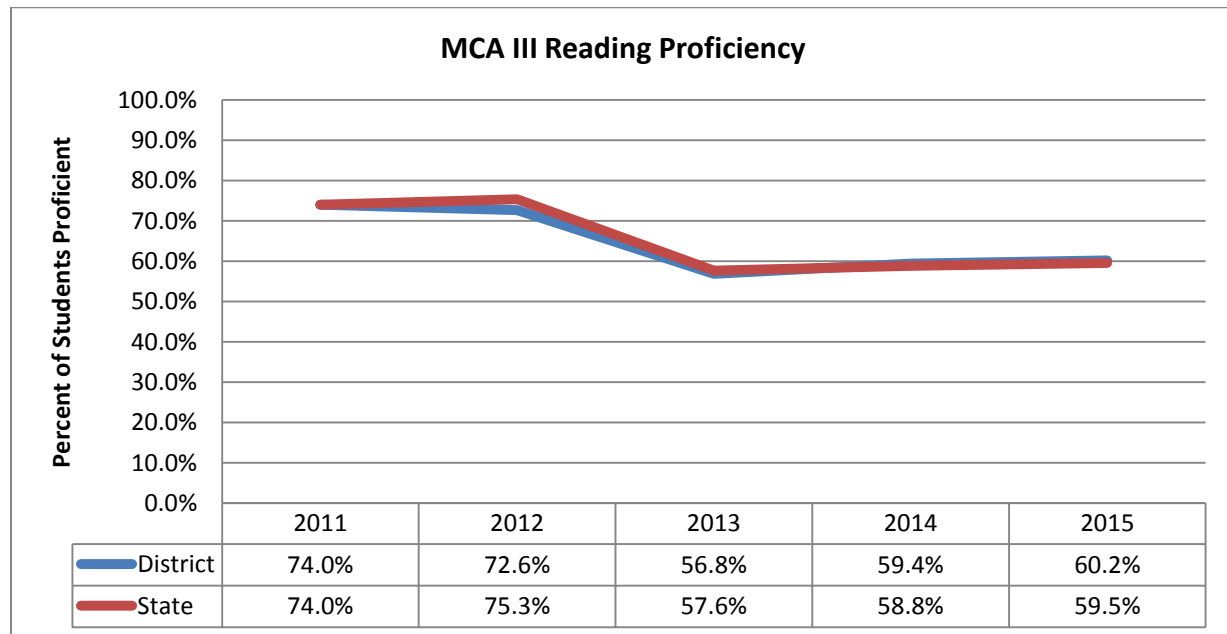
**Goal A: Achieve measureable growth and continuous progress for each student. (Continued)**

**Notable Math Results**

MCA III Math 2015			
	Grade 5	Grade 6	Grade 7
<b>Overall Proficiency</b>	+14%	+11%	+9.5%
<b>Friendly Hills Middle</b>	+15%	+12%	+4%
<b>Heritage Middle</b>	+13%	+10%	+15%

**MCA Reading**

Reading scores have increased just over 3% since 2013 with a .8% increase in 2015. District 197's reading scores continue to be above state averages.



In the area of reading, students in grades 3, 4, 8, and 10 performed better than the state average; while students in grades 5, 6, and 7 performed 2 - 4% below the state average. Overall proficiency in reading increased at all grade levels in the spring 2015 with the exception of grades 4 and 7. The table below shows some of the notable reading results from the 2014-15 school year, where gains were at least 4%.

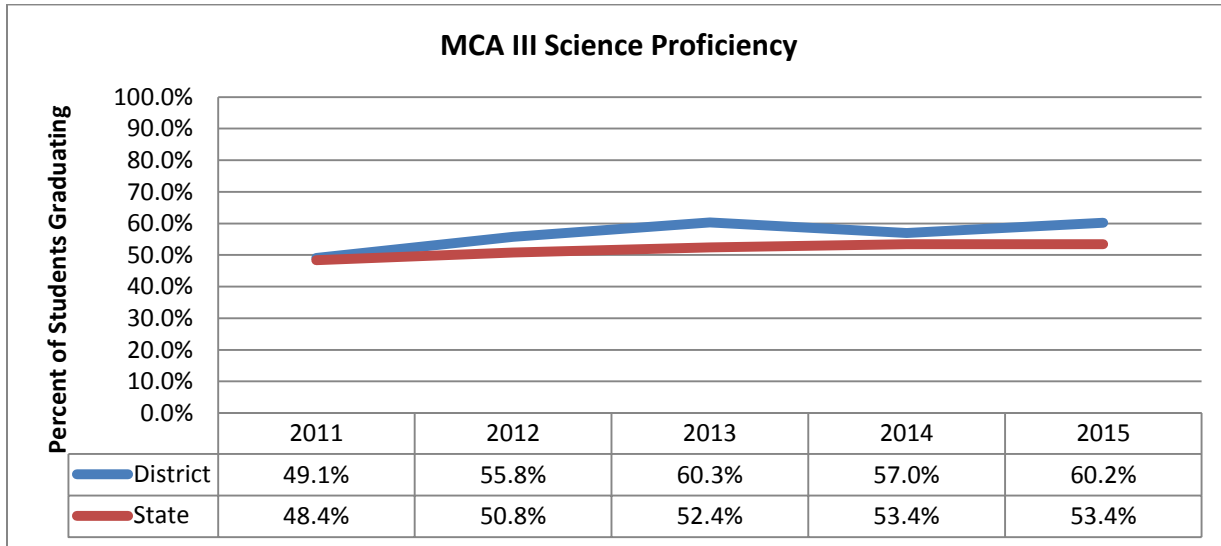
**Notable Reading Results**

MCA III Reading 2015		
Garlough	Mendota	Moreland
Grade 4: +4.6%	Grade 4: +10.6%	Building: +12.4%
		Grade 3: +18%
		Grade 4: +6%

## Goal A: Achieve measureable growth and continuous progress for each student. (Continued)

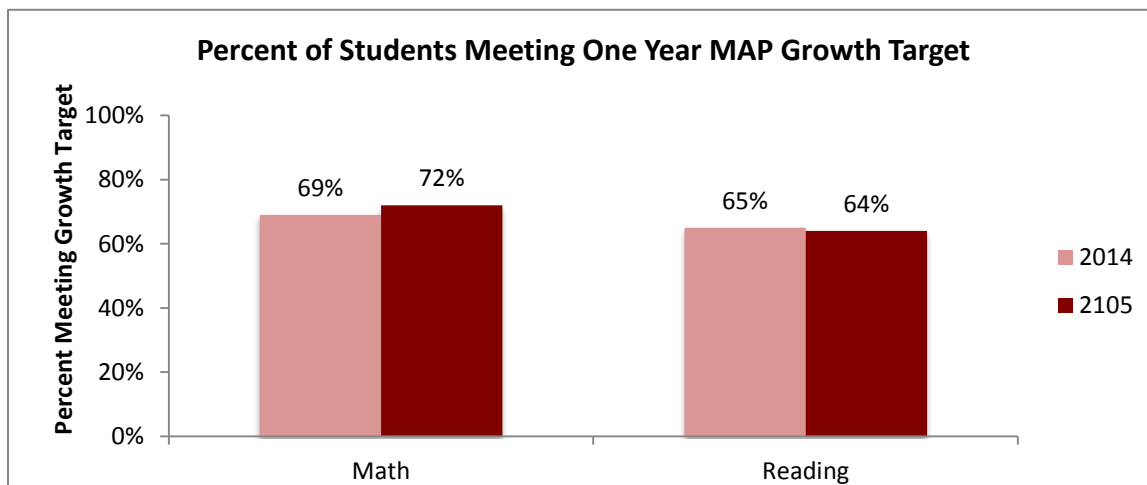
### Science

District 197 saw a 3.2% gain in district-wide science proficiency. The district continues to perform above the state average with the greatest proficiency seen at Henry Sibley High School.



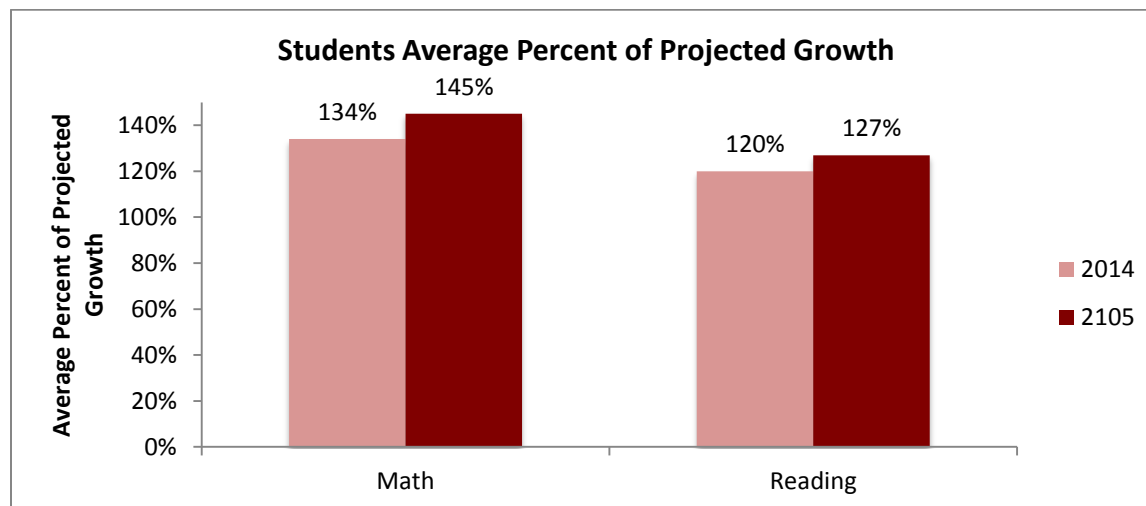
### Measures of Academic Progress (MAP)

The MAP test is a locally administered, computer-based adaptive testing instrument, given to students in the fall and spring to assess yearly, individual academic growth in the areas of reading and math. Each student has an individual growth goal based on their fall MAP score that indicates the number of RIT points needed annually to equate to one year's worth of academic growth. Growth is then calculated in two ways. The first measure considers where the student met or did not meet their growth goal; this is reported in the chart titled "Percent of Students Meeting One Year MAP Growth Target". In this calculation, if a student's growth goal were to gain ten RIT points from the fall to spring assessment and the student only gained nine, the student would not have met his or her growth goal. Statistically any value over 50% is considered good; however, the target is to see at least 60% of students meeting their growth target.



## Goal A: Achieve measurable growth and continuous progress for each student. (Continued)

In the second calculation, the actual growth that a student makes over the course of the academic year is divided by the expected growth, which is then calculated as a percentage. This calculation is the “Percent of Projected Growth”. Any value above 100% indicates that a student made more than one year’s worth of growth within an academic year. For at-risk students growth close or equivalent to 1.5 years, which is 150%, is desired.



### Literacy Assessments

As part of District 197’s Local Literacy Plan, staff measures the percent of students in Kindergarten through grade 3 who are on track to read well by third grade.

Kindergarten students are assessed in literacy in five areas. The results of these Kindergarten assessments are summarized in the table below. Overall, 73% of our Kindergarten students are on track to read well by third grade.

	Letter Identification Upper	Letter Identification Lower	Letter Sound	Rhyming	Benchmark Assessment Level
% Meeting Target	96%	92%	77%	82%	73%

For students in grades 1, 2, and 3, the district measures their ability to read well through the use of the MAP assessment. The grade level targets are set to equal grade level proficiency. Students who do not achieve a specific target score on the fall or spring MAP assessment are given the Benchmark Assessment, and may receive intervention services. The table below summarizes the percentage of students meeting the grade level reading targets in the spring of 2015. Reading continues to be an area of focus in our elementary schools. A proficiency between 70 – 80% is desired.

Grade	Percent of Students meeting literacy target in Spring 2015 on MAP Reading test
Grade 1	48%
Grade 2	53%
Grade 3	53%

In response to proficiency data, the district has been implementing a multi-tiered system of support over the past two years. The greatest area of need is literacy at the elementary level and math at the secondary level.



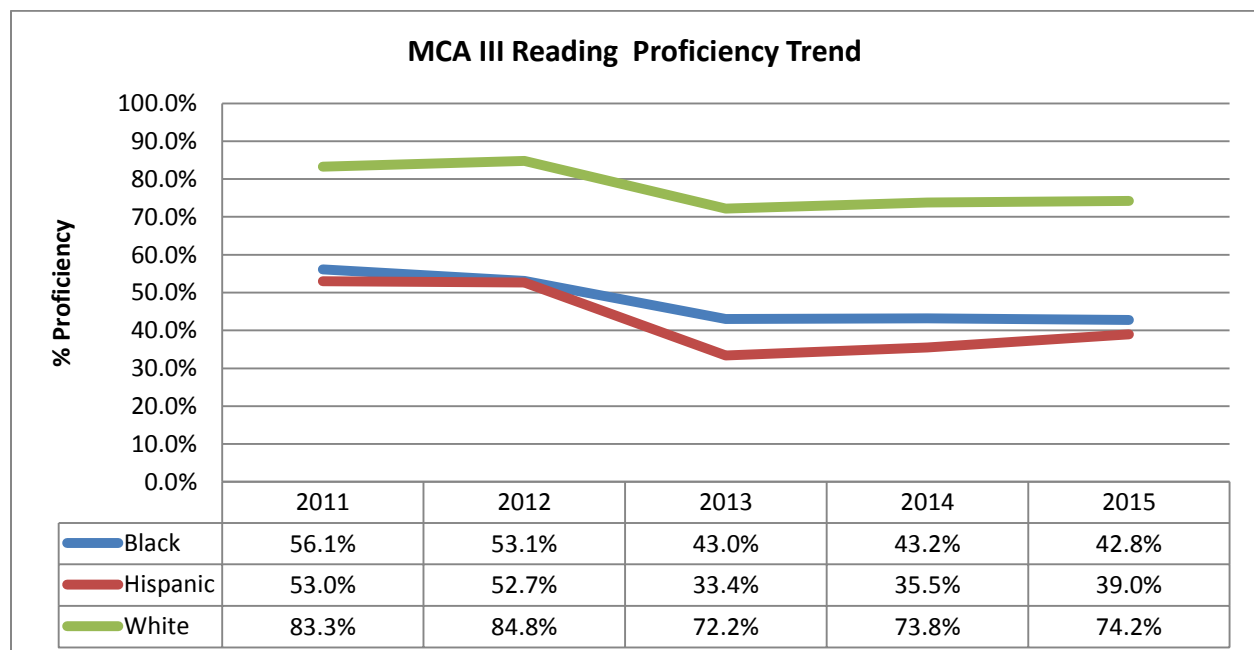
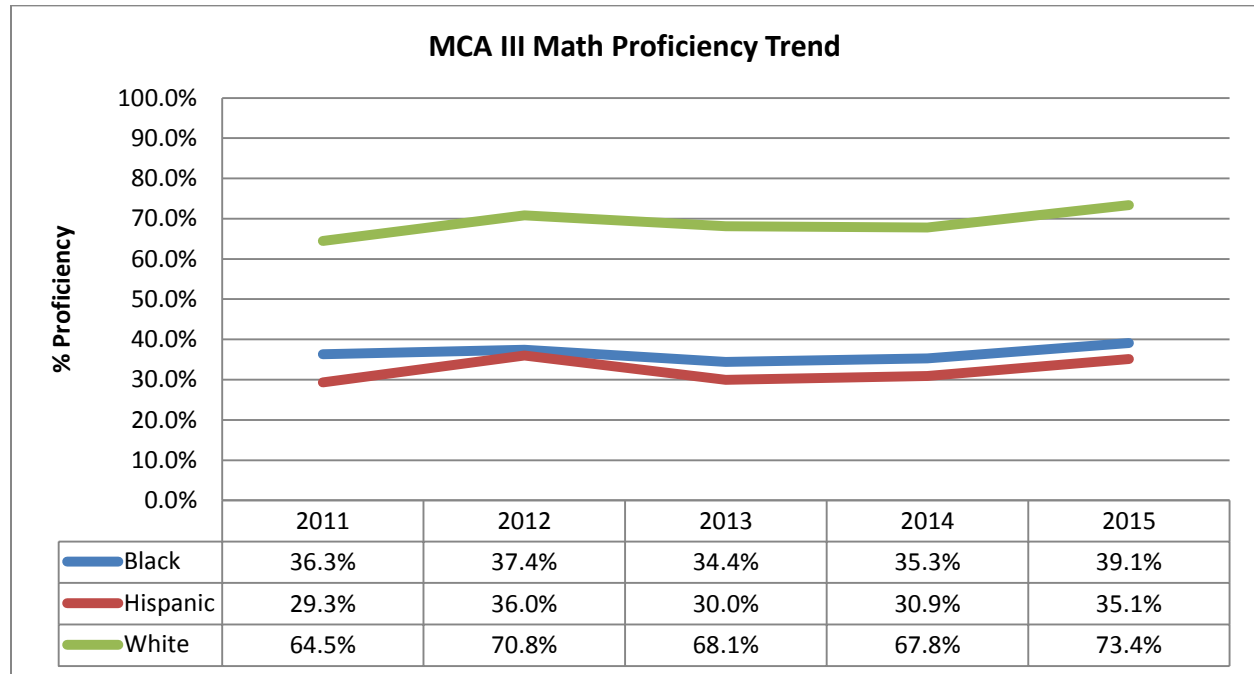
In 2014-15, District 197 added support in the area of literacy to at-risk students in Kindergarten. Students are now served in grades K – 2 in the area of literacy at all five elementary schools. Students in grades 3 and 4 are served at two Title I Schools, Garlough and Moreland. Schools qualify for Title I based on the number of students that qualify for free or reduced lunch.

In 2014-15, a math intervention class was added in grades 6 and 10. With the addition of these two classes, students in grades 5 and 6 are now served at each middle school and students in grades 9 and 10 at the high school. Students in grades 5 and 6 participate in a math intervention class in addition to core math instruction. Students in grades 9 and 10 participate in math intervention class in place of the traditional math course. The goal of the high school intervention is to assure that all students successfully complete Algebra II prior to graduation.

## Goal B: Narrow the achievement gap.

Progress for Goal B is measured by the Minnesota Comprehensive Assessments (MCA), Measures of Academic Progress (MAP), and through a series of assessments used to measure literacy. Results are reported by looking at four different achievement gaps: ethnicity, socio-economic, English Learners and Special Education.

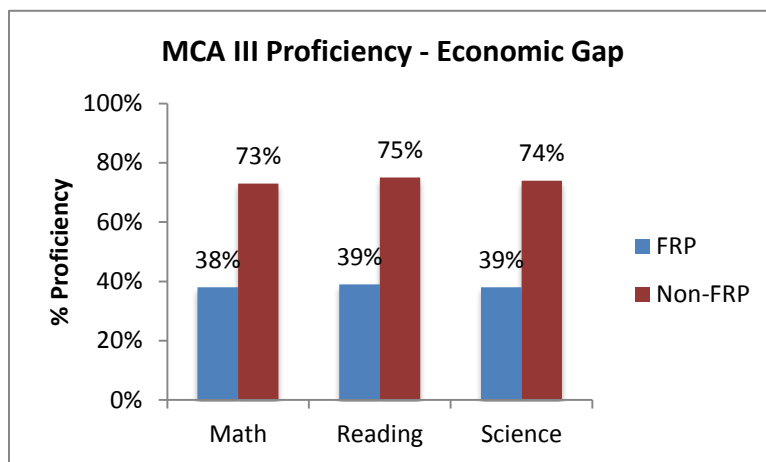
The achievement gap continues to be an area of focus for District 197 in all areas, math, reading, and science. The district's White students continue to outperform Black and Hispanic students while the district's Asian and American Indian student's performance remains consistent.



## Goal B: Narrow the achievement gap. (Continued)

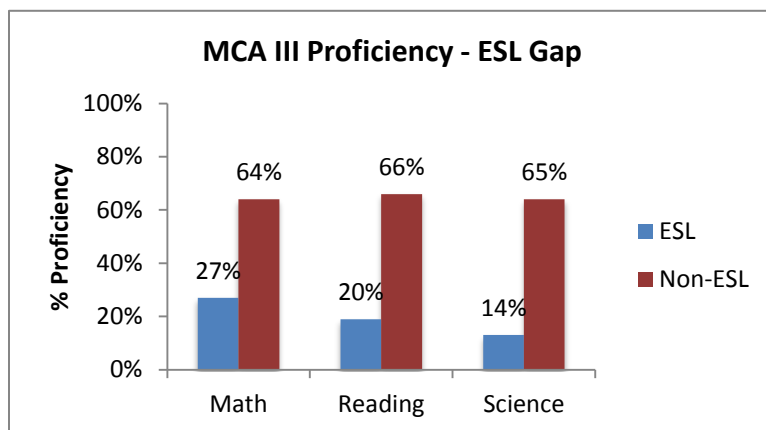
### Economic Gap

The table to the right shows the achievement gap on the MCA III in math, reading, and science that exists between students who receive free or reduced lunch (FRP) and those that do not (Non-FRP). The economic gap in math is 35%, reading is 36%, and science is 35%. These gaps have remained fairly constant over the last three years. This remains an area of focus for the district.



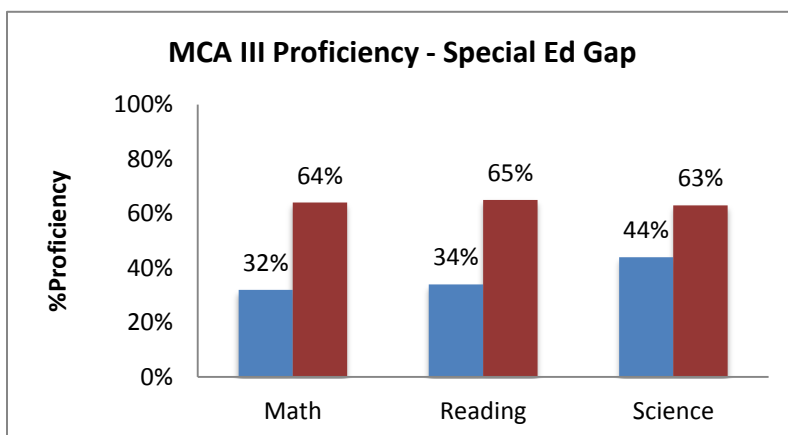
### English as a Second Language (ESL) Gap

The table to the right shows the achievement gap on the MCA III in math, reading, and science that exists between students who are English Learners and those that are not. The ESL gap in math is 37%, reading is 46%, and science is 51%. The gap in reading grew in 2014-15 in comparison to 2013-14. A review of the middle school and high school ESL program occurred in 2014-15 and a new curriculum is being implemented in 2015-16 for ESL students in Language Arts.



### Special Education Gap

The table to the right shows the achievement gap on the MCA III in math, reading, and science that exists between students who are receiving Special Education services (Spec Ed) and those that do not (Non-Spec Ed). The Special Education gap in math is 32%, reading is 31%, and science is 19%. In 2014-15, the gap in science decreased by 16% and the gap in reading decreased by 5%.



## Goal C: Personalize Learning by offering multiple pathways and opportunities for students to explore individual interests and talents.

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Work in Goal C for the 2013-14 and 2014-15 school years focused on students being involved in co-curricular activities, either academic or athletic, and taking rigorous courses.

### Rigorous Courses

Rigorous courses are defined as those that offer college credit or rigor similar to that of a college course. Twenty-five courses were offered in the 2014-15 school year and 489 students were enrolled. In comparison, 308 students were enrolled in rigorous courses in 2013-14. The growth in enrollment is attributed to the addition of three rigorous courses for the 2014-15 school year. The table below lists the type and name of all rigorous courses offered at Henry Sibley High School in 2014-15. The goal is to increase the number of rigorous course offerings and assure that enrollment in the courses match the demographic make-up of the high school.

Type of Course	Courses Offered in 2014-2015
Advanced Placement	Biology, Chemistry, Physics I, Physics – Mechanics Calculus AB, Calculus BC, Statistics, Computer Programming US History, Economics, Psychology Language Composition
College in the Schools (CIS)	French IV, French V German 3, German 4 Physics Inquiry
Project Lead the Way (PLTW)	Introduction to Engineering, Principles of Engineering, Civil Engineering, Computer Integrated Manufacturing
Concurrent Enrollment	Spanish IV, Spanish V, Chemistry of Exercise Physiology
College Articulation	Child Psychology
Certificate of Achievement	Culinary

### Dual Immersion

In 2014-15, the district also completed a study of dual immersion. Research on dual language immersion programs indicates strong academic performance for both the native English speaker and the native speaker in the target language. Students from a broad range of cultural, ethnic, and socioeconomic backgrounds benefit from dual immersion. Dual language, or two-way immersion, means that 50% of the students are native English speakers and 50% are native speakers in the target language. Dual immersion is one of the most effective programs for meeting the needs of English Learners (if their native language is the target language).

The study group was charged to do the following:

- Define dual immersion
- Examine current dual immersion programs in the Twin Cities
- Identify some ways that dual immersion might meet some of District 197's interests
- Identify if there is potentially a place in District 197 for a dual immersion program

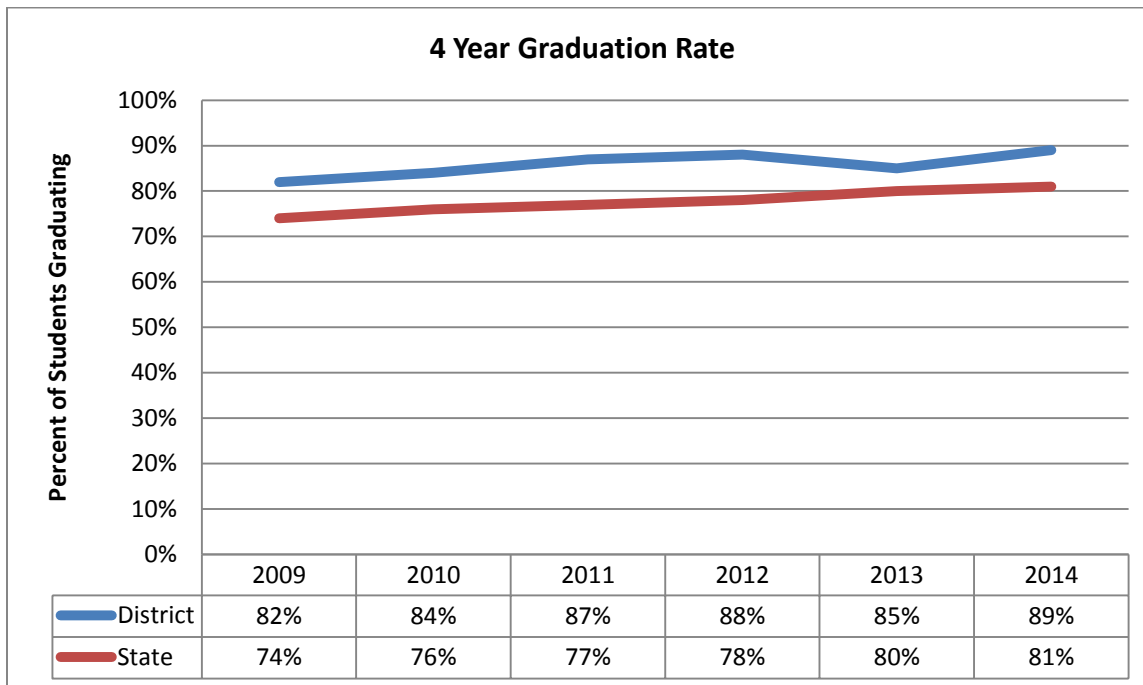
The dual immersion study group recommended the district further study the concept of adding a dual immersion program by completing a study to determine community interest.

## Goal D: Prepare students to be career and college ready.

Progress for Goal D is measured by the Measures of Academic Progress (MAP) and ACT's suite of college assessments including Explore, Plan, and ACT. Additionally, career and college readiness is measured by GPA and our graduation rate.

### Graduation Rate

In District 197, the graduation rate has been fairly steady over the past five years and continues to be 6% higher than the state average. In 2014, the percentage of Hispanic students graduating rose an unprecedented 13% from 2013. At the time of publication, the 2015 graduation rate was not available.

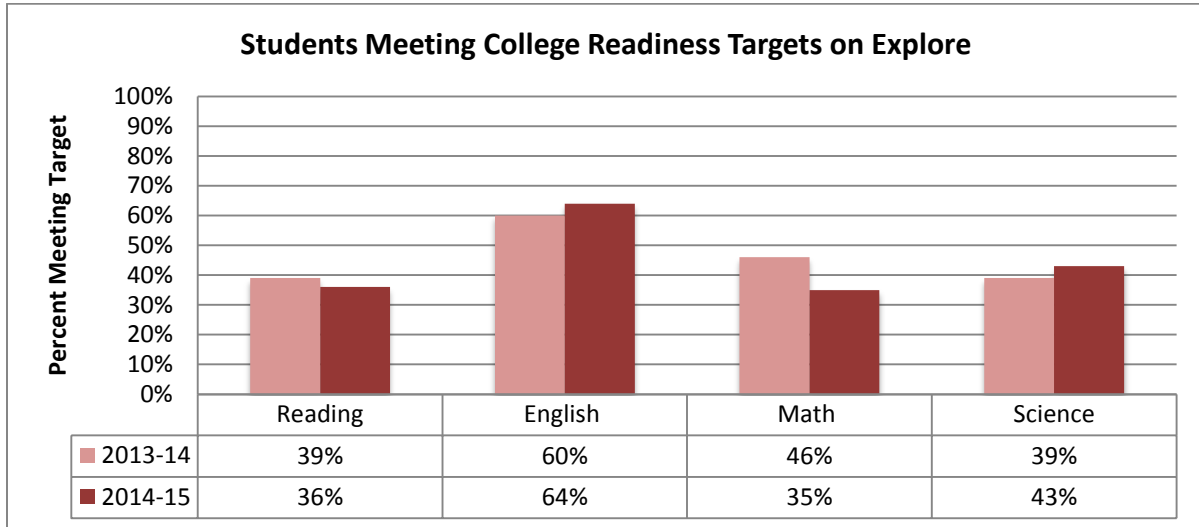


### College Readiness Assessments

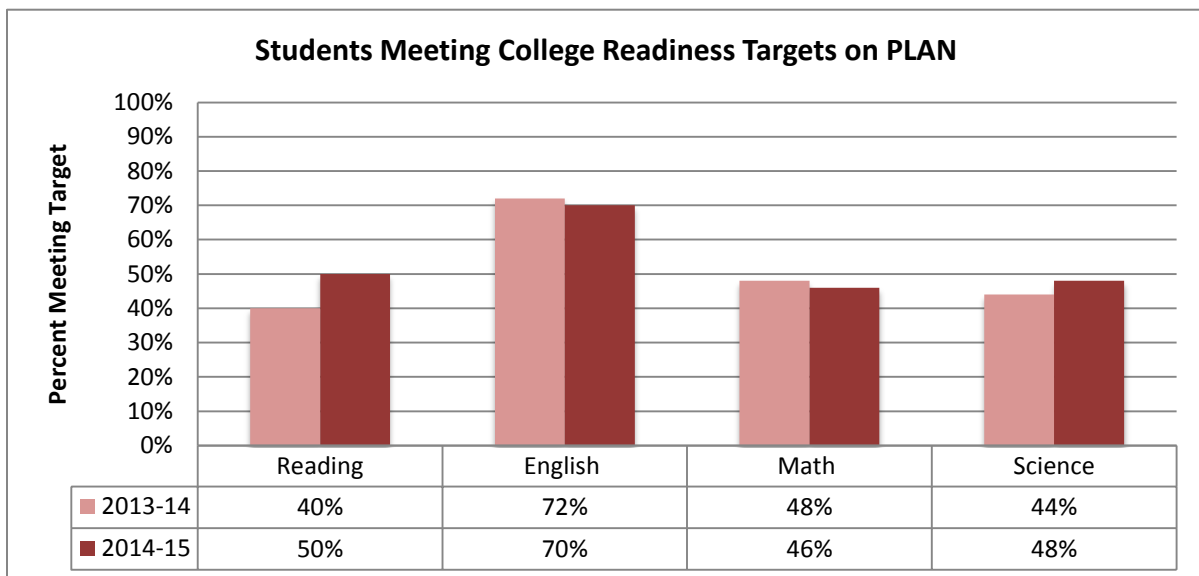
The district gives the ACT suite of college readiness assessments; this includes Explore, Plan and ACT. The Explore assessment is administered to all students in the fall of grade 8 and the Plan assessment to all students in the fall of grade 10. The assessments measure college readiness as determined by ACT in four areas: Reading, English, Math, and Science. In 2014-15, all grade 11 students took the ACT. The benchmark scores used in each subject area represent the minimum score needed to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college course.

## Goal D: Prepare students to be career and college ready. (Continued)

On the Explore assessment, students in District 197 consistently score the highest in English. In 2014-15, students meeting ACT readiness benchmarks increased in English and Science but decreased in Reading and Math in comparison to 2013-14. The percentage of students meeting college readiness targets remains an area of focus for the district.



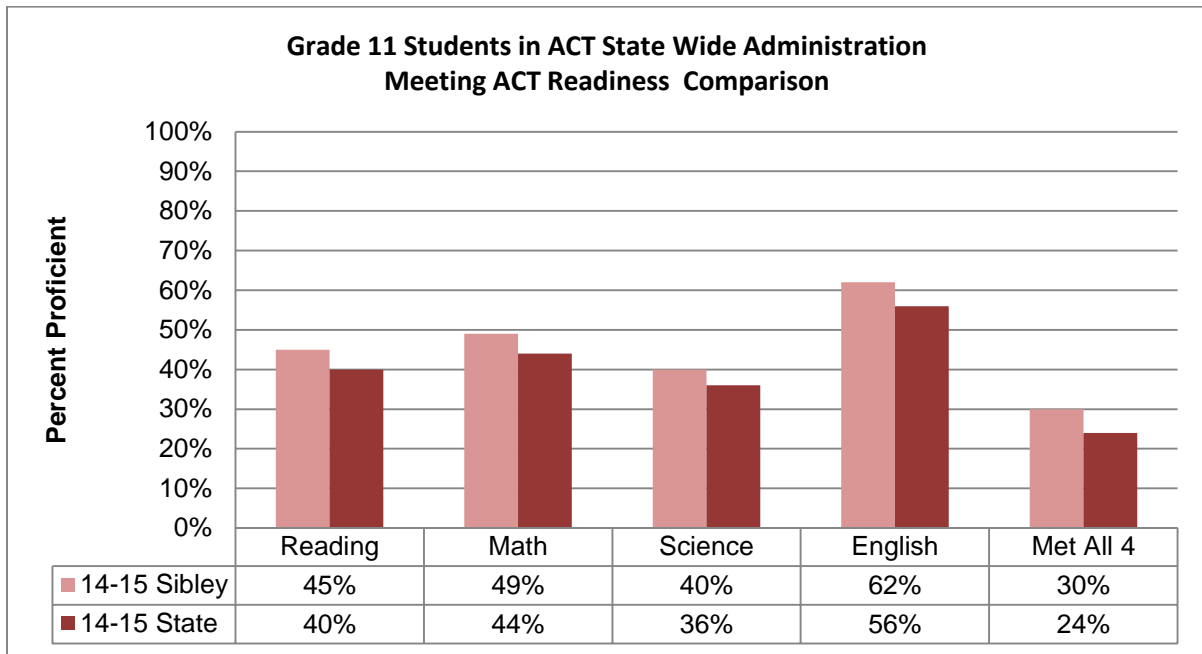
On the Plan assessment, students in District 197 consistently score the highest in English. In 2014-15 students meeting ACT readiness benchmarks increased in Reading and Science but decreased in English and Math in comparison to 2013-14. The percentage of students meeting college readiness targets remains an area of focus for the district.



**Goal D: Prepare students to be career and college ready. (Continued)**

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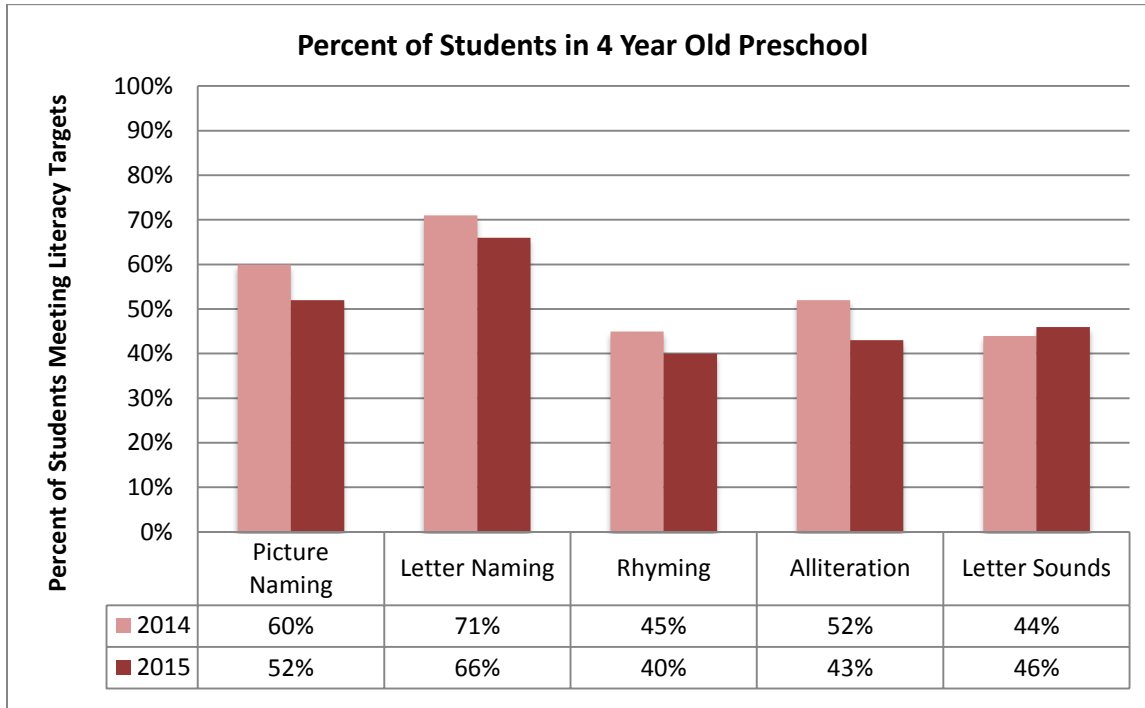
In April 2015, all grade 11 students enrolled in public schools in the state of Minnesota participated in a state-wide administration of the ACT. Students in District 197 performed strongly on this assessment and outperformed the state average.



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

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District 197 offers a variety of early learning programs through Community Education and for students that qualify for Early Childhood Special Education. A key program offered to the community is preschool for four-year olds. This program is offered at Mendota, Pilot Knob, and Friendly Hills. In 2014-2015, 104 students participated in community preschool.





## **Goal F: Transform teaching and learning through the innovative use of technology and other nontraditional methods and media.**

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With the passage of the technology levy in November 2014, a great deal of planning was completed during the 2014-15 school year to prepare for the rollout of a 1:1 technology initiative, that is now called the EmPowerED initiative. Planning also focused on individual building infrastructures to support the learning environment and use of technology.

### **Hybrid Courses**

In 2014-15, Goal F focused on hybrid/online courses at Henry Sibley. In a hybrid class, students meet three days each week in a classroom, interacting face-to-face with their teacher. On non-class days, students are responsible for completing online coursework on their own to ensure the necessary amount of curriculum is covered during the semester. Online course work is facilitated through Moodle, a web-based course management system – [www.moodle.org](http://www.moodle.org). Teachers are readily available through email, as well as in person before and after school for questions on non-class days. In 2014-2015, five hybrid courses were offered to students. The goal is to expand hybrid offerings until students have an opportunity to take a hybrid course in any content area/department.

<b>Hybrid Courses</b>	<b>2013-14 Course Enrollment</b>	<b>2014-15 Course Enrollment</b>
Interior Design	51	26
Health	64	60
Economics	27	37
On Your Own	26	92
Chemistry		45
<b>Total Number of Enrollments</b>	<b>176</b>	<b>244</b>

## **Academic Standards & Curriculum Alignment**

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The No Child Left Behind Act (NCLB), signed into law in 2001, requires that each state, including Minnesota, create its own set of academic standards indicating what a child should know and learn at each grade level in Math, Science, and Reading/Language Arts. In addition to the requirements set forth in NCLB, Minnesota has chosen to also develop standards in Social Studies and the Arts.

The district continually reviews what students are taught and how they are taught. Student performance, as shown by a variety of assessment results, guides the district in deciding what needs to be done to ensure all students can be successful. The school board, administration, and staff of District 197 are committed to high student achievement and continuous improvement for all students. We believe that student achievement will be enhanced through:

- Improved communication with parents, students and the community;
- Challenging curriculum that reflects best practices;
- Staff development opportunities appropriately designed to enhance the quality of instruction;
- Adequate fiscal resources to maintain program stability, appropriate facilities and equipment;
- An ongoing review of curriculum, instruction and assessment practices.

District 197 believes that academic standards, when embedded into the curriculum, help ensure that students will be critical thinkers, communicators, learners, and responsible citizens. Students must know how to access, interpret, and apply this information to solve the new problems an increasingly complex world will present.

### **Aligning District 197 Curriculum with Minnesota Academic Standards**

Minnesota Academic Standards in the areas of Reading and Language Arts, Mathematics, Science, Social Studies and the Arts are on a schedule of review and revision, which has been determined by the Legislature. District 197 has developed a six-year curriculum review cycle that incorporates these new academic standards into the curriculum.

### **Curriculum Advisory Committee**

The Curriculum Advisory Committee (CAC) works with the Curriculum, Instruction, and Assessment Department to respond to curriculum updates, student achievement reports, and instructional material recommendations. Members learn about and discuss curricular areas under review. The CAC ensures community participation in the Minnesota Academic Standards implementation process and in all phases of planning/improving curriculum and instruction.

CAC members are community representatives from a variety of backgrounds who meet five times annually. If you are interested in serving on the CAC, contact the principal at your neighborhood school or call the Curriculum office at 651-403-7015