



2022-2023

School District 197 Annual Report

From the Superintendent

Dear School District 197 Community,

I am pleased to share the School District 197 2022-2023 Annual Report. In this report, we share 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.

As mentioned last year, a global pandemic has and continues to have an impact on our academic test scores—both here in School District 197, in the state, and across the globe. And like last year, we continue to perform at or near the top of our comparable districts.

While we recognize the impact of the pandemic, we also recognize our responsibility to address and meet the needs of our students and community, which we strive to do in many ways. Once you've reviewed this report that looks back at last year, I encourage you to read our plan for the upcoming year in the Strategic Implementation Plan, where we detail our new and improved means to accelerate student learning and meet their social and emotional needs.

We look forward to the 2023-2024 school year with great excitement. I am deeply proud of our staff and their partnerships with our families and community. We are poised for an incredibly successful year, and I thank everyone for the role they have played.

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.



2022-23 DISTRICT PROFILE

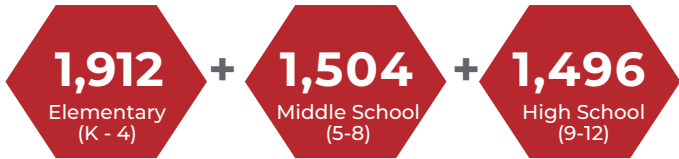
NUMBER OF SCHOOLS



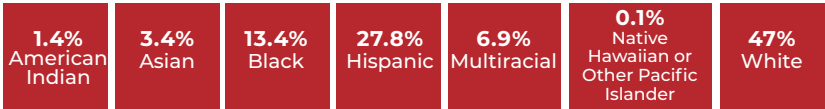
K-12 STUDENT ENROLLMENT



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

“

I am deeply proud of our staff and their partnerships with our families and community. We are poised for an incredibly successful year, and I thank everyone for the role they have played.

— Superintendent Peter Olson-Skog

”



World's Best Workforce Strategic Plan

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 2022-2023 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 2022-2023 committee members are listed below.

Name

Cari Jo Drewitz
Kate Skappel
Miles Lawson
Brenda Corbett
Scott Schwister
Jason Laux
Audrey Chaussee
Abby Hendricks
Matthew Schempp
Haley Holtan
Mark Quinn
Jessica Nelson
Mario Watson Sr
Laura Banks

Role

Director
Coordinator
Coordinator
School Board
Parent
Teacher
Student
Parent
Parent
Parent
Principal
Teacher
Parent
Parent

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	2022-2023 School District 197 Goals	2022-2023 School District 197 Results	2022-2023 School District 197 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 2023.	Goal Met, 85%	<ul style="list-style-type: none"> Introduced Baby Doll Circle time in ECCE classes. Piloted Amaze Works Curriculum in 3 classes. Added books that reflect our diversity to the curriculum. All teachers completed TS Gold Interrater Reliability training to improve documentation of skill development.
All 3rd Graders Can Read at Grade Level	The percentage of third grade students who will meet the low risk or lowest risk target on aReading in grade 3 will increase by 2% from 58% fall 2022 to 60% in spring 2023.	Goal Met, 65%	<ul style="list-style-type: none"> Participated in Fast for Success-Reading (FFS-R): professional development that supports educators in the collection, interpretation, and use of FastBridge data. to improve reading outcomes for students. K-4 teachers implemented classroom level interventions based on FASTBridge data.
All Racial and Economic Achievement Gaps Between Students are Closed	<ul style="list-style-type: none"> The gap between students of color and white students in grades 1-8 will decrease 2% from 26% in fall 2022 to 24% in spring 2023 by increasing the percent of students who meet the low risk or lowest risk target on aReading of the groups as follows: White students will increase 2% from 73% in fall 2022 to 75% in spring 2023 Students of color will increase 4% from 47% in fall 2022 to 51% in spring 2023. The gap between students of color and white students in grades 1-8 will decrease by 2% from 33% in fall 2023 to 31% in spring 2023 by increasing the percent of students who meet the low risk or lowest risk target on aMath of the groups as follows: White students will increase 2% from 77% in fall 2022 to 79% in spring 2023 Students of color will increase 4% from 44% in fall 2022 to 48% in spring 2023. 	<p>Reading: White students Fall: 73%; Spring: 77%; Met Reading: Students of color Fall: 47%; Spring: 49%; Not Met Reading: GAP Fall: 26%; Spring: 28%; Overall Not Met</p> <p>Math: White students Fall: 77%; Spring: 77%; Not Met Math: Students of color Fall: 44%; Spring: 45%; Not Met Math: GAP Fall: 33%; Spring: 32%; Overall Not Met</p>	<ul style="list-style-type: none"> Implemented AMAZEworks in 28 K-4 classrooms to increase a sense of belonging in the classroom. K-4 teachers implemented classroom level interventions based on FASTBridge data. MS Registration: Enhanced process used this year to increase the number of personalized touchpoints between ALL students and TRHS staff on course options. HS Registration: Due to the direct, and indirect work of the ERC grant, there was close attention paid to reducing/eliminating racial disparities in advanced coursework participation rates. This work was conducted across three intervals of time (January as general recruitment, February/March for ERC grant-related courses, and March/April for any advanced course that we could do additional recruitment after registration closed). ERC Grant: Verifiable improvements in student performance for students in the AP Biology and AP Human Geo through enrichment courses. ERC Grant: Two student tutors were hired by grant money to provide support in all ERC-related courses, as well as any course that the tutors were able to provide support in. For students that have taken advantage of these tutors, they have experienced increases in overall performance, self-efficacy and/or work production. MS and HS: Continue to diversify instructional resources, including literature read in classrooms, to match student's race, culture, identity, background and/or perspectives.
All Students Graduate from High School	<ul style="list-style-type: none"> The four-year graduation rate at Two Rivers High School (formerly Henry Sibley High School) will increase from 88% in 2021 to 90% in 2022. The percentage of students in grades 9-12 who pass all of their courses will increase 2% from 76% for semester 1 in 2022 to 78% in semester 2 2023. 	<p>Graduation rate Not met, 87.5% Course passing Not met, 76%</p>	<ul style="list-style-type: none"> HS: Instituted a mid-year intervention for students who were failing Int. Algebra as the graders during the first semester by allowing them to recover the SI credit by taking the course in S2 with modifications to scope/sequence, materials, instructional approaches. Many students are now passing the course where before zero were. Expanded credit recovery opportunities.
All Students are Ready for Career and College	<ul style="list-style-type: none"> The percentage of Hispanic students enrolled and successfully completing a college-level course will increase from 24.7% in spring 2022 to 26.7% in spring 2023. The percentage of students with a cumulative GPA of 2.7 will increase from 62% in spring 2022 to 64% in spring of 2023. 	<p>College-level course completion, Not Met, 19.9%</p> <p>Increased Cumulative GPA, Not Met, 59%</p>	<ul style="list-style-type: none"> Implementation of activities related to the Expanding Rigorous Course Grant All activities related to the implementation targets for Focus Area 3, including features like the MS Schedule review, and the MS Career Fair. Continued focus on adult behaviors that help to support the reduction in racial disparities in advanced course opportunities. Continued expansion of Multilingual Seals Program awareness and testing. Continuation of district-wide Career and Technical Education (CTE) advisory panel to help guide district-wide efforts in CTE opportunities. Implemented Tech Warriors at TRHS with connections made with CS/IT CAPS Implemented a Certified Nursing Assistant 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 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.

113
children
participated

129
adults
participated

44
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



Meets/Exceeds Expectations

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

Fall 2022 Spring 2023

Social/Emotional:	18%	81%
Physical:	40%	95%
Language:	27%	82%
Cognitive:	22%	89%
Literacy:	19%	81%
Math:	21%	82%

46%

of kindergarten students were reading at grade-level in spring 2023



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.

75

students
age 3

203

Children enrolled in
School District 197
Preschool

128

students
age 4

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

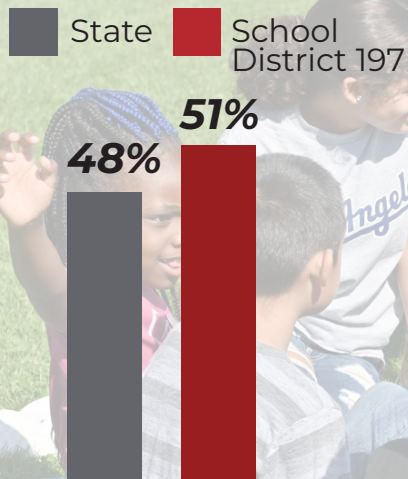
School District 197 is dedicated to the success of all of our students. As part of our goal to achieve measurable growth and continuous progress for each student, the district outlines goals, practices, and supports for students in grades E-3 so that all students are reading at or above grade level no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

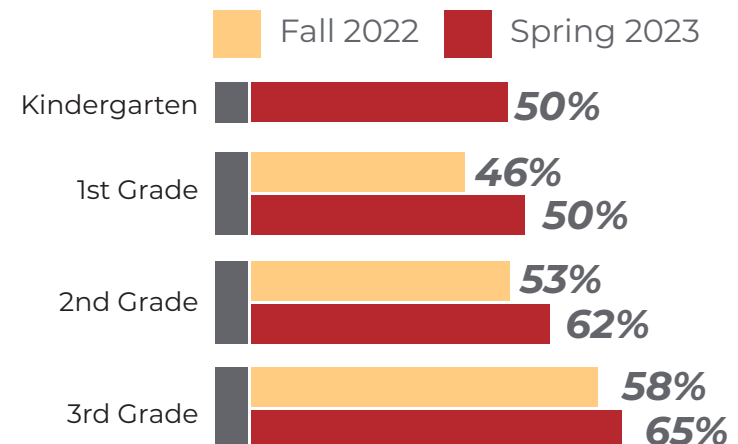
Please note that learning disruption caused by the pandemic continues to impact students and test scores. Our reading and intervention program and literacy assessments, originally introduced during the 2020-2021 school year, continues to help teachers better support students. Comparisons of data during the pandemic should be carefully considered.



2023 Grade 3 MCA Test Scores



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 percentage 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

51% 54%



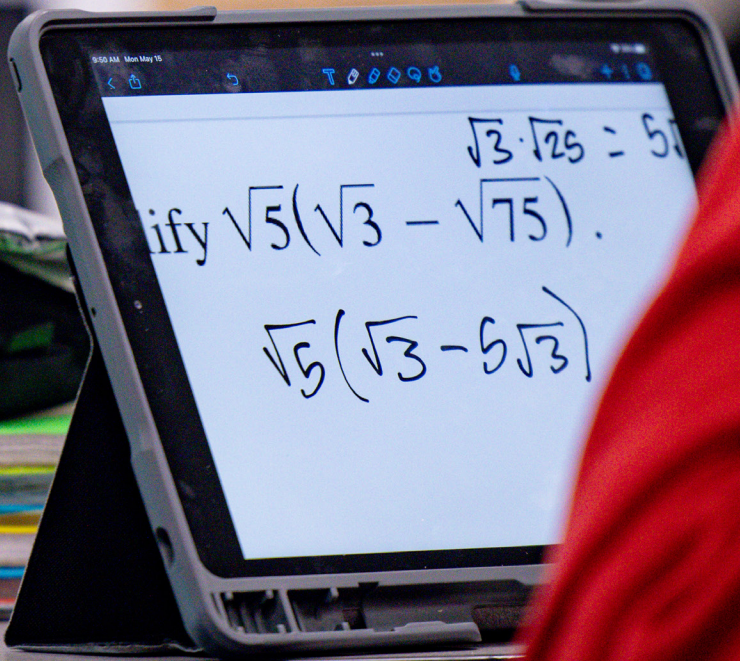
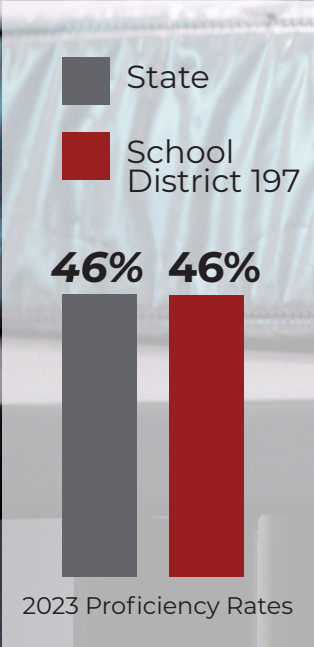
2023 Proficiency Rates



#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.



#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.

■ State
■ School District 197

39% 46%



2023 Proficiency

#1

Proficient in science on MCAs out of 10 comparison districts*

GRADE 5
54%
Proficient

GRADE 8
31%
Proficient

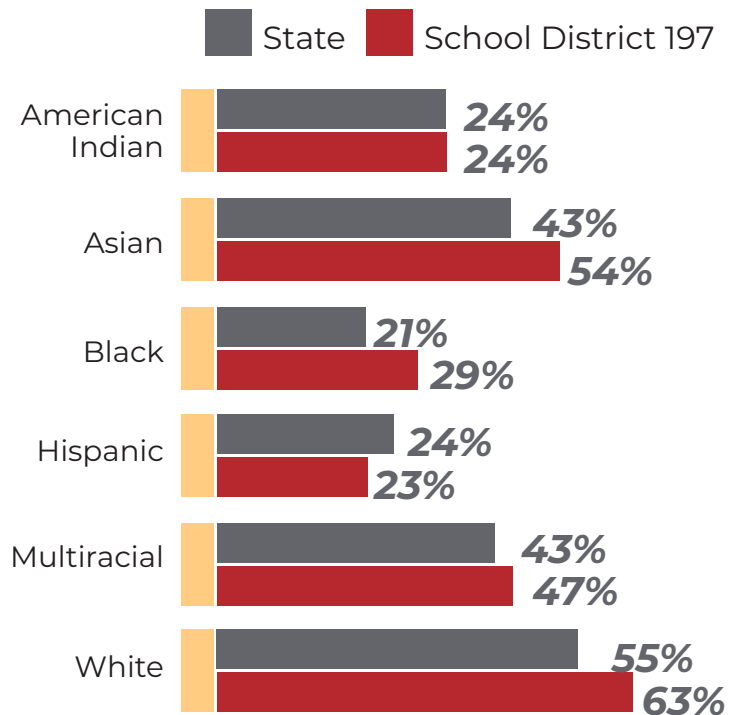
HIGH SCHOOL
52%
Proficient

District Goal: Narrow the Achievement Gap

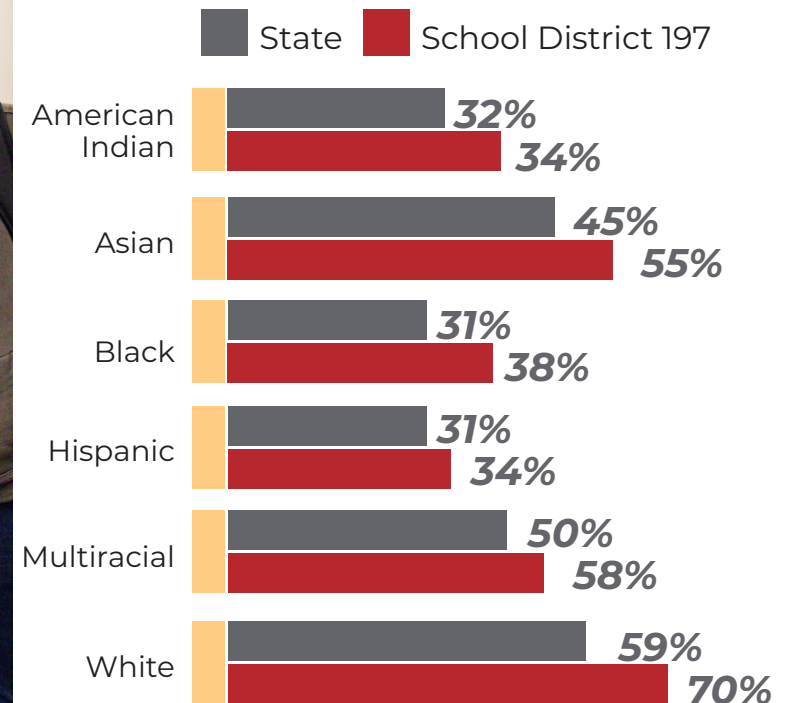
The School District 197 Achievement and Integration Plan addresses the district's goals related to pursuing racial and economic integration, increasing student achievement, creating equitable educational opportunities, and reducing academic disparities based on students' diverse racial, ethnic, and economic 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.



2023 Proficiency Rates in Math for Grades 3-8 & 11



2023 Proficiency Rates in Reading for Grades 3-8 & 10



District Goal: Narrow the Achievement Gap



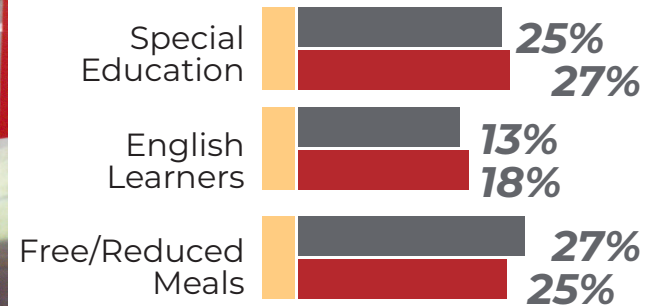
Closing the achievement gap has been a focal point for School District 197 well before the state made it a priority. To measure the degree to which strategies to close the achievement gap are effective, the district compares the performance of three different groups on both the MCA math and MCA reading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



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

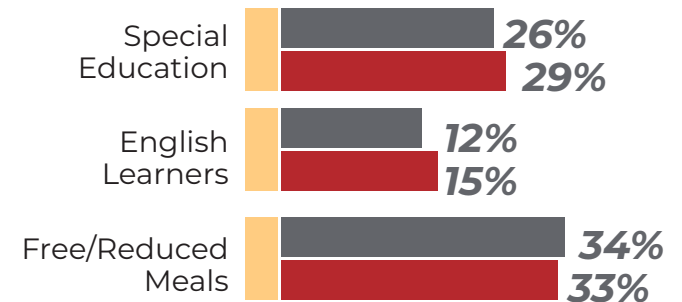
2023 Proficiency Rates in Math for Grades 3-8 & 11

State School District 197



2023 Proficiency Rates in Reading for Grades 3-8 & 10

State School District 197



District Goal: All Students Graduate from High School



73%
OF HISPANIC STUDENTS
in the Class of 2022 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

84%



Athletics, Activities & Clubs

47
Offered

1,566
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

368
Students Enrolled

Concurrent Enrollment Courses

14
Offered

288
Students Enrolled

Centers for Advanced Professional Studies

4
Offered

43
Students Enrolled

Post-Secondary Enrollment Options (PSEO)

11
Institutions

43
Students Enrolled

Students of Color Enrolled in Rigorous Courses In School District 197



Students in Class of 2021 Enrolled in College Following Graduation



District Strategic Framework

Implemented 2022-2023 Strategic Actions

1

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



2022-2023 Actions

- Increase understanding and expertise of social-emotional learning with district-level and site leaders, members of the staff development advisory committee, and the participants of the “SEL for students” review team on the social-emotional competencies and implementation of CASEL’s Three Signature Practices, through training, modeling, and resource sharing.
- Develop districtwide SEL student standards and establish a plan for implementation through explicit instruction and embedding it into academic learning.
- Complete a six-session course and a nine-month cohort from the Minnesota Department of Education enhancing implementation of the Minnesota Multi-tiered System of Supports (MnMTSS) where SEL is integrated into a continuum of academic and behavioral supports, ensuring that all student needs are met.
- Develop and conduct building walk-through protocols focused on practices for a supportive school environment.
- Implement a district wide survey for all students grades 3-12, families and staff with questions focused on SEL using the research-backed surveys from Panorama.
- Share, discuss, and analyze survey data, in a structured process to engage stakeholders in determining next steps and to continuously improve all SEL-related systems and practices with a focus on equity.



District Strategic Framework

Implemented 2022-2023 Strategic Actions

2

Build equitable systems and support throughout the district



2022-2023 Actions

Student Voice and Leadership

- Implement a district wide survey for all students grades 3-12 with questions focused on equity using the research-backed surveys from Panorama.
- Take a group of students to Out Front Minnesota's Youth Summit.
- Implement a student sub-committee to the Curriculum Advisory Committee that reflects our student demographics.

Recruiting, Hiring, and Retaining Staff of Color

- Provide opportunities for teachers of color in their first three years of teaching to participate in a mentoring/networking program and earn graduate credits at the same time.
- In addition to regular meetings after the school day, provide at least two opportunities during a professional development day for the staff of color affinity group to meet and learn together.
- Conduct 90-day check-ins with staff of color in their first year with the school district.

Culturally Relevant Teaching: Rigorous, Responsive, and Relational

- Develop, with principals and other school leaders at each site, a plan for faculty professional development in the Ready for Rigor Framework for Culturally Responsive Teaching in the next 1-3 years.
- Pilot the AMAZEworks anti-bias curriculum focused on creating a sense of belonging for all students.
- Provide ongoing training and support to teachers implementing the AMAZEworks supplemental curriculum.
- Develop a plan to provide ongoing training and coaching to instructional coaches on coaching with an equity lens.

Developing, Sustaining, and Evaluating Cultural Competence of Staff

- Offer Safe Space training to all staff focused on LGBTQIA+ allyship.
- Provide "Supporting LGBTQIA+ Students, Families, and Staff" training to various support staff groups.

District Strategic Framework

Implemented 2022-2023 Strategic Actions

2

Build equitable systems and support throughout the district



2022-2023 Actions, Continued

Building Bridges Between School and Our Communities

- Implement a district wide survey for all families and staff with questions focused on equity using the research-backed surveys from Panorama.
- Support non-English speaking families in making the transition to elementary, middle, and high school through a district wide Community Fun event.
- Implement National African American Parent Involvement Day activities at each of our schools.
- Implement Talking Points, a texting translation service that allows staff to communicate to families in their home language in order to build stronger family-teacher communication and relationships.

Creating and Sustaining Equity Leadership

- Continue developing site leader understanding of the Ready for Rigor Framework for Culturally Responsive Teaching.
- Provide multiple opportunities for teams of site and district leaders to attend equity focused professional development (e.g. LEAD Conference at the University of Minnesota, AVID Critical Elements, etc.).
- With the Equity Advisory, develop an equity vision for the school district.

Developing and Implementing Culturally Inclusive Systems

- Remove the “re-interview” requirement for 9th grade AVID and expand access to all students who participated in AVID as 8th graders.
- With the Equity Advisory, develop a draft Equity Policy to propose to the school board.



District Strategic Framework

Implemented 2022-2023 Strategic Actions

3

Increase E-12 opportunities for career exploration and preparation



2022-2023 Actions

High School

- Implement/pilot AP Human Geography Enrichment and AP Biology Enrichment courses in the 2022-2023 school year.
- Implement the AP Seminar course in the 2022-2023 school year.
- Implement the CAPS Computer Science and Information Technology course in the 2022-2023 school year.
- Develop a Certified Nursing Assistant (CNA) program for implementation no later than 2023-2024.
- Align science courses with the new MN science standards to CTE pathways.
- Explore the addition of courses in other CTE pathways.
- Support students in rigorous course grant classes (eg. AP Human Geography Enrichment, AP Biology Enrichment, AP Seminar) through grant identified activities and college and career specialist position.
- Develop and implement a plan to increase communication of courses and career pathways during the registration process.
- Develop a plan for the implementation of BARR - Building Assets, Reducing Risks for students in grade 9.
- Recruit additional staff and facilitate their attainment of the requirements to be eligible to teach concurrent (college credit-bearing) courses.
- Through the new course proposal process, continue to expand advanced course opportunities, including but not limited courses such as AP Government and AP Pre-Calculus.
- Partner with IHCC to create concurrent enrollment agreement for AVID 12 and INTS 1101 College Success Strategy course (2 credits and will fulfill Goal 2 of MnTC)
- Continue to build relationships with local business partners that result in internship opportunities that can occur outside of CAPS courses.

District Strategic Framework

Implemented 2022-2023 Strategic Actions

3

Increase E-12 opportunities for career exploration and preparation



2022-2023 Actions, Continued

Middle School

- Complete the middle school schedule review process and make a recommendation to the board.
- Based on the approved middle school schedule, align/consider elective opportunities to CTE pathways.
- Hold a career fair for middle school students





Together, We Thrive.

