



# **2024-2025 Annual Report**

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September 22, 2025



**2024-2025**

# **School District 197 Annual Report**

# 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

# GOALS

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## 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 highquality 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



Of the 425 children screened, 203 had one or more referral areas.

### Early Childhood Family Education

Early Childhood Family Education (ECFE) is a program that offers parents and their children from birth to prekindergarten opportunities to grow and learn together in a supportive and stimulating environment. The program continues to grow, as student and adult participation increased in 2024-2025.

**228**  
children  
participated

**234**  
adults  
participated

**45**  
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 2024 ■ Spring 2025

Social/Emotional:	15%	76%
Physical:	47%	87%
Language:	36%	70%
Cognitive:	47%	74%
Literacy:	34%	80%
Math:	44%	70%

60

students  
age 3

194

Children enrolled in  
School District 197  
Preschool

134

students  
age 4

57%

of kindergarten  
students were  
reading at  
grade-level in  
spring 2025



## 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

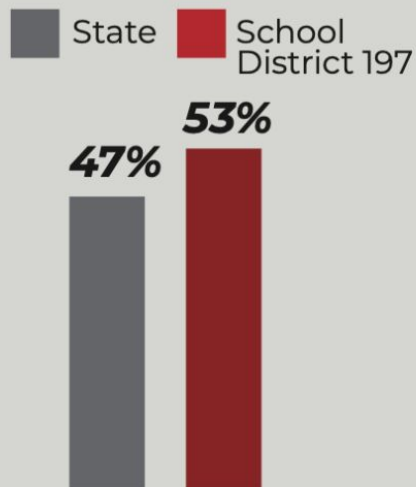
As part of our commitment to ensuring all students read at or above grade level by the end of third grade, the district has set clear goals and implemented strong practices for grades E-3. Our teams regularly oversee the School District 197 Literacy Plan, promote communication between schools and leadership, 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 gradelevel reading. School District 197 began adopting these practices in 2020 and continues to refine strategies, including adding professional development days to support staff.

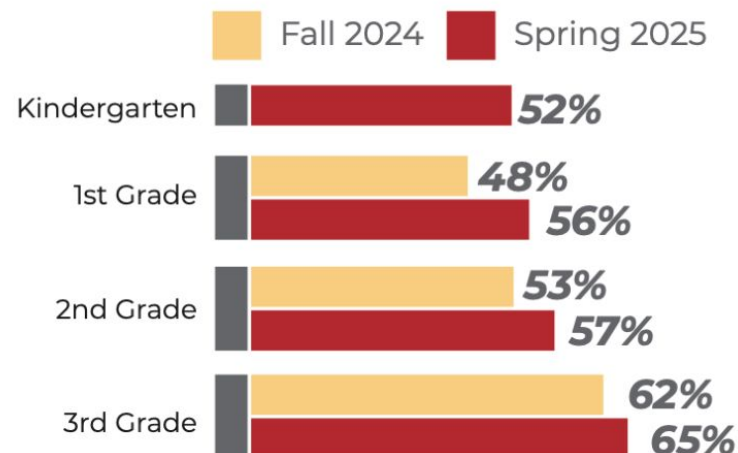
We're proud of our progress, having ranked #1 or #2 in reading proficiency for five years among 10 comparison districts. Adding new curriculum resources will build on this foundation, ensuring long-term success for all students.



### 2025 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.

State  
School District 197



2025 Proficiency Rates



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

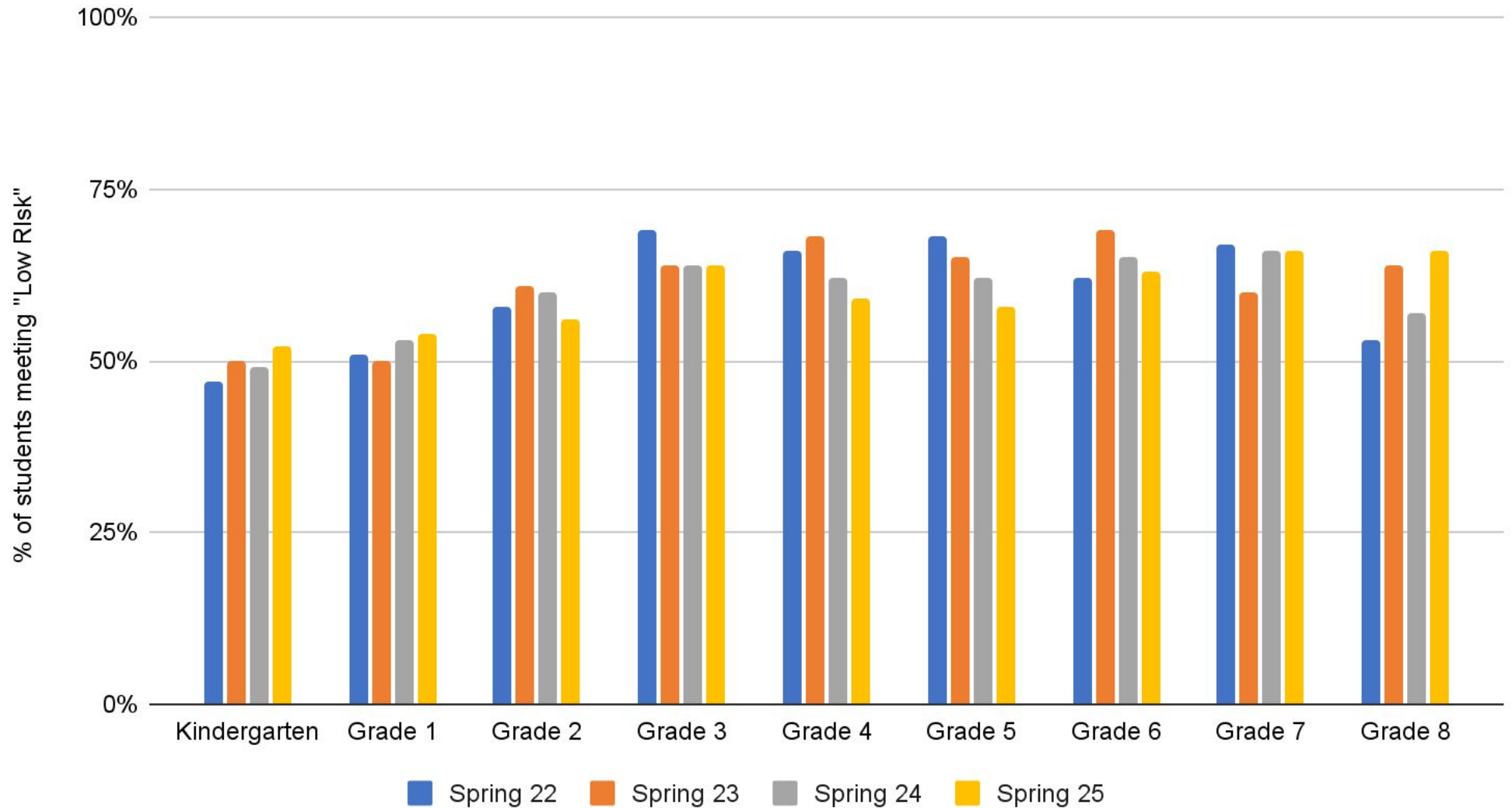


# Reading: Comparables

MCA/MTAS Reading			
Comparable District	% Proficient	Participation	FRP
<b>WSP</b>	<b>54.6%</b>	<b>92.1%</b>	<b>46.7%</b>
St. Louis Park	54.2%	96.2%	36.3%
<b>Statewide</b>	<b>50.3%</b>	<b>94.8%</b>	<b>40.3%</b>
Hopkins	49.5%	90.7%	37.4%
Osseo	48.5%	96.0%	43.9%
Roseville	47.3%	96.0%	48.6%
Bloomington	43.7%	93.8%	47.5%
Spring Lake Park	41.5%	95.9%	45.4%
South St Paul	40.4%	96.9%	61.4%
Inver Grove Heights	38.9%	98.6%	49.3%
Burnsville	38.5%	93.8%	56.9%

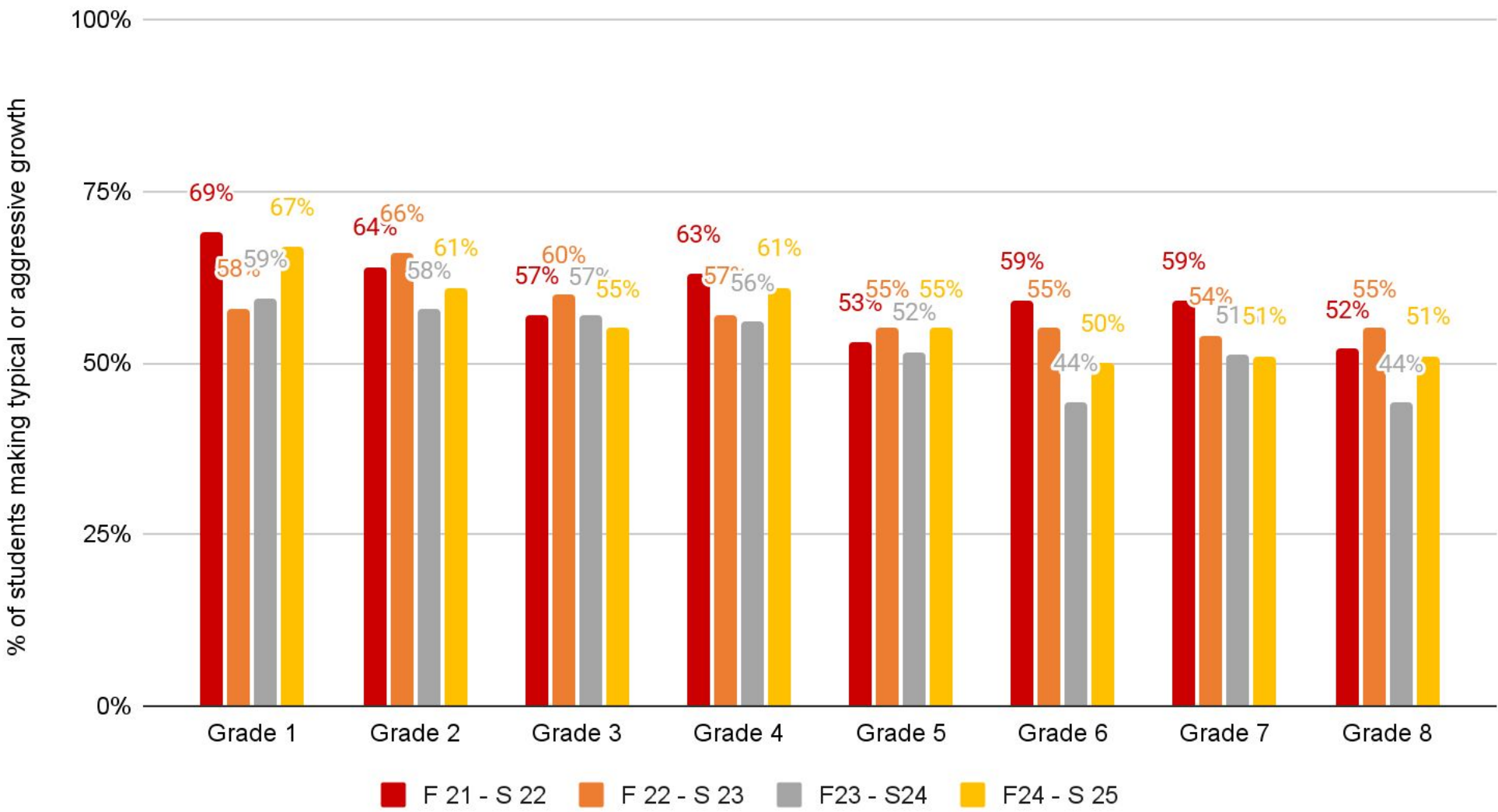
# Reading

aReading Sp 22, Sp 23, Sp 24, Sp 25



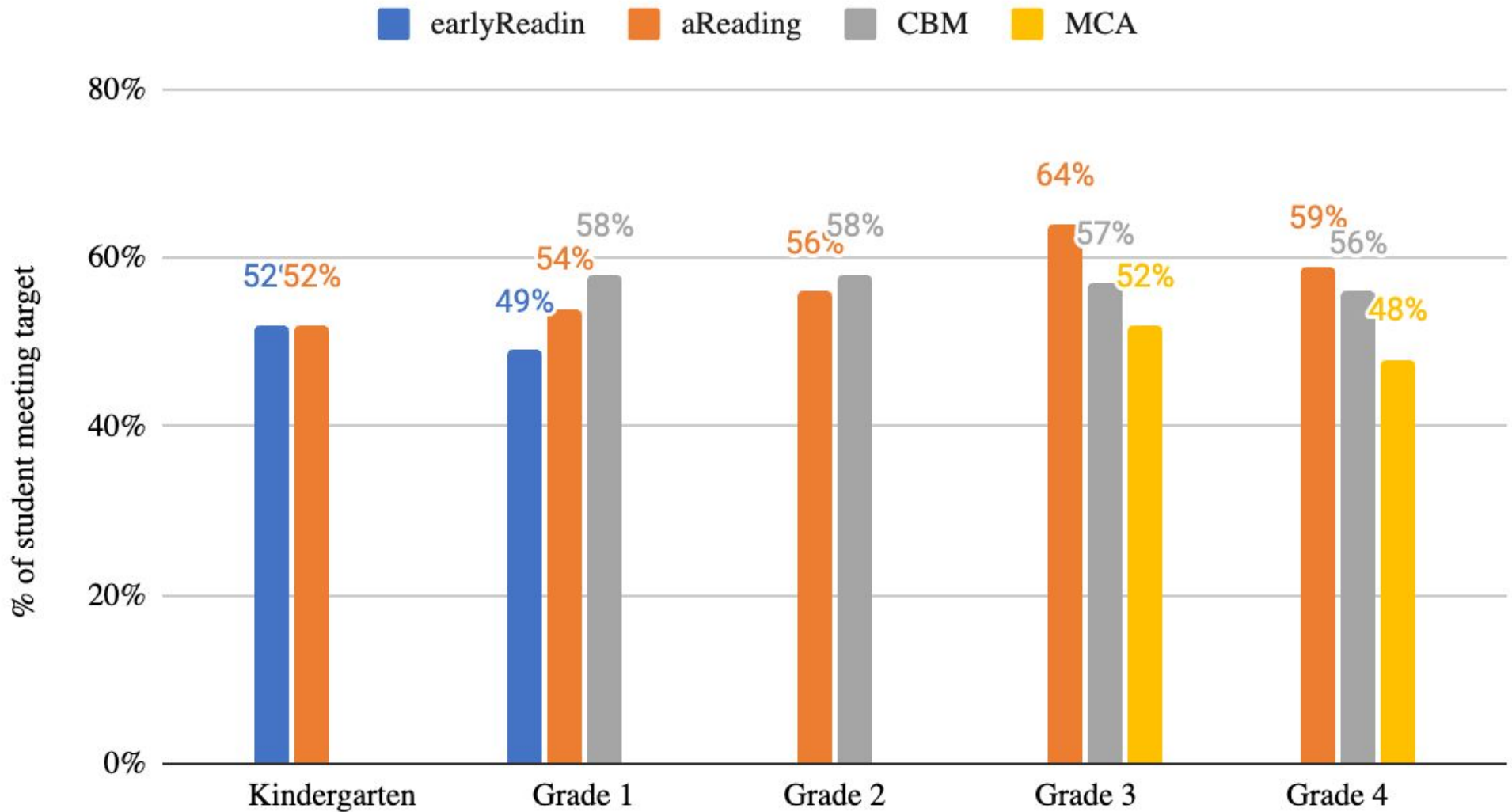
# Reading Growth

aReading Fall - Spring Growth FY22, FY 23, FY24, FY25



# Reading Assessments

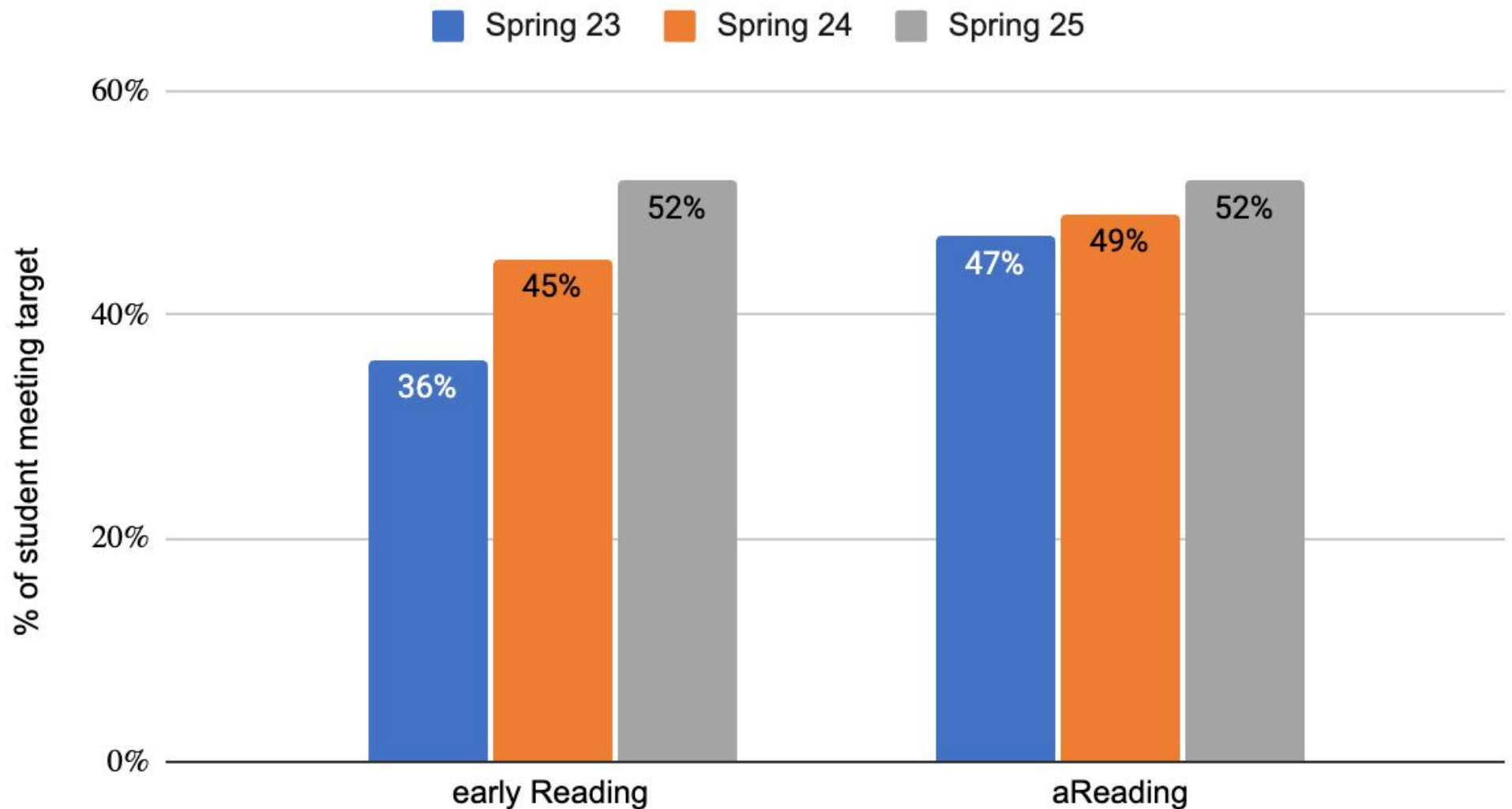
## Spring 2025 Reading Results





# Reading Assessments

## Kindergarten Reading Result Improvements



# District Mission: High Achievement for All in MATH

5

■ State  
■ School District 197

**46%** **44%**

2025 Proficiency Rates

GRADE 3  
**58%**  
Proficient

GRADE 4  
**60%**  
Proficient

GRADE 5  
**33%**  
Proficient

GRADE 6  
**37%**  
Proficient

GRADE 7  
**45%**  
Proficient

GRADE 8  
**37%**  
Proficient

HIGH SCHOOL  
**38%**  
Proficient

**#2**

Proficient in math on MCAs out of 10 comparison districts\*

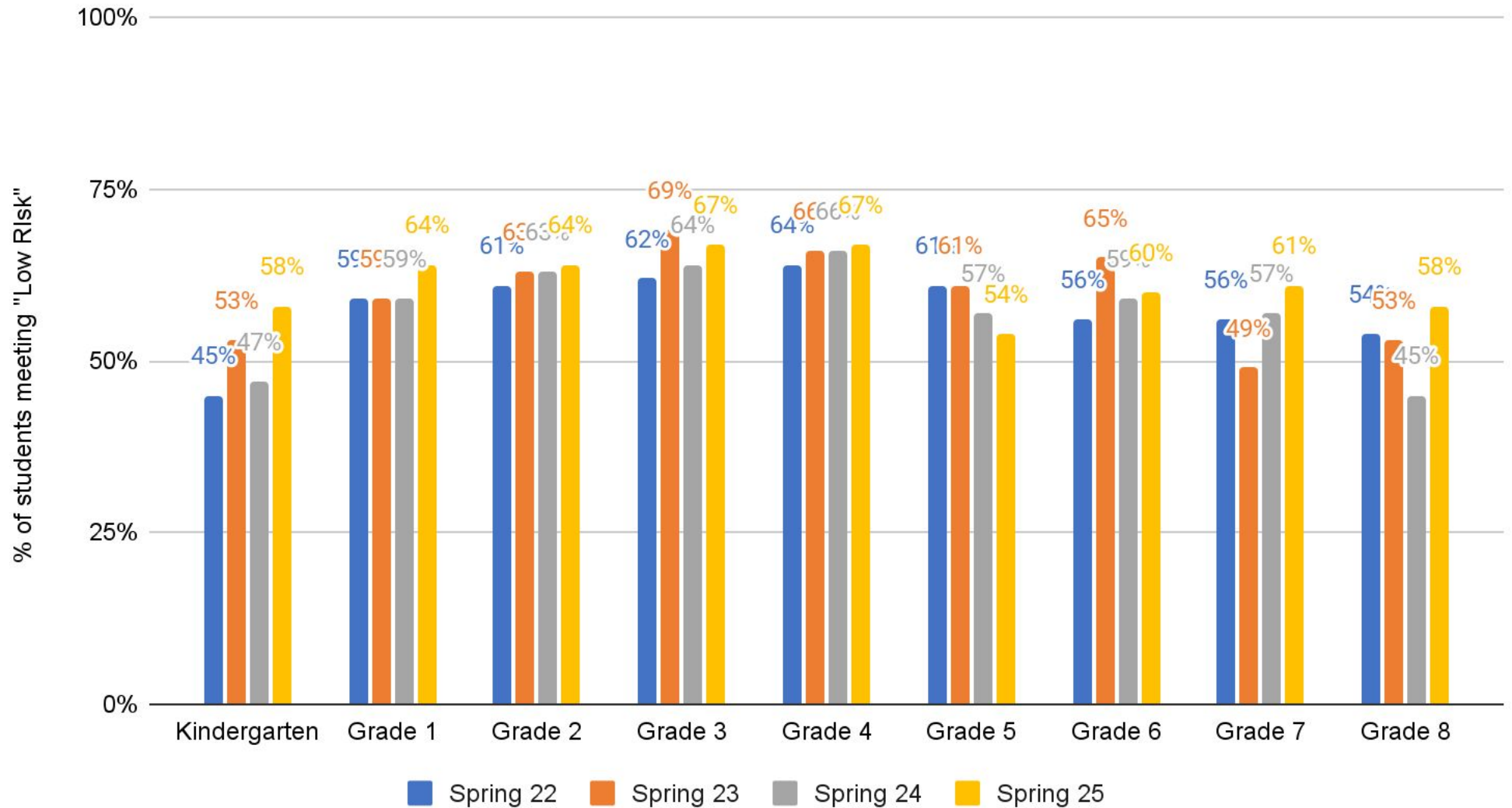
# Math: Comparables

MCA/MTAS Math			
Comparable District	% Proficient	Participation	FRP
St. Louis Park	48.7%	93.4%	36.3%
<b>Statewide</b>	<b>45.9%</b>	<b>93.1%</b>	<b>40.3%</b>
<b>WSP</b>	<b>44.3%</b>	<b>88.6%</b>	<b>46.7%</b>
Osseo	44.2%	94.6%	43.9%
Bloomington	39.8%	91.9%	47.5%
Roseville	39.4%	95.0%	48.6%
Hopkins	38.8%	87.4%	37.4%
Spring Lake Park	37.1%	92.8%	45.4%
Inver Grove Heights	33.3%	98.2%	49.3%
Burnsville	32.1%	92.5%	56.9%
South St Paul	29.0%	96.1%	61.4%



# Math

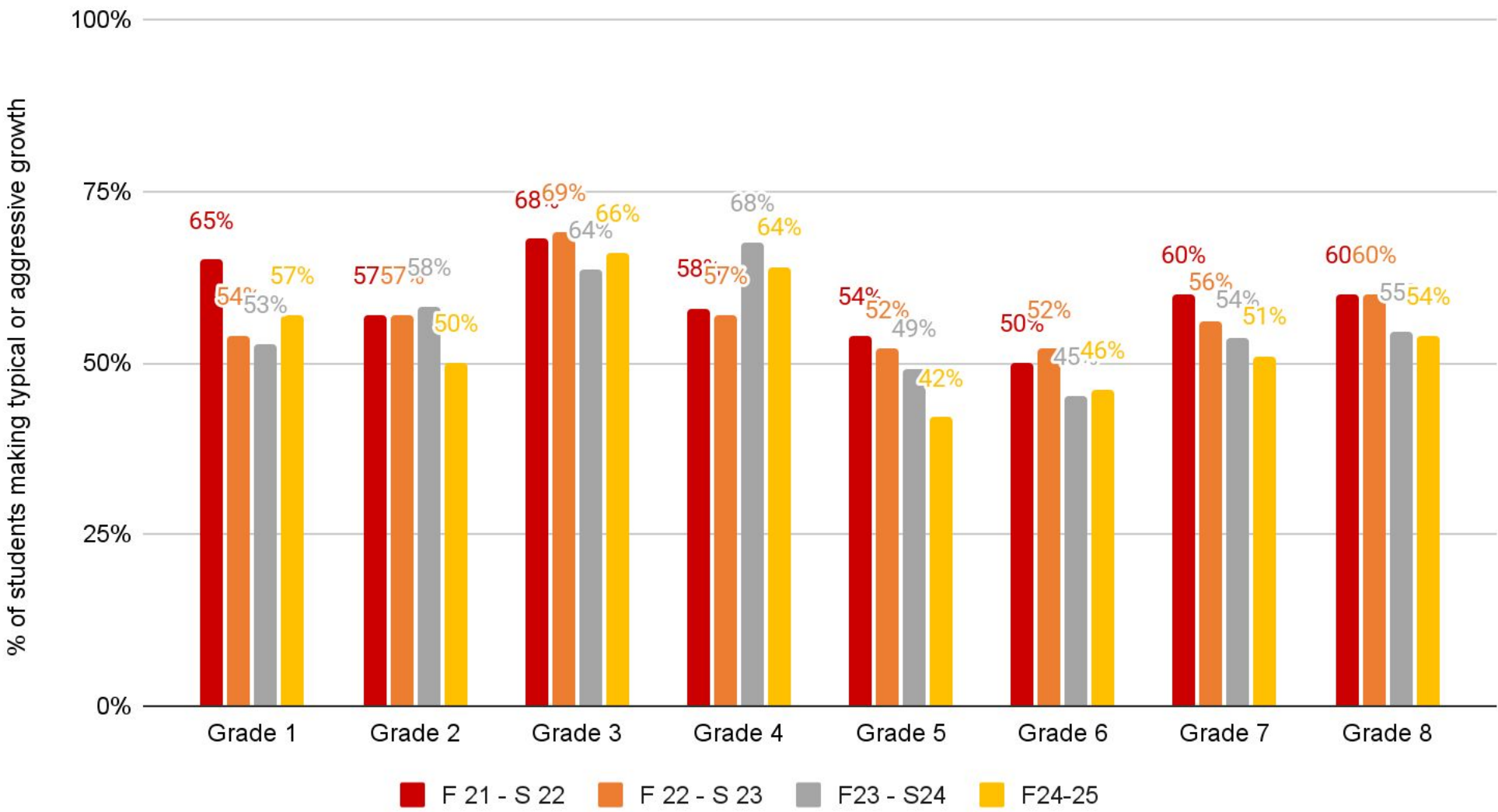
aMath Sp 2022, Sp 2023, Sp 2024, Sp 2025



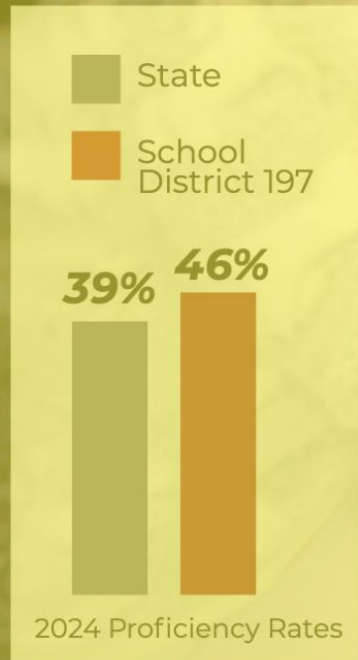


# Math Growth

aMath Fall - Spring Growth FY22, FY23, FY24, FY25



# District Mission: High Achievement for All in SCIENCE



Science moved to the MCA IV in the Spring 2025 and assesses the 2019 MN State Science standards. Results will be available October 1



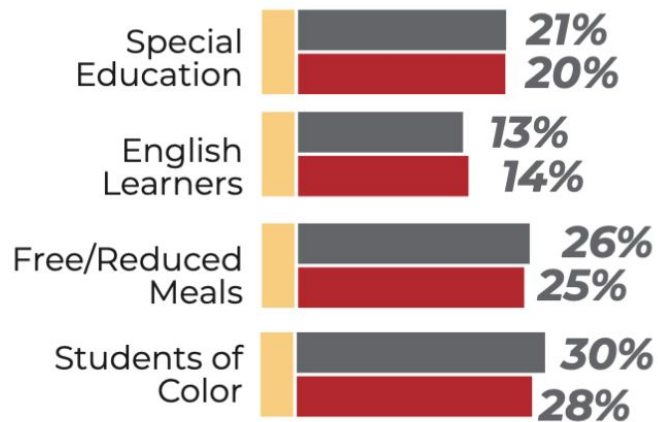
## District Goal #3: Narrow the Achievement Gap

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.



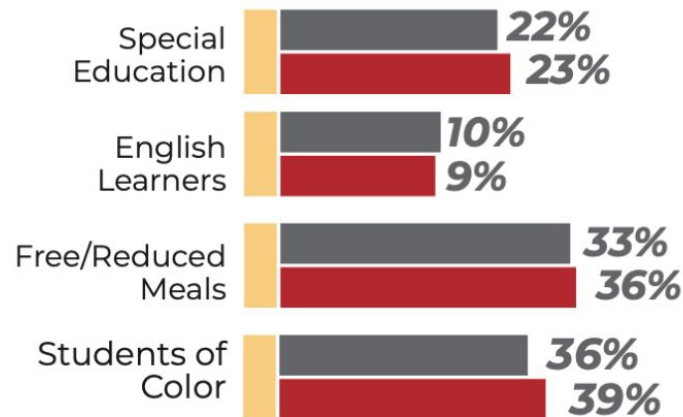
### 2025 Proficiency Rates in Math for Grades 3-8 & 11

■ State ■ School District 197



### 2025 Proficiency Rates in Reading for Grades 3-8 & 11

■ State ■ School District 197



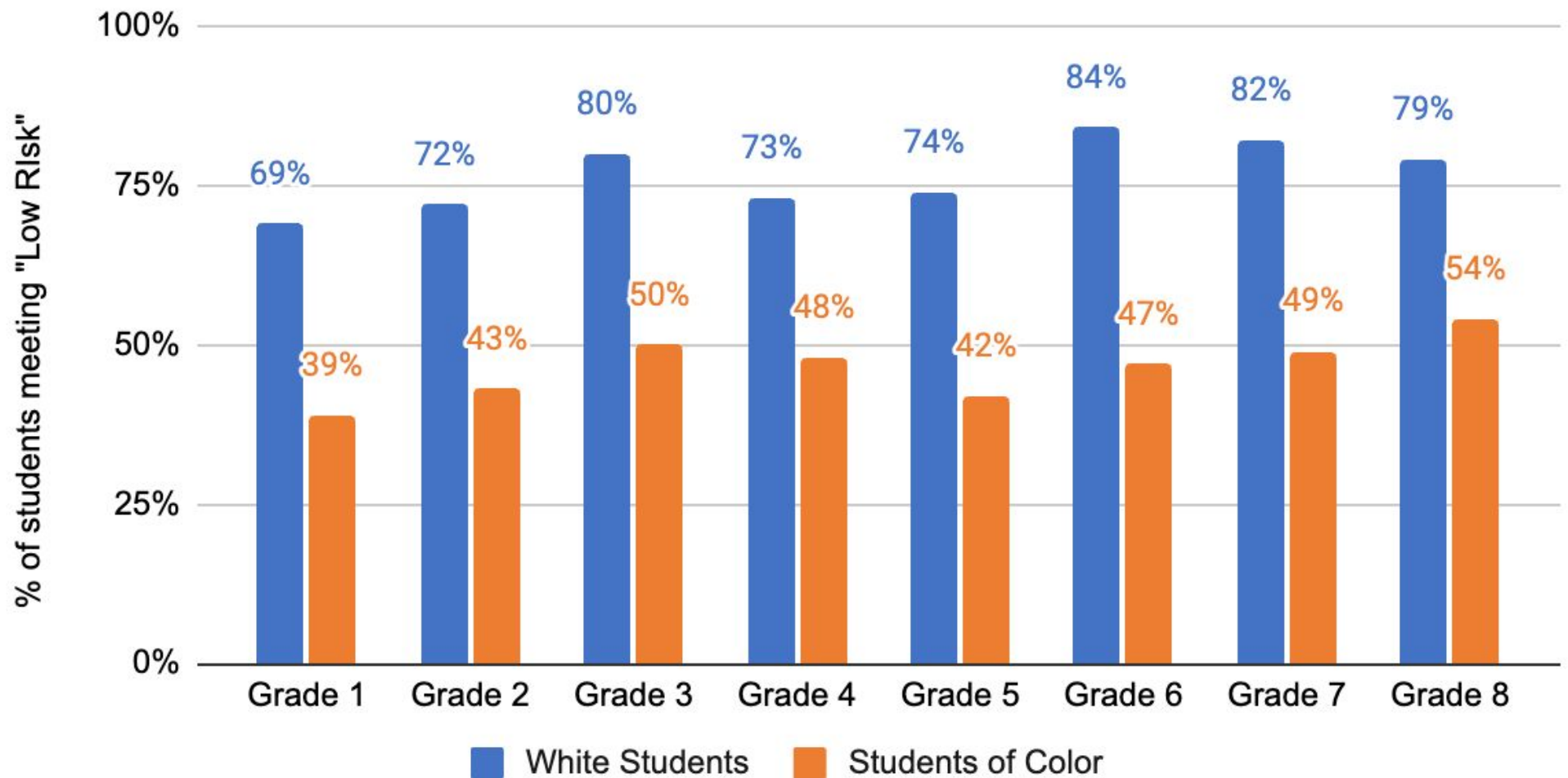
Closing the achievement gap has been a focal point for School District 197 well before the state made it a priority. To measure the degree to which strategies to close the achievement gap are effective, the district compares the performance of four different groups on both the MCA math and MCA reading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

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

# Narrow the achievement gap

## aReading Spring 2025

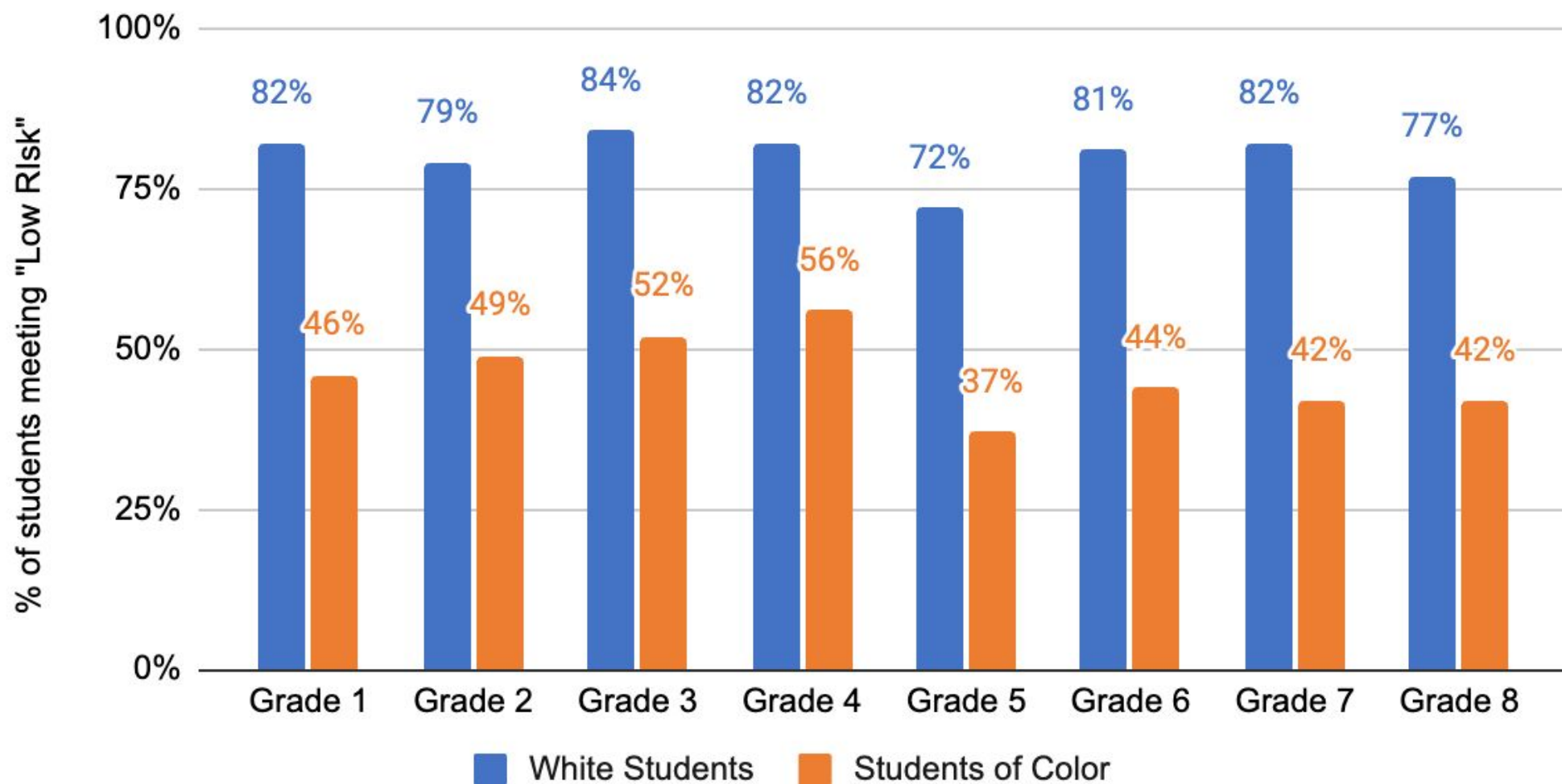
White Students and Students of Color





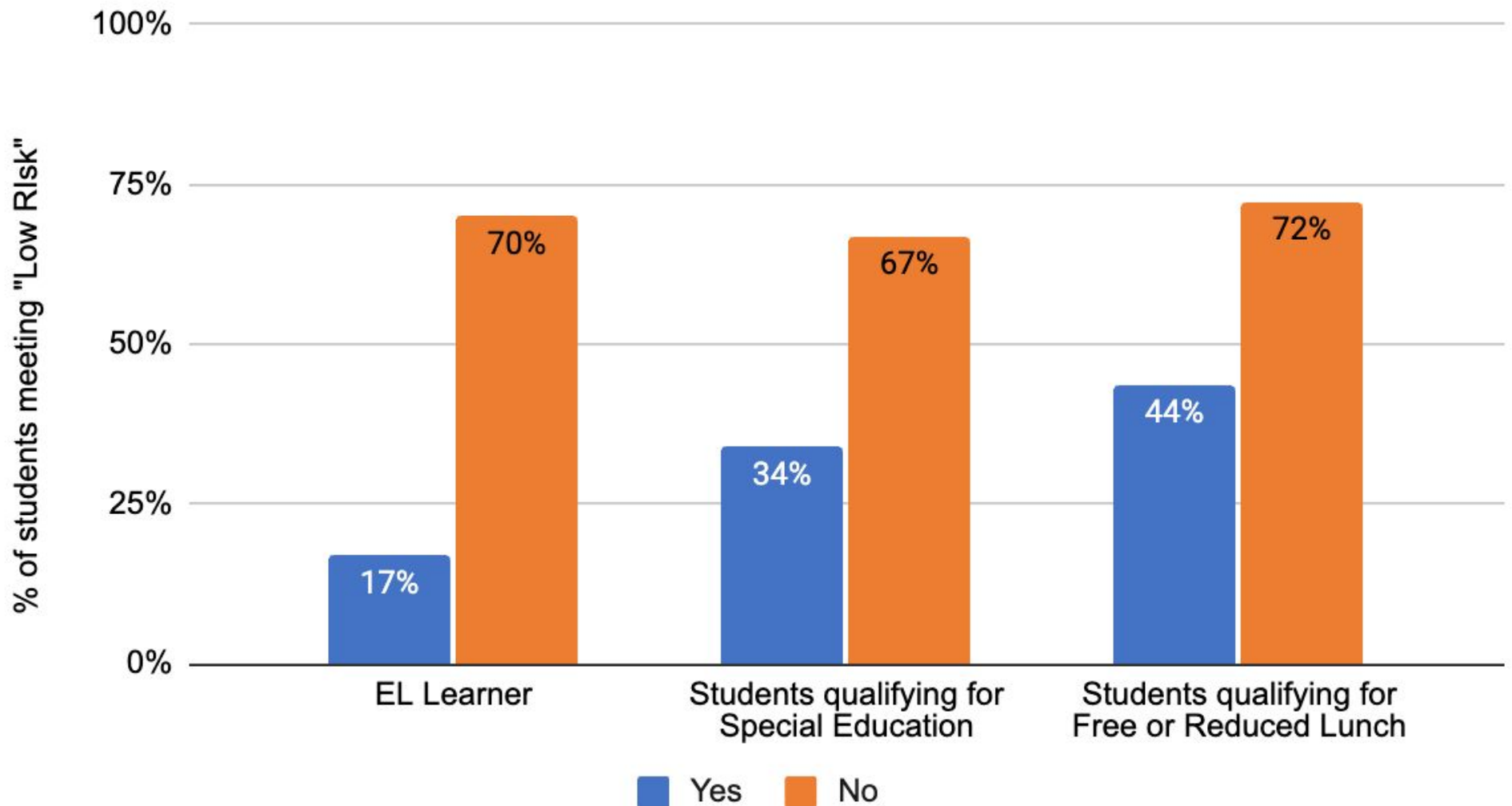
# Narrow the achievement gap

aMath Spring 2025  
White Students and Students of Color



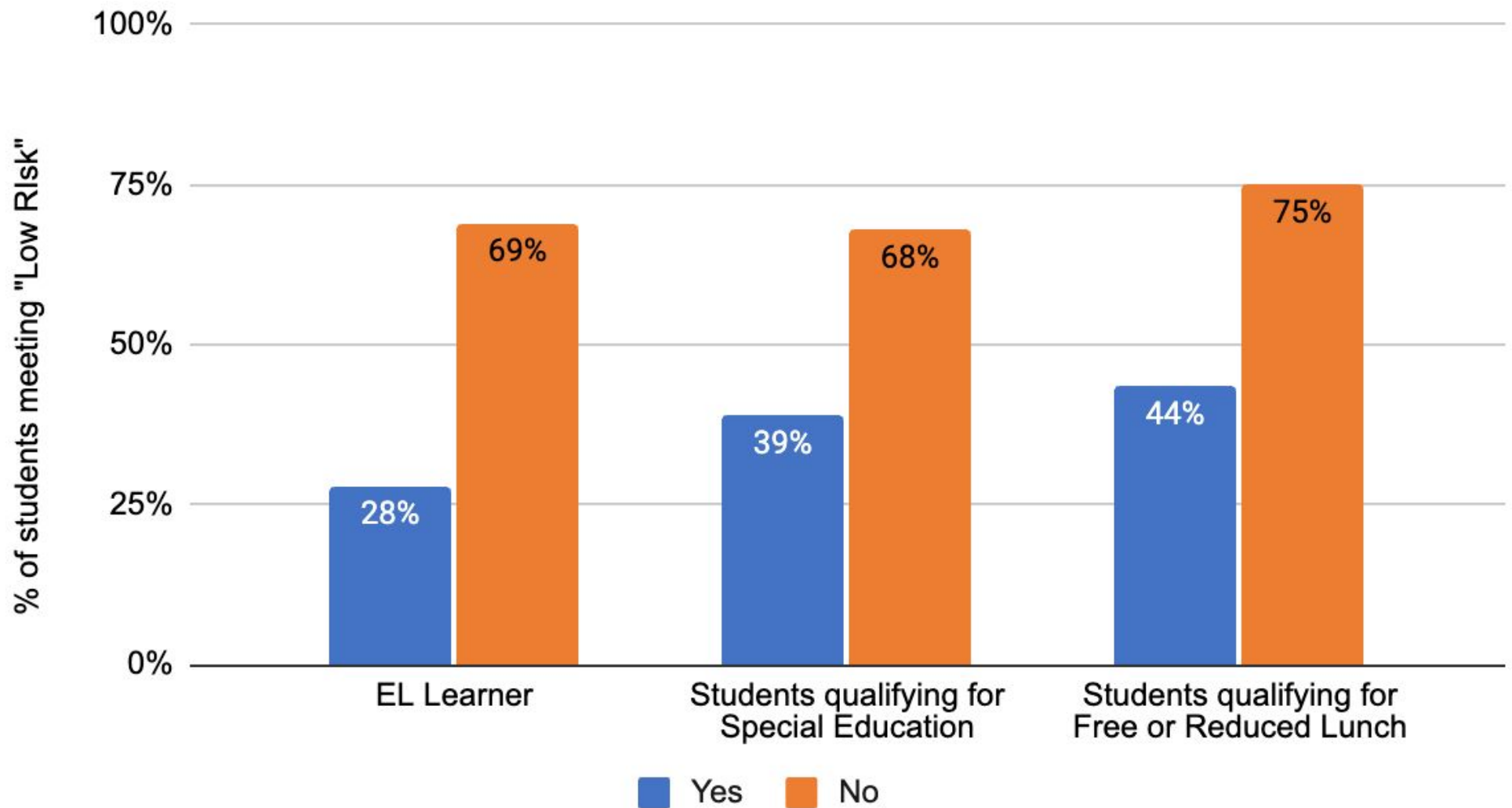
# Narrow the achievement gap

aReading Spring 2025



# Narrow the achievement gap

aMath Spring 2025



## 2024-2025 District-Wide Strategies

- 245 licensed staff completed science of reading training and looked for ways to implement their learning.
- Implemented AmazeWorks in preK classrooms to increase students' sense of belonging.
- Continued implementation of whole-class and small-group interventions based on FASTbridge data in K-4 classrooms.
- K-2 foundational curriculum product explorations.
- K - 12 math product explorations with a focus on the new standards
- Implementation of full year grade 5 and 6 writing class.
- MS EL Programming; Year 1 installation of their new 3D English curriculum from Houghton Mifflin Hartcourt within the EL pull-out program
- MS Social Studies: Year 1 implementation of new resources and common assessments.
- Site based continuous improvement plans included targeted strategies in reading and/or math based on site data
- Site base continuous improvement plans included targeted strategies in reading and/or math based on site data



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



**82%**  
OF HISPANIC STUDENTS  
in the Class of 2024 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

**90%**

State  
Average

**84%**

## 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

**69**  
Offered

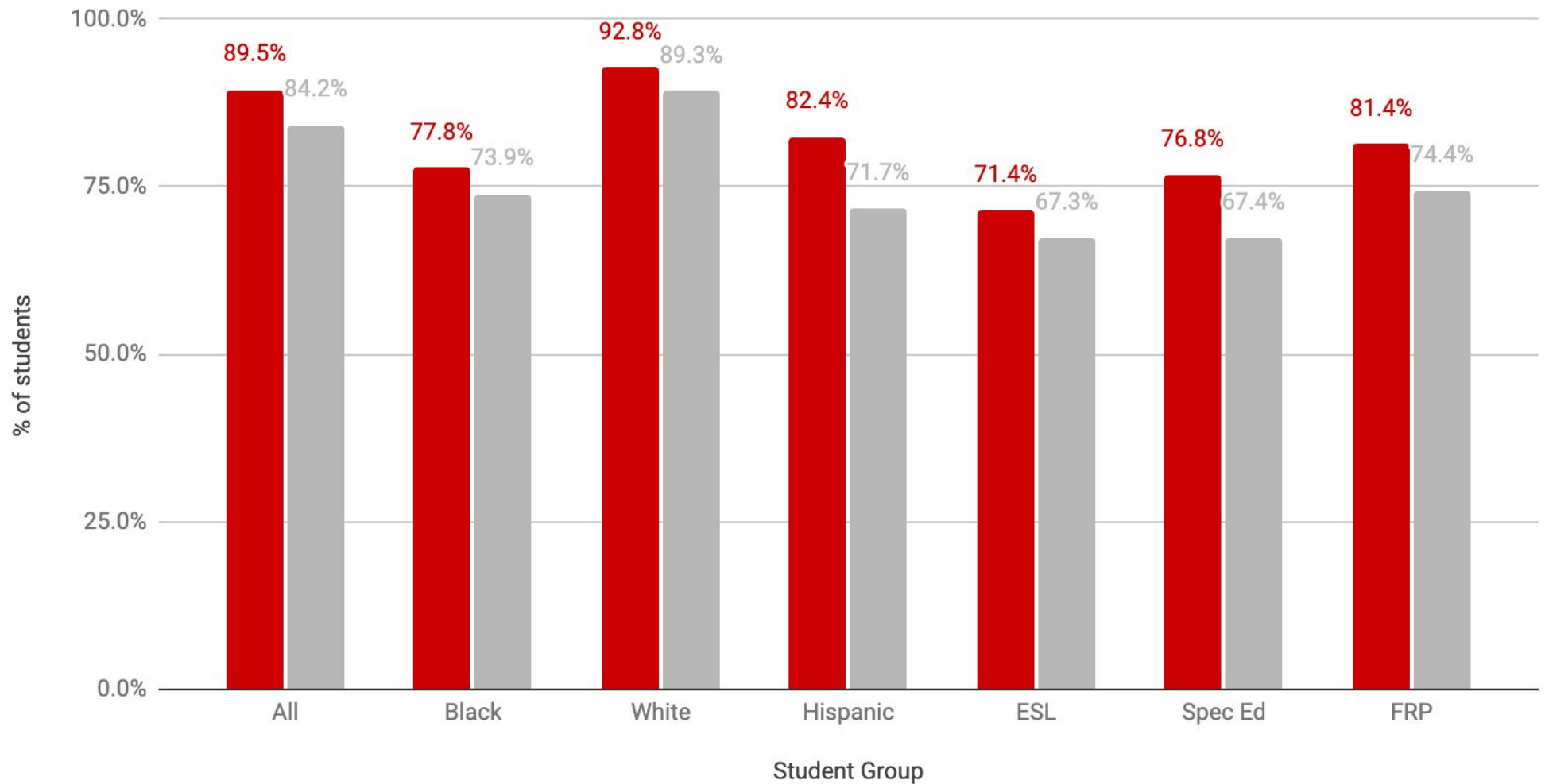
**2,243**  
Registrations

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

# All students graduate from high school.

Two Rivers Class of 2024 Graduation Rate Comparison

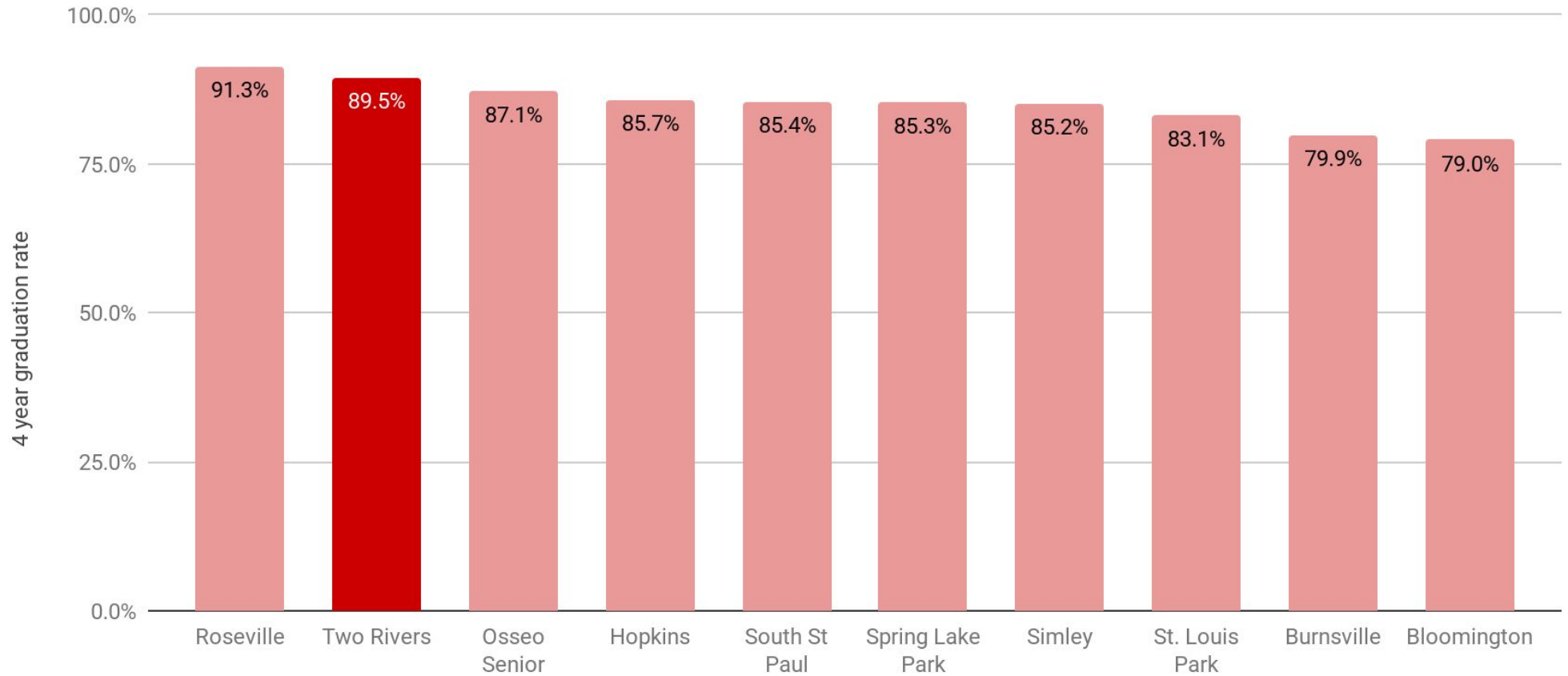
■ % of 197 students graduating   ■ State graduation rate





# All students graduate from high school.

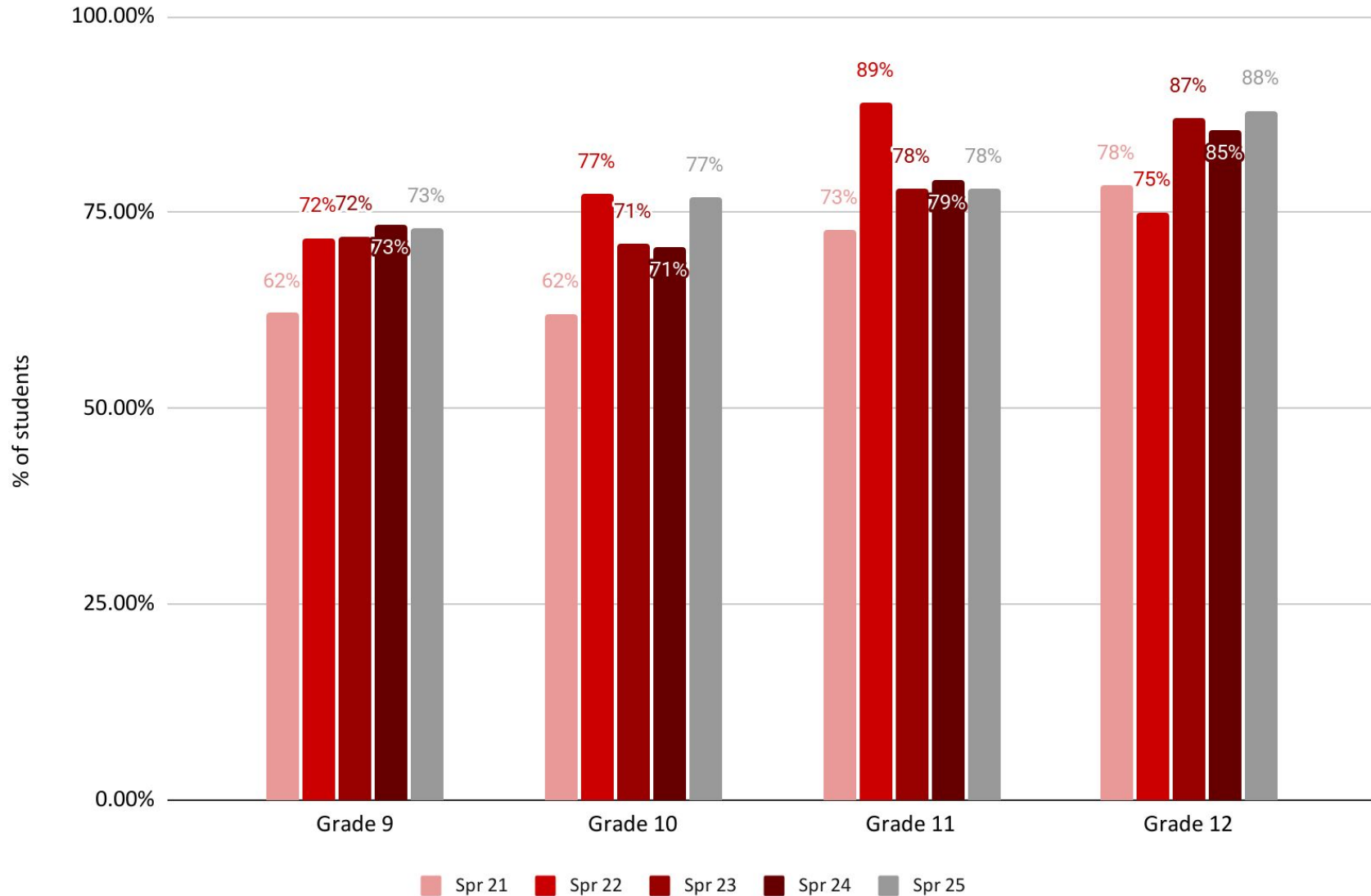
Class of 2024 Graduation Rate - Comparable HS



# All students graduate from high school.

Percent of students earning ALL credits attempted in S2

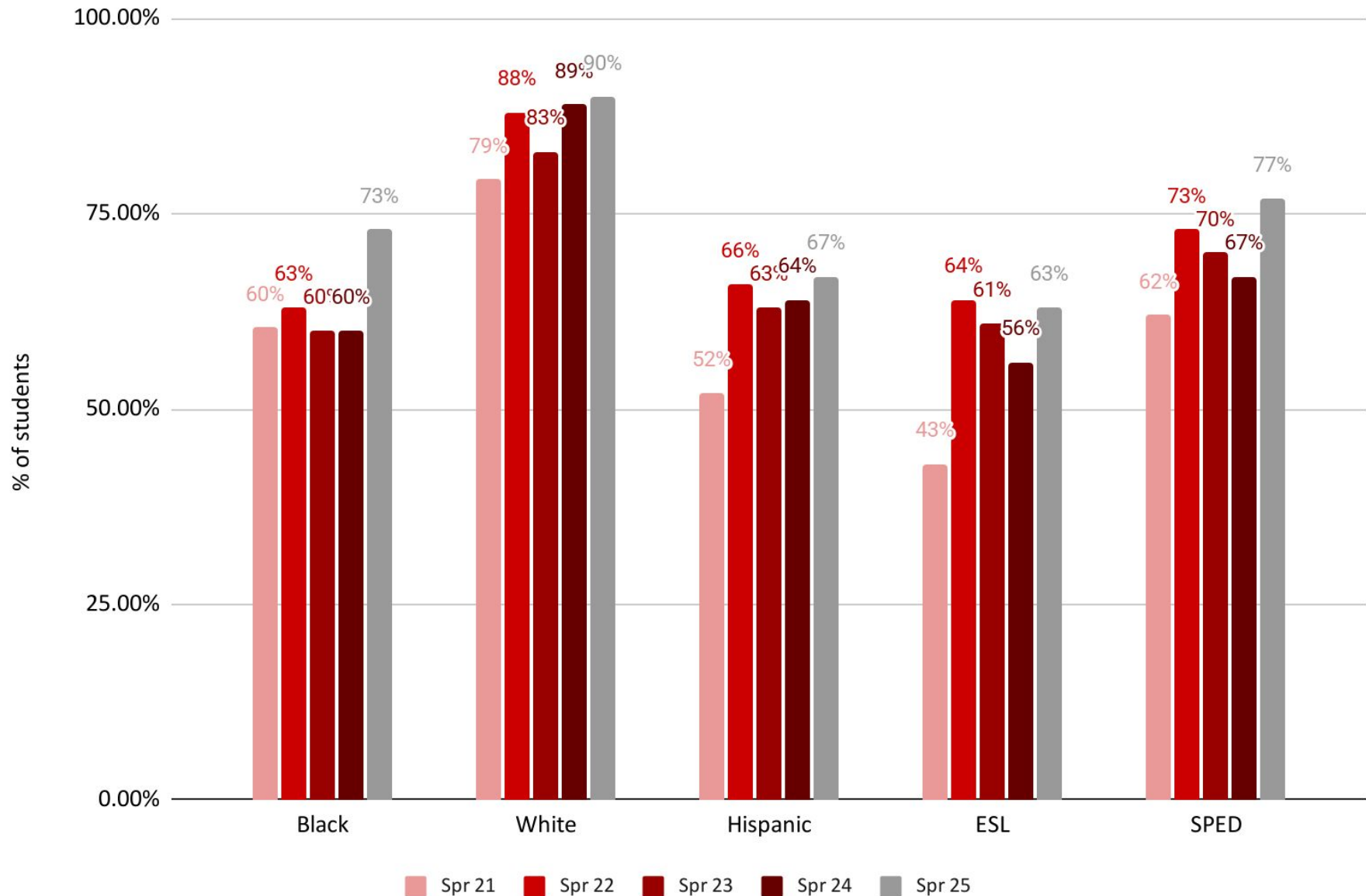
Spring 2021 - Spring 2025



# All students graduate from high school.

Percent of students earning ALL credits attempted in S2

Spring 2021 to Spring 2025



# Two Rivers Activity Participation

TRHS Activity Participation		
Grade Level	23-24	24-25
Grade 9	62.0%	57.7%
Grade 10	57.7%	57.8%
Grade 11	65.8%	62.3%
Grade 12	66.9%	62.9%
Overall	62.5%	60.00%

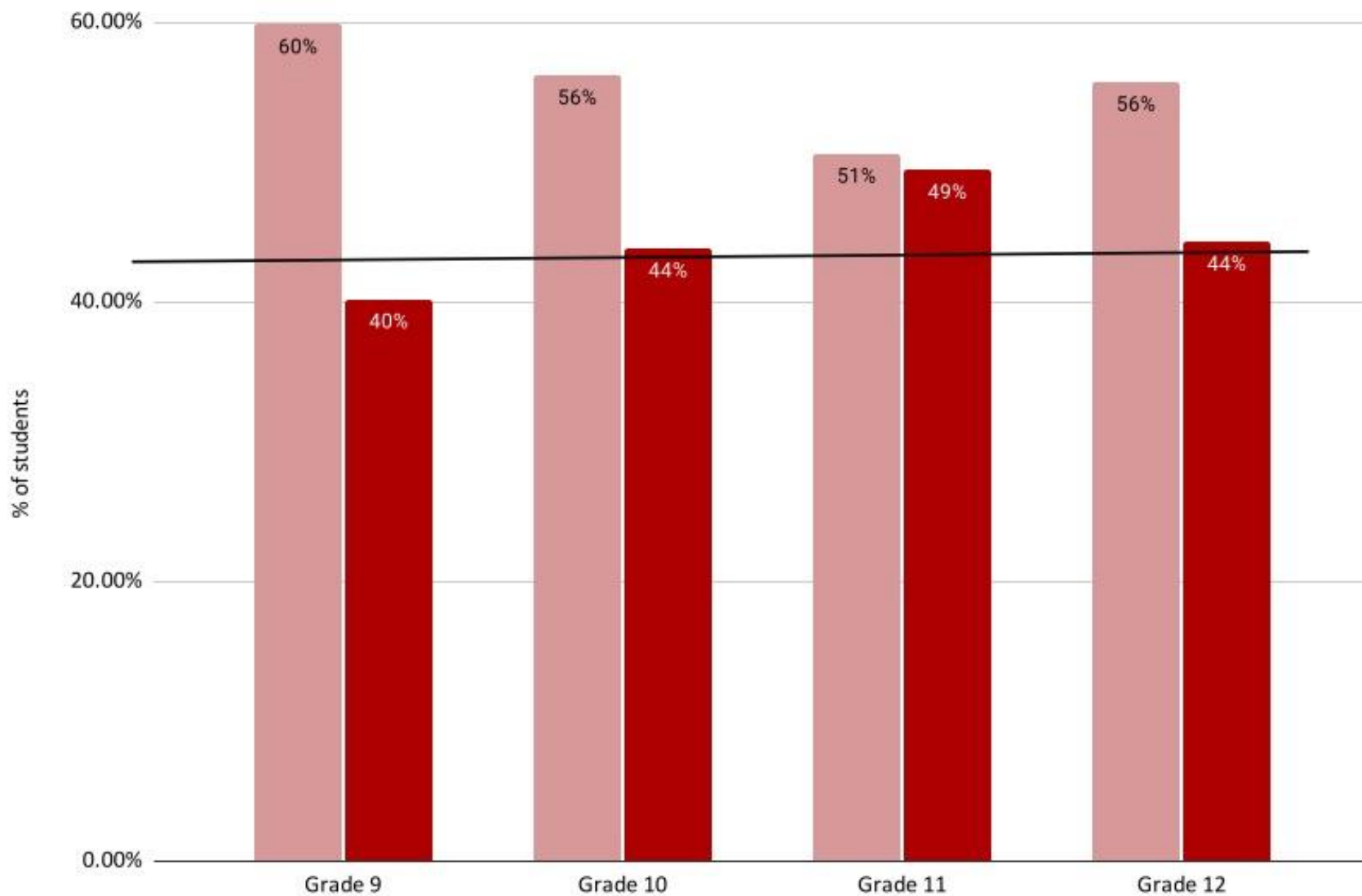
TRHS Activity Participation		
Group	23-24	24-25
ESL	32.4%	22.9%
SPED	44.8%	44.6%
FRP	49.1%	46.1%

TRHS Activity Participation 24-25		
Ethnicity/Race	# of Activity participation	% population at TRHS
Hispanic	23.60%	33.6%
American Indian	1.0%	1.0%
Asian	2.9%	2.7%
Black/African American	10.2%	12.2%
White	55.3%	43.6%
Two or More Races	7.0%	6.9%

# Participation in Extracurriculars

## Participation in Activities, Athletics and Clubs 24-25

White Students vs Students of Color by Grade





# District Goal: All Students Ready for Career and College

## Advanced Placement Courses

**16**  
Offered

**451**  
Students Enrolled

## Concurrent Enrollment Courses

**19**  
Offered

**372**  
Students Enrolled

## Centers for Advanced Professional Studies (CAPS)

**4**  
Offered

**35**  
Students Enrolled

## Post-Secondary Enrollment Options (PSEO)

**8**  
Institutions

**43**  
Students Enrolled

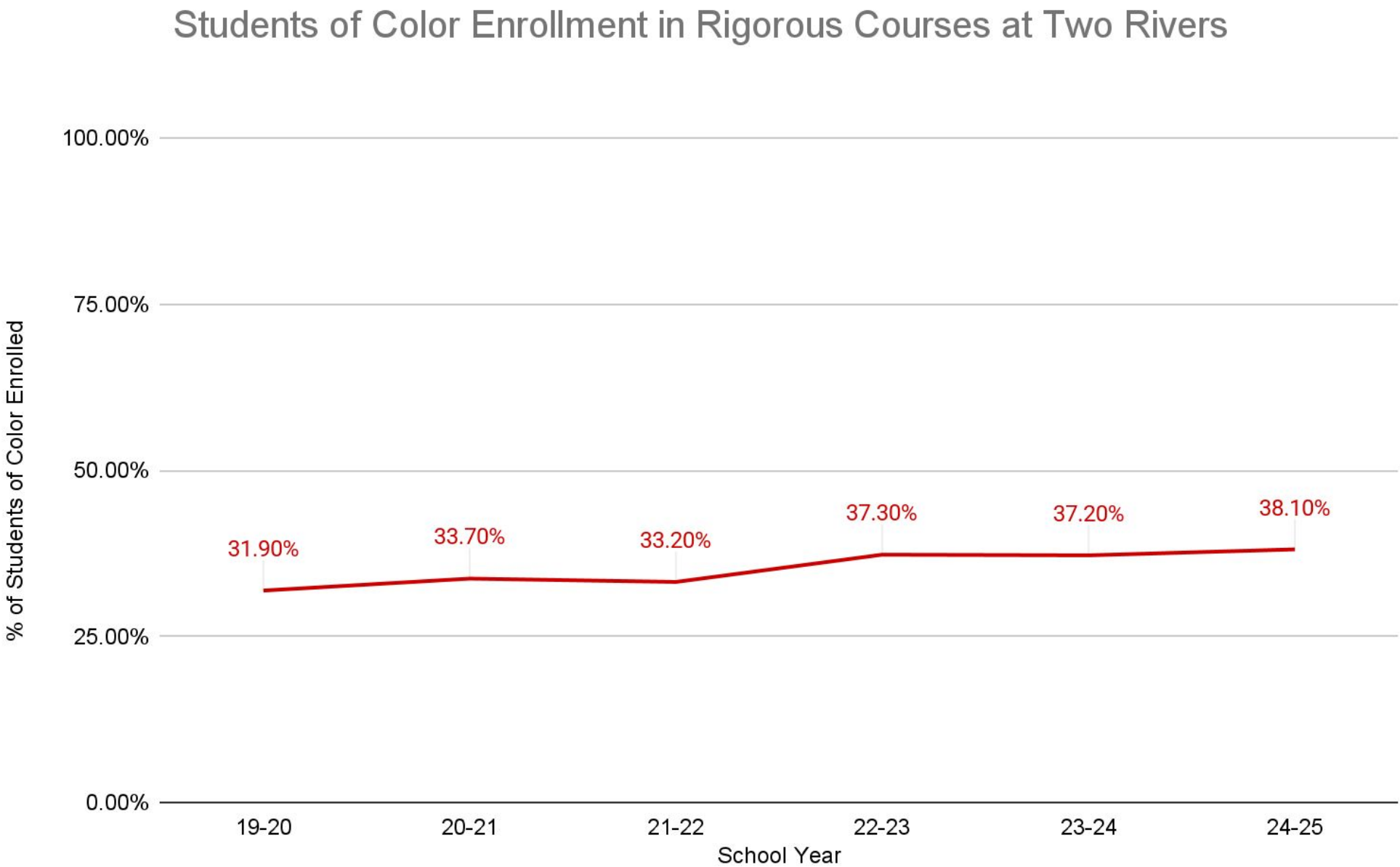
## Industry Certifications

**11**  
Courses

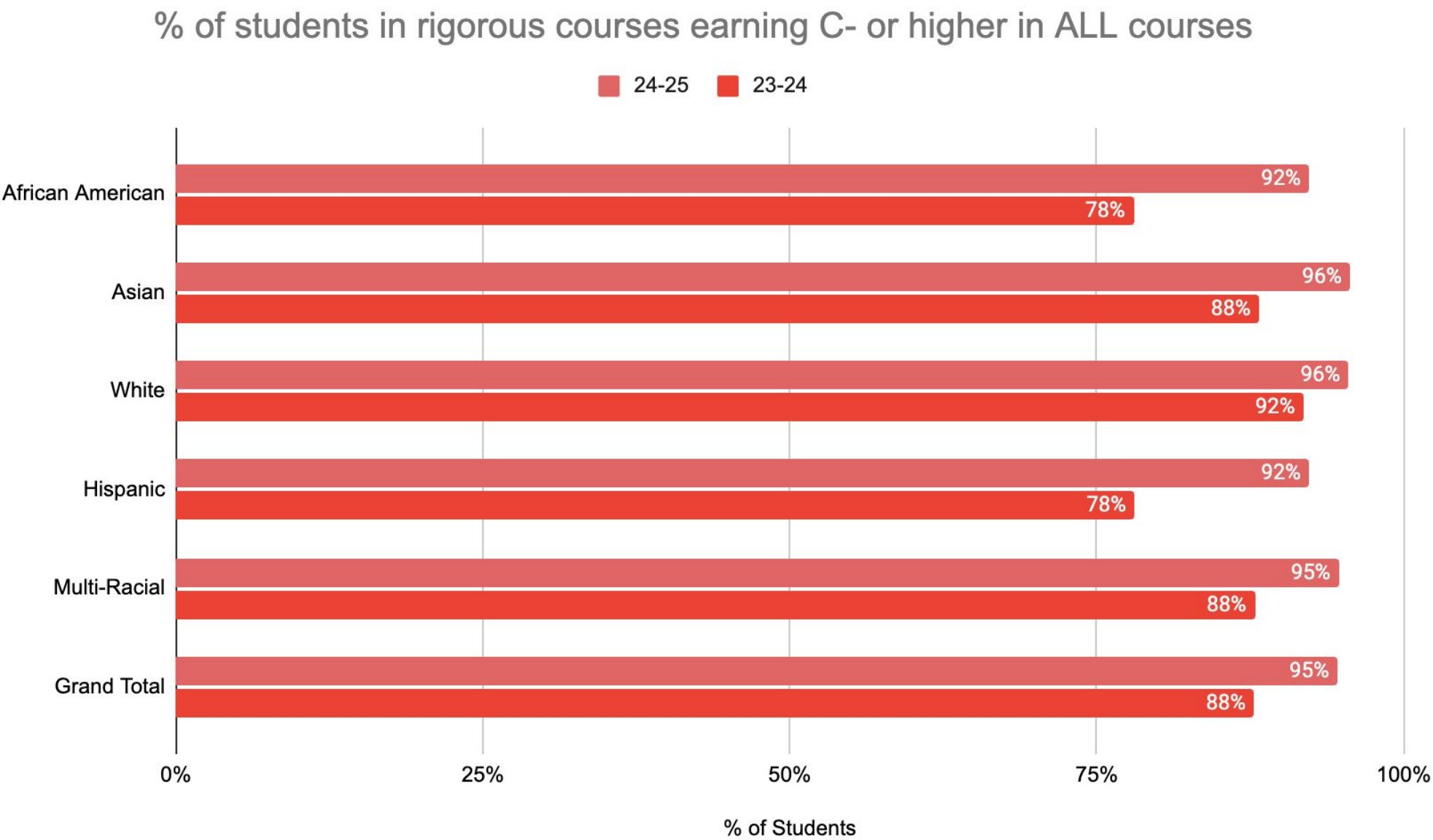
**565**  
student certifications earned



# Participation in Rigorous Courses



# Participation in Rigorous Courses





## 2024-2025 Strategies

- Continued implementation and refinement of Building Assets Reducing Risks (BARR) in 9th grade.
- Design and implement a sustainable work-based learning program at Two Rivers.
- Continue refining recruitment process for students to enroll in rigorous courses.
- Continue to review and refine transition procedures for students from Pre-K to elementary, elementary to middle school, and from middle school to high school.
- 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, rigorous courses.
- Implemented and supported MS staff in new MS elective opportunities aligned to CTE pathways.
- Planned for the implementation of a Native Language class in 25-26

# District Strategic Framework

## Implemented 2024-2025 Strategic Actions

1

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

#### Explicit SEL Instruction

- Enhance elementary SEL content with the CharacterStrong curriculum delivered by counselors.
- Develop and implement social-emotional learning lessons in health classes at grades 5, 6, 7, 8, and 10.
- Refine SEL instructional content shared with students in the grade 9 Warrior Seminar classes.
- Develop a social, emotional, and behavioral IEP goal bank in alignment with SEL learning targets.

#### Integrated SEL with Academic Instruction

- Fully implement AMAZEworks curriculum in the early learning and elementary sites.
- Explore opportunities for integrating social-emotional learning in the middle school flex options.
- Identify ways high school teachers can regularly integrate SEL learning targets into their classrooms.

#### Youth Voice and Engagement

- Seek input from youth voices by gathering ideas and feedback on SEL implementation and survey data from the middle school and high school student leadership teams.

#### Supportive School and Classroom Climates

- Provide resources for school leaders on classroom look-fors and other social-emotional learning topics.
- Deliver sessions on "Classroom Climate" during Training Academies for new and middle school staff.

#### Focus on Adult SEL

- Provide training academy for school staff, "Emotional Intelligence in Action," to empower participants to navigate the complexities of their roles with greater confidence, resilience, and well-being.

#### Supportive Discipline

- Provide sessions on "Student Support Strategies" to establish a foundation of strategic support for emotional regulation and connection in the classroom during Training Academies for new and middle school staff.
- Explore and enhance the use of restorative practices across the district to build community and develop students' social-emotional competencies.

# District Strategic Framework

## Implemented 2024-2025 Strategic Actions

1

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

#### Continuum of Integrated Supports

- Continue piloting a multi-tiered system of support (MTSS) team process at Somerset and plan for expansion to other sites.
- Develop and implement explicit instruction for small groups needing additional social, emotional, and behavioral support from elementary counselors.
- Continue and refine the Building Assets Reducing Risks (BARR) team meeting structure to identify support for 9th-grade students.

#### Authentic Family Partnerships

- Provide resources for families to support students' social and emotional development.

#### Aligned Community Partnerships

- Provide training on social-emotional learning in a school setting with 360 Communities family support workers and Ellie Mental Health and Associated Clinic of Psychology mental health therapists.

#### Systems for Continuous Improvement

- Review and prioritize SEL-related systems, practices, and policies with a focus on equity at monthly multi-department (Curriculum-Instruction-Assessment, Equity, and Special Services) meetings.
- Identify annual measures for SEL progress.





# District Strategic Framework

## Implemented 2024-2025 Strategic Actions

2

### Build equitable systems and support throughout the district

#### Diverse Classrooms and Schools

- Implement a plan to increase inclusion in high school activities, which includes four recruitment events, the development of an activities board, and advertising on the school's visual displays.

#### Teacher and Leader Quality and Diversity

- Implement Supporting Native American Students professional development for all licensed staff
- Offer staff opportunities to learn a new language
- Update the School District 197 Teacher Evaluation Rubric to include cultural competence (implementation in 25-26)
- Provide equity training to non-licensed staff
- Provide training on supporting LGBTQIA+ people to non-licensed staff
- Provide training on supporting LGBTQIA+ people to new teachers
- Provide equity training to new teachers
- Develop partnerships with at least two historically Black colleges and universities

#### Equitable Resource Allocation

- Conduct regular department and site meetings, hosted by the Superintendent and Finance Director, to analyze and increase the equitable allocation of budgets and resources. Increase awareness of financial assistance for activities fees.

#### Equitable Curriculum, Instruction and Assessment

- Fully implement District 197's AmazeWorks supplemental curriculum in PreK-4 classrooms.
- Plan for the development of a Native Language course offering at the high school.
- Provide resources for school leaders on classroom look-fors aligned with culturally responsive instruction.



# District Strategic Framework

## Implemented 2024-2025 Strategic Actions

### 2

## Build equitable systems and support throughout the district

### Equitable School and Classroom Environments

- Implement the use of the Diversity, Equity, and Inclusion Tool developed by Equity Advisory.
- Regularly offer school menu options for religious diet needs.
- Increase the diversity of cuisine offerings for school meals to be more reflective of the diversity of our student population.

### Equitable Student Leadership and Voice

- Advertise district and site leadership opportunities to high school students via multiple communication platforms.
- Provide opportunities for students to share their stories so we can publicly celebrate the diversity of backgrounds, cultures, ethnicities, and abilities in our student population.
- Increase the number of student ambassadors to the Beyond Our Walls Summit to at least four.
- Update the student equity survey.

### Equitable Family Partnerships

- Increase family representatives on Equity Advisory.
- Increase Parent Academy (or similar) opportunities.
- Increase the number of Cultural Liaisons in the district.



# District Strategic Framework

## Implemented 2024-2025 Strategic Actions

### 3

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

Imagine a graduating class where every senior is equipped with not just a diploma, but a wealth of experiences and achievements. At School District 197, we're dedicated to ensuring that every student walks across the stage not just with knowledge, but with tangible skills and connections that set them up for success. From college credits and certifications to hands-on internships, our students are primed for the future. But we don't stop there. We also emphasize the importance of giving back, with volunteer opportunities ingrained in our curriculum, ensuring that each graduate leaves a positive impact on their community. Join us in shaping the leaders of tomorrow, where education isn't just a path, but a transformative journey.

- Every student takes a course (research suggests it should be 2 courses) that bears college credit or certifications.
- All students have some sort of community service/volunteer hours.
- Provide immersive experiences for students.

### Course, School and Structural Support

- Complete curriculum review tasks/activities following the curriculum review cycle.
- Support the implementation of the new middle school schedule.
- Complete the required science of reading training.
- Review and refine the approach to the district's personal learning plan including the student progress and tracking towards graduation.
- Plan for a native language course.
- Investigate the possibility of offering an alternative learning program during the school day.

### Direct Student Supports

- Explore ways to expand student tutors.
- Explore expansion of Building Assets Reducing Risks (BARR) to at least one cohort in grade 10.
- Explore and implement ways to support FLEX at MS (vitals checks, collaborative study groups, tutors, etc)
- Widen and diversify student focus groups for feedback
- Sustain and expand strategies for providing immersive experiences for students (internship, career/college related field trip, job shadowing, mentoring, etc)
- Refine and develop sustainable procedures for students making transitions from Pre-K to elementary, elementary to middle school, from middle school to high school, as well as with our postsecondary and labor partners.



# District Strategic Framework

## Implemented 2024-2025 Strategic Actions

3

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

#### Career and College Readiness

- Review and refine our scope and sequence for a student's Personal Learning Plan beginning in grade 9.
- Prepare, implement, monitor and adjust new middle school electives.

#### Career and Technical Education Pathways

- Ensure sustainability of, and continue to support the expansion for, work-based learning at TRHS.
- Continue developing full secondary pathways in all six MCIS career fields that lead into existing post-secondary programs and/or industry credentials.
- Identify at least one college credit-bearing opportunity, or industry-recognized certification, in each program area.





# Together, We Thrive.

