



2020-2021

School District 197 Annual Report

About School District 197

Our district is comprised of 10 close-knit schools serving almost 5,000 students from the communities of Eagan, Inver Grove Heights, Lilydale, Mendota, Mendota Heights, Sunfish Lake, and West St. Paul.

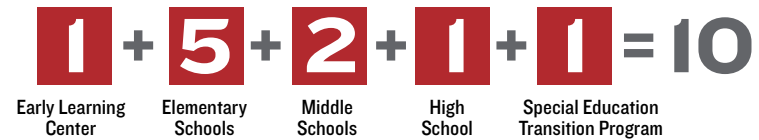
Our vibrant school community is filled with a variety of academic, athletic, and artistic opportunities for students at every age. The district is committed to working with parents and families to improve learning and achievement for all students.



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

2020-21 DISTRICT PROFILE

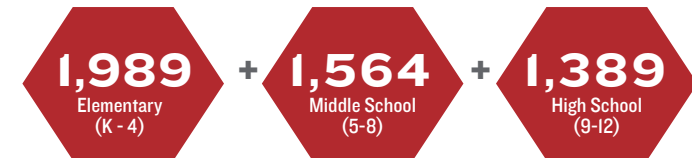
NUMBER OF SCHOOLS



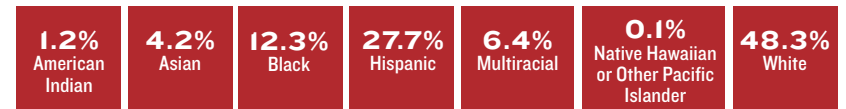
SCHOOL DISTRICT 197 STUDENT ENROLLMENT



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, 9% inexperienced (less than 3 years) teachers, and less than 1% out of field.



Our Mission

School District 197 is committed to caring relationships, equitable practices, and high expectations for all.

We Believe:

■ Relationships

- People thrive when they feel connected, trusted, and affirmed.
- Communication and collaboration strengthen school, family, and community relationships.

■ Equity

- Our diversity makes us stronger.
- Seeking to understand each other strengthens the individual and community.
- We are all accountable for removing barriers and creating equitable systems.

■ Achievement

- High expectations and personalized support are critical for student success.
- Innovative environments promote curiosity, creativity, and courageous action.
- Everyone has the ability to continually grow.

“ 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. The district's goals align with and support the state's goals. This 2020-2021 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.



All students are academically and socially ready for school

All 3rd graders can read at grade level

All racial and economic achievement gaps are closed

All students graduate from high school

All students are ready for career and college

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 2020-2021 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
Laura Mogelson	Parent	Friendly Hills
Scott Schwister	Parent	Garlough
Sarah Lund	Teacher	Two Rivers
Ron Monson	Principal	Two Rivers
Rahma Ali	Student	Two Rivers
Abby Hendricks	Parent	Heritage
Karyn Fernandez	Parent	Two Rivers
Jennifer Kellogg	Parent	Heritage
Donald Crain	Community Member	
Matthew Schempp	Parent	Heritage
Jaelynn Dodson	Student	Friendly Hills
Haley Holtan	Parent	Mendota
Laura Menk	Parent/Support Staff	Moreland
Mark Quinn	Principal	Moreland
Jessica Nelson	Teacher	Pilot Knob
Sara Kanavati	Parent	Somerset
Allicia Waukau-Butler	American Indian Cultural Liaison	Districtwide

World's Best Workforce and Strategic Plan Goals and 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 and District Strategic Goals	2020-2021 School District 197 Goals	2020-2021 School District 197 Results	2020-2021 School District 197 Examples of Strategies to Achieve Goals
All Children are Ready for School	The percentage of students in the district's four-year-old preschool program who are "kindergarten ready" in the areas of literacy and social/ emotional development will increase by 2% in each area by spring 2021.	Goal Met 81% of our students met or exceeded expectations.	<ul style="list-style-type: none"> Professional development in the area of social-emotional skills for infants and toddlers Pilot implementation of Feeling Buddies Curriculum in some Early Learning classrooms Review of mid-year formative assessment data to identify students needing additional instructional support to meet learning targets
All 3rd Graders Can Read at Grade Level	The percentage of students who will meet the low risk or lowest risk target on aReading in grade 3 will increase from 66% in the fall 2020 to 68% in spring 2021.	Not met, 61% met target, decrease of 5%	<ul style="list-style-type: none"> Implemented new K-4 reading resources Varied intervention supports based on needs at each site Whole class intervention where necessary
All Racial and Economic Achievement Gaps Between Students are Closed	<p>The gap between students of color and white students in grades 1-8 will decrease from 24% to 22% in spring 2021 by increasing the percent of students who meet the low risk or lowest risk target on aReading of the groups as follows:</p> <ul style="list-style-type: none"> White students from 75% in fall 2020 to 77% in spring 2021 Students of color from 51% in fall 2020 to 55% in spring 2021 <p>The gap between students of color and white students in grades 1-8 will decrease from 25% to 23% in spring 2021 by increasing the percent of students who meet the low risk or lowest risk target on aMath of the groups as follows:</p> <ul style="list-style-type: none"> White students from 79% in fall 2020 to 81% in spring 2021 Students of color from 54% in fall 2020 to 58% in spring 2021 	<p>Reading</p> <p>White students Not met, 73% met target, decrease of 2%</p> <p>Students of color Not met, 48% met target, decrease of 3%</p> <p>Math</p> <p>White students Not met, 76% met target, decrease of 3%</p> <p>Students of color Not met, 46% met target, decrease of 8%</p>	<ul style="list-style-type: none"> Elem: Implemented a structured literacy program to systematically teach foundational reading skills that all students need to decode unknown words MS and HS: Provided equity professional development through strands that focused on a wide range of areas, including Absent Narratives and Culturally Responsive Instruction MS and HS: Continued to diversify instructional resources, including literature read in classrooms, to match student's race, culture, identity, background and/or perspectives Secured ADSIS funding to implement support courses for high school students struggling in literacy Provided internet access through hotspots so that all families and fully participate in online learning opportunities
All Students Graduate from High School	<ul style="list-style-type: none"> The four-year graduation rate at Henry Sibley High School will increase from 91.4% in 2019 to 93.4% in 2020. The percentage of students in grades 9-12 who pass all of their courses will increase from 71% for semester I in 2020 to 73% in 2021. 	<p>Graduation rate Not met 92%, increase of .6%</p> <p>Course passing Not met, 69% of students passed all of their courses</p>	<ul style="list-style-type: none"> Continued to diversify college and career speakers in Warrior Seminar Gave preACT 8/9 to 9th graders Specific efforts to connect with struggling students during distance learning
All Students are Ready for Career and College	<ul style="list-style-type: none"> The percent of graduating seniors who meet the ACT college ready benchmark on the all four ACT subtests will increase from 29% for Class of 2020 to 31% for Class of 2021. The percentage of Hispanic students enrolled and successfully completing a college-level course during the 2020-2021 school year will increase from 13% in spring 2020 to 18% in spring 2021. 	<p>ACT Not met, 25% met target</p> <p>College-Level Courses Met, 19% enrolled</p>	<ul style="list-style-type: none"> Intentional recruitment efforts for students of color in two college credit-bearing courses Specific efforts to connect with struggling students during distance learning Ran Math for Trades course

District Goal: All Children are Ready for School

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.

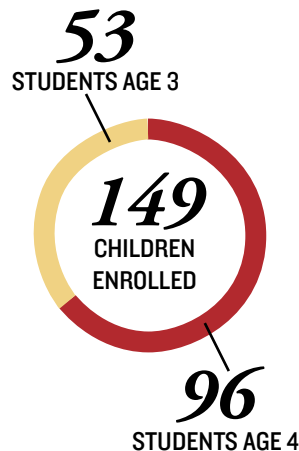
Early Childhood Screening

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 from 2019-2020. Referrals were made to help identify children who may have concerns in the areas of vision, hearing, cognition, communication, motor skills, or social skills.

Community Preschool

School District 197's Community Preschool program provides a "bridge to school" with opportunities for three-year-old and four-year-old children. Preschool programming is offered at three sites — the Early Learning and Family Resource Center, Moreland Arts and Health Science Magnet, and Pilot Knob STEM Magnet.



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.



Impact of COVID-19

Learning Models 2020-2021

During the 2020-2021 school year the learning model varied throughout the year as we responded to the changing COVID case counts in the county and community. In total, we had 10 learning model changes. Some students participated in distance learning all year while others moved from hybrid learning to distance learning to in-person learning. Each learning model provided synchronous (live) learning for students provided by teachers along with asynchronous assignments. The high school moved from a 7-period day schedule to a block schedule to accommodate the shifting learning model and to reduce student transitions during the day for in-person instruction.



COVID-19 Impact on Assessment and on World's Best Workforce Annual Report

COVID-19 impacted national, state, and local assessments. These assessments typically inform the World's Best Workforce report. State assessments were given in spring 2021 but they required students to come to school to complete the assessment. Our participation in these assessments was lower than a traditional year and the results are not shared in this year's annual report. District assessments were given to students learning in both the in-person and distance learning model and are included in place of the state assessment results where appropriate.

When viewing any data from the 2020-2021 school year, the Minnesota Department of Education suggests that the following be considered: "During the 2020-21 school year, educators, students, and families experienced significant and profound changes in teaching and learning, as well as social and emotional well-being. It is important to keep this in mind when interpreting assessment results, as these changes are reflected in student scores but are difficult to account for accurately."

2020-2021 Learning Model Fun Facts

- 812,000 items posted in SeeSaw in kindergarten through grade 4! This is a 200% increase compared to all previous years combined.
- 125,752 files, 72,379 assignments, and 9,106 media recordings in Canvas in grades 5-12.
- 305 - 786 - 524 - average number of google meets a full time distance learner experienced in elementary - middle school - high school during 2020-2021.
- 490 - amazing, flexible, dedicated, caring licensed School District 197 staff
- Most common phrases of 2020-2021, "You are on mute." and "Would you like to meet my dog (cat, fish, etc.)?"

District Goal: All Students Graduate from High School



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



College in the Schools Courses



Centers for Advanced Professional Studies (CAPS)



Post-Secondary Enrollment Options (PSEO)



Athletics & Activities

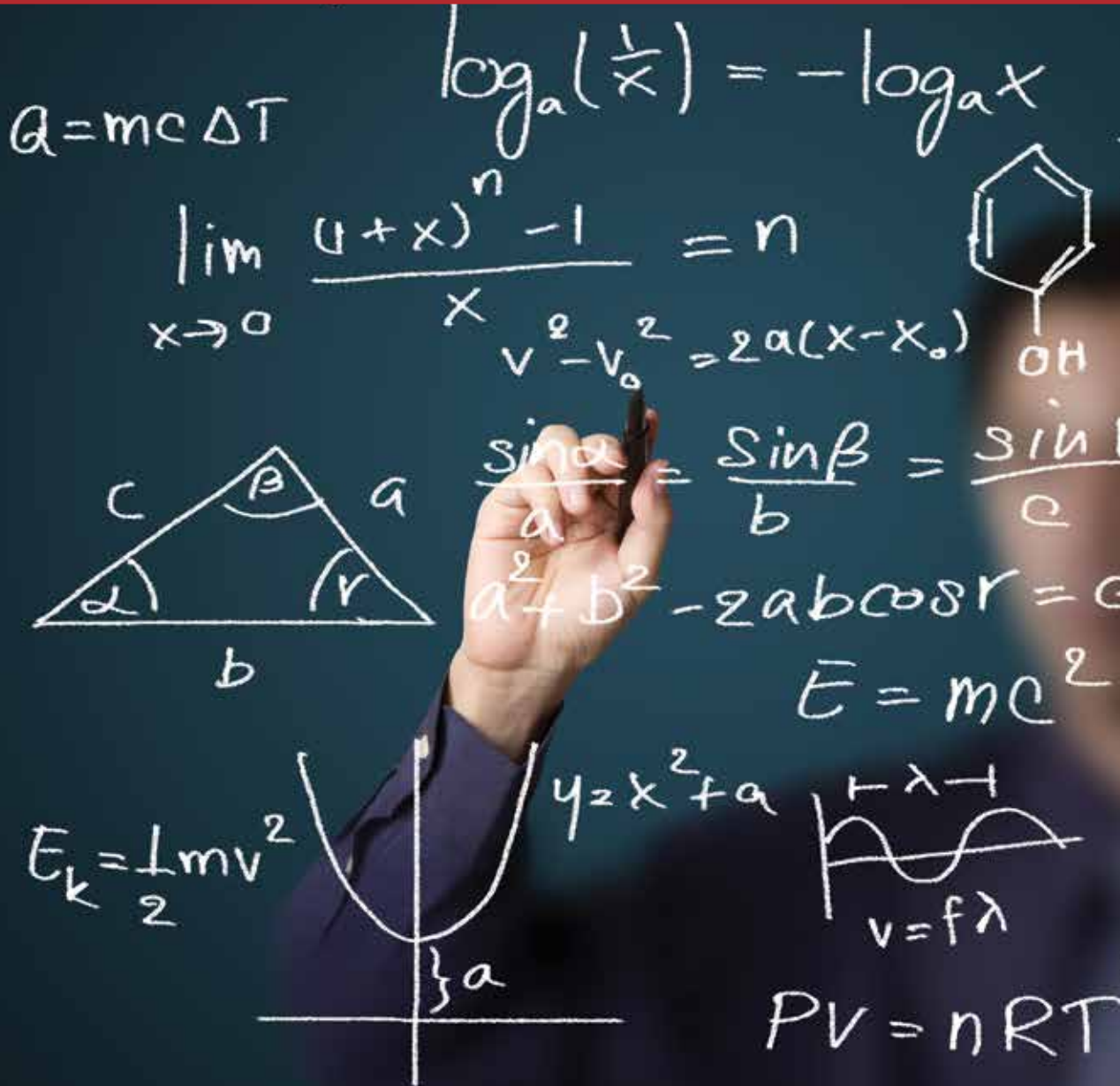


*A student may be counted more than once if registered for more than one activity.

Students who graduate in four years



District Goal: All Students Ready for Career and College



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.

2021 ACT COLLEGE READINESS RESULTS

	SCHOOL DISTRICT 197*	STATE
Reading	39%	52%
Math	36%	48%
Science	34%	45%
English	48%	61%
Meet all 4	25%	32%

*Two Rivers High School Graduating Class of 2021

2020-2021 Strategic Actions

A theme in our strategies for 2020-2021 were to continue to provide systems to gather feedback from our stakeholders on the specific strategies we should implement to achieve our desired outcomes. The table below groups the specific strategies we implemented during 2020-2021 under each of the focus areas. One notable exclusion from the list below is the various endeavours the school district has taken and continues to take to ensure the best instruction possible amid the COVID pandemic.

Focus Area	2020-2021 Actions
Establish a district-wide system of social-emotional learning (SEL) and support	<ul style="list-style-type: none"> • Establish SEL leadership team • Participate in MDE grant on SEL • Select SEL framework • Conduct a needs assessment • Identify research-based practice aligned to selected SEL framework • Develop a long-range plan of specific strategies to support focus area
Build equitable systems and support throughout the district	<ul style="list-style-type: none"> • Establish equity advisory committee • Conduct equity audit • Select equity framework • Draft recruiting, hiring, and retaining staff of color action plan • Draft elevating student voice and leadership action plan • Draft creating and sustaining equity leadership action plan • Develop a long-range plan of specific strategies to support focus area
Increase E-12 opportunities for career exploration and preparation	<ul style="list-style-type: none"> • Plan for implementation of recommendations from the 2019-2020 Graduation Requirement Task Force • Implement Math for Trades course with articulation with Dakota County Technical College • Revise physical education and health course offerings to include certifications and use of the new high school aquatics facility • Continued and improvement of Warrior Seminar and internship opportunities • Develop a long-range plan of specific strategies to support focus area

SCHOOL DISTRICT 197

Nurture. Inspire. Prepare. Together, We Thrive.

School District 197 is committed to caring relationships, equitable practices, and high achievement for all.

GOALS

All students are academically and socially ready for school.

All 3rd graders can read at grade level.

All racial and economic achievement gaps are closed.

All students graduate from high school.

All students are ready for career and college.

WE BELIEVE...

RELATIONSHIPS

- People thrive when they feel connected, trusted, and affirmed.
- Communication and collaboration strengthen school, family, and community relationships.

EQUITY

- Our diversity makes us stronger.
- Seeking to understand each other strengthens the individual and community.
- We are all accountable for removing barriers and creating equitable systems.

ACHIEVEMENT

- High expectations and personalized support are critical for student success.
- Innovative environments promote curiosity, creativity, and courageous action.
- Everyone has the ability to continually grow.

FOCUS AREAS

1

Establish a district-wide system of social-emotional learning and support

2

Build equitable systems and support throughout the district

3

Increase E-12 opportunities for career exploration and preparation