



2021-2022

School District 197 Annual Report

From the Superintendent

Dear School District 197 Community,

I am pleased to share the School District 197 2021-2022 Annual Report. In the pages that follow, you'll read key information on the educational progress of our students in the last year, and how we're working toward meeting our district mission and goals.

In the 2021-2022 school year, the district—like most districts across the country—found its way out of a global pandemic that had a significant impact on the way our students learn. With the timing, participation rates and unprecedented circumstances that our families have had to endure, we are not surprised by the statewide results. That being said, our students, families and staff showed up in remarkable ways, and we're proud to share that School District 197 continued to perform the best in both reading and science out of 10 comparison districts.

While we're still above most schools in math proficiency, we know we have work to do in catching our students up. We're in the process of analyzing steps to address math proficiency, and redoubling efforts to provide engaging, high-quality grade-level math curriculum and instruction in every classroom.

Despite all of the obstacles that have been created by the pandemic, I am very proud that all of our programs continue to meet adequate yearly progress. The success of our students is due to the work of our quality staff and support of our families and community. This work is never complete—it is a continual process of improvement to which we fully commit ourselves. As a school district, we are thankful to have such commitment and support from our community. Together, we thrive.

Sincerely,

Peter Olson-Skog, Ph.D.

Superintendent

School District 197 - West St. Paul, Mendota Heights, Eagan



About School District 197

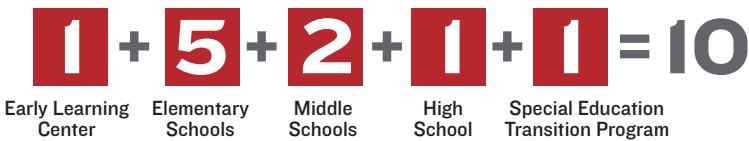
Our district is comprised of 10 close-knit schools serving almost 5,000 students from the communities of Eagan, Inver Grove Heights, Lilydale, Mendota, Mendota Heights, Sunfish Lake, and West St. Paul.

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.



2021-22 DISTRICT PROFILE

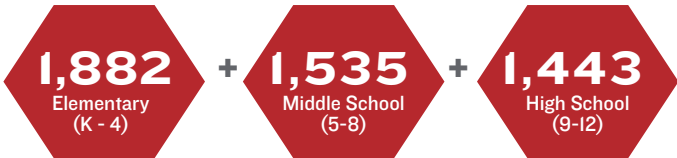
NUMBER OF SCHOOLS



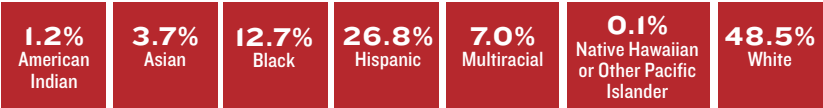
SCHOOL DISTRICT 197 K-12 STUDENT ENROLLMENT



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.

“ Our students, teachers and families have had a hard few years, faced with constant challenges. We’ve remained committed to supporting our school community and delivering 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 2021-2022 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

SCHOOL
DISTRICT
197
GOALS

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 2021-2022 committee members are listed below.

| Name | Role |
|-----------------------|----------------------------------|
| Cari Jo Drewitz | Director |
| Kate Skappel | Coordinator |
| Miles Lawson | Coordinator |
| Brenda Corbett | School Board |
| Scott Schwister | Parent |
| Sarah Lund | Teacher |
| Amane Etefa | Student |
| Abby Hendricks | Parent |
| Karyn Fernandez | Parent |
| Matthew Schempp | Parent |
| Haley Holtan | Parent |
| Mark Quinn | Principal |
| Jessica Nelson | Teacher |
| Sara Kanavati | Parent |
| Allicia Waukau-Butler | American Indian Cultural Liaison |

Due to the pandemic, participation in the committee was low.

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 | 2021-2022 School District 197 Goals | 2021-2022 School District 197 Results | 2021-2022 School District 197 Examples of Strategies to Achieve Goals |
|--|---|--|--|
| All Children are Ready for School | The percentage of 3, 4, and 5 year olds enrolled in an in person early learning program from October 1, 2021 to May 1 2022, for at least 2 days per week who met or exceeded developmentally appropriate social emotional behavior skills, will increase from 19% in fall of 2021 to 75% in the spring of 2022 as measured by the TS Gold Formative Assessment. | Goal Met, 78% | <ul style="list-style-type: none"> Full implementation of Feeling Buddies Curriculum in all classrooms. Creating more equitable classrooms by having staff participate in professional development on equity in preschool classrooms by Amazeworks, and integrating strategies they learned into their classrooms. Using the TS Gold formative assessment, to take data on students social emotional skills 3 times per year- Nov, Feb and June to monitor for progress. |
| 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 65% in the fall 2021 to 67% in spring 2022. | Goal Met, 69% | <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 26% to 24% in spring 2022 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 71% in fall 2020 to 73% in spring 2021. Students of color from 46% in fall 2020 to 50% in spring 2021 <p>The gap between students of color and white students in grades 1-8 will decrease from 32% to 30% in spring 2022 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 76% in fall 2021 to 78% in spring 2022. Students of color from 45% in fall 2021 to 49% in spring 2022. | <p>Reading: White students Fall: 71%; Spring: 75%; Met Reading: Students of color Fall: 46%; Spring: 49%; Not Met Reading: GAP Fall: 26%; Spring: 26%; Overall Not Met</p> <p>Math: White students Fall: 76%; Spring: 77%; Not Met Math: Students of color Fall: 45%; Spring: 43%; Not Met Math: GAP Fall: 32%; Spring: 34%; Overall Not Met</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. 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 Two Rivers High School will increase from 91.4% in 2020 to 93.4% in 2021. The percentage of students in grades 9-12 who pass all of their courses will increase from 71% for semester 1 in 2021 to 73% in 2022. | <p>Graduation rate Not met, 88% Course passing Met, 78%</p> | <ul style="list-style-type: none"> Implemented Reading Support course to support students who are reading below grade level in 9th grade. Implemented Warrior Time at TRHS to provide weekly academic support for students. Expanded credit recovery opportunities. |
| 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 25% for Class of 2021 to 27% for Class of 2022. The percentage of Hispanic students enrolled and successfully completing a college-level course during the 2021-2022 school year will increase from 24% in spring 2021 to 26% in spring 2022. | <p>ACT Data not yet available until Fall</p> <p>College-Level Courses Not met, 25%</p> | <ul style="list-style-type: none"> Secured funding through the Rigorous Courses Grant to help expand CCR opportunities overall, reduce disparities in enrollment in CCR courses, and provide enriched experiences in select CCR courses to support student success. Intentional recruitment efforts for students of color through Equity in Advanced Coursework PD strand at TRHS. Expansion of Multilingual Seals Program awareness and testing. Implementation of Lifeguard Certification Course in Spring 2022. Implementation of AP Human Geography course in 9th grade. Creation of fourth CAPS course- Computer Science and Informational Technologies. Implemented a targeted recruitment approach for current CAPS courses to increase awareness and enrollment. Established a district-wide Career and Technical Education (CTE) advisory panel to help guide district-wide efforts in CTE opportunities. Implemented Tech Warriors at TRHS. |

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



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.



174
children
participated



190
adults
participated



34
classes
offered

District Goal: **All Children Are Ready for School**

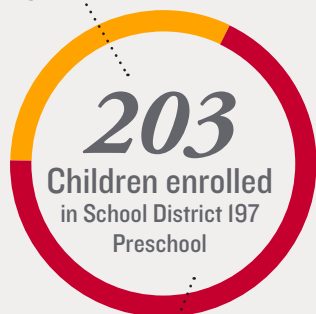
School District 197 Preschool provides a bridge to school through half-day and full-day classes that offer rich learning experiences in well-equipped classrooms. All staff are trained in early childhood education. Preschool programming in School District 197 has a strong focus on pre-academic skills.

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

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



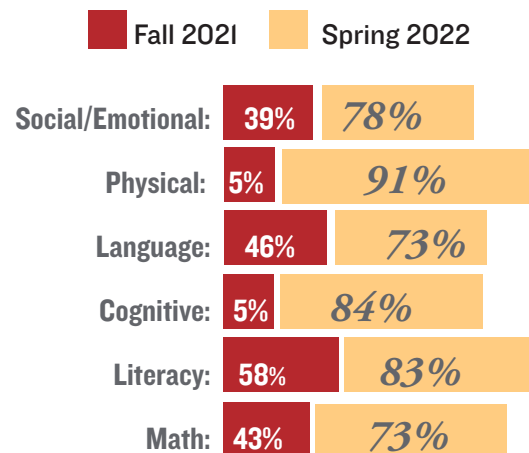
74
students
age 3



129
students
age 4

Meets/Exceeds Expectations

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



42%

of kindergarten
students were
reading at
grade-level in
spring 2022



Kindergarten

Kindergarten provides an essential bridge between pre-kindergarten and the primary grades. It enables children to develop academic, social, and emotional skills they need to be successful. Students in Kindergarten move through out leveled book sets that systematically teach reading skills. Students are assessed on these skills every four weeks through out the year. The end of year placement determines whether or not a student is reading at their expected grade level.

District Goal: All 3rd Graders Can Read at Grade Level

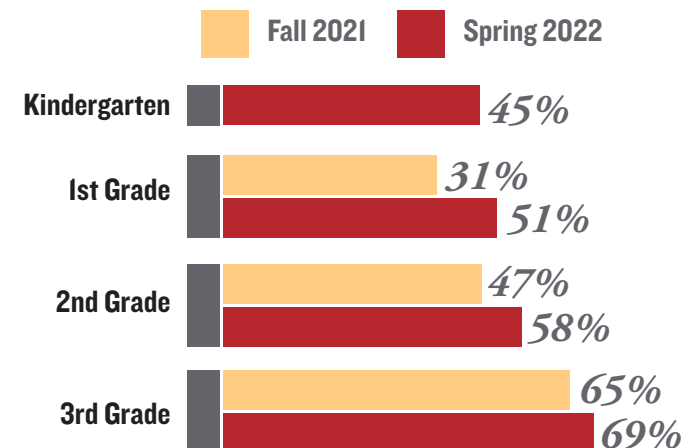
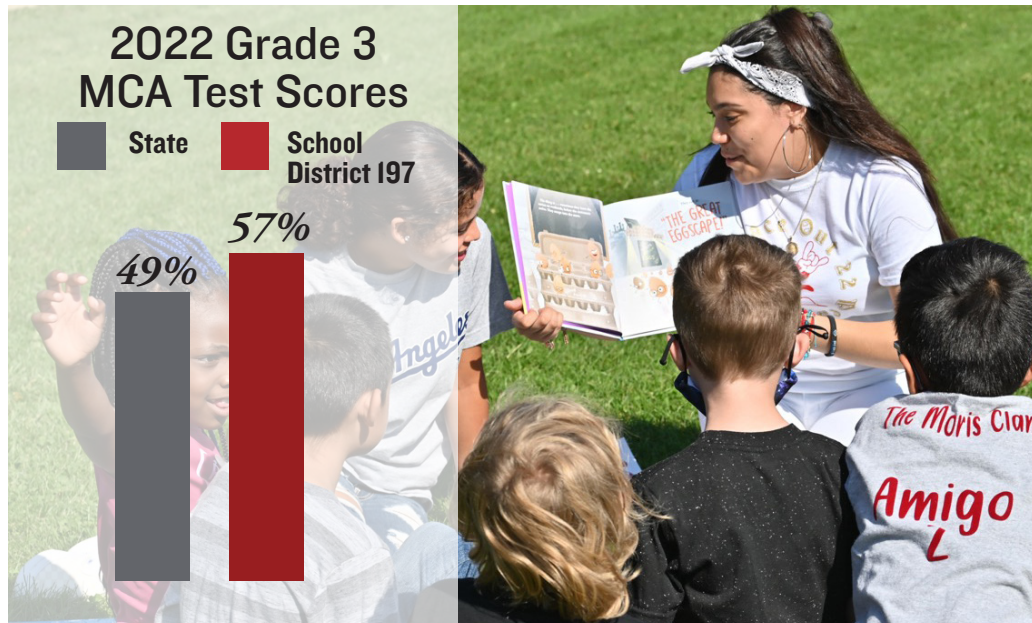
School District 197 is dedicated to the success of all of our students. As part of our goal to achieve measurable growth and continuous progress for each student, the district outlines goals, practices, and supports for students in grades E-3 so that all students are reading at or above grade level no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

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

Due to the pandemic and shifts from distance and in-person learning, we experienced varying participation rates in testing and the disruption in learning for some students. During the 2020-2021 school year, the district implemented a new reading and intervention curriculum and literacy assessments. The 2021-2022 school year was the first year we were able to fully implement them in-person. Comparisons of data during the pandemic should be carefully considered.



School District 197 uses the Fastbridge suite of assessments to screen all students in the area of literacy and math. A series of assessments are used at each grade level, this data helps teachers determine which students may need additional support through intervention. The data below shows the percent of students meeting the low risk target in the area of literacy.



District Mission: High Achievement for All in READING

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

State
School District 197

52% 56%

2022 Proficiency Rates

GRADE 3
57%
Proficient

GRADE 4
63%
Proficient

GRADE 5
65%
Proficient

GRADE 6
55%
Proficient

GRADE 7
50%
Proficient

GRADE 8
47%
Proficient

HIGH SCHOOL
62%
Proficient

#1

Proficient in reading on MCAs out of 10 comparison districts*

District Mission: High Achievement for All in MATH

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

State
School District 197

46% 44%



2022 Proficiency Rates

GRADE 3
59%
Proficient

GRADE 4
64%
Proficient

GRADE 5
43%
Proficient

GRADE 6
34%
Proficient

GRADE 7
37%
Proficient

GRADE 8
33%
Proficient

HIGH SCHOOL
37%
Proficient

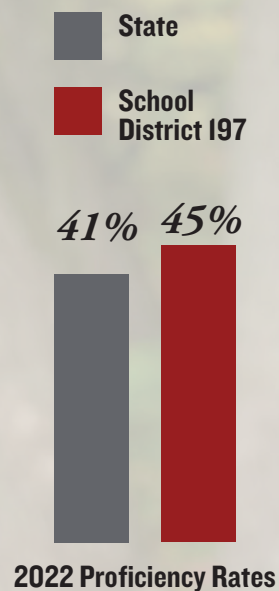
#2

Proficient in math on MCAs out of 10 comparison districts*

District Mission: High Achievement for All in SCIENCE

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

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



1. 4 lb 5 12 oz

2. 2 lb 5 12 oz
8 lb 5 12 oz

GRADE 5
57%
Proficient

GRADE 8
25%
Proficient

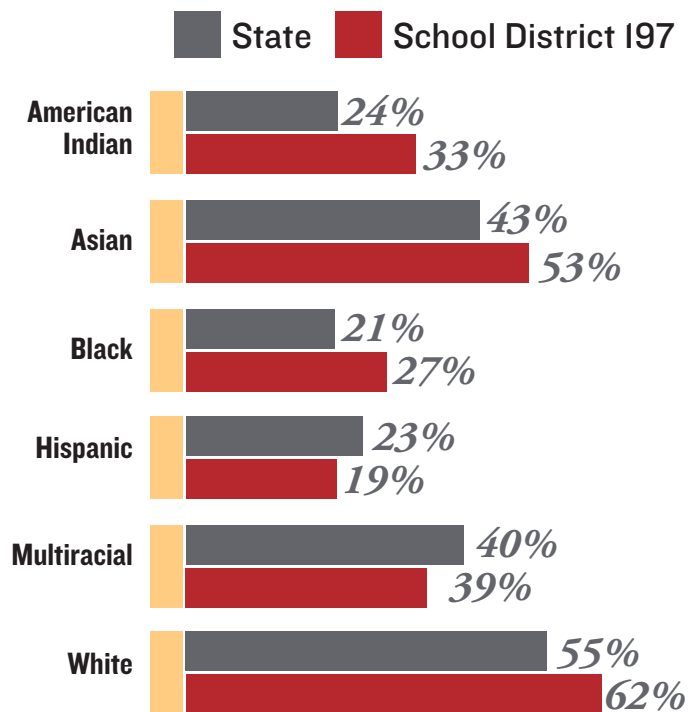
HIGH SCHOOL
58%
Proficient

District Goal: **Narrow the Achievement Gap**

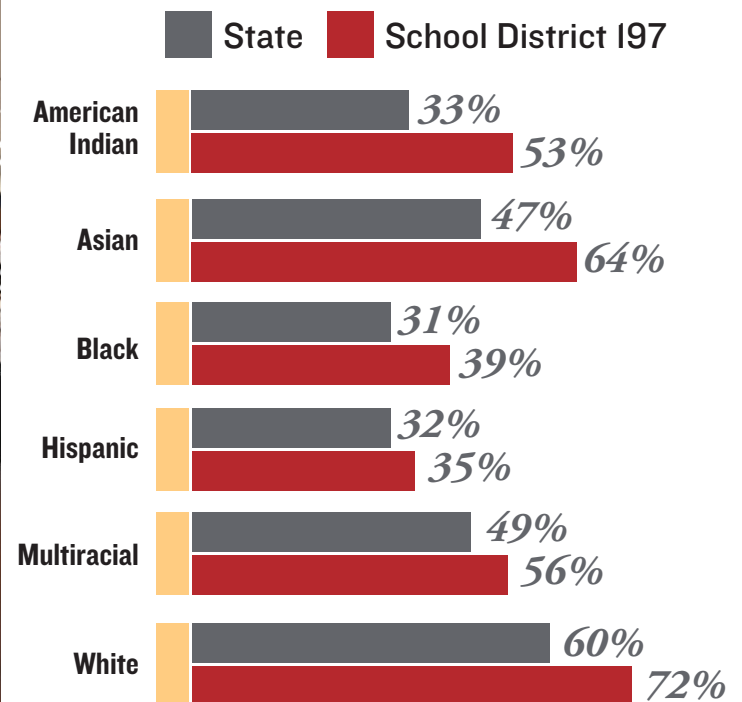
The School District 197 Achievement and Integration Plan addresses the district's goals related to pursuing racial and economic integration, increasing student achievement, creating equitable educational opportunities, and reducing academic disparities based on students' diverse racial, ethnic, and economic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



2022 Proficiency Rates in Math for Grades 3-8 & 11



2022 Proficiency Rates in Reading for Grades 3-8 & 10



District Goal: **Narrow the Achievement Gap**

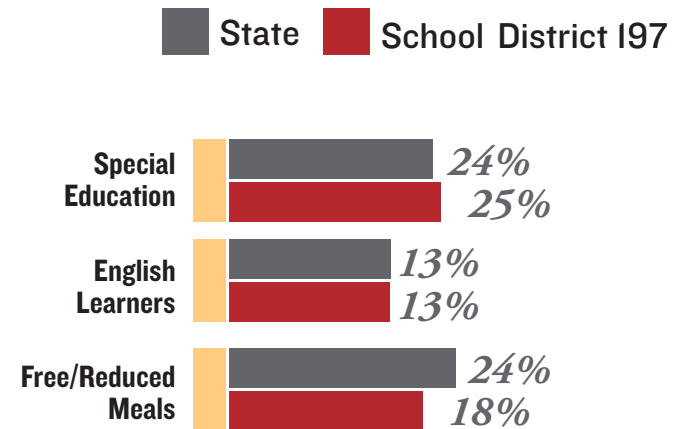


Closing the achievement gap has been a focal point for School District 197 well before the state made it a priority. To measure the degree to which strategies to close the achievement gap are effective, the district compares the performance of three different groups on both the MCA math and MCA reading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

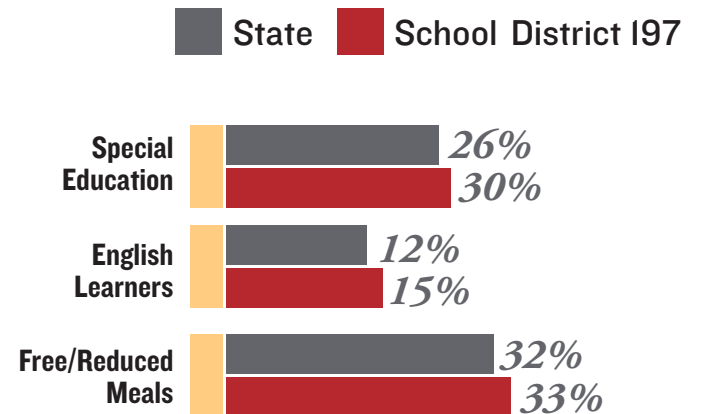


For more information, see the School District 197 Achievement & Integration plan at www.isd197.org

2022 Proficiency Rates in Math for Grades 3-8 & 11



2022 Proficiency Rates in Reading for Grades 3-8 & 10



District Goal: All Students Graduate from High School



78%
OF HISPANIC STUDENTS
in the Class of 2021 graduated.



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.

Students who graduate in four years

School
District 197

88%

State
Average

83%



Athletics, Activities & Clubs

53
Offered

1,712
Registrations

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

District Goal: All Students Ready for Career and College

Advanced Placement Courses

14
Offered

335
Students Enrolled

Concurrent Enrollment Courses

12
Offered

263
Students Enrolled

Centers for Advanced Professional Studies (CAPS)

3
Offered

21
Students Enrolled

Post-Secondary Enrollment Options (PSEO)

13
Institutions

66
Students Enrolled

Class of 2021 Average ACT Exam Scores

School
District 197

20.2

State
Average

21.6

*In School District 197, more students take the ACT because we offer it for free and expect all students will take the exam.

District Strategic Framework **Implemented 2021-2022 Strategic Actions**

1

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



2021-2022 Actions

- Following up on the SEL leadership summit in June 2021, provide monthly SEL professional development for district leaders within the administrative meeting structure to build adult understanding of SEL and provide leaders tools for working with their staff.
- The Director of Special Services and the Equity Coordinator will conduct check-in meetings each semester with site leaders to answer questions, review progress, and determine next steps in building the foundational understanding of the SEL framework and social and emotional competencies with staff in their school or program.
- Establish an SEL advisory committee that includes students, parents, community partners, and school staff that will meet quarterly to provide input and feedback.
- Identify a method (e.g survey and/or focus groups) to gather perceptions of school culture and climate from students, families, and staff.
- Assess the current level of SEL resources and needs, by conducting an inventory of programs and practices with site leadership teams.
- Review the MDE Social-Emotional standards, based on the SEL framework competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision making) to identify the district focus and plan for SEL with students.
- Determine a continuum of student support for social-emotional-behavioral needs.



District Strategic Framework **Implemented 2021-2022 Strategic Actions**

2

Build equitable systems and support throughout the district



2021-2022 Actions

Student Voice and Leadership

- Develop, with diverse student, teacher, and principal representation, an end of course feedback survey at the secondary school level.
- Enhance, formalize, and systematize processes for student voice in the curriculum review process.
- Launch a Youth Participatory Action Research Club.
- Establish additional student affinity groups at the secondary school level.

Recruiting, Hiring, and Retaining Staff of Color

- Formalize partnership with University of Minnesota Teacher Scholars of Color.
- Offer optional mentor of color to new teachers of color.

Developing, Sustaining, and Evaluating Cultural Competence of Staff

- Provide professional development to all licensed staff on how to facilitate anti-bias dialogue in our schools and teach with an anti-bias lens.
- Provide ongoing professional development to all secondary licensed staff aligned to the four quadrants of the Ready for Rigor Framework (awareness, learning partnerships, information processing, and community of learners and learning environment).
- Provide introductory training on creating safe and welcoming environments for students who identify as LGBTQIA+.

Building Bridges Between School and Our Communities

- Provide greater equity of access to families with the option to hold conferences virtually.
- Establish a group for guardians of students who identify as lesbian, bisexual, gay, transgender, non-binary, intersex, and asexual.

Developing and Implementing Culturally Inclusive Systems

- Eliminate the ban on hats and hoods in the school district dress code.
- Increase supports and reduce barriers to underrepresented groups (e.g. students of color, multilingual learners) to advanced programs and courses.
- Implement updated gender inclusion procedures.
- Develop an LGBTQIA+ staff affinity group.
- Provide professional development to advisors of our Gender Identity and Sexuality Alliance clubs related to their role.
- Gather baseline data on student demographics related to participation in activities and athletics.

Culturally Relevant Teaching: Rigorous, Responsive, and Relational

- Begin developing an understanding of the Ready for Rigor Framework among school and district leaders.
- Update the teacher lesson plan template to include the equity supplement.

District Strategic Framework **Implemented 2021-2022 Strategic Actions**

3

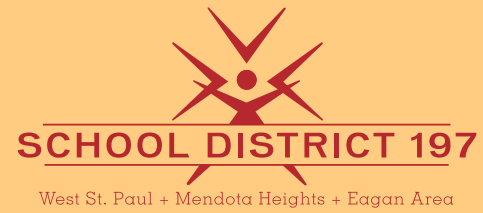
Increase E-12 opportunities for career exploration and preparation



2021-2022 Actions

- Implement the Lifeguard certification course during the 2021-2022 school year.
- Implement the AP Human Geography course (which is the first college credit bearing opportunity for 9th graders) during the 2021-2022 school year.
- Explore the addition of a CAPS course in the area of computer technologies.
- Review middle school schedule.
- Hold a career fair for middle school students.
- Continue to update the job fair for diversity of opportunities, representation, communication and participation.
- Increase the diversity in job type, training and ethnicity of adult mentors in Warrior Seminar.
- Greater diversity of guest speakers.
- Identify courses for the 2022-2023 at the high school that could be offered online.
- Implement Tech Warriors at the high school.
- Through curriculum review, explore how to decrease barriers to participation in advanced level courses for all students, particularly in regards to race and ethnicity.
- Increase communication of and recruitment for the multilingual seals program, a college credit opportunity.
- Recruit additional staff and facilitate their attainment of the requirements to be eligible to teach concurrent (college credit bearing) courses.
- Establish Career and Technical Education (CTE) advisory panels, held twice per year, to help guide district wide efforts in CTE opportunities.
- Identify and implement ways to increase student interest in, and registration for, the Careers in Transportation and Business courses.
- Identify and implement ways to increase awareness of and interest in all concurrent enrollment course opportunities at the high school.
- Establish an CCR leadership team that will meet quarterly to provide input and feedback.





Together, We Thrive.

