



2024-2025

School District 197 Annual Report

From the Superintendent

Dear School District 197 Community,

I am pleased to share this year's Annual Report, which reflects the progress of our students and the strengths of our schools. The 2024–2025 school year was filled with growth, promise, and celebration, and I'm proud of the work happening across our district.

Our standardized test results continue to show that School District 197 outperforms many of our peer districts. While we value this progress, we also recognize that standardized tests reflect only part of a child's learning. They cannot capture the qualities our community consistently tells us matter most: curiosity, resilience, empathy, critical thinking, and the relationships that help every student feel supported. Guided by our commitment to caring relationships, equitable practices, and high achievement for all, we remain focused on nurturing the whole child.

One highlight of this year has been the implementation of Minnesota's READ Act, which emphasizes the science of reading. Last year, our elementary teachers completed extensive training in this structured approach to literacy. Even while still learning, they began applying these strategies in their classrooms. **The early results are promising: more kindergarten students finished the year reading at grade level,** and we anticipate even stronger outcomes as these practices deepen and expand in our Pre K-4 settings, and with our secondary staff receiving training in the near future.

We are also looking forward with anticipation to the implementation of a new math curriculum in the coming year. Much like the science of reading, this approach promises to transform how we teach and support students in building the strong mathematical foundations they need for future success. **Beyond literacy and math, we saw continued growth in graduation rates, with gaps by race narrowing and, in some cases, closing.** These gains remind us of what is possible when staff, families, and community come together to support every student.

As we look ahead, we do so with pride and gratitude. **Success in School District 197 is about much more than a test score; it is about creating learning environments that nurture, inspire, and prepare every child for the future.**

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.



2024-25 DISTRICT PROFILE

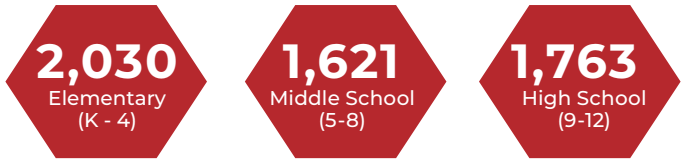
NUMBER OF SCHOOLS



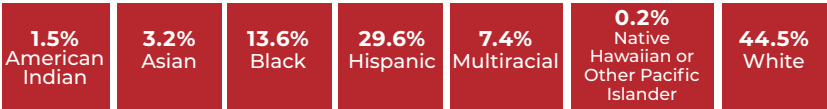
K-12 STUDENT ENROLLMENT



BY GRADE LEVEL

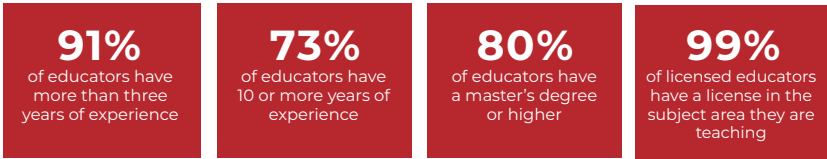


ETHNICITY INFORMATION



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.

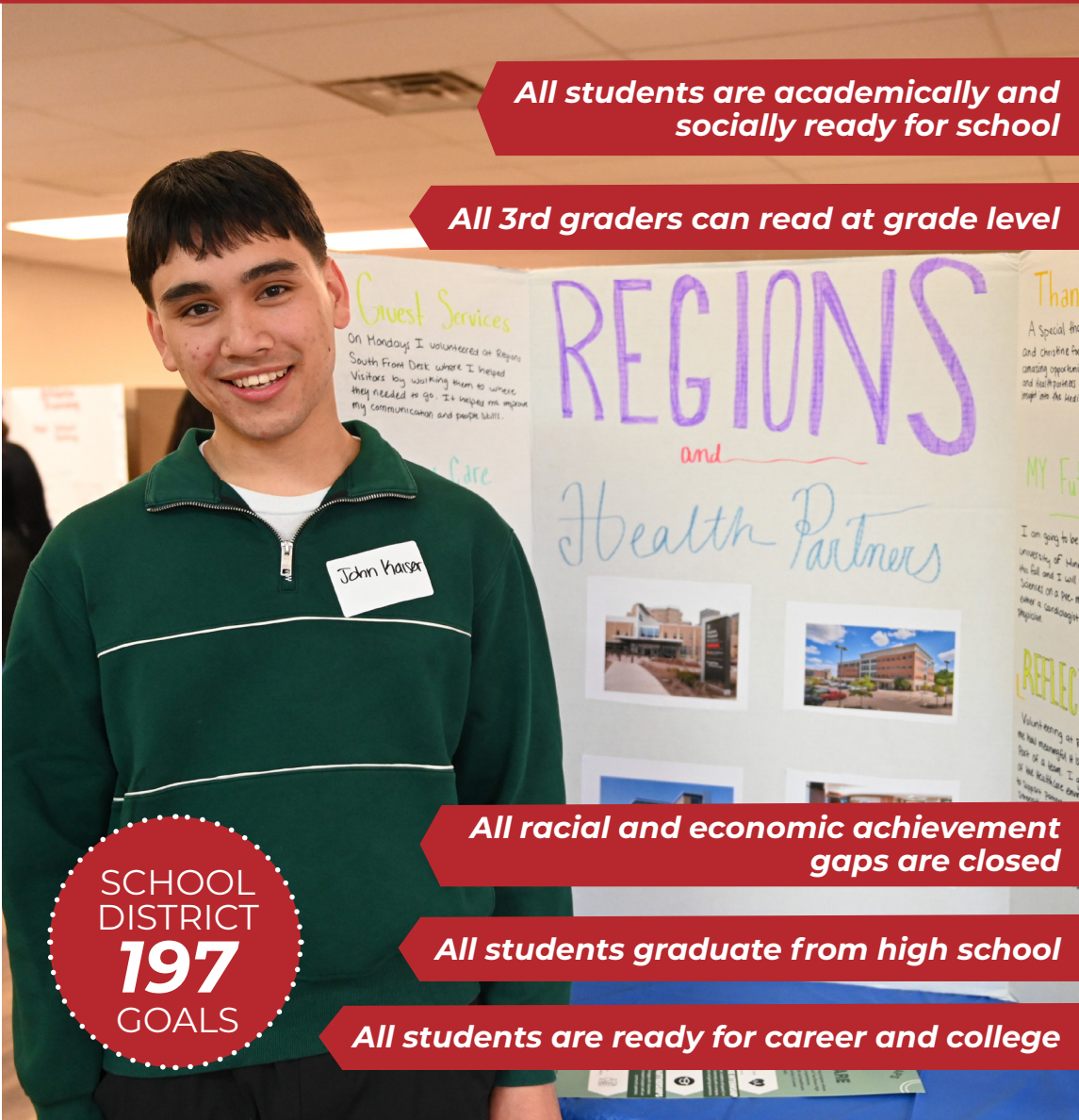
■ Achievement

- 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 2024-2025 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 2024-2025 committee members are listed below.

Name	Role
Cari Jo Drewitz	Director
Katie Quinlin	Coordinator
Miles Lawson	Coordinator
Randi Walz	School Board
Scott Schwister	Parent
Jason Laux	Teacher
Logan Reisig	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
Al Johnson	Principal
Ali Karon	Student
Nicole McMahon	American Indian Parent Rep
McKinley Cherrier	Student
Anne Miller	Parent
Stacy Danov	Parent

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	2024-2025 School District 197 Goals	2024-2025 School District 197 Results	2024-2025 School District 197 Strategies to Achieve Goals
1. All Children are Ready for School	The percentage of students in the district's four-year-old preschool program who meet developmental expectations in the areas of literacy and social-emotional development will increase by 2% in each area by spring 2025.	76% - Social emotional 80% - Literacy Goal Not Met	Social Emotional <ul style="list-style-type: none"> Implemented AmazeWorks curriculum to allow students to see themselves in our curriculum. Used Conscious Discipline strategies to help understand emotions, identify emotions and regulate emotions. Literacy <ul style="list-style-type: none"> Staff were trained in the science of reading using the LETRS program. Teachers gained understanding of language development and how it impacts reading. The utilized strategies of word segmentation, syllabication and rhyming.
2. All students read well by third grade	The percentage of the third grade cohort of students who will meet the low risk or lowest risk target on aReading in grade 3 will increase by 2% from 62% spring 2024 to 64% in spring 2025.	67%; Goal Met	<ul style="list-style-type: none"> Grade 3 teachers completed the science of reading training and looked for ways to implement their learning. Continued implementation of whole-class and small-group interventions based on FASTbridge data in 3rd grade classrooms.
3. All racial and economic 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 29% in fall 2024 to 27% in spring 2025 by increasing the percent of students who meet the low risk or lowest risk target on aReading of the groups as follows: <ul style="list-style-type: none"> White students will increase 2% from 75% in fall 2024 to 77% in spring 2025 Students of color will increase 4% from 46% in fall 2024 to 50% in spring 2025 The gap between students of color and white students in grades 1-8 will decrease by 2% from 34% in fall 2024 to 32% 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: <ul style="list-style-type: none"> White students will increase 2% from 79% in fall 2024 to 81% in spring 2025 Students of color will increase 4% from 45% in fall 2024 to 49% in spring 2025 	Reading: White students Fall: 75%; Spring: 77%; Met Reading: Students of color Fall: 46%; Spring: 48%; Not Met Reading: GAP Fall: 29%; Spring: 29%; Not Met Math: White students Fall: 79%; Spring: 81%; Met Math: Students of color Fall: 45%; Spring: 48%; Not met, but in progress Math: GAP Fall: 34%; Spring: 33%; Not Met	<ul style="list-style-type: none"> 245 staff completed the science of reading training and looked for ways to implement their learning. K-2 foundational curriculum product explorations. K - 12 math product explorations with a focus on the new standards Continued implementation of whole-class and small-group interventions based on FASTbridge data in K-4 classrooms. Implementation of full year grade 5 and 6 writing class. MS EL Programming; Year 1 installation of their new 3D English curriculum from HMH within 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.

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	2024-2025 School District 197 Goals	2024-2025 School District 197 Results	2024-2025 School District 197 Strategies to Achieve Goals
4. All students graduate from high school	<p>The four-year graduation rate at Two Rivers High School will increase from 85% in 2023 to 87% in 2024.</p> <p>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 70% in 23-24 school year to 72% in 24-25 school year.</p>	<p>Graduation rate 90%; Met</p> <p>Course passing 72%; Met</p>	<ul style="list-style-type: none"> • Year 2 of implementation and refinement of Building Assets Reducing Risks (BARR) in 9th grade. • TRHS teachers learned about, discussed, and experienced the 5 domains of SEL • TRHS Teachers implemented strategies related to each domain in their classroom and discussed implementation with their collaborative team. • TRHS teachers created their own learning experience that was connected to one of the high school CIP goals, involves new learning or application of learning, and results in a product or outcome. • TRHS expanded work-based learning opportunities, which allows students to earn credits for graduation in alternative ways - and this expansion is expected to continue into and beyond 25-26 and 26-27. • The addition of five new courses (non CE-credit bearing) to be installed in 25-26 that will create additional opportunities for students to earn credit in coursework aligned to their interests and skills.
5. All students are ready for career and college	<p>The percentage of Hispanic students enrolled and successfully completing a college-level course will increase from 19% in spring 2024 to 21% in spring 2025.</p> <p>The percentage of students with a cumulative GPA of 2.7 will increase from 60% in spring 2024 to 62% in spring of 2025.</p>	<p>College-level course completion 21%; Met</p> <p>Cumulative GPA 62%; Met</p>	<ul style="list-style-type: none"> • Expanded work based learning program. • Implemented 3 new concurrent enrollment courses. • Implemented new elective options aligned to career and high school pathways for students in grades 7 and 8. • Expanding Work-based learning opportunities for students of color and students with an IEP, with the potential to earn college credit. • Converting three courses from AP-credit eligible to CE/CIS-credit eligible, which provides a stronger support system for students to earn the college credit attached to those courses. • Developing five or more additional CE, AP or CIS opportunities, with intentions to implement in 26-27.

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



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%



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

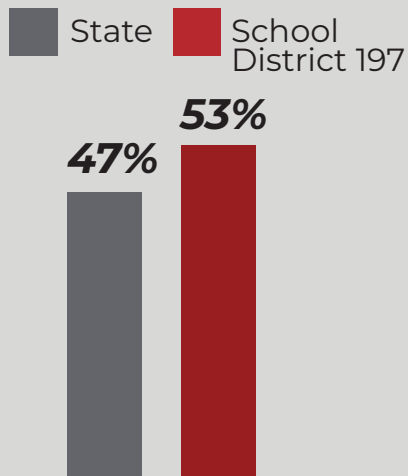
As part of our commitment to ensuring all students read at or above grade level by the end of third grade, the district has set clear goals and implemented strong practices for grades E-3. Our teams regularly oversee the School District 197 Literacy Plan, promote communication between schools and leadership,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

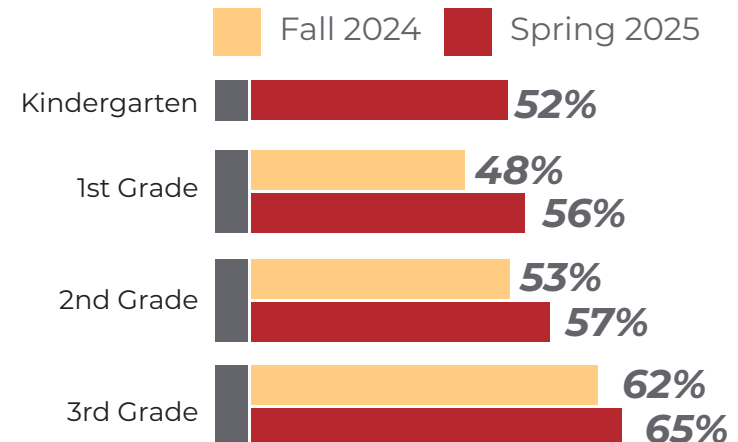
We're proud of our progress, having ranked #1 or #2 in reading proficiency for five years among 10 comparison districts. Adding new curriculum resources will build on this foundation, ensuring long-term success for all students.



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

50% 55%



2025 Proficiency Rates

#1
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



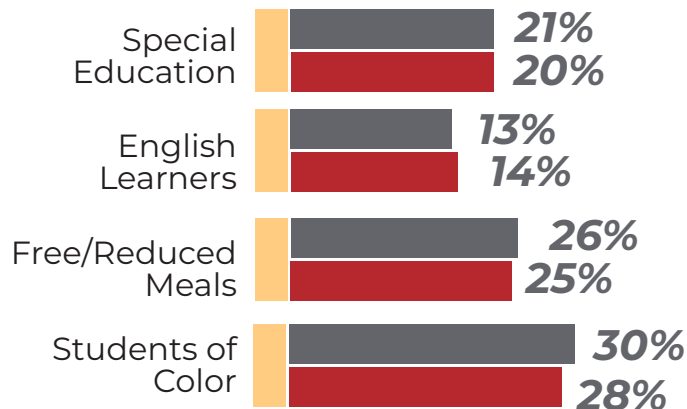
District Goal #3: Narrow the Achievement Gap

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.



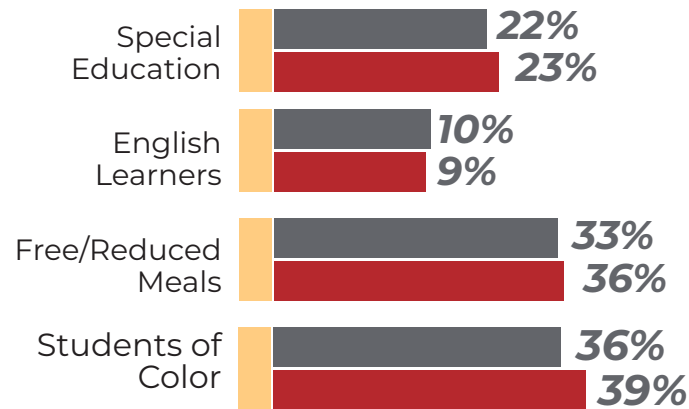
2025 Proficiency Rates in Math for Grades 3-8 & 11

■ 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.

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



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.

District Goal #5: 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

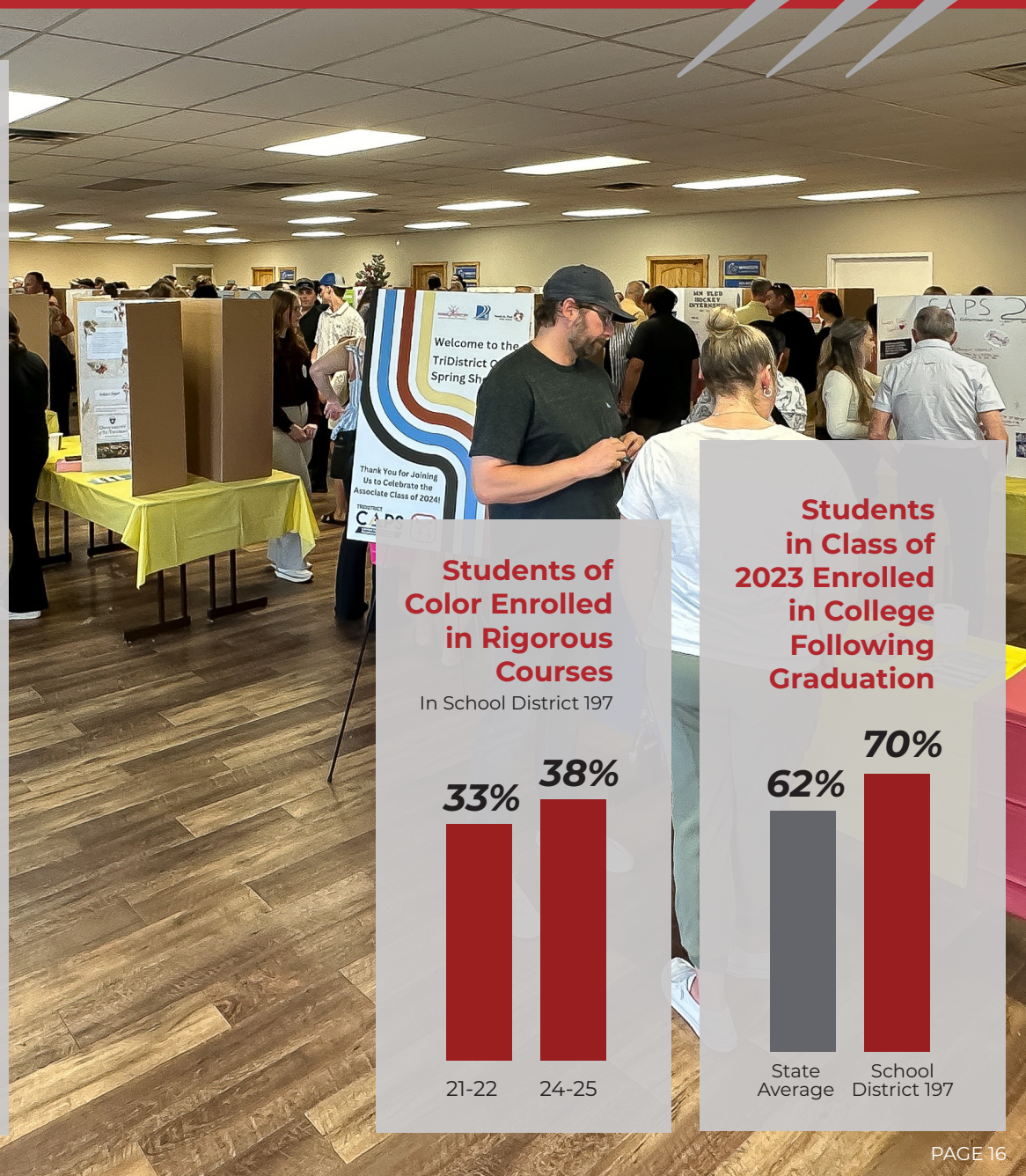
Industry Certifications

11

Courses

565

student certifications earned

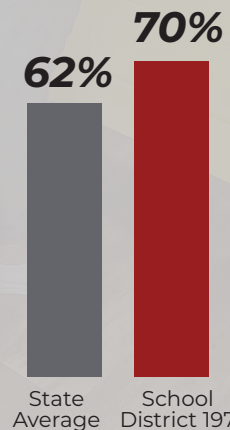


Students of Color Enrolled in Rigorous Courses

In School District 197



Students in Class of 2023 Enrolled in College Following Graduation



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



Increase E-12 opportunities for career exploration and preparation

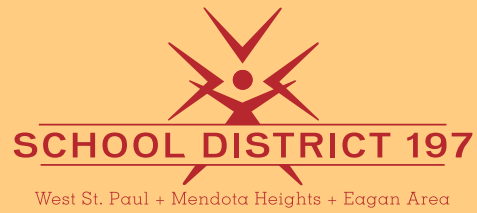
Career and College Readiness

- 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.

