SCHOOL DISTRICT 197

West St. Paul-Mendota Heights-Eagan Area

Curriculum Review Update
K-12 Math Review Year 3

August 18th
School Board Meeting

Presented By

Curriculum, Instruction & Assessment Team

Background

2021 - 2022: Year 0 (Reviewing standard changes as published)

2022 - 2023: Year 1 Curriculum Review (Self-Study)

2023 - 2024: Year 2 Curriculum Review (Resource Review)

2024 - Fall 2027: Phased implementation, determined by District 197 review team

2027 - 2028: Full Implementation of 2021 K-12 MN Mathematics standards

K-8 Focus for 2024-2025
Completing Resource Review Process.

HS Focus for 2024-2025
Continued to develop consistency w/instruction as well as begin resource review process.

Review Team

The curriculum review team was expanded to include K-12 teachers, building administrators, and district administrators. To improve efficiency, the team was divided into three groups:

- K-4 Review Team
- Middle School Review Team
- High School Review Team (with two MS staff)

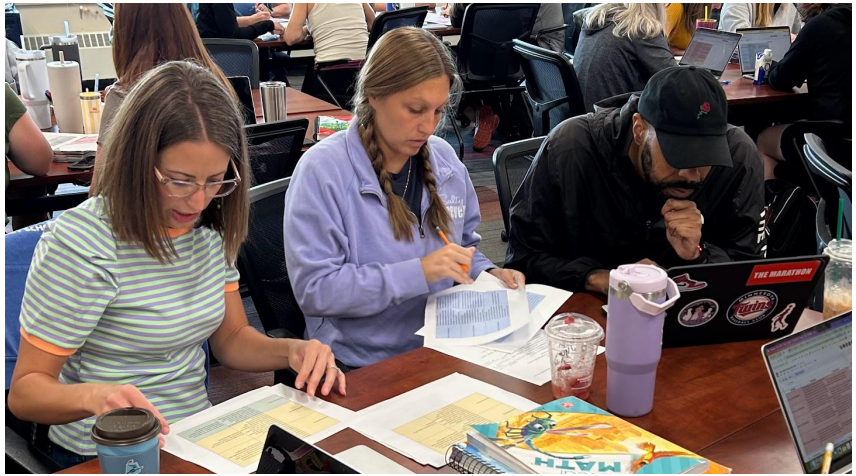
There was one K-8 meeting throughout the year, on February 20th, so that the K-8 team could arrive on their recommendations for resources.

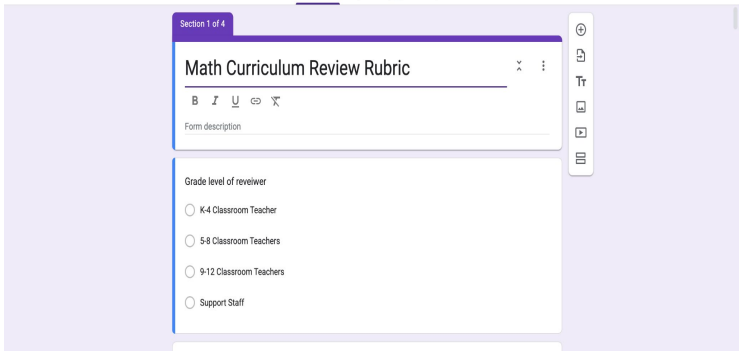
Review Team- Elementary

The elementary team had 4 traditional review meeting dates (Nov, Dec, Feb and May) while also fully participating in the Science of Reading Training. Additional staff were added to increase grade level representation.

Focus:

- Curriculum training and planning
- Reflecting on implementation of pilot curriculum
- Data collection on pilot implementation





Review Team - MS and HS

The middle school team had 5 traditional review meeting dates (not included on the PD calendar) in October, December, February (K-8), April and May.

Additionally, the middle school math team capitalized on the expanded PD opportunities in 24-25, with most of their **department meeting times** and **three half-day PD sessions** dedicated to supporting the review process.

The high school team met four times across the school year;

- November 4, 2024
- February 14, 2025
- April 1, 2025
- And April 25, 2025

The HS team expanded to include two middle school staff as well.

Date	Time	Outcomes
August 29	**7:30AM - 11:00AM**	August 29 MS Department PD
Sept 12	7:40 - 8:20AM	MS Schedule Support Sept 12 Dept Meetings
~~Oct 10~~	~~7:40 - 8:20AM~~	~~FHMS conferences - Camp St Croix~~
Nov 4	**12:00 - 3:30PM**	MS Schedule Support Nov 4 PD by Department
Nov 14	7:40 - 8:20AM	Core topic: 8th grade registration process MS Schedule Support Nov 14 Dept Meetings
Dec 12	7:40 - 8:20AM	MS Schedule Support Dec 12 Dept Meetings
Dec 20	**12:00 - 3:30PM**	12.20.24 PD Day Afternoon Plan
Jan 9	7:40 - 8:20AM	MS Schedule Support January 9 Dept Meetings
Jan 22	**12:00 - 3:30PM**	MS Schedule Support Jan 22 PD by Departm… Jan 22 MS PD Summary
Feb 13	7:40 - 8:20AM	MS Schedule Support February 13 Dept Me…
March 13	7:40 - 8:20AM	MS Schedule Support Marchg 13 Dept Meet…
April 1	**12:00 - 3:30PM**	MS Schedule Support April 1 PD by Departm…
April 10	7:40 - 8:20AM	
May 8	7:40 - 8:20AM	MS Schedule Support May 8 Dept Meetings Intervention Recommendations - Reading and Math

Product Exploration in 2024 - 2025

Plan in August 2024

July 17	Sept.	Late Oct	Nov	Late Dec TBD	Jan	Feb Decide?	Mar	April /May TBD
Meeting 1 8:30-3 PM		MTG 2 8:30-3 PM		Meeting 3 8:30-3 PM		Meeting 4 8:30-3 PM		Meeting 5 8:30-3 PM
6 HR plan	3 HR Plan	2 HR Plan	3 HR Plan	2 HR Plan				
	Reflect Meet 1hr		Reflect Meet 1hr					
Quarter 1 Product Exploration K-5 iReady 6-8 In. Math				**Quarter 2 Product Exploration** K-4 Reveal 5-8 B Idea				

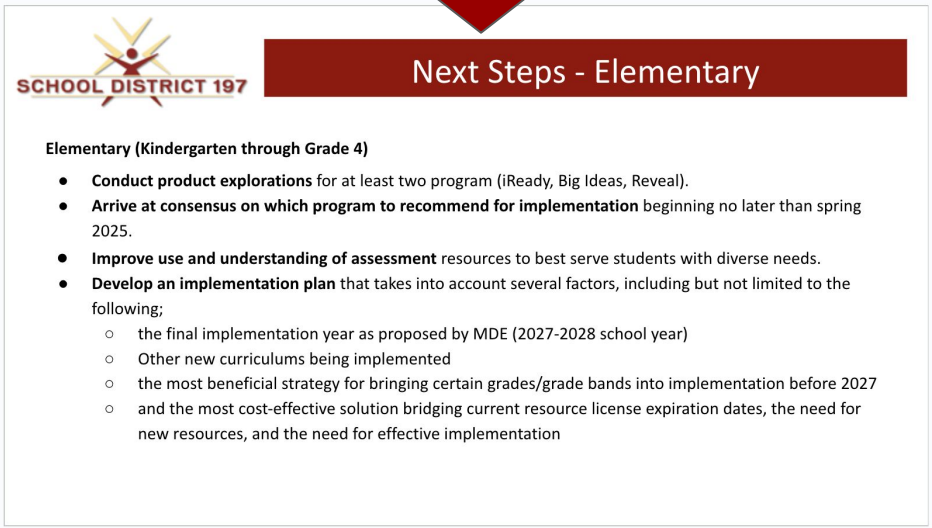
The team was given some requirements for the type of programs necessary for review in later phases. These requirements are listed below;

- Set of materials that span K-6 and/or a set of materials that span K-8
- Set of materials that span K-12

	K-?, ?-? Recommendation
K	iReady and Reveal or Big Ideas
1	iReady and Reveal or Big Ideas
2	iReady and Reveal or Big Ideas
3	iReady and Reveal or Big Ideas
4	iReady and Reveal or Big Ideas
5	iReady and Big Ideas and Reveal
6	Big Ideas and Into Math
7	Big Ideas and Into Math
8	Big Ideas and Into Math
HS	Big Ideas and Reveal and envisionMath

Review Process Summary- Elementary

Year 2 Board Update



SCHOOL DISTRICT 197

Next Steps - Elementary

Elementary (Kindergarten through Grade 4)

- **Conduct product explorations** for at least two program (iReady, Big Ideas, Reveal).
- **Arrive at consensus on which program to recommend for implementation** beginning no later than spring 2025.
- **Improve use and understanding of assessment** resources to best serve students with diverse needs.
- **Develop an implementation plan** that takes into account several factors, including but not limited to the following;
  - the final implementation year as proposed by MDE (2027-2028 school year)
  - Other new curriculums being implemented
  - the most beneficial strategy for bringing certain grades/grade bands into implementation before 2027
  - and the most cost-effective solution bridging current resource license expiration dates, the need for new resources, and the need for effective implementation

2024-2025's Major Efforts

The team performed extensive product explorations and evaluations of various math programs: **iReady, Reveal, Big Ideas, Illustrative**

Selected Curriculum for adoption

Planning and prep for partial implementation Fall 2025

Review Process Summary - MS

Year 2 Board Update

Next Steps - Middle School

- **Conduct product explorations** for at least two programs (5th grade - iReady and Big Ideas; 6th-8th Into Math and Big Ideas).
- **Arrive at consensus on which program to recommend** for implementation beginning no later than spring 2025
- **Continue to track legislative requirements** related to computer science and personal finance
- **Develop an implementation plan** that takes into account several factors, including but not limited to the following;
  - the final implementation year as proposed by MDE (2027-2028 school year)
  - the most beneficial strategy for bringing certain grades/grade bands into implementation before 2027
  - and the most cost-effective solution bridging current resource license expiration dates, the need for new resources, and the need for effective implementation
- **Continued exploration of how to best serve students** who are;
  - at risk for future math difficulties
  - are simultaneously developing math and English language skills (EL students)
  - being served mathematics instruction in a special education setting or having IEP goals related to math
  - ready for learning math in an accelerated manner
- **Smoothen standards, content, and instructional differences found in the transition between 8th and 9th grade**
- **Professional development** as needed beyond materials training

2024-2025's Major Efforts

The team performed extensive product explorations and evaluations of **Big Ideas, Into Math and Reveal.**

Preparing for Fall 2025 implementation

Review Process Summary - HS

Year 2 Board Update

Next Steps - High School

- **Update the math pathways and registration materials** for the 25-26 school year to reflect the recommendations noted below;
  - Keep the Analysis course with some minor adjustments (including new resources)
  - Remove the requirement for juniors who intend to take AP PreCalculus to take Algebra II with Trigonometry. This would functionally allow students who take Analysis as juniors to take AP PreCalculus as seniors.
  - Retain the requirement that students who intend to take Calculus AB successfully complete both Algebra II with Trigonometry and AP Precalculus.
- **Continue exploring post-secondary college and career coursework opportunities**, particularly in concurrent enrollment options.
- Develop and implement plans over the summer and fall of 2024 to **restructure support for struggling students in Intermediate Algebra.**
- **Begin an instructional materials review process** as early as fall 2024
- **Arrive at consensus on which program to recommend** for implementation beginning, early as spring 2025.

- Development of Instructional Commitments
- Alignment with New Math Standards and Course Structure Planning
- Extensive Planning for Fall 2025 Implementation and Professional Development

Data Collection - Elementary Decision

Rubric Survey Data

	Reveal	Big Ideas	Illustrative
Instructional Materials	17.3	14.5	9.5
Instructional Supports & Usability	9.4	9	6.3
Culturally Responsiveness	8.3	9.6	5.8

Math Review Rubric

Standards Alignment

	Reveal	Big Ideas	Illustrative
K	😑	🛑	😑
1	✅-	🛑	😑
2	😑+	✅	✅-
3	✅-	😑+	🛑
4	😑	✅-	🛑

Implementation Surveys measured:

- Pacing
- Resource Utilization
- Differentiation
- Assessments
- Implementation Reflection

Data Collection - Middle School Decision

	K-?, ?-? Recommendation
K	iReady and Reveal or Big Ideas
1	iReady and Reveal or Big Ideas
2	iReady and Reveal or Big Ideas
3	iReady and Reveal or Big Ideas
4	iReady and Reveal or Big Ideas
5	iReady and Big Ideas and Reveal
6	Big Ideas and Into Math
7	Big Ideas and Into Math
8	Big Ideas and Into Math
HS	Big Ideas and Reveal and envisionMath

July Meeting (Math Training Academy)	August MS Schedule Train Academy PM	August MS Schedule Train Academy PM	August 29 MS Sch Support AM	Sept 12 Dept Mtg	August thru October Remainder of Training Acad
Big Ideas and Into Math Training	Big Ideas and Into Math planning time	Big Ideas and Into Math planning time	Big Ideas and Into Math planning time	Big Ideas and Into Math planning time	Finalize hours for training academy, conduct action research

Oct 22 or Oct 30	Nov 4 (MS Sch Support)	Nov 12 (Dept mtg)	Dec 4 (Curr Rev)	Dec 12 (Dept mtg)	Dec 20 AM (MS/HS Transition and 5-8 planning)
Reveal and Big Ideas Training / planning	Reveal and Big Ideas planning time	Reveal and Big Ideas planning time	Reveal and Big Ideas planning time	Reveal and Big Ideas Virtual Check-in	Reveal and Big Ideas planning time

K - 8 Math Timeline: Decision making + rest of the year

Jan 9 (Dept mtg)	Jan 22 (MS Sch Support)	Feb 13 (Dept mtg)	Feb 20 (Curr Rev)
Identify plan for Q3	Planning time for Q3	Complete Exp #2 Implementation Survey Planning time for Q3	K-8 Meet Compile results

April 1 (MS Sch Support)	April 3 (Curr. Review MTG)	April 10 -ELEM Only (Curriculum Review MTG)	May 7 (Curr. Review MTG)	Summer 2025
TBD based on decision	TBD based on decision		Planning time for Q4	K-8 (+HS?) Math Training Academy

Data Collection - Middle School Decision

McGraw Hill (Reveal)

Use of Connect3D, McGraw Hill's Digital Interface	Use of Canvas (or Seesaw, K-4) with Program	Pacing	General Approach 1 to Instruction: Activity Based Exploration	General Approach 2 to Instruction: Guided Exploration
1.5	2.25	3	1.5	1.25

Digital Lesson Presentations	Learning Targets for each lesson	Objectives for each lesson (including Content, Language and SEL objectives)	Number Routine (daily focus on developing fluency and efficiency)	Math Is... Mindset Prompts (in each lesson supporting SEL)	Comprehensive Supports for Language of Math (CL Scaffolds, Language of Math prompts, Math Language routines)
1.25	2.75	2.75	1.75	1.25	1.5

STEM/Math in Action Videos	Spoiler Activity (how each unit starts)	Mark Reply Videos (1-2 minute explanation of lesson concepts)	Additional Practice (these are available for every lesson, in either print or digital form)	e-Tools (digital manipulatives like including counters, base ten blocks, fraction models, etc)	Small group workstations (small group mini-lessons to reinforce understanding)	Digital Centers (purpose is to build proficiency)	Application Stations (STEM projects, cross-curricular connections, real world problem solving) for extending student understanding
1.25	1.25	1	2.75	1.5	1.5	1.25	1.5

Take another look (assignable mini-lessons for students)	Spiral Review and/or Interactive Additional Practices	Weboletch exploration	STEM Ads	Student e-Glossary	Readiness Assessment	Exit Tickets (closes each lesson) including the Reflect on your Learning activity at the end.	End of Unit Assessment	Performance Tasks	Benchmark Assessments	Summative Assessments
2	1.75	1	1.25	1.75	2	2	2.25	2	2	1.75

7

McGraw Hill (Reveal)

Overall, how do you feel about your implementation so far with these resources and overall curriculum framework?	What has been the most difficult aspect of implementation for you so far?
Not so good - It is hard for me to see beyond the issues we are facing in our implementation	• Insufficient Content: Lessons lack sufficient depth, leaving students unprepared for independent practice. • Inflexible Materials: Assignments and assessments are uneditable, preventing alignment with Minnesota standards and adaptation to student needs. • Poor Note-Taking Format: Notes are too brief and unengaging, forcing reliance on "Additional Practice" materials for note-taking, which also lack engagement and writing space. • Unengaging Activities: Workbooks and problem sets are not engaging for students.

8

HMH - Into Math

Use of ED platforms, HMH's Digital Interface	Use of Canvas with Program	Pacing	Accessing/Using the Digital Manipulatives (teacher and/or student)	Accessing/Using the digital and personalized math program, Waggle	Accessing/Using Into Math's Math Routines	Accessing/Using the Problem of the Day	Accessing/Using I Can Statements provided by Into Math	Accessing/Using the Spark your learning Classroom presentation tools
3.2	2.2	3.2	1.6	1	2.8	2.1	1.9	3.8

Exit Tickets	Small group mini lessons	Math on the Spot Videos	Unit Project (Cards, Worksheets, Activity Cards)	Game and Activity Card- (in Teacher Guide)	Differentiated Instruction Tools
1.9	1.3	1.2	1.4	1.2	2.1

Bilingual Math Board	Math Readers (student)	Peggies (K-6)	the RII Tier 2 Resources	the RII Tier 3 Resources	the state-specific resources	the Getting Ready Lessons	the Module Unit tests	the Interactive Are you Ready?
1.6	1.6	1	1.2	1.3	1.6	2.1	2.4	3.3

the Interactive Check for Understanding	the Interactive On Your Own	the Interactive More Practice/Ho mework	the Interactive Module Review	the Interactive Module Test	the Beginning of Year test	the Interactive Standards Practice	the Performance Tasks	the Unit Performance Assessment
2.5	3	3.1	2.7	2.1	1.7	1.3	1.8	3.1

9

HMH - Into Math

Usability/Navigation Issues (Teacher & Student): This encompasses problems with the HMH Ed app (especially regarding Canvas integration, assignment management, and navigation), the mismatch between "On Your Own" questions and HMH Ed numbering, the confusing alignment of "task examples," busy and wordy pages, insufficient space in consumables, difficulty finding resources (too many clicks, missing materials), and general lack of user-friendliness.

Executive Functioning Challenges (Student): The curriculum's layout and structure are difficult for students to manage, requiring them to juggle multiple materials (workbook, notebook, iPad) and navigate a complex system. This is exacerbated by the HMH Ed app's issues.

Curriculum Content and Pacing: Concerns about the curriculum being too much too fast, the level of rigor in the first module being inappropriate for 7th graders, confusing problem wording and extra unnecessary steps, unrealistic problems, and a lack of foundational review (e.g., fraction review).

Technology Issues: Problems with the HMH Ed app, lack of Canvas integration, issues with online assignments (blank submissions, grading), and the failure of interactive pieces to work.

Mixed Effectiveness of Strategies: While some strategies like "Spark Your Learning" and the "three reads method" are helpful, others (e.g., online homework) are problematic. The "checks for understanding" are valued.

Confidence/Implementation Challenges: Teachers express a lack of confidence and ongoing struggles with implementation, despite some improvement over time. They feel overwhelmed by the issues and difficulty seeing beyond them.

Positive Aspects: Some positive aspects are mentioned, including the physical workbooks, some of the "Spark Your Learning" activities, interactive tasks (when they work), the "checks for understanding," and the consumable option. The rigor, while initially challenging, is seen as potentially beneficial for higher-level thinkers

10

Cengage (Big Ideas)

Grade	Use of Big Ideas' Digital Interface	Use of Canvas with Program	Student Workbooks	Pacing	Chapter/Lesson Success Criteria and Learning Targets	Big Idea of the Chapter Activities
5	2.5	3	4.5	2.5	4.5	2
6-8	2.3	1	1.7	2.7	4.3	3

Grade	Chapter Vocabulary Activities	Career Explorations Videos	Differentiated Resources: Reinforce Activities (Tier 1)	Differentiated Resources: Re-engage Activities (Tier 2)	Differentiated Resources: Intervene Activities (Tier 3)	English Learner Support	Teacher Notes from Nick and India
5	3.5	4	1	1	1	1.5	1
6-8	2.3	4	1	1	1.3	3	3

Grade	Chapter Games (at the end of the chapter)	Chapter Practice (at the end of the chapter)	Using Quick Check exercises	Student Self-Assessments	Performance Tasks (at the end of the chapter)	Connecting Big Ideas (used at end of chapter)
5						
6-8	1.7	4.3	2.7	2.7	1.3	1.3

Cengage (Big Ideas)

Digital Platform Usability: This is the most prominent theme. Teachers repeatedly cite issues with the digital platform, including it being not user-friendly for students, incompatible with iPads, and lacking key features like cross-listing classes for assignments.

Pacing and Implementation Challenges: Many teachers mention pacing issues, often needing to slow down the curriculum due to its fast pace or integration challenges with previous curricula. They also describe general implementation difficulties, even as things "get better" over time. Assigning digital work and evaluating student work (both digitally and on paper) are also cited as challenges.

Feedback on Content and Resources: There's praise for the curriculum's content. Teachers appreciate the glossary, career videos, puzzles in guided practice, variety of problems, engaging lessons, and Spanish translations of notes and practice pages. The availability of PDFs is also seen as a plus.

Student Engagement and Success: Teachers report that students are generally able to follow the lessons, enjoy certain aspects of the curriculum (like puzzles and self-reflection questions), and are having more success with challenging problems.

Confidence Levels: Responses regarding teacher confidence are mixed, but trending more positive.

Need for Improvements and Consistency: Teachers clearly express the need for improvements to the digital platform, particularly its usability and iPad compatibility. Some also mention missing MN standards and the need to piece together lessons.

	16.2	10.9	13.0	Big Ideas 38.5
	14.4	10.4	7.0	Everyday Math 33.8
	14.6	9.5	11.0	Illustrative 33.8
	13.0	8.8	9.0	Into Math 31.3
	16.8	11.4	13.0	iReady 39.3
	16.9	12.0	13.0	Reveal 40.8
	15.57575758	10.65151515	66	Grand Total 5254

Standards/Rigor	
Big Ideas	15.95238095
Everyday Math	17.25
Illustrative	10.91666667
Into Math	15.875
iReady	15.23809524
Reveal	15.65
Grand Total	15.21428571

Usability	
Big Ideas	11
Everyday Math	8.75
Illustrative	6.583333333
Into Math	9.75
iReady	9.952380952
Reveal	9.65
Grand Total	9.571428571

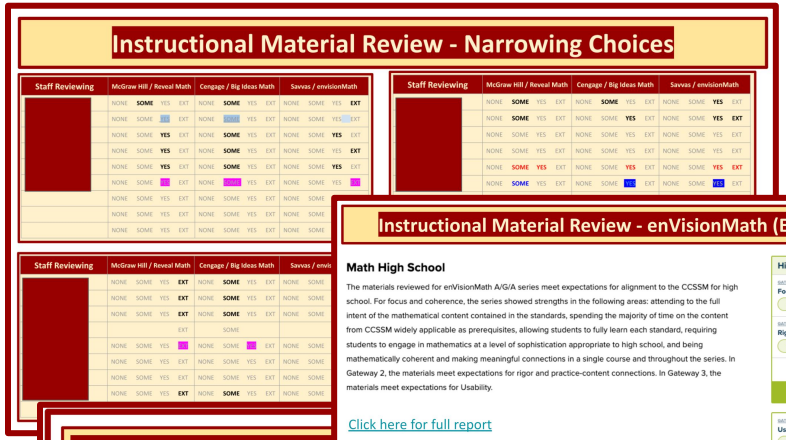
Cultural Inclusivity	
Big Ideas	11.42857143
Everyday Math	8.5
Illustrative	7.25
Into Math	9.25
iReady	9.80952381
Reveal	9.25
Grand Total	9.530612245

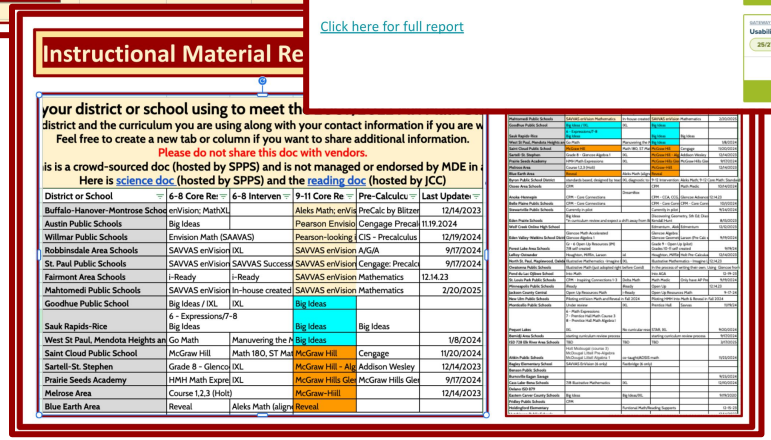
K-8 Total	
Big Ideas	39.6875
Everyday Math	35.83333333
Illustrative	25
Into Math	41.5
iReady	33.71428571
Reveal	38
Grand Total	36.68253968

Grade 5-8	Rigor	Useability	Culturally Responsive	Total
Big Ideas	16.8	10.2	11.3	38.3
	10.7	5.9	7.0	23.6
	5.0	1.0	4.0	10.0

School District 197
WEST ST.PAUL-MENDOTA HEIGHTS-EAGAN

Data Collection - High School Decision





Reveal Math				envisionMath		
February	April	May		February	April	May
		1				4
						Top choice
2	2.5	Absent		3	2.5	Not present
2	2			3	3	
2	2	3		3	3	2
2	2	2		3	3	3
1	Not present	1		2.5	Not present	4
0.5	1.5	3		3	3	2
2	1.5	2		3	3.5	3
1	2	Not present		3	2.5	Not present
2	1.5	1		3	3	4
1	2			3	2	
1	2	0		2	1	5
1	2	2		3	3	2
0.5	2	2		3	3	3
-	1	3		-	3	2
1.38	1.85	1.82		2.88	2.73	3.09
		[1.3]			TOP	[2.0]
Reveal Avg.	1.68			envision Avg.	2.89	
Std. Deviation	0.9255915586					
		Avg ALL / Both	2.283783784			

School District 197
WEST ST.PAUL-MENDOTA HEIGHTS-EAGAN

Data Collection - High School Decision

During the 2025-2026 academic year, the high school math team will embark on a year-long pilot program focused exclusively on the Savvas envisionmath resources, identified as the program with the most promising results.

This pilot aims to strategically determine the optimal integration of envisionmath components into the high school mathematics curriculum.

The team will thoroughly evaluate the effectiveness and suitability of various resources, including (but not limited to);

- student workbooks,
- hardbound textbooks,
- and the extensive suite of digital tools such as Savvy Adaptive, Successmaker, and MathXL, to identify which elements best support student learning and align with instructional goals.

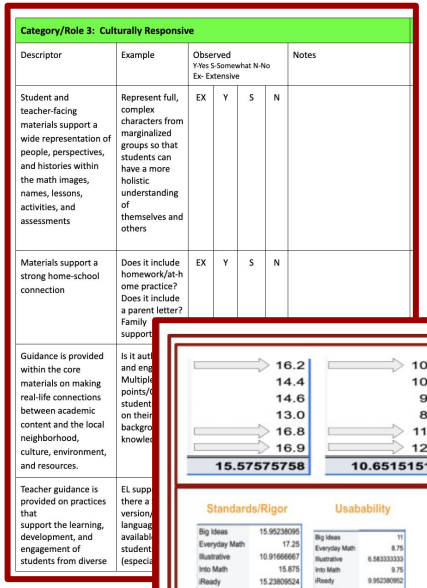
Four Way Equity Test

Does this help to provide opportunities for students who have historically been underserved, underrepresented, or disadvantaged by the current system?

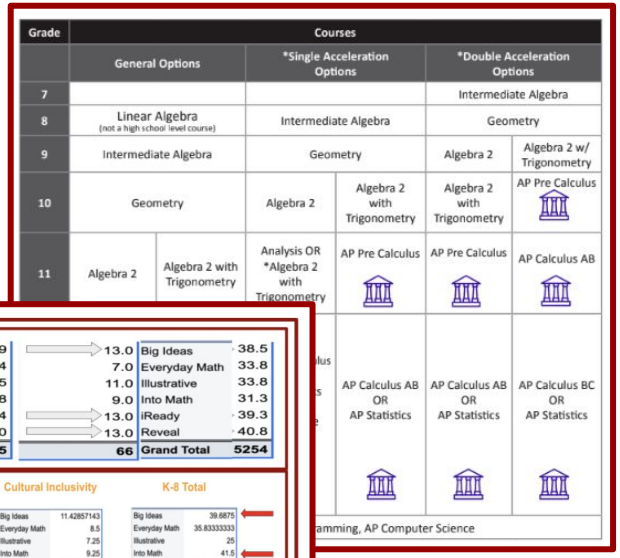
Does this help to ensure equitable access for all?

Does this help to eliminate barriers based on gender, race/ethnicity, national origin, color, disability, age or other protected group?

Does this ensure the same rigorous standards for academic performance exist for all students?

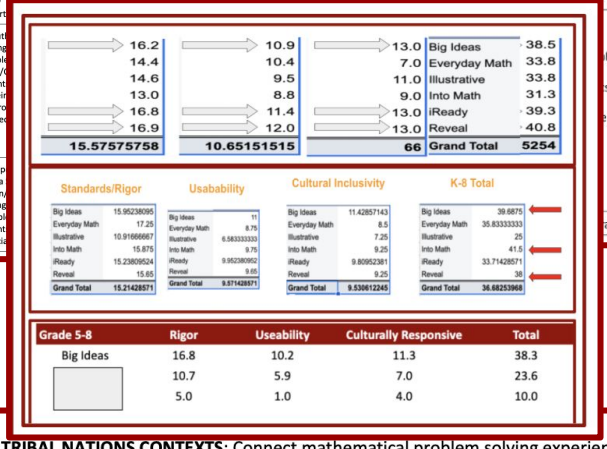


Category/Role 3: Culturally Responsive						
Descriptor	Example	Observed Y-Yes S-Somewhat N-No Ex- Extensive				Notes
Student and teacher-facing materials support a wide representation of people, perspectives, and histories within the math images, names, lessons, activities, and assessments	Represent full, complex characters from marginalized groups so that students can have a more holistic understanding of themselves and others	EX	Y	S	N	
Materials support a strong home-school connection	Does it include homework/at-home practice? Does it include a parent letter? Family support	EX	Y	S	N	
Guidance is provided within the core materials on making real-life connections between academic content and the local neighborhood, culture, environment, and resources.	Is it aut... and eng... Multiple... points/... student... on their... backgro... knowled...					
Teacher guidance is provided on practices that support the learning, development, and engagement of students from diverse	EL supp... there a... version/... languag... availabl... student... (especia...					



Grade	Courses					
	General Options		*Single Acceleration Options		*Double Acceleration Options	
7					Intermediate Algebra	
8	Linear Algebra (not a high school level course)		Intermediate Algebra		Geometry	
9	Intermediate Algebra		Geometry		Algebra 2	Algebra 2 w/ Trigonometry
10	Geometry		Algebra 2	Algebra 2 with Trigonometry	Algebra 2 with Trigonometry	AP Pre Calculus
11	Algebra 2	Algebra 2 with Trigonometry	Analysis OR *Algebra 2 with Trigonometry	AP Pre Calculus	AP Pre Calculus	AP Calculus AB
				AP Calculus AB OR AP Statistics	AP Calculus AB OR AP Statistics	AP Calculus BC OR AP Statistics

amming, AP Computer Science



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Standards/Rigor		Usability		Cultural Inclusivity		K-8 Total	
Big Ideas	15.95238095	Big Ideas	11	Big Ideas	11.42857143	Big Ideas	39.6875
Everyday Math	17.25	Everyday Math	8.75	Everyday Math	8.5	Everyday Math	35.83333333
Illustrative	10.91666667	Illustrative	6.583333333	Illustrative	7.25	Illustrative	25
Into Math	15.875	Into Math	9.75	Into Math	9.25	Into Math	41.5
iReady	15.23809524	iReady	9.952380952	iReady	9.80952381	iReady	33.71428571
Reveal	15.65	Reveal	9.65	Reveal	9.25	Reveal	38
Grand Total	15.21428571	Grand Total	9.57142857	Grand Total	9.530612245	Grand Total	36.68253968

Grade 5-8	Rigor	Useability	Culturally Responsive	Total
Big Ideas	16.8	10.2	11.3	38.3
	10.7	5.9	7.0	23.6
	5.0	1.0	4.0	10.0

✜ **MINNESOTA TRIBAL NATIONS CONTEXTS**: Connect mathematical problem solving experiences and contributions to place, story, cultural practices, language and perspectives relevant to historical and contemporary Dakota and Anishinaabe communities. The four directions symbol (✜) represents Minnesota Tribal Nations Contexts.

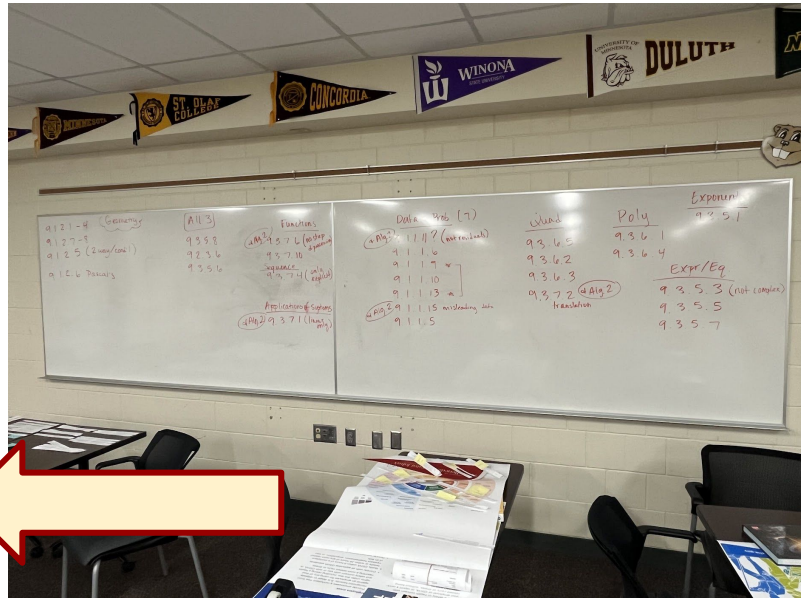
Outcomes

2022 Standards

File Edit View Insert Format Data Tools Extensions Help

	A	B	C	D	E	F	G
1	Grade	Strand	Anchor Standard	Code	Benchmark	Class	Unit
2	9–11	Data and Probability	Data Sciences: Identify, formulate and investigate statistical questions by collecting data, considering cultural perspectives, analyzing and interpreting data and communicating the results.	9.1.1.10	Create and analyze data displays, including scatter plots, histograms and boxplots using technology. (MP1) *	IA	Data & Prob
3	9–11	Data and Probability	Data Sciences: Identify, formulate and investigate statistical questions by collecting data, considering cultural perspectives, analyzing and interpreting data and communicating the results.	9.1.1.11	Identify, create and compare statistical models with linear and exponential functions, including linear regression. Assess the reasonableness of model fit **using residuals** and correlation coefficients. (MP4) # µ	IA - **Algebra 2**	Data & Prob
4	9–11	Data and Probability	Data Sciences: Identify, formulate and investigate statistical questions by collecting data, considering cultural perspectives, analyzing and interpreting data and communicating the results.	9.1.1.15	Identify and explain misleading uses of data along with how to use spreadsheets, tables or graphing technology to recognize and analyze **distortions in data displays.** Use interactive data visualizations to support and influence different points of view. (MP3) $ #	**IA** - Algebra 2	Data & Prob
5	9–11	Data and Probability	Data Sciences: Identify, formulate and investigate statistical questions by collecting data, considering cultural perspectives, analyzing and interpreting data and communicating the results.	9.1.1.5	Analyze and explain when arguments based on data confuse correlation and causation. (MP3)	IA	Data & Prob
6	9–11	Data and Probability	Data Sciences: Identify, formulate and investigate statistical questions by collecting data, considering cultural perspectives, analyzing and interpreting data and communicating the results.	9.1.1.6	Compute using technology or estimate the correlation coefficient of a linear model. Interpret the linear model in the context of the data. (MP5, MP6) $	IA	Data & Prob
7	9–11	Data and Probability	Data Sciences: Identify, formulate and investigate statistical questions by collecting data, considering cultural perspectives, analyzing and interpreting data and communicating the results.	9.1.1.9	Use statistics appropriate to the shape of the data distribution to compare the center and spread of two or more data sets. (MP4)	IA - Algebra 2	Data & Prob
8			Measurement: Investigate measurement using a variety of tools, units, systems, processes and techniques in various cultures. Explain and reason with attributes, estimations and formulas to communicate measurement(s) and				

2022 Standards | Intermediate | Geometry | Algebra 2



School District 197
WEST ST.PAUL-MENDOTA HEIGHTS-EAGAN

Next Steps - Elementary

Feature	Why It Matters
Standards-Aligned Quality	Ensures consistency and rigor across all grade levels
Equity, SEL & Career Integration	Supports diverse learners and builds confidence
Blended Digital Access	Enables adaptive instruction and data-informed pacing
Metacognitive Routines	Encourages ownership, deeper understanding, and discourse

Next Steps - Elementary

Reveal Math Training Academy 2025: Teams of teachers will:

- Completed curriculum training- August 2025
- Co-created **scope and sequence**
- Developed **common formative assessments**
- Aligned and refined **grading rubrics**
- Trial digital platforms: **MH+ digital assessments & Aleks adaptive tool**

This group will implement the new resources this year and meet throughout the year to refine, monitor and adjust. They will help in the roll-out in April.

Next Steps - Elementary

April 24, 2026 (Professional Development Day)
All Elementary teacher will receive Reveal Math training and have the option to implement the curriculum for the remainder of the 25-26 school year.

2026-2027 school year full curriculum rollout in all K-4 classrooms.

Next Steps - MS/HS 25-26 Plans

Data Collection - High School Decision

During the 2025-2026 academic year, the high school math team will embark on a year-long pilot program focused exclusively on the Savvas envisionmath resources, identified as the program with the most promising results.

This pilot aims to strategically determine the optimal integration of envisionmath components into the high school mathematics curriculum.

The team will thoroughly evaluate the effectiveness and suitability of various resources, including (but not limited to);

- student workbooks,
- hardbound textbooks,
- and the extensive suite of digital tools such as Savvy Adaptive, Successmaker, and MathXL, to identify which elements best support student learning and align with instructional goals.

MS and HS Math Review Timeline; 2025-2026

	Training Academy Meeting 1	Training Academy Meeting 2	Training Academy Meeting 3
MS Math	July 8	July 15	TBD
HS Math	July 22	July 23	TBD

24	SEP 2025, WED	7:45am – 3:15pm	**9-12 Math Review** DO Training Room , District Office-1-DO-Training/Board Room (40)
29	OCT 2025, WED	8am – 3:30pm	**5-8 Math Review** DO Training Room , District Office-1-DO-Training/Board Room (40)
12	NOV 2025, WED	7:45am – 3:15pm	**9-12 Math Review** DO Training Room , District Office-1-DO-Training/Board Room (40)
14	JAN 2026, WED	8am – 3:30pm	**5-8 Math Review** DO Small Conf Rm (8 - 10AM) DO Training Room (10AM - 3:30PM), D
4	FEB 2026, WED	7:45am – 3:15pm	**9-12 Math Review** DO Training Room , District Office-1-DO-Training/Board Room (40)
11	MAR 2026, WED	8am – 3:30pm	**5-8 Math Review** DO Training Room
7	APR 2026, TUE	7:45am – 3:15pm	**9-12 Math Review** DO Small Conf Room or math classroom, District Office-1-DO-Comm

Begin Action Research →

18 additional hours compensation


Questions