



**2023-2024**

**School District 197 Annual Report**

# From the Superintendent

Dear School District 197 Community,

I am pleased to share this year's Annual Report. This report shares key information on our student's educational progress in the last year and how we're working toward meeting our district mission and goals.

This year, we're proud of our progress while acknowledging our commitment to improve every year. Our literacy program remains strong and will be enhanced by the new READ Act legislation. We will continue to analyze our results in our curricular areas and identify opportunities for growth and improvement. At the same time, we know that student success goes beyond standardized test scores, and I'm thrilled that we've expanded extracurricular activity offerings by 34 percent, with a 56 percent increase in student participation.

One area of success has been implementing the BARR program (Building Assets, Reducing Risks) at our high school, which has helped reduce the number of ninth-grade students failing core classes. Additionally, the students in our trades programs reflect the demographics of our entire student body, which is a testament to our commitment to equity in all areas of learning.

Equity, college and career readiness, and social-emotional learning are our three focus areas. We made significant improvements in the offerings and support in each of these areas last year and have plans to make many more in the upcoming year.

We're excited about all that the 2024-2025 school year will hold, and I am incredibly proud of the dedication of our staff, families, and 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 over 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.



# 2023-24 DISTRICT PROFILE

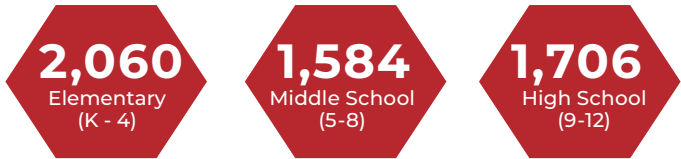
## NUMBER OF SCHOOLS



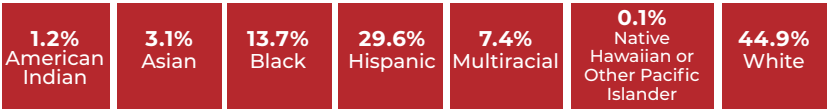
## K-12 STUDENT ENROLLMENT



## BY GRADE LEVEL

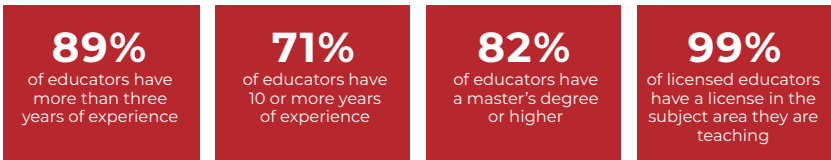


## ETHNICITY INFORMATION



## OUR EDUCATORS

For reporting purposes, the district reported the following information about equitable access to excellent teachers: less than 1% ineffective teachers, 11% 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





# Strategic Plan Goals and Results

The state of Minnesota requires an annual report and plan, which we are pleased to complete and present to the public each year. This 2023-2024 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.



## Curriculum Advisory 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 staff to ensure a range of issues and viewpoints are examined and discussed. The 2023-2024 committee members are listed below.

Name	Role
Cari Jo Drewitz	Director
Katie Shetka	Coordinator
Miles Lawson	Coordinator
Randi Walz	School Board
Scott Schwister	Parent
Jason Laux	Teacher
Makenna Bishop	Student
Abby Hendricks	Parent
Matthew Schempp	Parent
Haley Holtan	Parent
Sue Powell	Principal
Jessica Nelson	Teacher
Mario Watson Sr	Parent
Laura Blanks	Parent
Brenda Corbett	Community Member
Andrea Heymans	Parent
Amelia Berry	Parent
Karen Allen	Principal
Enrique Rodrigues	Student
Nicole McMahon	American Indian Parent Rep

# Strategic Plan Goals and Results

**(At a Glance)** *The following chart outlines school District 197 goals, strategies to achieve goals, and results.*

District Strategic Goals	2023-2024 School District 197 Goals	2023-2024 School District 197 Results	2023-2024 School District 197 Strategies to Achieve Goals
<b>1. All Children are Ready for School</b>	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 2024.	Goal Met, 84%	<ul style="list-style-type: none"> <li>Teachers analyzed data from our formative assessment (TS Gold) to document student skills in language development 3 times per year. They met as collaborative teams to analyze the data, identify gaps in student learning, and implement strategies to close the gaps.</li> <li>Teachers utilized the early learning equity library to provide ways to teach target vocabulary and provided visual mirrors of the students in the classroom.</li> </ul>
<b>2. All 3rd Graders Can Read at Grade Level</b>	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 2023 to 60% in spring 2024.	Goal Met, 66%	<ul style="list-style-type: none"> <li>Continued Fast for Success- Reading to support educators in interpreting and using FastBridge data to improve reading outcomes for students through targeted instruction.</li> <li>Continued implementation of whole-class and small-group interventions based on FASTbridge data in K-4 classrooms.</li> </ul>
<b>3. All Racial and Economic Achievement Gaps Between Students are Closed</b>	<ul style="list-style-type: none"> <li>The gap between students of color and white students in grades 1-8 will decrease 2% from 27% in fall 2023 to 25% in spring 2024 by increasing the percent of students who meet the low risk or lowest risk target on aReading of the groups as follows:</li> <li>White students will increase 2% from 75% in fall 2023 to 77% in spring 2024. Students of color will increase 4% from 48% in fall 2023 to 52% in spring 2024.</li> <li>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 2024 by increasing the percent of students who meet the low risk or lowest risk target on aMath of the groups as follows:</li> <li>White students will increase 2% from 78% in fall 2023 to 80% in spring 2024. Students of color will increase 4% from 45% in fall 2023 to 49% in spring 2024.</li> </ul>	<p><b>Reading: White students</b> Fall: 75%; Spring: 76%; Not Met <b>Reading: Students of color</b> Fall: 48%; Spring: 47%; Not Met <b>Reading: GAP</b> Fall: 27%; Spring: 29%; Overall Not Met</p> <p><b>Math: White students</b> Fall: 78%; Spring: 78%; Not Met <b>Math: Students of color</b> Fall: 45%; Spring: 44%; Not Met <b>Math: GAP</b> Fall: 33%; Spring: 34%; Overall Not Met</p>	<ul style="list-style-type: none"> <li>Implemented AmazeWorks in 48 K-4 classrooms to increase students' sense of belonging.</li> <li>Continued implementation of whole-class and small-group interventions based on FASTbridge data in K-4 classrooms.</li> <li>Extended the use of Being A Reader Set instruction for small group reading to grades 3 &amp; 4 at two elementary schools.</li> <li>Implemented Read 180 with at the high school for at risk students.</li> <li>Focused on deepening teacher understanding of math standards during curriculum review process and identified gaps in curriculum and instruction.</li> <li>Site base continuous improvement plans included targeted strategies in reading and/or math based on site data</li> <li>Reviewed the high school special education curriculum program and implemented of Read 180, Math 180 and Achieve 3000 to support individual student needs.</li> </ul>
<b>4. All Students Graduate from High School</b>	<ul style="list-style-type: none"> <li>The four-year graduation rate at Two Rivers High School (formerly Henry Sibley High School) will increase from 87.6% in 2022 to 89.6% in 2023.</li> <li>The percentage of students in grades 9-12 who pass all of their courses in both semester 1 and semester 2 will increase 2% from 69% in 22-23 school year to 71% in 23-24 school year.</li> </ul>	<p>Graduation rate Not met, 85.1%</p> <p>Course passing Not met, 61%</p>	<ul style="list-style-type: none"> <li>Implemented Building Assets Reducing Risks (BARR) in 9th grade.</li> <li>Targeted after school student tutoring for students in AP Human Geography and AP Biology</li> <li>Offered a mid-year intervention for students who were failed the first semester of Intermediate Algebra</li> <li>Expanded credit recovery opportunities.</li> </ul>
<b>5. All Students are Ready for Career and College</b>	<ul style="list-style-type: none"> <li>The percentage of Hispanic students enrolled and successfully completing a college-level course will increase from 21% in spring 2023 to 23% in spring 2024.</li> <li>The percentage of students with a cumulative GPA of 2.7 will increase from 59% in spring 2023 to 61% in spring of 2024.</li> </ul>	<p>College-level course completion, Partially Met, 22%</p> <p>Increased Cumulative GPA, Partially Met, 60%</p>	<ul style="list-style-type: none"> <li>Designed and implemented a work-based learning program at Two Rivers.</li> <li>Provided deeper experiences for students through field trips and guest speakers in rigorous course grant classes.</li> <li>Continued refining recruitment process for students to enroll in rigorous courses.</li> <li>Continued to review and refine transition procedures for students from Pre-K to elementary, elementary to middle school, and from middle school to high school</li> <li>Increased the number of staff who are credentialed to teach courses that provide high school credit and college credit concurrently.</li> </ul>



## District Goal #1: 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. 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. The program continues to grow, as student and adult participation increased in 2023-2024.

**209**  
children  
participated

**225**  
adults  
participated

**41**  
classes  
offered

# District Goal #1: 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 2023 Spring 2024

Social/Emotional:	27%	90%
Physical:	56%	96%
Language:	44%	84%
Cognitive:	35%	91%
Literacy:	35%	86%
Math:	30%	87%

73

students  
age 3

235

Children enrolled in  
School District 197  
Preschool

162

students  
age 4

45%

of kindergarten  
students were  
reading at  
grade-level in  
spring 2024



## 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 #2: All 3rd Graders Can Read at Grade Level

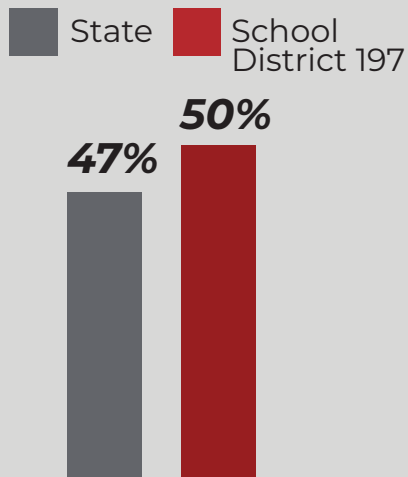
As part of our commitment to ensuring all students read at or above grade level by the end of third grade, the district has set clear goals and implemented strong practices for grades E-3. Our teams regularly oversee the School District 197 Literacy Plan, promote communication between schools and leadership, and strengthen family partnerships.

With the 2023 READ Act (Minnesota Reading to Ensure Academic Development Act), we're enhancing these efforts. The READ Act requires science of reading training for teachers to help all students achieve grade-level reading. School District 197 began adopting these practices in 2020 and continues to refine strategies, including adding professional development days to support staff.

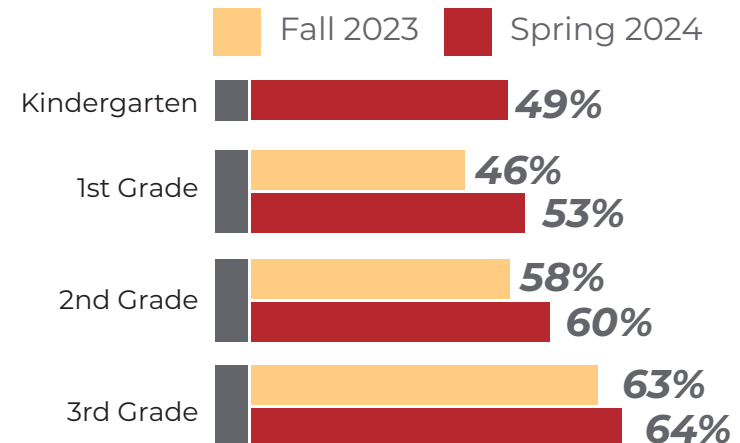
We're proud of our progress, having ranked #1 or #2 in reading proficiency for five years among 10 comparison districts. Adding new curriculum resources will build on this foundation, ensuring long-term success for all students.



### 2024 Grade 3 MCA Test Scores



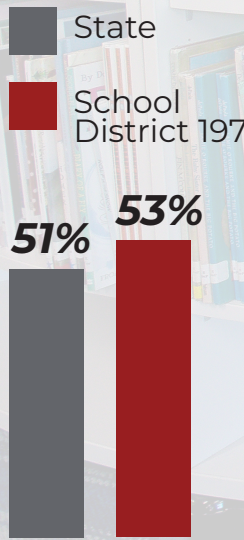
School District 197 uses FastBridge assessments at each grade level to screen all students in literacy and math. This data helps teachers determine which students may need intervention support. The data below shows the percentage of students meeting the low-risk target in literacy.





# 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.



2024 Proficiency Rates



**#2**  
Proficient in reading on MCAs out of 10 comparison districts\*



# District Mission: High Achievement for All in MATH





# District Mission: High Achievement for All in SCIENCE



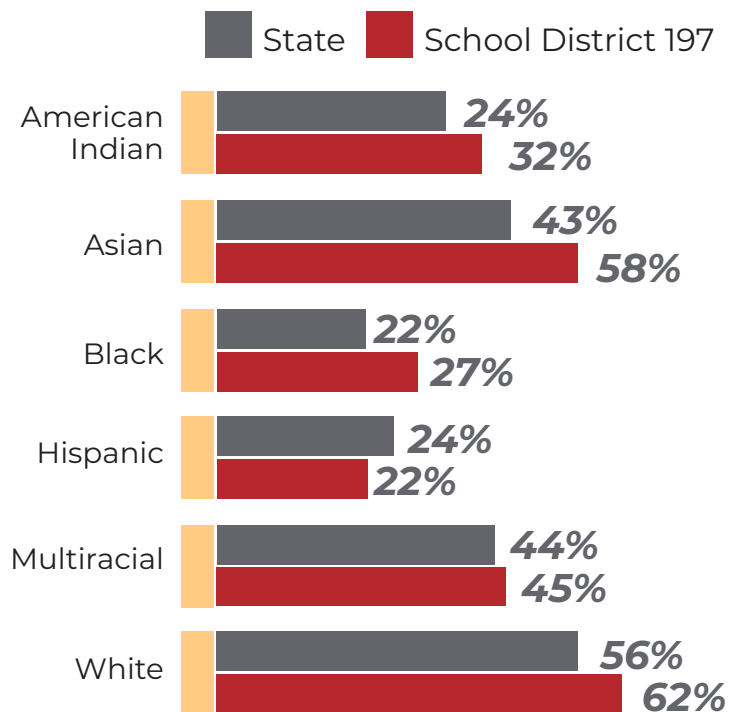


## District Goal #3: Narrow the Achievement Gap

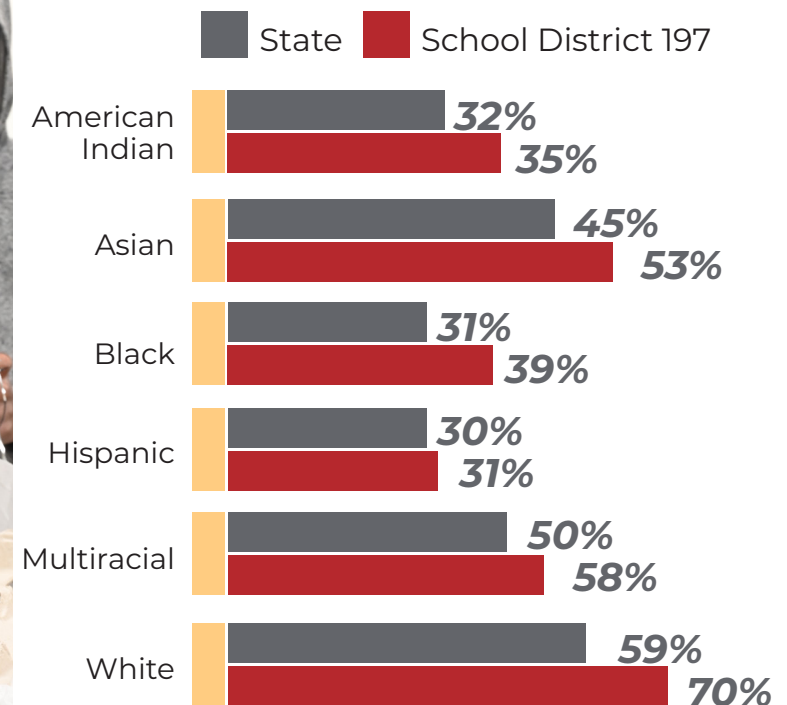
The School District 197 Achievement and Integration Plan addresses the district's goals related to pursuing racial and economic integration, increasing student achievement, creating equitable educational opportunities, and reducing academic disparities based on students' diverse racial, ethnic, and economic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



### 2024 Proficiency Rates in Math for Grades 3-8 & 11



### 2024 Proficiency Rates in Reading for Grades 3-8 & 10



## District Goal #3: Narrow the Achievement Gap

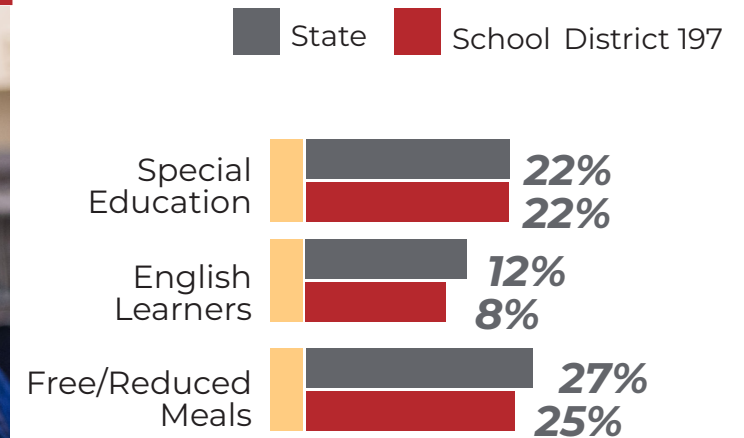


Closing the achievement gap has been a focal point for School District 197 well before the state made it a priority. To measure the degree to which strategies to close the achievement gap are effective, the district compares the performance of three different groups on both the MCA math and MCA reading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

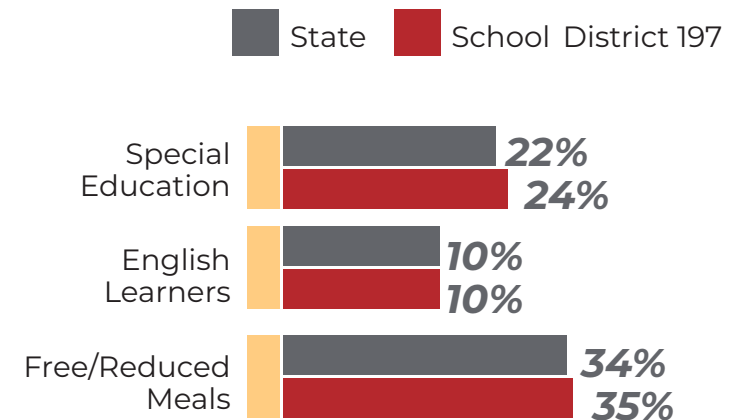


For more information, see the School District 197 Achievement & Integration plan at [isd197.org](http://isd197.org).

## 2024 Proficiency Rates in Math for Grades 3-8 & 11



## 2024 Proficiency Rates in Reading for Grades 3-8 & 10





# District Goal #4: All Students Graduate from High School



**74%**  
OF HISPANIC STUDENTS  
in the Class of 2023 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

**85%**

State  
Average

**83%**

## The Power of Participation

Participation in athletics, activities and clubs is strongly associated with better attendance, higher levels of achievement, and aspirations to higher levels of education.



**Athletics, Activities & Clubs**

<b>63</b> Offered	<b>2,396</b> Registrations
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\*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

**15**

Offered

**447**

Students Enrolled

## Concurrent Enrollment Courses

**16**

Offered

**347**

Students Enrolled

## Centers for Advanced Professional Studies (CAPS)

**4**

Offered

**33**

Students Enrolled

## Post-Secondary Enrollment Options (PSEO)

**7**

Institutions

**28**

Students Enrolled

## Industry Certifications

**11**

Courses

**351**

student certifications earned





# District Strategic Framework

## Implemented 2023-2024 Strategic Actions



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

#### 2023-2024 Actions

##### Explicit SEL Instruction

- Align elementary counseling curriculum to SEL learning targets and identify any gaps.
- Develop a coordinated approach for supporting students' social and emotional learning across the district that will include specific learning targets for students and a map for where they will be taught.

##### Integrated SEL with Academic Instruction

- Pilot strategies to create conditions for growth and learning across all five SEL competencies.
- Utilize AMAZEworks curriculum as part of a 3-year roll-out in the early learning and elementary sites. These books and lessons foster social-emotional learning through the lens of anti-bias education.

##### Youth Voice and Engagement

- Targets identified in Equity focus area under "Equitable Student Leadership and Voice"

##### Supportive School and Classroom Climates

- Implement administrative team learning walks (classroom visits) aligned with the Indicators of Schoolwide SEL Reflection Tool

##### Focus on Adult SEL

- This indicator was the focus of implementation targets in 2021-22 and 2022-23 and will be ongoing. There are no additional implementation targets in 2023-24.

##### Supportive Discipline

- Train school administrators on legislative changes related to school discipline practices.
- Develop and implement updated suspension procedures.
- Update non-exclusionary student support intervention resources for school teams.





# District Strategic Framework

## Implemented 2023-2024 Strategic Actions

1

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

#### 2023-2024 Actions

##### Continuum of Integrated Supports

- Continue in year 2 of a nine-month cohort from MDE, enhancing the 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.
- Participate in FAST for Success - Sustain with the University of Minnesota to support reading at all elementary schools.
- Participate in “Problem-Solving Teams Training” with Center for Applied Research Educational Improvement and pilot a multi-tiered system of support (MTSS) team process at Somerset.

##### Authentic Family Partnerships

- Develop and share information sheets with families that provide an overview of the social-emotional learning approach at each school.
- Develop content to inform families about social-emotional learning to highlight the work being done in the district, schools, and classrooms.
- Share highlights from each focus area (SEL, Equity, College/Career Exploration) in the District Newsletter regularly.
- Gather feedback on the SEL implementation targets from parents via advisory teams.

##### Aligned Community Partnerships

- Provide training on social-emotional competencies with a focus on adult SEL to community education coordinators, school-age care supervisors, and support staff.

##### Systems for Continuous Improvement

- Conduct annual surveys with students, staff, and families to gather feedback that will be analyzed and used to drive the work in SEL.
- Utilize the “Indicators of Schoolwide SEL Reflection Tool” with site leaders annually to gather feedback on SEL implementation that will guide next steps.



# District Strategic Framework

## Implemented 2023-2024 Strategic Actions

### 2 Build equitable systems and support throughout the district

#### 2023-2024 Actions

##### Diverse Classrooms and Schools

- Update equity questions on student, family, and teacher survey (this item addresses all seven categories of the Equitable Systems and Supports Actions)
- Develop a method for gathering, organizing, and reporting data on participation in educational programs.
- Identify barriers to participation in extracurricular activities among underrepresented groups and develop a plan to reduce disparities in participation for the 24-25 school year at the high school level.

##### Teacher and Leader Quality and Diversity

- Fully implement 90-Day Check-Ins with new staff of color in the school district.
- Regularly participate in job fairs that celebrate diversity and inclusion.
- Develop partnerships with at least two Historically Black Colleges and Universities.
- Update and implement “Supporting LGBTQIA+ Students” required training at all sites.
- Offer LGBTQIA+ Allyship training at each of our secondary schools during a professional development day.
- Develop plans to add a cultural responsiveness element to teacher and principal evaluations.
- Implement Board training on the Ready for Rigor Framework for culturally responsive teaching.
- Implement Board training on Supporting LGBTQIA+ Students.

##### Equitable Resource Allocation

- Provide administrative team professional development about the impact of financial barriers on students and draft a plan for improvement to be implemented no later than the 24-25 school year.
- Add a summer housing instability specialist to support families over the summer months when regular school staff are not available
- Conduct regular department and site meetings, hosted by the Superintendent and Finance Director, to analyze and increase the equitable allocation of budgets and resources.





# District Strategic Framework

## Implemented 2023-2024 Strategic Actions

### 2 Build equitable systems and support throughout the district

#### 2023-2024 Actions

##### Equitable Curriculum, Instruction and Assessment

- Collect and analyze data related to equitable grading practices at the secondary level and develop a plan for ensuring consistent practices and expectations.
- Continue the phased-in implementation of AMAZEworks at the Early Learning and Elementary levels.
- Implement follow-up professional development for the cohort of teachers who implemented AMAZEworks last year to integrate the tenets of anti-bias education into literacy instruction.
- Pilot schoolwide professional development on supporting multilingual learners in the mainstream classroom at Garlough.

##### Equitable School and Classroom Environments

- Implement administrative team learning walks aligned with the Ready for Rigor framework for culturally responsive teaching.
- Develop a tool to provide schools feedback on the diversity, equity, and inclusion of their common spaces and learning environments.
- Conduct diversity, equity and inclusion training with all operations staff and paraprofessionals over the course of the school year.
- Provide access to online training on supporting LGBTQIA+ students for non-licensed staff.
- Provide staff the option to add pronouns to their badges.



# District Strategic Framework

## Implemented 2023-2024 Strategic Actions

### 2 Build equitable systems and support throughout the district

#### 2023-2024 Actions

##### Equitable Student Leadership and Voice

- Update the equity questions on the student survey.
- Hire at least five student ambassadors to help plan and run the multidistrict “Beyond Our Walls Equity Summit.”
- Increase student members on the Equity Advisory to at least fourteen.
- Add an Asian Student Affinity Group at the high school.
- Add a superintendent advisory group that reflects the demographics of our students.

##### Equitable Family and Community Partnerships

- Add at least four parent/guardian members to Equity Advisory.
- Add an equity page to the School District 197 website to share the work our students and staff are doing to build inclusive, welcoming, and equitable school communities.
- Begin to tell our equity story more intentionally in school district communications (social media, newsletters, etc.).
- Develop and implement a districtwide communications campaign to improve student attendance.
- Develop additional resources to provide at enrollment to help families new to the country navigate and advocate during the enrollment process.
- Streamline equitable intake process for students new to the country at the high school level.





# District Strategic Framework

## Implemented 2023-2024 Strategic Actions



### Increase E-12 opportunities for career exploration and preparation

#### 2023-2024 Actions

##### Course, School and Structural Support

- Design and implement a sustainable work-based learning program at Two Rivers that gives students high school credit for employment experiences in the community.
- Explore opportunities expanding intervention support at the middle and high school level.
- Through the curriculum review process, ensure course sequences will reduce barriers to participation in courses associated with college credit or industry relevant certification.
- Implement tasks and activities associated with the National Writing Project grant for students in grades 7-8 at Heritage Middle School.

##### Direct Student Supports

- Increase support for underrepresented student groups to be successful on AP exams in high priority courses.
- Support students in rigorous course grant classes (eg. AP Human Geography Enrichment, AP Biology Enrichment).
- Provide deeper experiences for students through field trips and guest speakers in rigorous course grant classes.
- Continue refining recruitment process for students to enroll in courses associated with the grant.
- Implementation of BARR - Building Assets, Reducing Risks for students in grade 9.
- Continue to review and refine transition procedures for students from elementary to middle school and from middle school to high school..





# District Strategic Framework

## Implemented 2023-2024 Strategic Actions



### **Increase E-12 opportunities for career exploration and preparation**

#### **2023-2024 Actions**

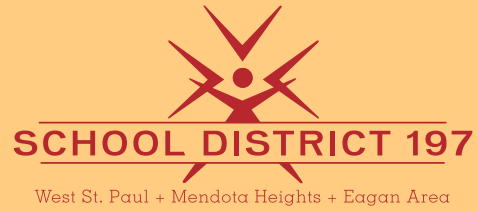
##### **Career and College Readiness**

- Implement year 2 courses within the Expansion of Rigorous Grant - AP Pre Calc, AP Government, CE Guitar Techniques
- Increase the number of staff who are credentialed to teach courses that provide high school credit and college credit concurrently.
- Increase the number of concurrent enrollment courses.
- Increase the number of students who enroll in, and are successfully completing, concurrent courses.
- Identify at least one course in each career pathway that can provide college credit or industry-relevant certifications.

##### **Career and Technical Education Pathways**

- Develop at least one course in the Agriculture, Food and Natural Resources career pathway for implementation no later than SY25-26.
- Develop a plan for creating full pathways in each of the six Career pathways.
- Develop and implement a plan to increase communication about courses and career pathways during the registration process.
- Align/consider MS elective opportunities to CTE pathways for implementation in SY24-25.





# Together, We Thrive.

