MINNETONKA SCHOOL BOARD SPECIAL MEETING
AND STUDY SESSION
District Service Center

June 17, 2021
6:00 p.m.

AGENDA

SPECIAL MEETING

6:00	I.	Call to Order and Pledge to the Flag
	II.	Adoption of Agenda
6:02	III.	Notice of Filing Period for November Election
6:04	IV.	Consent Agenda a. Minutes of June 3, 2021 Regular Meeting b. Personnel Changes c. Approval of MDE Format Long-Term Facilities Maintenance Health and Safety Plan and Statement of Assurance
6:05	V.	Adjournment to Study Session

STUDY SESSION

6:05	1.	MTSS Report from CAREI
7:00	2.	Review of Vision Document
8:00	3.	Review of Spring NWEA Results
8:30	4.	Review of Istation Results
9:00	5.	Belonging Reports from Secondary Principals
9:30	6.	Review of Counselors' Insights
10:00	7.	Final Report on Goal 2
10:15	8.	Final Report on Goal 4
10:30	9.	Review of Instructional Materials
10:45	10.	Update on E-Learning
11:05	11.	Presentation of Strategic Plan Document

CITIZEN INPUT

7:00 p.m. Citizen Input is an opportunity for the public to address the School Board on any topic in accordance with the guidelines printed on the reverse.

GUIDELINES FOR *CITIZEN INPUT*

Welcome to the Minnetonka School Board's Study Session! In the interest of open communications, the Minnetonka School District wishes to provide an opportunity for the public to address the School Board. That opportunity is provided at every Study Session during *Citizen Input.*

1. Anyone indicating a desire to speak to any item about educational services—except for information that personally identifies or violates the privacy rights of employees or students—during *Citizen Input* will be acknowledged by the Board Chair. When called upon to speak, please state your name, address and topic. All remarks shall be addressed to the Board as a whole, not to any specific member(s) or to any person who is not a member of the Board.
2. If there are a number of individuals present to speak on the same topic, please designate a spokesperson that can summarize the issue.
3. Please limit your comments to three minutes. Longer time may be granted at the discretion of the Board Chair. If you have written comments, the Board would like to have a copy, which will help them better understand, investigate and respond to your concern.
4. During *Citizen Input* the Board and administration listen to comments. Board members or the Superintendent may ask questions of you in order to gain a thorough understanding of your concern, suggestion or request. If there is any follow-up to your comment or suggestion, you will be contacted by a member of the Board or administration.
5. Please be aware that disrespectful comments or comments of a personal nature, directed at an individual either by name or inference, will not be allowed. Personnel concerns should be directed first to a Principal, then to the Executive Director of Human Resources, then to the Superintendent and finally in writing to the Board.

INFORMATION

School Board
Minnetonka I.S.D #276
5621 County Road 101
Minnetonka, Minnesota

Board Agenda Item III.

Title: Notice of Filing Period for November 2, 2021 Election **June 17, 2021**

EXECUTIVE SUMMARY:

The seven seats of the Minnetonka School Board are for terms of 4 years. Elections for the seats are held every two years, with either three seats or four seats up for election.

On November 2, 2021 three seats are up for election.

Filing for the office of school board member of ISD # 276 begins at 8:00 a.m., Tuesday, July 27 and ends at 5:00 p.m., Tuesday, August 10, 2021.

Affidavits of Candidacy are available from the school district clerk at the District Service Center, 5621 County Road 101, Minnetonka, MN.

The filing fee is $2.00.

A candidate for this office must:

- Be eligible to vote in the state of Minnesota
- Be 21 years of age or more upon assuming office
- Have maintained residence in the District at least 30 days before the election
- Have not filed for another office in the upcoming election
- Have not been convicted of an offense for which they are required to register as a predatory offender (M. S. 243.166)

RECOMMENDATION/FUTURE DIRECTION:

This notice of the filing period for the November 2, 2021 School Board Election is for the public's information.

Submitted by: Paul Bourgeois
Paul Bourgeois, Executive Director of Finance & Operations

Concurrence: _____
Dennis Peterson, Superintendent

CONSENT

School Board
Minnetonka I.S.D. #276
5621 County Road 101
Minnetonka, Minnesota

Board Agenda Item IV.

Title: Resolution Pertaining to Consent Agenda **Date: June 17, 2021**

OVERVIEW:

The School Board formally adopted the Consent Agenda concept on March 1, 1979. For the Consent Agenda to work efficiently, Board members should call staff prior to the meeting regarding any questions they may have on the following items. If a member wishes to discuss any matter on the Consent Agenda, he/she should request, at the beginning of the meeting, that the item be placed on the regular agenda (during Agenda Item III: Adoption of the Agenda).

The following are the recommendations included within the Consent Agenda for June 17, 2021:

a. Minutes of June 3 Regular Meeting
b. Personnel Changes
c. Approval of MDE Format Long-Term Facilities Maintenance Health and Safety Plan and Statement of Assurance

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RECOMMENDATION/FUTURE DIRECTION:

It is recommended that the School Board approve all recommendations included within the Consent Agenda items.

Submitted by: _____
Dennis L. Peterson, Superintendent

CONSENT

SCHOOL BOARD
MINNETONKA I.S.D. #276
5621 County Rd. 101
Minnetonka, MN
Community Room

Board Agenda Item IV. b.

TITLE: Recommended Personnel Items **DATE:** June 17, 2021

BACKGROUND: Under the authorization of district policy, and the terms and conditions of the collective bargaining agreements between the Minnetonka Public Schools and employee groups recognized under Minnesota law, the executive director for human resources makes recommendations for employment, leaves, employee status changes, and resignations or release from contracts.

Those recommendations of a routine nature are attached in summary fashion. This section includes routine changes affecting an employee under the terms and conditions of the collective bargaining agreements, and new hires that occur between board meetings or are scheduled for the future.

State law requires that the School Board formally approve all personnel actions. At the time of hiring, employees are told that the administration formally recommends employment, and that the employment action is finalized only after Board action. On these routine matters, however, the administration may initiate the change prior to formal Board action in order to provide continuity of service to students.

Personnel changes of an exceptional nature requiring the interpretation of other district policies or laws are marked with an asterisk on the summary page, and have a separate explanation. In these cases, the administration does not take action until after Board action.

FUTURE ACTION/RECOMMENDATION:
The administration recommends approval of all attached personnel changes.

Submitted by:

Dr. Michael Cyrus
Executive Director of Human Resources

Concurrence by:

Dr. Dennis L. Peterson
Superintendent

RECOMMENDED PERSONNEL ITEMS

I. INSTRUCTION

APPOINTMENTS	ASSIGNMENT	EFFECTIVE	SALARY
CHEN, SIRUI	GRADE 4 CHINESE IMMERSION, 1.0 FTE, EXC	9/8/21-11/24/21	$17,951.82
FELAND, SUZANNE	ORCHESTRA/MUSIC, 1.0 FTE, DH/GR	2021-22	$48,634
KLEMAN, ALEXIS	SPECIAL ED, 1.0 FTE, MWTA	8/31/21-6/13/22	$44,787
KOPPELMAN, JOSEPH	MATH, 0.8 FTE, MHS	8/31/21-6/13/22	$35,829.60
MEYER, NANCY	READING, 0.4 FTE, DH	8/31/21-6/13/22	$28,171.20
PAKKEBIER, KATHLEEN	SCIENCE, 0.6 FTE, MHS	2021-22	$33,874.80
PAKKEBIER, KATHLEEN	SCIENCE, 0.4 FTE, MHS	8/31/21-6/13/22	$22,583.20

RESIGNATIONS	ASSIGNMENT	EFFECTIVE	REASON
GIRALDO, MELISSA TATIANA	GRADE 3 SPANISH IMMERSION, 1.0 FTE, GR	6/10/21	RESIGNATION
LOEDING, LISA	SPECIAL ED, 1.0 FTE, TPLUS	6/10/21	RESIGNATION
ROLEY, AUBRIE	SOCIAL WORKER, 1.0 FTE, MHS	6/10/21	RESIGNATION
SUN, CUI	KINDERGARTEN CHINESE IMMERSION, 1.0 FTE, SH	6/10/21	RESIGNATION
WERNER, LINDSEY	ART, 1.0 FTE, MHS	6/10/21	RESIGNATION

LEAVES	ASSIGNMENT	EFFECTIVE	REASON
BAILEY, NICOLE	GRADE 2, 1.0 FTE, DH	10/18/21-1/30/22	CHILD REARING
IRVIN, TRISHA	SOCIAL STUDIES, 1.0 FTE, MHS	2021-22	PERSONAL
JENNINGS, FARRAH	COUNSELOR, 1.0 FTE, MWTA/MMW	2021-22	PERSONAL
JOHNSON, NICOLE	ELT, 0.65 FTE, MWTA – REQUESTING 0.35 FTE LOA	2021-22	PERSONAL
RYAN, MEGAN	SPECIAL ED, 1.0 FTE, EXC	2021-22	MEDICAL
SCHNORR, TRUDY	GRADE 3, 0.5 FTE, GR – REQUESTING 0.5 FTE JOB SHARE LOA	2021-22	JOB SHARE
ZILMER, MICHELLE	RTI/READING, 0.8 FTE, MWTA – REQUESTING 0.2 FTE LOA	2021-22	PERSONAL

STATUS CHANGES	CURRENT ASSIGNMENT	EFFECTIVE	CHANGE
JAMISON, MARY ANDREA	ELT AND WILSON READING, 0.89 FTE, CS	8/31/21-6/13/22	KINDERGARTEN, 1.0 FTE, CS
O'KANE, KATHERINE	GRADE 1, 0.5 FTE, GR	8/31/21-6/13/22	GRADE 3, 0.5 FTE, GR
SCHNORR, TRUDY	GRADE 3, 1.0 FTE, GR	2021-22	GRADE 3, 0.5 FTE, GR

OTHER	CURRENT ASSIGNMENT	EFFECTIVE	CHANGE
GILBERTSON, JAMES ANDREW	PRINCIPAL, 1.0 FTE, GROVELAND	2021-22 7/1/2021	ANNUAL SALARY $144,986 INCLUDE ACCESS TO SICK LEAVE SELL-BACK

II. BUSINESS AND OTHER NON-INSTRUCTIONAL SERVICES

APPOINTMENTS	ASSIGNMENT	EFFECTIVE	SALARY
AXNESS, JESSICA	YOUTH PRGMS OFFICE ASST, 8 HRS/DAY, MCEC	6/7/21	$21.17/HR

RESIGNATIONS	ASSIGNMENT	EFFECTIVE	REASON
AESHLIMAN, CELINA	EXPLORERS CLUB STUD ASST, 10 HRS/WK, MWTA	6/9/21	RESIGNATION
ANDERSON, SUSAN	CLASS C KINDER PARA, 3 HRS/DAY, GR CLASS D SPEC ED PARA, 2 HRS/DAY, GR CLASS C ADHD PARA, 6 HRS/WK, GR	6/9/21	RETIREMENT
DURRANT, AMANDA	CASHIER/COOK HELPER, 4 HRS/DAY, DH	6/9/21	RESIGNATION
FICKLIN, EDDIE	YOUTH RECREATION PRGM MGR, 1.0 FTE, MCEC	7/5/21	RESIGNATION
LOOK, MACKENZIE	MINNETONKA SWIM CLUB HEAD JR COACH, 1.0 FTE, AQUATICS	6/4/21	RESIGNATION
LOPES, SOFIA	CLASS B SUPVRY PARA, 4 HRS/DAY, MMW CLASS D SPEC ED PARA, 3 HRS/DAY, MMW	6/9/21	RESIGNATION
NGUYEN, KIMBERLY	EXPLORERS CLUB STUD ASST, 6 HRS/WK, SH	6/11/21	RESIGNATION
YOU, SAM	CLASS D ELL PARA, 5.5 HRS/DAY, MHS	6/25/21	RETIREMENT

LEAVES	ASSIGNMENT	EFFECTIVE	REASON
BECKMAN, ALEXIS CASILLAS, LORENA	OFFICE ASST TO EXEC DIR OF MCE/TOUR DE TONKA, 8 HRS/DAY, MCEC CLASS C SPANISH IMM CLRM PARA, 5 HRS/DAY, GR CLASS A LR/PG/SUPVRY PARA, 1 HR/DAY, GR CLASS C BUS/TRAFFICE PARA, 25 MIN/DAY, GR	6/28/21-7/12/21 2021-22	MEDICAL PERSONAL

STATUS CHANGES	CURRENT ASSIGNMENT	EFFECTIVE	CHANGE
STEFFEL, JACQUELINE	BUSINESS OFFICE SUPPT SPECIALIST, 8 HRS/DAY, DSC CONFIDENTIAL SUPPORT STAFF POLICY #432	2021-22	COORDINATOR OF PROCUREMENT, INSURANCE AND ELECTIONS, 1.0 FTE, DSC

III. IN-DISTRICT APPOINTMENTS

APPOINTMENT	ASSIGNMENT	BUILDING	EFFECTIVE	SALARY
BARTELT, LAUREN	SUMMER CAMP – BROADWAY ROCKS ASSOC DIRECTOR – MTKA ELEM THEATER	ARTSCTR	SPRING 2021	$1,200
BARTELT, LAUREN	BULLFRONG AND SWAN DIRECTOR - MTAK ELEM THEATER	ARTSCTR	SPRING 2021	$1,500
BARTHELEMY, TYLER	ESPORTS CO-ADVISOR	MHS	2020-21	$2,396
GOLDSWORTHY, W. SEAN	HOCKEY COACH – SPRING SEASON	MCE	4/7/21-6/4/21	$20,900
HILLMAN, SCOTT	HOCKEY COACH – SPRING SEASON	MCE	4/7/21-6/4/21	$5,500
JORE, GABBY	SUMMER CAMP – BROADWAY ROCKS ASST DIRECTOR – MTKA ELEM THEATER	ARTSCTR	SPRING 2021	$650
KLAERS, JOHN	HOCKEY COACH – SPRING SEASON	MCE	4/7/21-6/4/21	$1,500
KUDAS, MATT	HONK, JR SCENIC CONSTRUCTION – MTKA ELEM THEATER	ARTSCTR	SPRING 2021	$1,500
NGUYEN, LINCOLN	HOCKEY COACH – SPRING SEASON	MCE	4/7/21-6/4/21	$7,000
PAGEL, MAKAYLA	CI/PI ADAPTED BOWLING COACH	MHS	MARCH 2021-5/22/21	$956.60
PODERZAY, BRENNAN	HOCKEY COACH – SPRING SEASON	MCE	4/7/21-6/4/21	$3,500
SCHNORR, TRUDY	HONK, JR DIRECTOR – MTKA ELEM THEATER	ARTSCTR	SPRING 2021	$1,500
STRETAR, THOMAS	HOCKEY COACH – SPRING SEASON	MCE	4/7/21-6/4/21	$3,000
STROM, TYLER	ESPORTS CO-ADVISOR	MHS	2021-22	$2,396

CONSENT

School Board
Minnetonka I.S.D #276
5621 County Road 101
Minnetonka, Minnesota

Board Agenda Item IV. c

Title: Approval of MDE Format Long-Term Facilities Maintenance and Health & Safety Plan and Statement of Assurance **June 17, 2021**

EXECUTIVE SUMMARY:

At the Board Meeting of May 6, 2021, the School Board approved the annual update for the 10-Year Long Term Facilities Maintenance Plan.

Subsequent to that meeting, on June 4, 2021 MDE released instructions and forms that they want Districts to use in submitting the annual update of the Long-Term Facilities Maintenance Plan to MDE, including adding Health & Safety data to the plan along with Long Term Facilities Maintenance information.

MDE also is requiring a Statement of Assurances signed by the Superintendent, a detailed list of FY23 Long Term Facilities Maintenance Projects, an estimated bonding schedule to fund those projects, and a Board Resolution signed by the Board Clerk or Deputy Clerk to be submitted along with the MDE revenue and MDE expense plan spreadsheets. The MDE deadline for submitting this information is July 31, 2021.

The MDE-required forms and resolution are attached.

ATTACHMENTS:

Long-Term Facility Maintenance Ten-Year Expenditure Application
FY23 Long-Term Facility Maintenance Ten-Year Revenue Projection
FY23 Long-Term Facilities Maintenance Projects
Estimated Bonding Schedule to Fund FY23 Projects
Statement of Assurances

RECOMMENDATION/FUTURE DIRECTION:

It is recommended that the School Board approve the MDE-required documents for the update of the Ten-Year Long-Term Facilities Maintenance Plan for FY2022 through FY2031 for submission to the Minnesota Department of Education. The resolution is written in a MDE-recommended format

Submitted by: Paul Bourgeois
Paul Bourgeois, Executive Director of Finance & Operations

Concurrence: _____
Dennis Peterson, Superintendent

RECOMMENDED MOTION

WHEREAS, TO QUALIFY FOR Long-Term Facilities Maintenance revenue, Minnesota Statutes require that a school district must annually adopt and approve a ten-year facilities plan and submit it to the Commissioner of Education for approval no later than July 31, and,

WHEREAS, the School Board approved an annual Ten-Year Long-Term Facilities Maintenance Plan inclusive of all projects and funding on May 6, 2021, in accordance with Minnesota Statutes,

BE IT RESOLVED, that the School Board of Minnetonka Independent School District 276 does hereby approve the Long-Term Facilities Maintenance Ten Year Plan for Fiscal Years 2022 through 2031 documents as required by the Minnesota Department of Education for submission to the Minnesota Department of Education for Commissioner approval and funding of the Fiscal Year 2023 projects, inclusive of:

Long-Term Facility Maintenance Ten-Year Expenditure Application
FY23 Long-Term Facility Maintenance Ten-Year Revenue Projection
FY23 Long-Term Facilities Maintenance Projects
Estimated Bonding Schedule to Fund FY23 Projects
Statement of Assurances

Board Members Present:

Board Members Absent:

Board Member _____ moved the motion which was seconded by Board Member _____

Those voting in favor:

Those voting against:

WITNESS my hand officially as such recording officer and duly appointed School Board Deputy Clerk on June 17, 2021.

_____
Paul Bourgeois , School Board Deputy Clerk

DEPARTMENT OF EDUCATION	Division of School Finance 1500 Highway 36 West Roseville, MN 55113-4266	**Long-Term Facility Maintenance Ten-Year Expenditure Application (LTFM) - Fund 01 and Fund 06 Projects Only**	ED - 02478-07

Instructions: Enter estimated, allowable LTFM expenditures (Fund 01 and/or Fund 06 only) under Minnesota Statutes, section 123B.595, subdivision 10. Enter by Uniform Financial and Accounting Reporting Standards (UFARS) finance code and by fiscal year in the cells provided.

District Info.	Enter Information	District Info.	Enter Information
District Name:	Minnetonka	Date:	6/6/2021
District Number:	276-01	Email:	paul.bourgeois@minnetonkaschools.org
District Contact Name:	Paul Bourgeois		
Contact Phone #	612-240-5997		

Expenditure Categories		Fiscal Year (FY) Ending June 30										
		2021 (base year)	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
Health and Safety - this section excludes project costs in Category 2 of $100,000 or more for which additional revenue is requested for Finance Codes 358, 363 and 366.												
Finance Code	Category (1)											
347	Physical Hazards	$120,000	$110,000	$120,000	$120,000	$120,000	$120,000	$120,000	$120,000	$120,000	$120,000	$120,000
349	Other Hazardous Materials	$120,000	$110,000	$120,000	$120,000	$120,000	$120,000	$120,000	$120,000	$120,000	$120,000	$120,000
352	Environmental Health and Safety Management	$120,000	$110,000	$120,000	$120,000	$120,000	$120,000	$120,000	$120,000	$120,000	$120,000	$120,000
358	Asbestos Removal and Encapsulation	$10,000	$10,000	$10,000	$10,000	$10,000	$10,000	$10,000	$10,000	$10,000	$10,000	$10,000
363	Fire Safety	$120,000	$117,097	$120,000	$120,000	$120,000	$120,000	$120,000	$120,000	$120,000	$120,000	$120,000
366	Indoor Air Quality	$89,442	$10,000	$100,000	$100,000	$100,000	$100,000	$100,000	$100,000	$100,000	$100,000	$100,000
	Total Health and Safety Capital Projects	$579,442	$467,097	$590,000	$590,000	$590,000	$590,000	$590,000	$590,000	$590,000	$590,000	$590,000
Health and Safety - Projects Costing $100,000 or more per Project/Site/Year												
Finance Code	Category (2)											
358	Asbestos Removal and Encapsulation	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
363	Fire Safety	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
366	Indoor Air Quality	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Total Health and Safety Capital Projects $100,000 or More	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Remodeling for Approved Voluntary Pre-K under Minnesota Statutes, section 124D.151												
Finance Code	Category (3)											
355	Remodeling for prekindergarten (Pre-K) instruction approved by the commissioner.	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Total Remodeling for Approved Voluntary Pre-K Projects	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Accessibility												
Finance Code	Category (4)											
367	Accessibility	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Total Accessibility Projects	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Deferred Capital Expenditures and Maintenance Projects												
Finance Code	Category (5)											
368	Building Envelope	$790,000	$85,000	$520,000	$500,000	$300,000	$540,000	$500,000	$1,500,000	$800,000	$2,190,000	$2,190,000
369	Building Hardware and Equipment	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
370	Electrical	$307,000	$0	$600,000	$0	$0	$500,000	$0	$0	$0	$0	$0
379	Interior Surfaces	$576,000	$494,000	$1,908,000	$2,130,000	$1,015,000	$724,000	$815,000	$215,000	$215,000	$215,000	$215,000
380	Mechanical Systems	$693,000	$2,157,000	$1,050,000	$2,925,000	$3,090,000	$2,100,000	$1,870,000	$1,525,000	$2,245,000	$1,200,000	$1,200,000
381	Plumbing	$0	$220,000	$0	$0	$0	$0	$0	$0	$0	$0	$0
382	Professional Services and Salary	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
383	Roof Systems	$1,177,000	$1,047,000	$1,417,000	$870,000	$1,645,000	$641,000	$1,215,000	$935,000	$1,340,000	$2,840,000	$1,340,000
384	Site Projects	$457,000	$1,097,000	$750,000	$100,000	$325,000	$1,295,000	$1,000,000	$2,310,000	$900,000	$900,000	$900,000
	Total Deferred Capital Expense and Maintenance	$4,000,000	$5,100,000	$6,245,000	$6,525,000	$6,375,000	$5,800,000	$5,400,000	$6,485,000	$5,500,000	$7,345,000	$5,845,000
	Total Annual 10-Year Plan Expenditures	$4,579,442	$5,567,097	$6,835,000	$7,115,000	$6,965,000	$6,390,000	$5,990,000	$7,075,000	$6,090,000	$7,935,000	$6,435,000
Fund Balance Section												
	Fund 01											
	Beginning Fund Balance 01-467-XX	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Fiscal Year Revenue - Levy	$579,442	$467,097	$590,000	$590,000	$590,000	$590,000	$590,000	$590,000	$590,000	$590,000	$590,000
	LTFM Fiscal Year Revenue - AID if Applicable	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Fiscal Year Revenue Other	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Transfer IN from Fund 06 if applicable (see transfer guidance tab)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Transfer OUT from Fund 01 if applicable (see transfer guidance tab)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Transfer OUT if applicable - Special Legislation FY 20 and FY 21	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Estimated Fiscal Year Expenditures	$579,442	$467,097	$590,000	$590,000	$590,000	$590,000	$590,000	$590,000	$590,000	$590,000	$590,000
	Ending Fiscal Year Fund Balance 01-467-XX	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Fund 06											
	Beginning Fund Balance 06-467-XX	$936,224	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Fiscal Year Bonded Revenue	$4,000,000	$5,100,000	$6,245,000	$6,525,000	$6,375,000	$5,800,000	$5,400,000	$6,485,000	$5,500,000	$7,345,000	$5,845,000
	LTFM Fiscal Year Revenue Other	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Transfer IN from Fund 01 if applicable (see transfer guidance tab)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Transfer OUT from Fund 06 if applicable (see transfer guidance tab)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Other Transfers	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Estimated Fiscal Year Expenditures	$4,936,224	$5,100,000	$6,245,000	$6,525,000	$6,375,000	$5,800,000	$5,400,000	$6,485,000	$5,500,000	$7,345,000	$5,845,000
	Ending Fiscal Year Fund Balance 06-467-XX	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
End of worksheet												

FY 23 Long-Term Facilities Maintenance (LTFM) Ten-Year Revenue Projection

Revised 5/12/2021

276 <= Type in School District Number

MINNETONKA PUBLIC SCHOOL DISTRICT

	Calculations for Ten Year Projection	Pay 21 LLC #	Change only if requiring levy adjustments FY 2021	Payable 2021 LLC Certification FY 2022	Current Estimate FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028	FY 2029	FY 2030	FY 2031
1	**Type your district number in cell A2 (Minneapolis = 1.2)**													
2	**Type APU, health and safety and alternative facilities project, and bond estimates in lines 6a, 14, 16b to 18, 20, 21, 26, 27 and 50b**													
3	**Type debt excess, intermediate/coop district, and revenue reduction data in lines 13, 15, 23, 31, and 33**													
4	**Look-up data from following tabs**													
5	**Initial Formula Revenue**													
6	Current year APU	57		12,186.60	12,312.44	12,348.63	12,348.63	12,348.63	12,348.63	12,348.63	12,348.63	12,348.63	12,348.63	12,348.63
6a	Additional Pre-K Pupil Units (line 19 of Pre-K application)													
6b	Total Adjusted Pupil Units = (6) + (6a)				12,312.44	12,348.63	12,348.63	12,348.63	12,348.63	12,348.63	12,348.63	12,348.63	12,348.63	12,348.63
7	District average building age (uncapped)	451		46.21	46.05	47.05	48.05	49.05	50.05	51.05	52.05	53.05	54.05	55.05
8	Formula allowance			$ 380.00	$ 380.00	$ 380.00	$ 380.00	$ 380.00	$ 380.00	$ 380.00	$ 380.00	$ 380.00	$ 380.00	$ 380.00
9	Building age ratio = (Lesser of 1 or (7) / 35)	452			1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000
10	Initial revenue = (6) * (8) * (9)	453		4,630,908	4,678,727	4,692,479	4,692,479	4,692,479	4,692,479	4,692,479	4,692,479	4,692,479	4,692,479	4,692,479
11	**Added revenue for Eligible H&S Projects > $100,000 / site**													
12	Debt service for existing Alt facilities H&S bonds (1B) - gross before debt excess	702			-	-	-	-	-	-	-	-	-	-
13	Debt Excess related to Debt service for existing Alt facilities H&S bonds (1B)	756			-	-	-	-	-	-	-	-	-	-
14	Debt service for portion of existing Alt facilities bonds from line (22) attributable to eligible H&S Projects > $100,000 per site (1A)	701			-	-	-	-	-	-	-	-	-	-
15	Debt Excess related to Debt service for portion of existing Alt facilities bonds attributable to eligible H&S Projects > $100,000 per site (1A)	755			-	-	-	-	-	-	-	-	-	-
16a	Existing Net debt service for LTFM bonds for eligible new H&S projects > $100,000 / site = (principal + interest)*1.05 - portion of bond paid by initial revenue from "IAQFAA Bonds" tab				-	-	-	-	-	-	-	-	-	-
16b	New debt service for LTFM bonds for eligible new H&S projects > $100,000 / site = (principal + interest)*1.05 - portion of bond paid by initial revenue				-	-	-	-	-	-	-	-	-	-
17	Net debt service for LTFM bonds for eligible new H&S projects > $100,000 / site = (principal + interest)*1.05 - portion of bond paid by initial revenue = (16a) + (16b)	767			-	-	-	-	-	-	-	-	-	-
18	Pay as you go revenue for eligible new H&S projects > $100,000 / site	455			-	-	-	-	-	-	-	-	-	-
19	Total additional revenue for eligible H&S projects >$100,000 / site (12) - (13) + (14) -(15) + (17) + (18)	456		-	-	-	-	-	-	-	-	-	-	-
	Added revenue for Pre-K remodeling (for VPK approvals only)													
20a	Net debt service for bonds approved for Pre-K remodeling	768			-	-	-	-	-	-	-	-	-	-
20b	Pay as you go for projects approved for Pre-K remodeling	457			-									
20c	Total Pre-K revenue				-	-	-	-	-	-	-	-	-	-
20d	**Total New Law Revenue (10) + (19) + (20c)**	458			4,678,727	4,692,479	4,692,479	4,692,479	4,692,479	4,692,479	4,692,479	4,692,479	4,692,479	4,692,479

FY 23 Long-Term Facilities Maintenance (LTFM) Ten-Year Revenue Projection

Revised 5/12/2021

276 <= Type in School District Number

MINNETONKA PUBLIC SCHOOL DISTRICT

	Calculations for Ten Year Projection	Pay 21 LLC #	Change only if requiring levy adjustments FY 2021	Payable 2021 LLC Certification FY 2022	Current Estimate FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028	FY 2029	FY 2030	FY 2031
	Old Formula revenue													
21	Old formula Health & Safety revenue (these should match the pay as you go amounts entered into the Health & Safety Data Submission System through FY 2023)	459		535,149	519,559	590,000	590,000	590,000	590,000	590,000	590,000	590,000	590,000	590,000
22	Old formula alt facilities debt revenue (1A) - gross before debt excess	701			5,408,538	5,452,225	5,011,572	7,728,470	7,757,082	7,771,330	7,642,277	4,081,493	4,073,185	3,815,103
23	Debt Excess allocated to line 22				-	-	-	-	-	-	-	-	-	-
24	Old formula alt facilities debt revenue (1A) - debt excess	765			5,408,538	5,452,225	5,011,572	7,728,470	7,757,082	7,771,330	7,642,277	4,081,493	4,073,185	3,815,103
25	Old formula alt facilities net debt revenue (1B) = (12) - (13)	766			-	-	-	-	-	-	-	-	-	-
26	Old formula alt facilities pay as you go revenue (1A)	460	-		-	-	-	-	-	-	-	-	-	-
27	Old formula alt facilities pay as you go revenue (1B) > $500,000 (these should match the pay as you go amounts entered into the Health & Safety Data Submission System through FY 2023)	463			-	-	-	-	-	-	-	-	-	-
27a	LTFM "H&S >100K per site" bonds	767			-	-	-	-	-	-	-	-	-	-
27b	LTFM "other" bonds for 1A hold harmless	769			1,374,854	1,802,152	2,215,248	2,628,850	3,001,487	3,354,554	3,760,190	4,113,742	4,574,686	4,950,784
28	Old formula deferred maintenance revenue = (if (22) + (26) = 0, (10) * ($64 / formula allowance))	466			-	-	-	-	-	-	-	-	-	-
29	Total old formula revenue = (21)+(24)+(25)+(26)+(27)+(27a)+(27b)+(28)	467		6,747,561	7,302,951	7,844,377	7,816,819	10,947,321	11,348,569	11,715,884	11,992,467	8,785,235	9,237,870	9,355,887
30	**Total LTFM Revenue for Individual District Projects = Greater of (20d) or [(29) + (20c)]**	468		6,747,561	7,302,951	7,844,377	7,816,819	10,947,321	11,348,569	11,715,884	11,992,467	8,785,235	9,237,870	9,355,887
31	District Requested Reduction from Maximum LTFM Revenue (to levy less than the maximum). Also enter this amount in the Levy Information System. Stated as positive number	469		-	-	-	-	-	-	-	-	-	-	-
32	**District LTFM Revenue (30) - (31)**	470		6,747,561	7,302,951	7,844,377	7,816,819	10,947,321	11,348,569	11,715,884	11,992,467	8,785,235	9,237,870	9,355,887
33	LTFM Revenue for District Share of Eligible Cooperative / Intermediate Projects (Unequalized)	471		-	-	-	-	-	-	-	-	-	-	-
34	**Grand Total LTFM Revenue (32) + (33)**	472		6,747,561	7,302,951	7,844,377	7,816,819	10,947,321	11,348,569	11,715,884	11,992,467	8,785,235	9,237,870	9,355,887
	Aid and Levy Shares of Total Revenue													
35	For ANTC & APU, three year prior date			2019	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
36	Three year prior Ag Modified ANTC	33		111,682,508	111,682,508	116,310,925	120,963,362	125,801,896	130,833,972	136,067,331	141,510,024	147,170,425	153,057,242	159,179,532
37	Three year prior Adjusted PU (New Weights)	54		11,925.21	11,925.20	12,113.16	12,175.35	12,312.44	12,348.63	12,348.63	12,348.63	12,348.63	12,348.63	12,348.63
38	ANTC / APU = (36) / (37)	474		9,365.24	9,365.25	9,602.03	9,935.10	10,217.46	10,595.02	11,018.82	11,459.57	11,917.96	12,394.67	12,890.46
39	State average ANTC / APU with ag value adjustment	475		9,105.95	9,105.95	9,556.02	10,153.52	10,452.22	10,870.00	11,305.00	11,757.00	12,227.00	12,716.00	13,225.00
40	Equalizing Factor = 123% of (39)	476		11,200.32	11,200.32	11,753.90	12,488.83	12,856.23	13,370.10	13,905.15	14,461.11	15,039.21	15,640.68	16,266.75
41	Local (levy) share of Equalized Revenue (lesser of 1 or (38) / (40))	477		83.62%	83.62%	81.69%	79.55%	79.47%	79.24%	79.24%	79.24%	79.25%	79.25%	79.24%
42	State (aid) share of Equalized Revenue (1 - (41))	478		16.38%	16.38%	18.31%	20.45%	20.53%	20.76%	20.76%	20.76%	20.75%	20.75%	20.76%
43	Equalized Revenue (lesser of (34) or (6) * (8))	473		4,630,908	4,678,727	4,692,479	4,692,479	4,692,479	4,692,479	4,692,479	4,692,479	4,692,479	4,692,479	4,692,479
44	Initial LTFM State Aid (42) * (43)	479		758,736	766,567	859,085	959,523	963,142	973,965	974,031	973,968	973,881	973,860	973,960
45	Old formula Grandfathered Alternative Facilities Aid	481		-	-	-	-	-	-	-	-	-	-	-
46	Total LTFM State Aid (Greater of (44) or (45))	482		758,736	766,567	859,085	959,523	963,142	973,965	974,031	973,968	973,881	973,860	973,960
47	Total LTFM Levy (34) - (46) (including coop/intermediate)	485		5,988,825	6,536,384	6,985,292	6,857,296	9,984,179	10,374,604	10,741,853	11,018,499	7,811,354	8,264,010	8,381,926
48	**Debt Service Portion of Revenue (non-grandfather districts)**													
49	Subtotal Debt Service Revenue from above = (12) - (13) + (17) + (20a) + (24)	765+766+767+768			5,408,538	5,452,225	5,011,572	7,728,470	7,757,082	7,771,330	7,642,277	4,081,493	4,073,185	3,815,103
50	Existing LTFM bonds excluding bonds on line 17 (principal + interest)*1.05 from "FM Other Bonds" tab	769			1,374,854	1,375,093	1,371,471	1,350,024	1,354,513	1,359,396	1,349,079	1,346,034	1,344,158	1,342,169
50b	New LTFM bonds excluding bonds on line 17 (principal + interest)*1.05				-	427,059	843,777	1,278,826	1,646,974	1,995,158	2,411,111	2,767,708	3,230,528	3,608,615
51	Total Debt Service Revenue = (49) + (50) + (50b)	770			6,783,392	7,254,377	7,226,819	10,357,321	10,758,569	11,125,884	11,402,467	8,195,235	8,647,870	8,765,887
52	Equalized debt Service Revenue (lesser of (43) or (51))	486			4,678,727	4,692,479	4,692,479	4,692,479	4,692,479	4,692,479	4,692,479	4,692,479	4,692,479	4,692,479
53	Debt Service Aid = (52) * (42)	488			766,567	859,085	959,523	963,142	973,965	974,031	973,968	973,881	973,860	973,960
54	Equalized Debt Service Levy = (52) - (53)	489			3,912,161	3,833,394	3,732,956	3,729,337	3,718,514	3,718,448	3,718,511	3,718,598	3,718,619	3,718,519
55	Unequalized Debt Service Revenue and Levy = (Greater of zero or (51) - (50))	490			2,104,665	2,561,898	2,534,340	5,664,842	6,066,090	6,433,405	6,709,988	3,502,756	3,955,391	4,073,408
56	**General Fund Portion of Revenue (non-grandfather districts)**													
57	Total General Fund Revenue = (34) - (51)	491			519,559	590,000	590,000	590,000	590,000	590,000	590,000	590,000	590,000	590,000
58	General Fund Equalized Revenue = (43) - (52)	492			-	-	-	-	-	-	-	-	-	-

FY 23 Long-Term Facilities Maintenance (LTFM) Ten-Year Revenue Projection

Revised 5/12/2021

276 <= Type in School District Number

MINNETONKA PUBLIC SCHOOL DISTRICT

	Calculations for Ten Year Projection	Pay 21 LLC #	Change only if requiring levy adjustments FY 2021	Payable 2021 LLC Certification FY 2022	Current Estimate FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028	FY 2029	FY 2030	FY 2031
59	Total General Fund Aid = (46) - (53)	493			-	-	-	-	-	-	-	-	-	-
60	General Fund Equalized Levy = (58) * (41)	494			-	-	-	-	-	-	-	-	-	-
61	General Fund Unequalized levy = (57) - (58)	495			519,559	590,000	590,000	590,000	590,000	590,000	590,000	590,000	590,000	590,000
62	Total General Fund Levy = (60) + (61)	496			519,559	590,000	590,000	590,000	590,000	590,000	590,000	590,000	590,000	590,000

Notes:

1. Underlevy on general fund equalized levy results in proportionate reduction in associated aid.
2. Total Debt Service revenue on line 49 must not exceed total LTFM revenue for individual district projects (line 30) for any of the 10 years in the plan.
3. For 1A districts with old Alt Facilities bonding, the amount on line 22 will reduce initial revenue on line 10, less the H & S portion entered on line 14.

Minnetonka Independent School District 276
Long Term Facilities Maintenance Plan

FY2023 Projects

School	Cost Ctr Course	Fin MDE	Project Description		Project Amount
Clear Springs Elementary	900	379	Painting per plan	$	7,000
	902	383	Roofing replacement per plan	$	507,000
	903	379	Carpet/VCT replacement	$	5,000
	920	379	1958-60 classroom cabinet replacement - 5 rooms	$	150,000
	920	368	1986 window replacement at media center	$	150,000
Deephaven Elementary	900	379	Painting per plan	$	7,000
	903	379	Carpet/VCT replacement - 1956 wall finishes	$	300,000
	920	379	1956 classroom cabinet replacement - 21 rooms	$	640,000
	920	368	1986 window replacement at media center	$	150,000
Excelsior Elementary	900	379	Painting per plan	$	7,000
	903	379	Carpet/VCT replacement	$	5,000
Groveland Elementary	900	379	Painting per plan	$	7,000
	901	384	Track mill and overlay	$	150,000
	903	379	Carpet/VCT replacement	$	5,000
	905	380	Replace unit ventilators - 1966 section - 12 rooms	$	480,000
Minnewashta Elementary	900	379	Painting per plan	$	7,000
	903	379	Carpet/VCT replacement	$	5,000
	905	380	Replace rooftop hvac mechanical units	$	170,000
Scenic Heights Elementary	900	379	Painting per plan	$	7,000
	902	383	Roofing replacement per plan	$	280,000
	903	379	Carpet/VCT replacement	$	5,000
Minnetonka Middle School East	900	379	Painting per plan	$	14,000
	903	379	Carpet/VCT replacement	$	5,000
	904	379	1968 science cabinet replacement	$	600,000
	930	368	Loading dock concrete replacement	$	50,000
	901	384	Tennis court resurfacing	$	250,000
Minnetonka Middle School West	900	379	Painting per plan	$	14,000
	902	383	Roofing replacement per plan	$	180,000
	903	379	Carpet/VCT replacement	$	25,000
	904	379	1964 cabinet replacement	$	120,000
	930	368	Loading dock concrete replacement	$	50,000
Minnetonka High School	900	379	Painting per plan	$	20,000
	901	384	Retaining wall replacement - front turning circle area	$	350,000
	902	383	Roofing replacement per plan	$	450,000
	903	379	Carpet/VCT replacement	$	30,000
	904	370	2003 lighting fixture replacement - Veterans Field	$	600,000
	905	380	Replace rooftop hvac mechanical units	$	400,000
Communty Education Center	900	379	Painting per plan	$	8,000
	903	379	Carpet/VCT replacement	$	20,000
Pagel Activity Center	900	379	Painting per plan	$	9,000
Highway 7 Education Center	900	379	Painting per plan	$	1,000
Shorewood Education Center	900	379	Painting per plan	$	1,000
District Service Center	900	379	Painting per plan	$	3,000
Warehouse	900	379	Painting per plan	$	1,000
Total 22-23				$	**6,245,000**

BOND DEBT SERVICE

Independent School District No. 276, Minnetonka, Minnesota
Taxable General Obligation Bonds, Series 2021
Last Maturity 2042

Dated Date	10/04/2021
Delivery Date	10/04/2021

Period Ending	Principal	Coupon	Interest	Debt Service	Annual Debt Service
10/04/2021					
08/01/2022			138,053.44	138,053.44	
02/01/2023	185,000	3.350%	83,668.75	268,668.75	406,722.19
08/01/2023			80,570.00	80,570.00	
02/01/2024	245,000	3.350%	80,570.00	325,570.00	406,140.00
08/01/2024			76,466.25	76,466.25	
02/01/2025	250,000	3.350%	76,466.25	326,466.25	402,932.50
08/01/2025			72,278.75	72,278.75	
02/01/2026	260,000	3.340%	72,278.75	332,278.75	404,557.50
08/01/2026			67,936.75	67,936.75	
02/01/2027	270,000	3.340%	67,936.75	337,936.75	405,873.50
08/01/2027			63,427.75	63,427.75	
02/01/2028	280,000	3.340%	63,427.75	343,427.75	406,855.50
08/01/2028			58,751.75	58,751.75	
02/01/2029	290,000	3.340%	58,751.75	348,751.75	407,503.50
08/01/2029			53,908.75	53,908.75	
02/01/2030	300,000	3.340%	53,908.75	353,908.75	407,817.50
08/01/2030			48,898.75	48,898.75	
02/01/2031	305,000	1.890%	48,898.75	353,898.75	402,797.50
08/01/2031			46,016.50	46,016.50	
02/01/2032	315,000	2.000%	46,016.50	361,016.50	407,033.00
08/01/2032			42,866.50	42,866.50	
02/01/2033	320,000	2.090%	42,866.50	362,866.50	405,733.00
08/01/2033			39,522.50	39,522.50	
02/01/2034	325,000	2.170%	39,522.50	364,522.50	404,045.00
08/01/2034			35,996.25	35,996.25	
02/01/2035	335,000	2.250%	35,996.25	370,996.25	406,992.50
08/01/2035			32,227.50	32,227.50	
02/01/2036	340,000	2.320%	32,227.50	372,227.50	404,455.00
08/01/2036			28,283.50	28,283.50	
02/01/2037	350,000	2.390%	28,283.50	378,283.50	406,567.00
08/01/2037			24,101.00	24,101.00	
02/01/2038	355,000	2.460%	24,101.00	379,101.00	403,202.00
08/01/2038			19,734.50	19,734.50	
02/01/2039	365,000	2.520%	19,734.50	384,734.50	404,469.00
08/01/2039			15,135.50	15,135.50	
02/01/2040	375,000	2.570%	15,135.50	390,135.50	405,271.00
08/01/2040			10,316.75	10,316.75	
02/01/2041	385,000	2.620%	10,316.75	395,316.75	405,633.50
08/01/2041			5,273.25	5,273.25	
02/01/2042	395,000	2.670%	5,273.25	400,273.25	405,546.50
	6,245,000		1,865,147.19	8,110,147.19	8,110,147.19

DEPARTMENT OF EDUCATION
Division of School Finance
1500 Highway 36 West
Roseville, MN 55113-4266

Fiscal Year (FY) 2023 Application for Long-Term Facilities Maintenance Revenue Statement of Assurances

ED-02477-07
Due: July 31, 2021

General Information: Minnesota school districts, intermediate school districts, cooperative districts, applying for Long-Term Facilities Maintenance revenue (LTFM) under Minnesota Statutes, section 123B.595 must annually complete the Application for Long-Term Facilities Maintenance Revenue – Statement of Assurances (ED-02477). The application must be submitted to the Minnesota Department of Education (MDE) by July 31, 2021. Submit to Sarah C. Miller (MDE.Facilities@state.mn.us) along with other required LTFM documentation. **Do not mail a hard copy. Please email this form with other required documentation.**

Identification Information

Name of District or Cooperative:	District Number and Type:	Date Submitted:
MINNETONKA ISD 276	276-01	06/18/2021

Statement of Assurances

1. All estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Health and Safety and entered into the MDE Health and Safety data submission system are for allowed health and safety uses under Minnesota Statutes, section 123B.595, subdivision 10, paragraph (a), clause (3), Minnesota Statutes, section 123B.57, subdivision 6, and the MDE Long-Term Facilities Maintenance Guide for Allowable Expenditures, Section E, Health and Safety Qualifying Criteria, and Section F, Additional Requirements Regarding Health and Safety. None of the estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Health and Safety and entered into the MDE Health and Safety System are for uses prohibited under Minnesota Statutes, section 123B.595, subdivision 11.
2. All estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Accessibility and Deferred Maintenance are for allowed uses under Minnesota Statutes, section 123B.595, subdivision 10, paragraph (a), clauses (1) and (2), and the MDE Long-Term Facilities Maintenance Guide for Allowable Expenditures, Section C, Deferred Maintenance Qualifying Criteria or Section D, Disabled Access Qualifying Criteria. None of the estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Accessibility and Deferred Maintenance are for uses prohibited under Minnesota Statutes, section 123B.595, subdivision 11.
3. All actual expenditures to be reported in Uniform Financial Accounting and Reporting Standards (UFARS) for FY 2023 under Finance Codes 347, 349, 352, 358, 363 and 366 will be for allowed health and safety uses under Minnesota Statutes, section 123B.595, subdivision 10, paragraph (a), clause (3), Minnesota Statutes, section 123B.57, subdivision 6, and the MDE Long-Term Facilities Maintenance Guide for Allowable Expenditures, Section E, Health and Safety Qualifying Criteria, and Section F, Additional Requirements Regarding Health and Safety. None of the actual expenditures reported in these finance codes will be for uses prohibited under Minnesota Statutes, section 123B.595, subdivision 11.
4. All actual expenditures to be reported in UFARS for FY 2023 under Finance Codes 367, 368, 369, 370, 379, 380, 381, 382, 383 and 384 for Accessibility and Deferred Maintenance will be for allowed uses under Minnesota Statutes, section 123B.595, subdivision 10, paragraph (a), clauses (1) and (2), and the MDE Long-Term Facilities Maintenance Guide for Allowable Expenditures, Section C, Deferred Maintenance Qualifying Criteria or Section D, Disabled Access Qualifying Criteria. None of the actual expenditures reported in these finance codes will be for uses prohibited under Minnesota Statutes, section 123B.595, subdivision 11.
5. The district will maintain a description of each project funded with long-term facilities maintenance revenue that will provide enough detail for an auditor to determine the cost of the project and if the work qualifies for revenue (Minn. Stat. § 127A.411, subd. 3).
6. The district's plan includes provisions for implementing a health and safety program that complies with health, safety and environmental regulations and best practices, including indoor air quality management and mandatory lead in water testing, remediation and reporting (Minn. Stat. § 121A.335). ***The district's ten-year plan does not include a request for a second-time project cost for: (1) replacement of an existing mechanical ventilation system to the current Minnesota State Mechanical Code/American Society of Heating, Refrigerating, and Air-Conditioning Engineers (ASHRAE) guidelines; or, (2) to provide a level of approximately 15 Cubic Feet per Minute (CFM) per person.***

Certification of Statement of Assurances

Signature – ***Must be signed*** by Superintendent or Cooperative Director:	Name – Superintendent or Cooperative Director (Please print)	Date:
	Dr. Dennis Peterson	06/18/2021

REPORT

School Board
Minnetonka I.S.D. #276
5621 County Road 101
Minnetonka, Minnesota

Study Session Agenda Item #1

Title: MTSS Report from CAREI **Date: June 17, 2021**

EXECUTIVE SUMMARY

The purpose of this report is to provide the School Board with an update on the initial findings from the Multi-Tiered Systems of Support (MTSS) Evaluation. Dr. Kim Gibbons and a team from CAREI will present an overview of MTSS, provide general findings from the evaluation, and share next steps in this process.

In response and work on Board Goal One objectives, stating Minnetonka School District would follow through on the recommendations from Dr. William Dikel's *Evaluation of Student and Family Well-being* completed in 2019-2020, the District is in the process of an in-depth assessment of our PK-12 systems of support for all students.

In Dr. Dikel's report, he stated "The Minnetonka school District has been successful in its use of the Multi-Tiered System of Support (MTSS) model of educational services. It serves the "whole child" through academic, behavioral, social and emotional interventions. Services are provided according to students' needs. MTSS is a useful model in the educational setting."

Dr. Dikel recommended the District work with Dr. Kim Gibbons of the University of Minnesota Center of Applied Research and Educational Improvement (CAREI) for further analysis and further District wide alignment of our MTSS systems implementation work.

OVERVIEW

During the second half of the school year, the District has partnered with the University of Minnesota, Center for Applied Research and Educational Improvement (CAREI) to complete an evaluation of the District's Multi-Tiered System of Supports processes and implementation. This initial work has centered on the first four guiding questions.

Implementation Review

Through our partnership with CAREI, information has been collected to evaluate the first four guiding questions related to our district's implementation of a MTSS framework, which has often been referred to in Minnetonka as Response to Intervention (RTI). This information is intended to help our district prioritize, plan, and implement the MTSS framework with fidelity to ensure we are meeting student needs and improving student

outcomes. The implementation review has been conducted as a continuous improvement process which will result in the creation of a consistent district wide MTSS guide. As stated previously, rather than imposing judgments as to whether practices are "good or bad," the goal of this review is to provide information that will help facilitate our district's efforts to move to the next level of performance.

Guiding Questions

The following evaluation questions were identified by CAREI to guide the systematic data collection and analysis processes:

1. To what extent is Minnetonka Public Schools implementing an aligned (K-12) MTSS framework across all buildings?
2. To what extent do teachers and staff support implementation of a MTSS framework?
3. To what extent is staffing sufficient and equitable across tiers of service to support quality implementation of an MTSS framework?
4. To what extent is staffing efficient and responsive to appropriately address student needs?
5. What is the relationship between implementation of the MTSS framework and student achievement and behavioral outcomes?
6. What is the impact of the MTSS framework on special education child count?
7. To what extent is special education programming for mild disabilities consistent with best practice research?
8. How will the results of the MTSS audit be organized into a 3-year implementation plan for the district and each building?

Next Steps

CAREI staff will facilitate professional development followed by action planning with district and building staff. June 15th will be the first professional learning day for teams at which CAREI will provide embedded professional learning, to create a shared understanding and common foundation for MTSS while unpacking the findings from the first part of the review. This will include the scope of the work to be completed over the next few months and beyond, noting this is a multi-year proposal.

CAREI will also work with the District leadership team to prioritize the findings and develop a district action plan to guide and support these efforts. This District plan will provide guidance and direction for sites as they begin action planning in August.

We are excited for the opportunities that will be provided through this intentional process work and ongoing districtwide consistent implementation of MTSS. The District will continue to work with CAREI to complete the evaluation and address all eight questions posed for the review. Additionally, CAREI will provide support to the District and building leadership teams to prioritize findings, develop action plans, and deepen our district wide processes.

RECOMMENDATION/FUTURE DIRECTION:

The District will continue with the proposed timeline and work:

- August 17, 2021: CAREI and District leadership will facilitate an action planning session with district and building leadership teams. This will include sharing of the complete District action plan. Time and support will be provided to further dig into the details of the MTSS report and for teams to develop detailed building level plans.

- September 23, 2021: CAREI and District leadership will present an update to the School Board to share more details about the District MTSS work plan overall and CAREI's role in continuing to support the District and each school with the implementation process.

We will look forward to updating the Board in September with our initial work and the progress on the continued evaluation.

Submitted by: Amy LaDue
Amy LaDue, Assistant Superintendent for Instruction

Concurrence: Dennis L. Peterson
Dennis Peterson, Superintendent

REVIEW

School Board
Minnetonka I.S.D. #276
5621 County Road 101
Minnetonka, Minnesota

Study Session Agenda Item #2

Title: Review of Vision Document **Date: June 17, 2021**

EXECUTIVE SUMMARY:

The Board will begin its review of the Vision document, concentrating on pages 1-9.

Submitted by: _____

Dennis L. Peterson
Superintendent of Schools

A LETTER TO OUR COMMUNITY

It is a great honor to represent you in our service as members of the Minnetonka School Board. Since its inception in 1952, our school district has been preparing students to be thoughtful, contributing members of society. During that time, our District has earned a reputation for excellent teaching, exceptional student achievement and outstanding fiscal management.

Ensuring that this legacy continues is the heart of our job as your elected representatives. Toward that end, it is our duty to define the direction in which we want to lead our district. The following is our vision for the Minnetonka School District, one that we believe enables us to be a world-class, child-centered public school system of which we can all be proud.

As we envision the District's future, we want to acknowledge the significant contributions of students, teachers, administrators, support staff, past school board members, parents, and other community members who built Minnetonka's history of success. We are grateful and proud to chart the coming years from such a solid position of inherited strength.

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Defining our Vision for a World-class School District

America's public education system is built on the belief that a nation dedicated to self-government and the preservation of liberty will not endure without the intelligence and vigilance of the governed. Unique in the history of the world, America's public schools make and deliver on the bold promise to freely educate all children regardless of wealth, religion, race, gender, ability, or citizenship. The Minnetonka School Board is committed to protecting and promoting this legacy.

We believe that a strong public education is the most direct means of creating an informed citizenry necessary to sustain democracy. Public education gives people the skills they need to live the life they imagine, to realize their dreams, and to fully develop as human beings. It is the cornerstone of healthy, engaged communities. It is essential to maintaining a thriving American economy capable of operating in a competitive global marketplace. It is the foundation upon which a free and open society rests. Strong public education gives wings to society's collective hopes for a promising future.

As members of the Minnetonka School Board, we believe in the power of a collective vision to mobilize people and effect positive change in their lives. We are committed to building upon the excellence of our past and creating a world-class school district. We will insist on aligning every element of our organization toward the goal of supporting all students' pursuits of their highest levels of academic and personal achievement.

We strongly believe in the connection between early childhood education and later school performance. Therefore, the Minnetonka School District champions an E-12 approach to educating children. We will connect with parents and their children as early as possible, creating a wide variety of opportunities for parents to cultivate the skills and knowledge needed to nurture their children's successful growth and development. When communities, families and schools are united in support of each and every child, all students will flourish.

We understand that being a world-class district takes effort, talent, money, and determination. The children and citizens of our community deserve no less than our best efforts. We must dedicate ourselves to redefining excellence in education in our own terms.

If our future is to be better than our past, we must have the courage to let go of what no longer serves us, embrace what is required for the future, and advocate for what is best for our children, our community, and our nation. Such a journey will require being comfortable with change, taking informed risks, and rigorously tracking progress against clearly articulated goals. It will require the conviction to set our own standards in the face of state and federal mandates and unstable financial resources. The result will be national recognition for academic excellence and student achievement. In all areas, it will demand putting children first.

As a world-class organization dedicated to child-centered excellence, the Minnetonka School District will:

- Challenge and support all students in the pursuit of their highest levels of academic and personal achievement
- Practice prudent and innovative management of public resources
- Advocate for strong academic and strong co-curricular programs
- Attract, develop, and support the highest quality teachers and other educational professionals
- Demand the highest standards of professional excellence in every level of the organization
- Create, pursue, and champion outstanding early childhood education opportunities so that all children enter kindergarten ready to learn and succeed
- Tailor learning experiences to the needs of individual learners
- Create positive, enjoyable learning environments
- Foster the development of good character and social responsibility
- Inspire students to understand and serve the greater good
- Instill an abiding appreciation for the rights, privileges, and values of America's system of government
- Produce outstanding graduates who are ready to contribute and thrive in a wide array of future pursuits and engage in life-long learning
- Earn and maintain broad-based community support
- Design student experiences for meaning, engagement, and deeper learning
- Commit to preparing and educating all students with programs, instruction and tools that meet the needs of the future

Mission

A statement of our highest aspirations

The mission of the Minnetonka School District, a community that transcends traditional definitions of excellence and where dreams set sail, is to ensure all students envision and pursue their highest aspirations while serving the greater good, through learning and teaching which:

- value and nurture each person,
- inspire in everyone a passion to excel with confidence and hope, and
- instill expectations that stimulate extraordinary achievement in the classroom and in life.

Beliefs

A statement of our organization's fundamental convictions, its value, its character

We believe that:

- An educated populace is integral to a democratic society.
- Families have the primary responsibility to ensure the education of their children.
- All adults are responsible for the care and welfare of all children.
- All people deserve the opportunity to pursue their individual potential.
- A person's attitude is the most significant determinant of success.
- Personal fulfillment comes from pursuing one's passion.
- Each person has fundamental, intrinsic worth.
- The dignity of each person is sacred.
- All people need to love and be loved.
- All people have a right to live and work in a safe environment.
- The uniqueness of each individual enriches the community.
- All people have the right to express matters of conscience
- Effective communication is essential to building relationships and strengthening mutual commitment to purpose.
- Integrity is essential to a meaningful relationship.

Objectives

An expression of the desired measurable, observable, or demonstrable results for the organization. Our objectives focus on student success, performance, and/or achievement.

- All students will meet or exceed District academic standards.
- All students will thrive according to their individual potential.
- All students will achieve their stated aspirations.
- All students will possess an enlightened view of themselves, others, and the world.

Commitments

Strict parameters that establish the boundaries and limits within which the organization will accomplish its mission.

- We will not engage in any activity that detracts from our elementary and secondary instructional program.
- We will not compromise excellence.
- We will make all decisions based solely on the best interest of the student.
- We will expect the best of everyone.
- We will defend and preserve the principle of local autonomy.
- We will honor the dignity of each person.

Students

Serving students well and inspiring them to reach their highest levels of personal and academic achievement is the essence of our quest to be a world-class public school district. Toward that end, all learning experiences, curriculum offerings, supplemental programs, enrichment opportunities, staffing models, facility designs and usage, and co-curricular activities will support student success and life-long learning.

We must recognize that there are different levels of ability, need, desire, and interest among the students we serve. Our commitment is to effectively utilize the resources of the District and align them for the maximum benefit of each child. At all times, we will act to ensure that our students remain engaged in school and learning. Students will be encouraged and supported to explore a variety of opportunities and to access challenging coursework throughout their years in the District.

Minnetonka students will be encouraged and supported to progress beyond the confines of traditional grade levels and classroom work. Once students demonstrate mastery of a subject area, they will be able to explore accelerated learning experiences that require greater depth and skill. Differentiated instruction and personalized pathways towards their pursuit of knowledge and skills will be essential components of a Minnetonka education. We also will acknowledge that students' abilities may differ from subject to subject and will provide opportunities accordingly.

We will identify and respond to unique learning needs as early as possible. We will provide personalized curriculum and staff to help all students reach their life goals regardless of their need or ability. Our staff will constantly strive to find new ways to meet our students' needs that are respectful and cost-effective. We will also strive to help students avoid self-limiting labels and focus on their unique talents and gifts. Our staff will work with parents and students to develop reasonable, yet challenging, plans for academic and personal achievement which truly serve the individual.

Teachers

The interactions between teachers and their students are central to the educational experience. We must pursue excellence in teaching if we are to deliver a school district that is truly world-class. Therefore, all Minnetonka teachers will have a thorough and complete command of the subjects they teach. They will employ a wide range of educational and scientific research in developing effective ways of teaching their students. Minnetonka teachers will be recognized for their commitment, enthusiasm, student focus, effectiveness, and professionalism. They will maintain personal and professional integrity and advocate for the best interests of students. Every Minnetonka teacher will work to ensure that each student has mastered to his or her fullest potential the skills and knowledge taught. Our teachers' efforts will be supported by a well-planned and adequately funded professional development program.

In addition to mastery of subject area, Minnetonka teachers will know that simply covering curriculum does not equal excellence in teaching. Minnetonka teachers will recognize that they must address emotional and developmental issues during the learning experience in order for effective learning to take place. Because the learning environment is critical to student success, Minnetonka teachers will use their empathy, enthusiasm, patience, communication skills, and effective classroom management to create a positive, supportive, respectful, and disciplined atmosphere in which academic and personal achievement can flourish. Minnetonka teachers will present curriculum and facilitate learning in compelling and innovative ways that result in high levels of student engagement and academic achievement.

All Minnetonka teachers will exhibit a genuine love of children and a professional commitment to children's learning. They will recognize that they have enormous influence over the minds and character of the children in their charge and act accordingly. Minnetonka teachers will connect with kids and their families and know how to pull the best out of each student. They will engender respect from their students because they are respectful of their students. Minnetonka students will give their best because their teachers inspire and believe in them.

Curriculum and Instruction

The Minnetonka School District will insist on a curriculum designed to stretch students' minds and prepare them to thrive in both our American society and the world at large. Our curriculum will reflect critical dimensions of student success: academics, character development, physical and mental health, leadership, and service. It will not be limited by government prescribed standards for competency. Learning will be connected from grade level to grade level and from subject to subject and aligned with measures of progress. Curricular programs will be open and available to all who are interested and prepared for the work.

Instruction is a critical element in our success because it is the process that transforms curriculum into learning. All Minnetonka teachers will be provided with clear guidance for delivering instruction and assessing learning. Minnetonka's Instructional Framework will provide the necessary guidance for designing the student experience, emphasizing dimensions of 21st century learning that are vital to success in a rapidly changing world. The consistent application of the Instructional Framework and the commitment to common assessments and engaging units of study will ensure a high level of quality and opportunity for all learners, as well as evaluate the effectiveness of our curriculum and instruction in delivering results for our students. The instruction process will transcend skill development or mere knowledge transfer. Classroom instruction will emphasize excellence, love of learning, critical thinking, creativity, innovation, collaboration, cooperation, exploration, and respect for others. Teachers must understand how attitudes, prior knowledge, habits of mind, and relevance all impact the learning process. We will insist on methods of instruction grounded in research, and we will support meaningful professional development focused on improving instructional methods so that all students become active, life-long learners.

From the earliest years, the Minnetonka School District will emphasize reading and writing as the foundation of all future learning. Curriculum and instruction will be aimed at developing in each student:

- a profound command of the English language
- a mastery of mathematics
- a mastery of scientific principles
- a thorough understanding of American history, our system of government, and the importance of participating in the democratic process
- global awareness through the study of world language, culture, history, geography, and current events
- appreciation of music, literature, visual and performing arts
- participation in robust physical activity and health education
- technological proficiency
- life skills

Co-curriculars

Since its inception, the Minnetonka School District has been proud to provide a truly comprehensive education. Recognizing academic instruction and achievement as the heart of our mission, the Minnetonka School District also insists on and supports those activities that reinforce the academic pursuits of the students we serve. Co-curricular activities are essential for delivering a world-class education. Opportunities not found in the traditional classroom enhance the students' experience today, as well as prepare them for life's challenges ahead. A variety of co-curricular activities, both competitive and non-competitive, play an important role in the academic, social, physical, and emotional development of students by nurturing:

- perseverance
- self discipline
- ethical behavior
- ability to work with others
- resilience
- an understanding of the importance of physical health and fitness
- goal-setting and follow-through skills
- positive self-image
- competitive experiences
- good sportsmanship
- leadership qualities

These attitudes, skills, and experiences enhance, rather than compete with, the academic mission of our schools. They are necessary for life-long success and will be supported and celebrated.

Vibrant co-curricular participation also sustains two essential cultural elements of child-centered excellence: increased community support and a feeling of belonging for each student. Wide-spread participation and outstanding performance in a variety of co-curricular activities brings the community closer to the schools and students, thereby increasing awareness of and support for our students. Offering a wide variety of co-curricular options that are open to a broad number of students and are responsive to student interests helps to create smaller communities within the high school community. These smaller communities help to create a feeling of belonging and relevance, both of which are essential for student performance and well-being.

SUPPORTING OUR VISION

Parents

The Minnetonka School District recognizes and values the important role of parents in the educational success of their children. Research shows that there are many things caring adults can do to enhance children's learning. Clearly stating and setting realistic expectations, providing structure and support, talking about schoolwork, asking questions, being involved in their school, and modeling life-long learning skills have all been proven to enhance student success. Accordingly, the Minnetonka School District will encourage all parents to be directly involved in their children's education from birth through graduation. In order to support parents' abilities and interest in influencing and encouraging student success, appropriate parent education opportunities will be offered in a spirit of community collaboration.

Our obligation to parents will be to regularly communicate with them and seek their input regarding their children's education. We will provide timely and meaningful parent-teacher conferences, frequent reports to parents on their children's progress, and reasonable access to all staff. Parents will be welcomed in our buildings, encouraged to volunteer and be active participants in their children's schools. We will provide communication, tools and support to form the cornerstone for a solid relationship between home, school and community. Through the support of the greater community and the active involvement of parents, the Minnetonka School District will be a successful partner in providing the best possible educational opportunities for all students in our community.

District Leadership

The Minnetonka School District has set a course to transcend traditional definitions of excellence and envisions a school system in which all elements are united to help students reach their highest levels of personal and academic achievement. Strong district-wide leadership and innovative and systemic thinking will be essential to realizing our mission and vision.

The School Board is the first level of district-wide leadership. The seven members of this elected body will dedicate themselves to ethical decision-making and service-oriented behavior. They will be tireless advocates for the District's students and champion the success of the Minnetonka School District. They will bring a crucial blend of pragmatism, idealism, and lay wisdom to the profession of education and will remember that their role is to govern, rather than manage. In their governance capacity, the School Board will develop the District's mission and vision, write policy, approve budgets, adopt curriculum, authorize plans and projects, and direct the Administration to create and achieve goals aimed exclusively at furthering the District's mission and vision. Using a lean expenditure budget, the Board focuses resources on students.

To achieve these ambitious goals, the School Board must have a strong and collaborative leadership relationship with the Superintendent of Schools. The Superintendent will ensure that all the diverse functions and talents of the organization are aligned into a productive, highly functioning whole and will rely on, inspire, and direct a team of talented and motivated leaders to assess conditions, understand interrelationships, find solutions, and implement changes with the appropriate urgency necessary to serve our students well.

This collaborative leadership model, open and responsive to the public, will pave the way for partnerships with individuals and organizations that are essential to realizing our vision for the future. The Superintendent, and other senior district-wide administrators, will be available to all stakeholder groups to explain and build support for the District's mission and vision. The information and support gained through this collaborative leadership will allow the School Board and Superintendent to allocate and leverage resources more effectively. Likewise, the synergy created by aligning all elements of the organization toward the same goal of student achievement will fuel greater student success and community support.

Strong leadership by all Minnetonka principals will be a critical link in actualizing District initiatives. These educational leaders are the key to implementing curriculum offerings, evaluating teachers and support staff, providing consistent student discipline, and building strong connections between their schools and the community. Minnetonka principals will have the responsibility and authority necessary for bringing the District's mission and vision to life. These talented leaders will set expectations for the conduct of all employees and volunteers in their buildings. Most importantly, Minnetonka principals will be the champions for aligning all resources and talents towards the attainment of outstanding personal and academic achievement for each and every Minnetonka student.

Support Staff

Creating a culture of child-centered excellence will depend on the efforts of all adults in the organization. While excellence in education is often focused exclusively on the interaction between teachers and students, a truly world-class school district will pursue excellence in all work areas.

In order for all students to reach their highest levels of academic and personal achievement, support staff members will recognize and appreciate that they are partners in the educational success of each student and are an integral part of our District. These highly qualified employees will be positive role models who are committed to creating a supportive learning environment for all students, as well as providing essential support for teachers. Their optimistic attitudes, encouraging words, and consistent and caring discipline will form an essential part of Minnetonka's focus on child-centered excellence.

Likewise, everyone who works for the District will be a positive ambassador for our schools. Support staff members provide unique contributions to our organization and are key communicators in our community. Their helpful attitudes and responsive behavior will convey what is best about who we are and what we do. Such excellence across all support areas will enable everyone to do their best work, thereby allowing us to fulfill our mission and vision.

Learning Environment of Our Schools

A positive and stimulating learning environment is critical to student success. The culture of the Minnetonka School District will demonstrate support and caring for all members of our community. All stakeholders will be personally responsible for creating and maintaining an atmosphere of learning in which students feel respected, cared for, and encouraged to explore. In this environment, learning is a joy and the world is full of possibility. Students will be active learners in the classroom, not just passive observers. The learning environment of our schools will aim to develop in each student such desirable qualities as self-discipline, motivation, curiosity, confidence, cooperation, and respectful behavior.

Minnetonka schools will welcome the whole community and will be known for outstanding customer service. Minnetonka schools will serve as cornerstones of neighborhood life and an important part of family life. Our schools will be the center point of our District's ten communities' commitment to public education.

Unprecedented volunteerism will be a hallmark of the learning environment of the Minnetonka School District. Our students will experience school as a place where many people—not just their teachers and parents—are involved in and interested in their success. Dedicated, knowledgeable, and skilled volunteers will enable us to leverage our resources more efficiently by furthering the efforts of teachers and staff. In turn, this extensive involvement in our schools by volunteers will bring the community closer to our students, thereby supporting student success. Growing up in an atmosphere where volunteerism is welcomed and celebrated will help to develop generations of graduates who will seek their own volunteer opportunities, strengthening and serving society in the years to come.

Buildings and Grounds

The success of a school is not just predicated on having a great program and outstanding staff, but it is essential to have an inviting and supportive atmosphere in each school in order to have others perceive the excellence that lies within. Excellence in buildings and grounds is essential to delivering the quality of education we seek. While what happens in the classroom and at co-curricular venues is appropriately considered to be the heart of the educational mission, we recognize that the condition of the classroom, auditorium, or playing field is crucial to student development. The condition of our buildings and grounds signals to all who enter them that the Minnetonka School District is a place where important learning and community activities occur.

Outstanding maintenance and energy efficiency demonstrate that the District is committed to environmental stewardship and indicate to the community that its investment is being maximized for both present and future generations. The resources of the District will be used so that all buildings and grounds are safe, clean, healthy, and attractive places that stimulate learning, encourage physical activity, and provide essential gathering places for our citizens.

High quality facilities positively impact the learning environment and the level of achievement of students. Beyond maintenance, the District will support and develop learning and work environments that balance functionality with aesthetics. We will focus on providing surroundings that are attractive, inspiring places that stimulate learning and productivity. School buildings will be flexible enough to accommodate fluctuations in enrollment and innovations in program delivery. Buildings and grounds must also support and respond to the best uses of technology and innovative products.

The condition and use of the buildings and grounds of the Minnetonka School District will be the outward manifestation of our commitment to excellence. Our buildings, fields, and facilities will be welcoming and inspiring gathering places for the whole community.

Communication

Effective communication will be essential for the continued success of the Minnetonka School District. Those efforts will be effective if everyone in the organization accepts responsibility for communicating accurate information and building positive relationships with students, parents and the citizens we serve. We recognize that every decision and every action in our organization has the potential to impact the trusting relationship we have with our stakeholders, thereby improving or damaging our ability to fulfill our mission to our students. An essential component of our continued success depends on everyone in the organization recognizing that they are "ambassadors of the District" as they meet and greet people in the course of their day.

Schools are a cornerstone of our community and serve four or five generations of stakeholders, each defined in part by their communication technology preferences. We will use multiple communication methods to go beyond fulfilling our basic responsibility for public information and use integrated marketing communications to effectively engage with individuals, families and communities.

Communication in the District will be two-way in nature. We will insist that communication be a planned and systemic operational function, grounded in ethical practices. Timely dissemination and collection of factual information will help improve the programs, services, and reputation of the District. Communication efforts will engage our community regarding important changes, challenges, events and accomplishments. In addition, communication efforts will interpret public opinions and beliefs so that the School Board and Administration can shape programs, policies, and procedures that will gain widespread support and deliver value.

Technology

Technology is essential in a world-class education because it brings immediacy to knowledge acquisition and allows students to move quickly from information gathering to developing solutions. It fosters creativity, refines critical thinking skills, allows for personalized learning and interactivity, and provides learning beyond the confines of the traditional classroom. Technological fluency is critical to the success of every student, teacher, and staff member in the Minnetonka School District. The District will ensure that all students have access to technology.

We insist that our students are prepared to be responsible citizens in their use of technology. Utilizing technology will enhance student achievement and prepare students to compete and thrive in a diverse and changing world. Toward this end, the District will use technology to:

- Enhance student instruction
- Improve communication and collaboration among students, teachers, staff, and parents
- Support timely and informed decision-making
- Accelerate learning
- Facilitate parent engagement

The Minnetonka School District will constantly seek cost effective and innovative ways to use existing and emerging technologies. We will provide staff with adequate resources and training. We acknowledge that technology does not replace the need for personal interaction as we prepare students for life-long learning in the 21st century.

REALIZING OUR VISION

Meaning of a Minnetonka Diploma

Earning a Minnetonka diploma will mean more than completing a required course of study or fulfilling a certain number of hours and course credits. Our graduates will be the beneficiaries of years of excellence in teaching, experiential learning, abundant opportunities to excel in a variety of co-curricular activities, thousands of dollars of community investment, and high levels of community pride and support.

Because of our vision and commitment to transcending traditional definitions of excellence, a Minnetonka diploma will be a symbol of academic excellence and personal achievement of the highest order. It will convey a graduate's readiness to compete in the world, to be a life-long learner, and to become a contributing, responsible member of society. Those who earn a Minnetonka diploma will be distinguished by their positive attitudes, superior skills, and extensive knowledge. They will be confident, inspired leaders of tomorrow who possess a clear sense of purpose in their future educational, personal, and vocational pursuits. A diploma from the Minnetonka School District will be highly valued by our students and their families because it will open doors and expand opportunities for graduates as they pursue their dreams.

Minnetonka Alumni

Minnetonka alumni are a visible measure of our success, and are critical to a world-class school district. Alumni represent measurable examples of what can be learned and accomplished with superior preparation in public education. Their success and accomplishments, coupled with their good character and sense of civic responsibility, are all crucial, visible measures of the impact of our vision and the return on our shared investment in America's future.

We will build and maintain connections with our alumni so that we can use their feedback to improve the services and programs of the Minnetonka School District. We will use those connections between the District and our alumni to encourage their continued contribution and involvement in the lives of our students, staff, and community. We will also recognize the significant contributions of retired employees in our alumni efforts and work to include these valuable people. We are proud of our alumni, both students and employees, and want to be able to celebrate their successes in life, as well as share with them the successes of their alma mater. Together, the stories of our alumni create our common history and increase the sense of community, feelings of pride, and shared ownership of the Minnetonka School District.

Greater Community

Together, the Minnetonka School District and the communities we serve have been preparing our students to be thoughtful, contributing members of society for more than half a century. We are proud of this legacy and grateful for the significant contributions of students, teachers, administrators, support staff, community members, parents, past School Board members, and other citizens who have built such a solid foundation. From this position of inherited strength, we recognize that the most crucial resources we steward are the ongoing financial, emotional, and human support that the greater community gives to the District's efforts to inspire all students to their highest levels of personal and academic achievement. Our interdependence and shared responsibility for sending well-educated, caring, and healthy students into the world is critical to the future success of our society.

We are committed to continuing this strong tradition of mutual support among our schools and our communities. We will seek community input, and we will communicate both the successes and challenges the District faces as we work to provide the best for all students. We will challenge the community to commit to all of our children as we educate them to be contributing, self-reliant members of society. Together, as citizens, we must move beyond the temptation to place the duty for supporting public education primarily on those who use it. Public education is a fundamental component of our way of life and can only be as strong as the support it is given by the people who own it. The success of Minnetonka students and their future contributions to our communities, state, nation, and world will be a point of pride for every taxpayer in the Minnetonka School District. We will commit to being an integral part of the community and our success and prudent management of resources will reflect a shared sense of values, pride, and ownership with those we serve.

Creating a Culture of Child-Centered Excellence

As an institution which serves the educational and developmental needs of children, the Minnetonka School District believes that serving all children well is the highest measure of our success. Everyone involved in the organization must be united in helping students reach their highest levels of personal and academic achievement. We have but one chance to do the right thing as each individual child moves through our schools. We must work with the appropriate sense of urgency to ensure that all children are able to pursue their brightest dreams for their future.

Therefore, we will support risk-taking, respectful discourse, and challenges to the status quo as we provide world-class, child-centered excellence. We will support and expect everyone to advocate for what is best for our children, our schools, and our communities. We will support and create a culture that is positive, open, and supportive on all levels. We will foster genuine, caring relationships among Administration, staff, students and their families. We will insist upon integrity in all of our relationships and communications. Exceptional character, integrity, competence, and the resulting trust those traits secure will be the hallmarks of the Minnetonka School District.

With time, enthusiasm, commitment, and discipline, the Minnetonka School District will leverage its Formula for Success to provide world-class, child-centered excellence as evidenced by:

- The performance of our students, across multiple areas, ranking among the highest performing schools in the world.
- The District doing measurably more with available resources than other districts of comparable size and quality.
- Significantly more parents choosing to send their children to our schools over other private or public schools in the metro region.
- High-performing teachers and staff throughout the country indicating the Minnetonka School District as their first choice as a place to work.
- The District excelling in customer service and community responsiveness, with all points of interaction being positive.
- The District being recognized as a leader of excellence in American public education by becoming the recipient of a wide variety of awards and recognitions.
- Our alumni reporting a high degree of satisfaction with the preparation for life that they received through their years in the Minnetonka School District.
- The District receiving unprecedented support from the communities we serve.

Our culture of child-centered excellence will be sustained by setting high expectations for students, teachers, and staff. Collaborative leadership and alignment of all elements in the organization will enable us to effect meaningful, sustainable change in the lives of our students. A systemic approach to management requires meaningful assessment tools and accountability systems in order to gauge student achievement and engagement, identify areas of opportunity or improvement, and make sound decisions. The School Board must be able to demonstrate that we are delivering on our promise of a world-class education. Students deserve this disciplined approach to assessment. The community demands it. The future success of our District relies upon it.

REVIEW

School Board
Minnetonka I.S.D. #276
5621 County Road 101
Minnetonka, Minnesota

Study Session Agenda Item #3

Title: Review of Spring NWEA Results **Date: June 17, 2021**

EXECUTIVE SUMMARY

NWEA is an adaptive test that measures what students are ready to learn in the areas of Math and Reading. This is the tenth year of District-wide implementation. The following are key summary points in the analysis of the Spring 2021 administration of the NWEA:

- By Fifth Grade, English, Chinese, and Spanish students are performing at the early Twelfth Grade level in Math and mid Ninth Grade level in Reading
- By Third Grade, Chinese Immersion and English students are performing the same on the Reading Test, and Immersion students are continuing to do well on this English test. The current models for Reading based on NWEA data are effective for all three languages

Math Performance

- Among English students, e-Learners out-performed Hybrid student RIT growth in Grades **K**, **1**, and **6**
- Among Chinese Immersion students, e-Learners surpassed Hybrid student RIT growth in Grades **1** and **4**
- Among Spanish Immersion students, e-Learners surpassed Hybrid student RIT growth in Grades **K**, **1**, **2**, **3**, and **7**

Reading Performance

- Among English students, e-Learners out-performed Hybrid student RIT growth in Grades **K**, **1**, **5**, and **6**
- Among Chinese Immersion students, e-Learners surpassed Hybrid student RIT growth in Grades **1, 2, 4, 5,** and **7**
- Among Spanish Immersion students, e-Learners surpassed Hybrid student RIT growth in Grades **3, 5, 6**, and **7**

OVERVIEW

The NWEA assessments were completed in May, and the results reflect the hard work of teachers to prioritize their instructional focus on essential learnings due to the multiple learning models and environments in which students received instruction. Teachers used the Minnetonka Essential Learnings, aligned to the Minnesota State Standards, to guide instruction and set goals for the school year. This report focuses on Spring performance in the areas of Reading and Math. The report will discuss RIT performance which is the scale that NWEA uses to show growth. Regardless of the grade level, a student with a RIT score of 200 is ready to learn a specific set of skills; this makes NWEA very useful for instruction.

SUMMARY OF RESULTS

- Grade 7 students receiving Special Education services out-performed their peers not in Special Education according to Reading Fall to Spring growth targets

- In Math, African American students improved in **4** of the **8** grade levels measured

- In Math, Hispanic students saw gains at **4** of **8** grade levels as well with the largest increase occurring among Second Graders

- There are no significant gaps in performance between Open-Enrolled and Resident students for both Reading and Math. By Second Grade, RIT scores are virtually the same in Math and Reading

- As Minnetonka students move into the Middle School the acceleration of the middle student is evident. For example, a typical Minnetonka Fifth Grade student is performing at the mid Ninth Grade level in Reading at the early Twelfth Grade level in Math according to the current NWEA national norms. If a student is on grade level and performing at the Fifth Grade level, he or she will notice a significant difference in performance when his or her peers are six grade levels ahead of that individual

PRESENTATION OF NWEA DATA

The following list of topics are offered for analysis in this report:

Note: The following tables compare different groups of students at each particular grade level. **Bold** indicates improvement and *Italics* indicates a decline for that group over the non-cohort group from the previous year.

NWEA NORMS

Norms measure the normal achievement for a certain test. NWEA publishes two sets of norms: *status norms* and *growth norms*. Status Norms refer to the average performance of all NWEA students on a particular test. For instance, the norm performance on the Grade Five Math MAP Test in the Fall of 2008 was a RIT score of 212. This is useful information, because if one knows his Grade Five student's score is 217, he knows that his student is achieving at a higher level than the U.S. average in Math.

The NWEA norms change every three years. This year is a unique year regarding student performance. The new 2020 norms were created with student data from 2015-2018. Growth norms developed for the 2020 RIT Scale Norms Study reflect the common observation that the rate of academic growth is related to the student's starting status on the measurement scale; typically, students starting out at a lower level tend to grow more. The growth norm tables below show mean growth when the mean grade level status score is used as the starting score. In each case, the starting score is treated as a factor predicting growth. If a particular student's starting score was below the grade level status mean, the growth mean is typically higher. Similarly, students with starting scores above the grade level mean would typically show less growth on average.

Growth Norms refer to the average growth for NWEA students at a certain starting level between one season and another, usually between Fall and Spring of the same year. For instance, the norm growth for Fifth Graders who scored **211.4** on the Math MAP Test between Fall and Spring was **10.0 RIT points**. This is helpful, because if one knows his Fifth Grader scored **211.4** in the Fall and **221.4** in the Spring, he knows that the growth was more than the average for thousands of other students. During the 2015-16 school year, new national norms have been applied to NWEA Test results. Preliminary national norm results indicate a slight decrease in RIT performance at most grade levels with the exception of First Grade, however, expected growth has increased creating a drop in the percentage of students meeting their growth targets. For example, according to 2011 norms, expected Fall to Spring growth for a Fifth Grade student in Math was **8.1 RIT** points, and according to 2015 norms, Fifth Graders are expected to grow on average **10 RIT points**. Among Grades K-8, the new growth norms indicate expected RIT growth has increased by two to three RIT points for each grade level.

With the new norms study, more data was used and as a result, NWEA has concluded that the new norms are more accurate than in previous years. Specifically, the new norms study was comprised of data studied over a span of nine terms, as opposed to five terms, and it is important to note that the expected percentage of students to meet their growth targets is 50 percent. Minnetonka students annually show a much higher rate of students meeting their growth targets than the national expectation. However, on several of the following tables, results showing the percentage of students meeting their growth targets has decreased significantly compared to previous years. It is important to note that in many cases there is very little fluctuation in RIT scores. In most cases, RIT scores have neither increased nor decreased by more than one to three RIT points, thus indicating that overall student performance remains strong on the NWEA-MAP Tests. NWEA

cautions school districts not to compare growth results from one norms study to another, and the results displayed below are aimed to simply show data over time rather than to compare data calculated between the 2011 and 2015 norms study.

Lastly, the 2020 norms reflect Grade 12 norms, while in previous years norms were provided through Grade 11. As a result, this year, many student groups will show average RIT scores placing them "Beyond the Twelfth Grade" level as opposed to "Beyond the Eleventh Grade" level as indicated in previous years. If previous year's average RIT scores were applied toward the new norms, several grade levels would also have performed at the "Beyond Twelfth Grade" level.

NWEA National Norms 2020

2020 Reading Student Achievement Norms						
	Fall		Winter		Spring	
Grade	Mean	SD	Mean	SD	Mean	SD
K	136.65	12.22	146.28	11.78	153.09	12.06
1	155.93	12.66	165.85	13.21	171.40	14.19
2	172.35	15.19	181.20	15.05	185.57	15.49
3	186.62	16.65	193.90	16.14	197.12	16.27
4	196.67	16.78	202.50	16.25	204.83	16.31
5	204.48	16.38	209.12	15.88	210.98	15.97
6	210.17	16.46	213.81	15.98	215.36	16.03
7	214.20	16.51	217.09	16.21	218.36	16.38
8	218.01	17.04	220.52	16.69	221.66	16.87
9	218.90	19.02	220.52	18.73	221.40	19.03
10	221.47	17.92	222.91	17.81	223.51	18.20
11	223.53	17.73	224.64	17.80	224.71	18.50
12	223.80	19.32	223.85	21.21	224.33	23.08

2020 Mathematics Student Achievement Norms						
	Fall		Winter		Spring	
Grade	Mean	SD	Mean	SD	Mean	SD
K	139.56	12.45	150.13	11.94	157.11	12.03
1	160.05	12.43	170.18	12.59	176.40	13.18
2	175.04	12.98	184.07	13.01	189.42	13.44
3	188.48	13.45	196.23	13.64	201.08	14.11
4	199.55	14.40	206.05	14.90	210.51	15.56
5	209.13	15.19	214.70	15.88	218.75	16.70
6	214.75	16.12	219.56	16.74	222.88	17.47
7	220.21	17.41	224.04	17.96	226.73	18.60
8	224.92	18.94	228.12	19.33	230.30	19.95
9	226.43	19.83	228.67	20.06	230.03	20.63
10	229.07	20.23	231.21	20.61	232.42	21.25
11	231.72	20.61	233.49	20.91	234.25	21.65
12	233.02	21.60	233.31	23.07	234.19	24.63

OVERALL STUDENT PERFORMANCE

Data Summary: NWEA Spring Mean Performance

Last Spring, Minnetonka Schools did not administer the NWEA-MAP Reading or Math Tests due to the COVID Pandemic. The data in the tables below and throughout the report show a decline in average RIT performance compared to 2019. It should be noted that in some instances, students' performance was like two years ago and beyond. It should also be noted that the interruption to consistently predictable instructional delivery practices had a negative impact on student average performance, resulting in atypical RIT scores this Spring. However, there were some highlights which indicates resilience by both teachers and students throughout the unpredictable nature of the past year both inside and outside of the school setting.

The table below reflects the performance of students using the new 2020 NWEA norms. The most recent NWEA Norms Study, for the first time, reflects norms that include Twelfth Grade student performance. Although Minnetonka mainly assesses students in Reading

and Math through Grade 7 and select groups of students in Grade 8, it is encouraging that the average Minnetonka Sixth Grader is performing *Beyond the Twelfth Grade* level in Reading and Math.

Data Analysis: NWEA Spring Mean Performance

There are trends emerging for both Math and Reading. Since the Spring of 2014, Reading performance has mostly made steady gains or has remained the same, however the data indicate significant decreases this year. This is expected due to the events of the past year. However, the elementary grades have had success with the newer Reading program called Making Meaning, in which instruction and assessment have been significantly changed and improved upon, requiring additional learning for staff. It is expected with the Making Meaning program that Comprehension and Vocabulary skills are expected to improve, thus positively impacting results on classroom assessments and standardized tests. In addition, with the Language Arts Curriculum going through a review, there will be additional findings and recommendations that will provide additional areas of focus for the Language Arts program during the coming years. Lastly, the NWEA-MAP for Primary Grades Math Test underwent changes, and NWEA has recommended that the results from this school year be considered baseline and not compared to past year's results. Next year, the NWEA-MAP for Primary Grades Reading Test will undergo changes, thus resulting in the same recommendation.

In addition, the change to the Common Core Test has proven to be difficult for students across the country on both the NWEA and state assessments. Minnetonka Grade 2-5 students have begun to show increased performance despite the new Reading test implemented in 2013. The K-1 Reading Test changed to the Common Core Test during the 2017-18 school year. Over the course of the past three years, teachers have implemented new Reading curriculum and have worked to analyze NWEA results with the new Common Core test questions. Teachers meet in data and grade level teams regularly to study and analyze data in order to provide instruction aligned to the assessments. In addition, the parent support and improved assessment literacy over time has been a positive contributor to student success on the NWEA. Increases in Math performances are expected to improve as teachers refine the new math assessments implemented in recent years based on the last curriculum review. As the new assessments improve, teachers will be able to utilize the new math assessments to influence instruction throughout the year, allowing them to maintain a focus on the Minnetonka Essential Learnings, which align to state standards, with the ultimate expectation of seeing positive results on standardized assessments such as the NWEA-MAP and MCA tests. It is important to note that standardized assessment results should be reviewed over time to, and any one year fluctuation should be handled with caution and more study. There has been a steady positive trend on the NWEA test over the past several years, yet this year saw declines in several areas. It will be important to study this closely, yet not draw sweeping conclusions based on one year's worth of negative, yet anticipated results. Despite the drops in student performance, there were improvements from 2021 compared to 2019 among Kindergarten students in Reading and Math. Kindergarteners are now performing at the *Mid-First Grade* level in reading and Math. This is the first time Kindergarteners have reached this level. In addition,

Second Grader Reading performance improved to the *Early Fourth Grade* level. This is a notable increase, because students are not only reaching levels they reached in 2018, improving by two sub-levels compared to 2019, but this is the first year the test is not read to students. Typically, Second Graders see a significant drop in performance transitioning from First to Second Grade on the Reading Test. These results serve as an important and positive highlight of student Reading skills. Two areas to note are the drops in performances by Fourth and Fifth Graders on the Reading Test, as they dropped multiple levels compared to previous years. Again, standardized testing results should be viewed over time, and a one year decline in average performance should not be viewed as statistically significant.

NWEA Spring Mean Performance Four-Year Trend Data

GR	SUB	Spring 2021	Spring 2019	Spring 2018	Spring 2017
K	R	**Mid 1st Grade**	Early 1st Grade	Early 1st Grade	Early 1st Grade
K	M	**Mid 1st Grade**	Early 1st Grade	Early 1st Grade	Early 1st Grade
1	R	Mid 2nd Grade	Mid 2nd Grade	Mid 2nd Grade	Mid 2nd Grade
1	M	Early 3rd Grade	Mid 3rd Grade	Mid 3rd Grade	Mid 3rd Grade
2	R	**Early 4th Grade**	Mid 3rd Grade	Early 4th Grade	Early 4th Grade
2	M	Early 4th Grade	Early 4th Grade	Early 4th Grade	End 3rd Grade
3	R	*Early 5th Grade*	Mid 5th Grade	Mid 5th Grade	Mid 5th Grade
3	M	Early 6th Grade	Early 6th Grade	Early 6th Grade	Early 6th Grade
4	R	*Early 7th Grade*	Early 8th Grade	Early 8th Grade	Early 8th Grade
4	M	Early 8th Grade	Early 8th Grade	Mid 8th Grade	Mid 8th Grade
5	R	*Mid 9th Grade*	Beyond 11th Grade	Beyond 11th Grade	Beyond 11th Grade
5	M	**Early 12th Grade**	Beyond 11th Grade	Beyond 11th Grade	Beyond 11th Grade
6	R	**Beyond 12th Grade**	Beyond 11th Grade	Beyond 11th Grade	Beyond 11th Grade
6	M	**Beyond 12th Grade**	Beyond 11th Grade	Beyond 11th Grade	Beyond 11th Grade
7	M	**Beyond 12th Grade**	Beyond 11th Grade	Beyond 11th Grade	Beyond 11th Grade

Note: Most Grade 8 students do not take the Spring NWEA Math Test

NON-COHORT GROWTH

Data Summary: Non-Cohort Growth
According to the average RIT scores in the table below measuring 16 areas, only Kindergarten students showed increases in their average RIT scores in Math. However, growth percentages show that Fourth and Fifth Graders showed an increased Fall to Spring growth target percentage in Math, with Third Graders showing a slight decrease in growth target percentage in Math.

Data Analysis: Non-Cohort Growth
It is encouraging to see the strong Fall to Spring growth in Math among Grades 1-5. In addition, Kindergarten students made solid growth in Math as well surpassing their

average growth percentiles from the 2017-18 school year. NWEA shares that expected Fall to Spring growth nationally should be at the 50th percentile in a typical year. In most years, Minnetonka students surpass this percentile expectation at all grade levels by a significant margin. The NWEA Norms study was conducted from 2015-2018 during typical learning conditions at school and during typical conditions outside of school. The fact that Minnetonka students surpassed the 50th percentile growth target threshold this Spring in **11** of **16** areas should be seen as encouraging. Students, teachers, and families should be commended for their focus and determination throughout the school year to ensure that solid academic growth was made at a time when many schools and districts are focused on learning loss during the Pandemic.

NWEA Non-Cohort Growth, Three-Year Trend Data

GR	SUB	MTKA Spring Mean 2020-21	MTKA Fall Mean 2020-21	% F-S Growth 2020-21	MTKA Spring Mean 2018-19	MTK AFall Mean 2018-19	% F-S Growth 2018-19	MTKA Spring Mean 2017-18	MTK AFall Mean 2017-18	% F-S Growth 2017-18
K	R	*161.5*	148	48.7%	164	148	56.1%	163	148	47.0%
K	M	**168.8**	153	54.6%	167	148	62.1%	168	149	55.3%
1	R	*179.2*	165	46.8%	185	167	56.1%	185	167	61.4%
1	M	*188.2*	169	65.5%	195	169	82.1%	199	172	83.6%
2	R	*195.1*	180	56.7%	196	181	62.5%	198	181	65.0%
2	M	*200.9*	186	55.4%	202	187	60.2%	206	187	66.1%
3	R	*206.1*	195	56.7%	208	196	67.8%	209	196	69.0%
3	M	*212.2*	199	56.3%	215	202	56.9%	216	202	65.6%
4	R	*214.5*	206	57.8%	217	209	65.7%	217	209	63.7%
4	M	*223.8*	209	63.7%	227	214	63.1%	230	214	71.1%
5	R	*220.4*	214	52.6%	222	217	59.6%	224	216	66.1%
5	M	*233.0*	221	59.5%	236	226	54.9%	239	225	69.6%
6	R	*226.1*	222	52.4%	227	222	69.2%	229	224	66.4%
6	M	*236.6*	229	48.5%	241	232	64.7%	244	234	69.1%
7	M	*240.8*	237	42.2%	250	242	72.4%	252	242	77.7%
8	M	*204.8*	244	25.7%	254	251	56.2%	253	249	58.3%

Note: Most Grade 8 students do not take the Spring NWEA Math Test

HIGH POTENTIAL AND NAVIGATOR STUDENTS

Data Summary: High Potential and Navigator Student Growth

Growth targets often times decrease from Fall to Spring for students who begin the year with higher RIT scores. It is expected that students in the High Potential (HP) and

Navigator programs would not experience as much RIT growth as students who start with lower RIT scores in the Fall. In addition, it is typical for students scoring at or above the 245 RIT range to have fairly significant fluctuations in their results, sometimes as much as five RIT points lower or higher.

Data Analysis: High Potential and Navigator Student Growth

Despite typical growth trends, Minnetonka Navigator students had slightly higher growth overall from Fall to Spring compared to their non-Navigator (English) peers in Grades 2, 3, and 4 Math and in Grades 2 and 4 in Reading. Despite the typical lower Fall to Spring growth for students who reach high levels of RIT performance in the Fall, Minnetonka students who scored at these levels, made far more growth than the average student nationally. For example, a score above 245 is expected to make three to four points RIT growth in Math. However, Minnetonka students made approximately **13-15 points** RIT growth according to Grade 5 High Potential and Navigator results. Two years ago, the growth was **11 points** for the two groups. Also, there is a smaller population size for HP and Navigator students, which can indicate an increased variance in growth margins. Students in the Grade 3-5 Navigator classrooms scored beyond Grade Twelve in Reading and Math according to Spring norms. According to NWEA staff, once students reach the 245 RIT level, there tends to be a fluctuation in results where students can move greater than five RIT points up or down, and the results would not be considered significant. In addition, Grades 6 and 7 HP students performed well beyond the Twelfth Grade level in Math, which is a score of 234 nationally, and students in Grades 5-7 averaged beyond the Twelfth Grade level in Reading, which is a score of 224 nationally. The success of this program is a reflection of the effectiveness of the inquiry-based model that research recommends for high-achieving students. This is a contributing factor to the success Navigator students had on the Common Core Reading Test. Minnetonka's work in this area is recognized across the metro area and draws families who are seeking such a program for their gifted students.

High Potential and Navigator Growth on Spring NWEA

	Math				Reading			
	N	Spring 2021 Mean RIT	Fall 2020 Mean RIT	% Mtg Growth	N	Spring 2021 Mean RIT	Fall 2020 Mean RIT	% Mtg Growth
Grade 1		Math Primary Grades				Rdg Primary Grades		
English	322	188.1	167.7	71.7%	322	178.4	164.5	55.0%
High Potential	82	204.2	189.8	72.0%	54	195.4	187.9	40.7%
Grade 2		2-5 MN 2007				2-5 Common Core		
English	366	197.9	184.1	59.8%	366	193.3	178.7	61.5%
High Potential	107	213.3	202.1	59.8%	68	206.9	197.3	50.0%
Navigator	30	223.7	207.8	60.0%	30	219.7	207.0	70.0%
Grade 3		2-5 MN 2007				2-5 Common Core		
English	324	207.6	194.3	60.5%	326	202.3	191.5	57.1%
High Potential	84	225.3	212.1	65.5%	86	218.6	208.7	62.8%
Navigator	55	231.6	218.1	70.9%	55	223.6	217.6	52.7%
Grade 4		2-5 MN 2007				2-5 Common Core		
English	347	218.3	203.9	65.1%	348	210.0	201.7	58.6%
High Potential	116	238.5	220.8	79.3%	117	225.0	217.2	60.7%
Navigator	60	245.8	230.8	73.3%	60	231.6	225.6	63.3%
Grade 5		2-5 MN 2007				2-5 Common Core		
English	354	224.8	213.7	55.4%	356	215.6	209.3	55.3%
High Potential	137	248.2	233.4	78.8%	137	229.6	225.3	58.4%
Navigator	54	255.1	242.3	68.5%	54	235.9	230.6	59.3%
Grade 6		6 + Math				6 + Reading CCSS		
English	120	228.9	229.0	51.7%	122	221.0	222.9	47.5%
Resident	384	231.1	222.7	57.0%	392	222.4	222.8	56.8%
High Potential	197	254.1	246.7	45.7%	201	238.3	238.4	60.7%
Grade 7		6 + Math				6 + Reading CCSS		
Resident	394	234.4	230.3	37.8%	359	223.7	222.8	44.0%
High Potential	198	259.0	253.7	46.5%	49	233.2	236.9	57.1%

Data Summary: High Potential RIT by Grade Level

According to the results for High Potential students, there are no increases or decreases that should be considered statistically significant. Again, NWEA recommends using caution when comparing results on the K-1 Math Test (MAP for Primary Grades), because the test was changed this school year, so scores should be considered baseline.

Data Analysis: High Potential RIT by Grade Level

In typical years, RIT scores fluctuating three points is considered statistically significant, and this was only observed among Kindergarteners in Reading and Math comparing 2021

average scores to 2019 scores. In addition, there was a larger than three point discrepancy among First, Fourth, Sixth, and Seventh Graders on the Math Test.

Again, it is important to note that there could be up to a five RIT point fluctuation once students reach a RIT score of 245. This means that an increase or decrease of more than five RIT points are considered statistically significant. Overall, it is encouraging to see high levels of performance in both Math and Reading among the HP student population and it will be important to study the minor fluctuations in results over time to monitor any multi-year positive or negative trends. As with any smaller populations, it is typical to see fluctuations in average scores over time. Over time, the Making Meaning materials should help to make a positive impact, as they are aligned to the Common Core Standards, allowing greater alignment between curriculum and assessment. In addition, the High Potential department completed a curriculum review that highlighted the development of essential learnings and assessments designed to reach the 21st Century learner. In Math, Grades Four through Seven performed beyond the Twelfth Grade level. This success is a reflection of the compounding effect of the inquiry-based strategies that have been implemented over the life of this program.

High Potential Spring Mean RIT Scores by Grade Level

	High Potential Math-2021	High Potential Math-2019	High Potential Reading-2021	High Potential Reading-2019
KG	*190.1*	198.9	*184.9*	189.7
1	*204.2*	213.1	*195.4*	200.3
2	*215.6*	217.2	*210.8*	212.1
3	*227.8*	228.3	**220.6**	220.2
4	*241.0*	244.5	*227.2*	228.8
5	*250.2*	252.3	*231.4*	233.1
6	*254.1*	257.8	*238.3*	239.0
7	*259.0*	266.4		

Note: only students receiving additional support in Reading in Grades 7 and 8 take the Spring Reading NWEA

Data Summary: Navigator Math RIT by Grade Level

Navigator students in the Grade 8 cohort have continued to make steady growth over time since moving to middle school as seen in the table below. The current Seventh Grade cohort is also making steady improvement making well more than the expected growth as well. Students who earn a RIT score of 235 or above in Math are performing beyond the Eleventh Grade level. As student RIT scores increase, typically the RIT growth tends to moderate. Typical growth for students in this RIT range is between one and two points. Once students reach a RIT level of 245, according to NWEA, it is not unexpected to observe a drop in RIT levels from one testing session to the next, especially

from Spring to Fall. Navigator students clearly surpass these growth expectations according to the table below.

Data Analysis: Navigator Math RIT by Grade Level
In Math, Navigator students made tremendous growth from the Fall of 2016 to the Spring of 2021. The use of high-level grouping and the coordination with English and Immersion students to ensure that students were appropriately challenged is the main reason for the improvements in Navigator Math growth. Also, typically, the higher the RIT levels, the less growth students will make from Fall to Spring. However, the Navigator cohorts showed that they still have the ability to make significant growth.

Fall and Spring Math NWEA Navigator Cohort for Grades 6-8

MATH	Spring 2021	Fall 2020	Spring 2019	Fall 2018	Spring 2018	Fall 2017	Spring 2017	Fall 2016
Grade 8 Class of 2025	*	266.6	271.6	257.6	263.0	257.4	254.8	249.1
Grade 7 Class of 2026	266.6	262.5	280.2	272.1	277.6	271.9	269.0	261.1
Grade 6 Class of 2027	257.9	253.8	277.6	271.9	269.0	261.1	259.6	252.1

Data Summary: Navigator Reading RIT by Grade Level
Students formerly in the Navigator program no longer take the NWEA Reading Test during the Spring of Seventh Grade or in Fall and Spring of Eighth Grade.

Data Analysis: Navigator Reading RIT by Grade Level
The newer Reading Common Core 6+ assessment had impacted Middle School performance more than the Reading Assessment at the elementary level during the first year of implementation. This will be an area of emphasis for future years. The newer language arts curriculum should help to positively impact student Reading performance both in the classroom and on standardized assessments. Results have shown a steady increase in performance for former Navigator students despite the fact that they have reached an exceptionally high mark of 245 on the RIT scale.

Fall and Spring Reading NWEA Navigator Cohort
For Grades Six through Eight

READING	Spring 2021	Fall 2020	Spring 2019	Fall 2018	Spring 2018	Fall 2017	Spring 2017	Fall 2016
Grade 8 Class of 2025	-	-	-	279.0	245.5	243.4	241.3	239.1
Grade 7 Class of 2026	-	243.1	247.0	241.5	246.9	246.3	245.9	245.0
Grade 6 Class of 2027	242.0	240.6	246.9	238.0	245.9	245.0	241.3	240.4

IMMERSION STUDENTS

Data Summary: Immersion Student Growth on NWEA

According to the data below, except for Kindergarten and Chinese Immersion Second Graders, there has been a drop in average RIT performance from 2018 to 2019 to 2021 among English and Immersion students in Math. In Reading this drop over the past two testing instances occurred among each of the three student groups in Grade 6 only. These drops in performance do not indicate a statistical trend, because a trend in student performance on standardized assessments should be noted using three straight years of student results. However, it is worth noting. As discussed previously, measuring the growth of students from the Fall to Spring is more important now that ever, and although there is a drop in average RIT scores, the overall student performance is strong when compared to national norms. Lastly, Spanish Immersion students begin taking the NWEA Reading Test in Third Grade, because they take the Istation Spanish assessment during Grades K-2.

Data Analysis: Immersion Student Growth on NWEA

In typical years, RIT score analysis is conducted by measuring both cohort and non-cohort student performance. Due to the interruption in testing last Spring, a student cohort cannot be determined for this report. As a result, tables throughout this report will reflect non-cohort scores, comparing different students to their same grade level peers across multiple years. Non-cohort analysis, over time, can help the District measure the effectiveness of curricular programs and help staff understand gaps or areas of focus for future years. Despite the limitations in the Spring data for 2021, there are notable highlights.

In Reading, by Third Grade, there is virtual no difference in student performance among the English and Immersion student groups. Spanish and Chinese Immersion Fifth Grade students are performing at the *End of Ninth Grade* level in Reading, and in Math, they are reaching *Beyond the Twelfth Grade* level. By the time Immersion students reach the Spring of Seventh Grade, they are performing *Beyond the Twelfth Grade* level in both Reading and Math.

In addition, both Chinese and Spanish Immersions students receive English instruction in Third Grade, which makes the Spring performance on the NWEA Reading Test for the Immersion program worth noting, with both Spanish and Chinese Third Grade Immersion students reaching the *Middle of Fifth Grade* level.

The digital supplemental instructional tools made available to teachers throughout the implementation of e-Learning should provide additional support for students learning in either an e-learning or in-person model for years to come. Teachers will have many tools at their disposal to meet the needs of all learners.

Spanish and Chinese Student Performance on NWEA
Three-Year Trend

	Math				Reading			
	N	Spring 2018 Mean RIT	Spring 2019 Mean RIT	Spring 2021 Mean RIT	N	Spring 2018 Mean RIT	Spring 2019 Mean RIT	Spring 2021 Mean RIT
Grade K			Math Primary Grades				Rdg Primary Grades	
English	420	166.1	166.5	**167.2**	418	162.4	163.9	*160.9*
Chinese Immersion	116	173.2	176.8	*173.1*	116	164.9	167.5	*163.4*
Spanish Immersion	323	167.4	165.4	**169.4**		*	*	*
Grade 1			Math Primary Grades				Rdg Primary Grades	
English	360	194.9	193.1	*188.1*	360	187.8	185.8	*180.3*
Chinese Immersion	112	201.6	198.4	*194.3*	112	178.9	180.2	*176.5*
Spanish Immersion	314	196.1	195.4	*186.2*		*	*	*
Grade 2			2-5 MN 2007				2-5 Common Core	
English	426	202.7	201.3	*200.3*	426	199.1	197.3	*196.0*
Chinese Immersion	115	207.3	209.3	*206.9*	115	190.0	190.1	**191.8**
Spanish Immersion	318	202.9	201.2	*199.5*		*	*	*
Grade 3			2-5 MN 2007				2-5 Common Core	
English	393	214.8	213.3	*211.4*	396	209.4	207.3	*205.6*
Chinese Immersion	97	222.8	222.1	*219.3*	98	208.4	207.3	**207.6**
Spanish Immersion	297	217.9	214.6	*211.0*	298	210.9	208.5	*206.2*
Grade 4			2-5 MN 2007				2-5 Common Core	
English	429	228.3	225.4	*222.6*	430	217.1	215.6	*213.3*
Chinese Immersion	104	234.8	233.2	*231.8*	104	217.7	216.6	*214.8*
Spanish Immersion	298	229.8	228.4	*222.8*	299	217.6	218.2	*216.2*
Grade 5			2-5 MN 2007				2-5 Common Core	
English	451	238.7	235.0	*229.8*	453	223.6	221.9	*219.0*
Chinese Immersion	110	245.8	243.3	*242.3*	110	225.6	222.4	*221.3*
Spanish Immersion	288	240.2	237.1	*234.4*	288	225.4	221.7	**222.2**
Grade 6			6 + Math				6 + Reading CCSS	
English	463	242.6	239.4	*234.8*	475	228.0	225.6	*225.1*
Chinese Immersion	90	249.7	246.6	*242.8*	91	230.8	229.7	*226.6*
Spanish Immersion	244	247.6	243.6	*237.8*	248	231.1	229.9	*227.9*
Grade 7			6 + Math				6 + Reading CCSS	
English	510	249.7	248.2	*239.7*	377	228.0	227.3	*222.8*
Chinese Immersion	74	257.6	258.3	*245.5*	56	230.6	231.6	*225.0*
Spanish Immersion	214	255.9	251.4	*242.0*	169	231.2	230.4	*225.4*

SUMMARY OF RESULTS

The data below include English, Chinese Immersion, and Spanish Immersion average RIT scores, including a breakdown of student's receiving e-Learning and Hybrid instruction. It is important to view the data cautiously. An important factor to note is that the number of students in each student group will have a significant impact with the comparison between e-Learning and Hybrid learners. In most cases, the average RIT score is significantly higher for e-Learning students compared to Hybrid students. However, at the elementary level, there are fewer than 100 students receiving e-Learning within any student group, while in most cases, there are at least 300 students learning in the Hybrid model. An additional and equally important note of caution is that the results included in this table reflect data from students who moved between e-learning and hybrid throughout the year. The numbers of students reflected in both the e-learning and hybrid group were as of the Spring NWEA testing session. Because of this, one can conclude that the profile of the e-Learning student is significantly different than most students. **these data should be considered cautiously.** Despite the mobility in the e-learning and hybrid student populations throughout the school year, the differing "N" sizes of the student groups, and the different academic profiles of students between the two student groups, it is important to study the overall results to help understand the impact the learning models had on student growth between the Fall and Spring of the 2020-21 school year.

Data Summary: e-Learning/Hybrid and Immersion Growth on NWEA Math

According to the table below, both e-Learning and Hybrid students on average made solid Fall to Spring growth according to their average RIT score performance. When discussing average RIT scores while studying multiple data points that include English and Immersion data as well as learning model data that include small numbers of students, it is important to view the results with context. Drawing conclusions with these factors in mind should be done cautiously.

Data Analysis: e-Learning/Hybrid and Immersion Growth on NWEA Math

Among English students, e-Learners out-performed Hybrid student RIT growth in Grades **K**, **1**, and **6**. Among Chinese Immersion students, e-Learners surpassed Hybrid student RIT growth in Grades **1** and **4**. Lastly, among Spanish Immersion students, e-Learners surpassed Hybrid student RIT growth in Grades **K**, **1**, **2**, **3**, and **7**. Chinese Immersion students had no more than **27** students participating in e-Learning at any one grade level. While English e-Learning students totaled as high as **136** students in Grade 7. Spanish Immersion students had their highest number of e-Learning students in Grade 4 with **55** students, with two grade levels having at least **50** students. Hybrid students saw the greatest difference in performance among the student groups within the Spanish Immersion program, surpassing e-Learners in **5** of **8** grade levels. Out of the 24 areas measured in Math, e-Learners surpassed Hybrid students in **10** out of the **24** areas. The numbers of students clearly made an impact on the average Fall to Spring RIT growth,

however, students made solid Fall to Spring Math RIT growth whether participating in e-Learning or Hybrid English, Spanish, or Chinese Immersion programs.

COMPARISONS BETWEEN ENGLISH, SPANISH, AND CHINESE STUDENT PERFORMANCE ON THE FALL AND SPRING NWEA: eLearning, HYBRID, AND OVERALL - MATH

	Mathematics Fall						Mathematics Spring					
	eLearning Mean RIT		Hybrid Mean RIT		Overall Mean RIT		eLearning Mean RIT		Hybrid Mean RIT		Overall Mean RIT	
Grade K	**N**	**RIT**	**N**	**RIT**	**N**	**RIT**	**N**	**RIT**	**N**	**RIT**	**N**	**RIT**
English	51	159.8	357	148.5	408	150.0	41	177.6	379	166.0	420	167.2
Chinese Immersion	26	169.7	92	154.0	118	157.5	19	184.8	97	170.9	116	173.1
Spanish Immersion	32	162.8	193	152.9	325	153.9	23	179.2	300	168.7	323	169.4
Grade 1	**N**	**RIT**	**N**	**RIT**	**N**	**RIT**	**N**	**RIT**	**N**	**RIT**	**N**	**RIT**
English	72	176.0	284	166.5	356	168.5	50	197.5	310	186.0	360	188.1
Chinese Immersion	23	185.2	94	168.6	117	171.9	20	208.4	92	191.2	112	194.3
Spanish Immersion	29	171.8	293	167.1	322	167.5	15	192.3	299	185.9	314	186.2
Grade 2	**N**	**RIT**	**N**	**RIT**	**N**	**RIT**	**N**	**RIT**	**N**	**RIT**	**N**	**RIT**
English	74	192.5	352	184.4	426	185.8	56	204.2	369	199.7	426	200.3
Chinese Immersion	16	197.6	98	188.6	114	189.8	14	213.4	101	206.0	115	206.9
Spanish Immersion	40	187.2	277	185.5	317	185.7	27	201.6	291	199.3	318	199.5
Grade 3	**N**	**RIT**	**N**	**RIT**	**N**	**RIT**	**N**	**RIT**	**N**	**RIT**	**N**	**RIT**
English	92	205.0	306	195.7	398	197.9	78	215.1	315	210.4	393	211.4
Chinese Immersion	25	210.3	77	200.0	102	202.5	22	222.5	75	218.4	97	219.3
Spanish Immersion	32	202.0	268	198.2	300	198.6	22	217.0	275	210.5	297	211.0
Grade 4	**N**	**RIT**	**N**	**RIT**	**N**	**RIT**	**N**	**RIT**	**N**	**RIT**	**N**	**RIT**
English	76	209.9	350	207.1	426	207.6	67	223.1	362	222.5	429	222.6
Chinese Immersion	21	220.1	85	215.0	106	216.0	19	242.2	85	229.5	104	231.8
Spanish Immersion	55	210.1	248	208.5	303	208.8	41	219.6	257	223.3	298	222.8
Grade 5	**N**	**RIT**	**N**	**RIT**	**N**	**RIT**	**N**	**RIT**	**N**	**RIT**	**N**	**RIT**
English	92	218.9	366	218.5	458	218.6	71	229.2	380	230.0	451	229.8
Chinese Immersion	27	233.9	81	225.2	108	227.4	17	249.4	93	241.0	110	242.3
Spanish Immersion	27	224.7	264	220.6	291	221.0	21	237.6	267	234.2	288	234.4
Grade 6	**N**	**RIT**	**N**	**RIT**	**N**	**RIT**	**N**	**RIT**	**N**	**RIT**	**N**	**RIT**
English	82	230.3	388	225.9	470	226.6	72	239.5	391	233.9	463	234.8
Chinese Immersion	22	247.0	69	231.4	91	235.2	21	249.2	69	240.8	90	242.8
Spanish Immersion	39	231.4	208	229.1	247	229.5	26	239.2	218	237.6	244	237.8
Grade 7	**N**	**RIT**	**N**	**RIT**	**N**	**RIT**	**N**	**RIT**	**N**	**RIT**	**N**	**RIT**
English	136	241.4	384	233.4	520	235.5	97	245.2	413	238.4	510	239.7
Chinese Immersion	17	242.9	55	239.8	72	240.6	20	247.2	54	244.9	74	245.5
Spanish Immersion	50	238.3	171	237.5	221	237.7	30	245.2	184	241.4	214	242.0
Grade 8	**N**	**RIT**	**N**	**RIT**	**N**	**RIT**	**N**	**RIT**	**N**	**RIT**	**N**	**RIT**
English	114	244.3	443	240.2	557	241.0	0	-	4	204.8	-	-
Chinese Immersion	19	260.9	63	248.7	82	251.5	0	-	0	-	-	-
Spanish Immersion	49	248.9	180	245.9	229	246.5	0	-	0	-	-	-

Data Summary: e-Learning/Hybrid and Immersion Growth on NWEA Reading

According to the table below, both e-Learning and Hybrid students on average made solid Fall to Spring Reading growth according to their average RIT score performance. Like Math, when discussing average RIT scores while studying multiple data points that include English and Immersion data as well as learning model data that include small numbers of students, it is important to view the results with context. Drawing conclusions with these factors in mind must be done cautiously.

Data Analysis: e-Learning/Hybrid and Immersion Growth on NWEA Reading

Among English students, e-Learners out-performed Hybrid student RIT growth in Grades **K**, **1**, **5**, and **6**. Among Chinese Immersion students, e-Learners surpassed Hybrid student RIT growth in Grades **1, 2, 4, 5,** and **7**. Lastly, among Spanish Immersion students, e-Learners surpassed Hybrid student RIT growth in Grades **3, 5, 6**, and **7**. E-Learning students saw the greatest difference in performance among the student groups within the Chinese Immersion program, surpassing e-Learners in **5** of **8** grade levels. Out of the 21 areas measured in Reading, e-Learners surpassed Hybrid students in **14** out of the **21** areas. Like Math, the numbers of students clearly made an impact on the average Fall to Spring RIT growth, however, students made solid Fall to Spring Reading RIT growth whether participating in e-Learning or Hybrid English, Spanish, or Chinese Immersion programs. Lastly, at Grades 6 and 7, there were groups of students who made negative Fall to Spring RIT growth in Reading. In Grade 6, e-learning Chinese Immersion students made -0.9 RIT points growth, dropping from **229.3 RIT points** to **228.4 RIT points**. At **228.4 RIT points**, this student group still performed beyond the Twelfth Grade level national. Among Seventh Graders, English e-Learning and Hybrid English and Immersion students all showed negative Fall to Spring RIT growth. English e-Learners dropped **5.8 RIT points** from Fall to Spring, while English Hybrid students decreased by **3.1 RIT points**. Chinese Immersion e-Learners dropped **0.1 RIT points**, while Chinese Immersion Hybrid students decreased by **3.7 RIT points**. Finally, Spanish Immersion e-Learners dropped by **0.9 RIT points**, with Hybrid students decreasing by **2.2 RIT points**. The Seventh Grade results reflect student performance in the general level classroom, because students in Honors Language Arts do not take the Spring NWEA Reading Test.

COMPARISONS BETWEEN ENGLISH, SPANISH, AND CHINESE STUDENT PERFORMANCE ON THE FALL AND SPRING NWEA: eLearning, HYBRID, AND OVERALL – READING

	Reading Fall						Reading Spring					
	eLearning Mean RIT		Hybrid Mean RIT		Overall Mean RIT		eLearning Mean RIT		Hybrid Mean RIT		Overall Mean RIT	
Grade K	**N**	**RIT**	**N**	**RIT**	**N**	**RIT**	**N**	**RIT**	**N**	**RIT**	**N**	**RIT**
English	53	157.6	358	145.1	411	146.8	39	173.7	379	159.6	418	160.9
Chinese Immersion	92	169.7	92	149.8	117	154.0	19	176.8	97	160.7	116	163.4
Spanish Immersion	*	*	*	*	*	*	*	*	*	*	*	*
Grade 1	**N**	**RIT**	**N**	**RIT**	**N**	**RIT**	**N**	**RIT**	**N**	**RIT**	**N**	**RIT**
English	72	173.1	284	163.2	356	165.2	50	189.1	310	178.9	360	180.3
Chinese Immersion	23	175.1	94	163.2	117	165.5	20	188.7	92	173.8	112	176.5
Spanish Immersion	*	*	*	*	*	*	*	*	*	*	*	*
Grade 2	**N**	**RIT**	**N**	**RIT**	**N**	**RIT**	**N**	**RIT**	**N**	**RIT**	**N**	**RIT**
English	73	187.9	351	179.3	424	180.7	56	201.8	369	195.0	426	196.0
Chinese Immersion	16	187.0	98	177.7	114	179.0	14	202.7	101	190.3	115	191.8
Spanish Immersion	*	*	*	*	*	*	*	*	*	*	*	*
Grade 3	**N**	**RIT**	**N**	**RIT**	**N**	**RIT**	**N**	**RIT**	**N**	**RIT**	**N**	**RIT**
English	93	201.2	305	193.6	398	195.3	78	208.2	318	205.0	396	205.6
Chinese Immersion	24	202.2	77	193.8	101	195.8	22	213.5	76	205.9	98	207.6
Spanish Immersion	32	194.8	268	194.8	300	194.8	22	214.4	276	205.6	298	206.2
Grade 4	**N**	**RIT**	**N**	**RIT**	**N**	**RIT**	**N**	**RIT**	**N**	**RIT**	**N**	**RIT**
English	76	207.7	350	204.9	426	205.4	68	215.3	362	212.9	430	213.3
Chinese Immersion	21	207.3	85	205.1	106	205.5	19	220.9	85	213.4	104	214.8
Spanish Immersion	55	206.4	248	205.5	303	205.7	40	212.8	259	216.8	299	216.2
Grade 5	**N**	**RIT**	**N**	**RIT**	**N**	**RIT**	**N**	**RIT**	**N**	**RIT**	**N**	**RIT**
English	92	212.6	367	213.2	459	213.1	71	222.6	382	218.4	453	219.0
Chinese Immersion	27	218.7	81	212.5	108	214.0	17	228.1	93	220.1	110	221.3
Spanish Immersion	27	221.9	263	215.5	290	216.1	21	228.5	267	221.7	288	222.2
Grade 6	**N**	**RIT**	**N**	**RIT**	**N**	**RIT**	**N**	**RIT**	**N**	**RIT**	**N**	**RIT**
English	75	225.1	380	220.8	455	221.5	75	228.8	400	224.4	475	225.1
Chinese Immersion	18	229.3	68	220.0	86	221.9	21	228.4	70	226.1	91	226.6
Spanish Immersion	39	225.7	202	223.8	241	224.1	27	231.3	221	227.4	248	227.9
Grade 7	**N**	**RIT**	**N**	**RIT**	**N**	**RIT**	**N**	**RIT**	**N**	**RIT**	**N**	**RIT**
English	130	230.5	372	225.6	502	226.9	57	224.7	320	222.5	377	222.8
Chinese Immersion	17	228.2	56	227.6	73	227.8	15	228.1	41	223.9	56	225.0
Spanish Immersion	49	226.9	166	227.6	215	227.4	25	226.0	144	225.4	169	225.4

OPEN-ENROLLED STUDENTS

Data Summary: Open-Enrolled Student Performance on NWEA

According to the data in the table below, Open-Enrolled and Resident students are performing similarly in Math and Reading at most grade levels. This is encouraging news and a testament to the strength of Minnetonka's academic program. The longer the

students are exposed to the Minnetonka curriculum, the more academically successful they become.

Data Analysis: Open-Enrolled Student Performance on NWEA

Although it is difficult to analyze the prior skill level of incoming Open-Enrolled students, the data suggests that Minnetonka is attracting Open-Enrolled students with a level of skills. In addition, the data suggests that the strong academic program and the strong instructional program are having a positive impact on new students as they enter the system and perform at high levels. With one exception among Grade 1 students in Reading in the Spring of 2021, as the students move through the grade levels, there is virtually no difference in Math and Reading performance among the two student groups.

Comparisons Between Open Enrolled and Resident Student Performance on 2018-2021 NWEA

	Math				Reading			
	N	Spring 2018 Mean RIT	Spring 2019 Mean RIT	Spring 2021 Mean RIT	N	Spring 2018 Mean RIT	Spring 2019 Mean RIT	Spring 2021 Mean RIT
Grade K			Primary Grades				Primary Grades	
Open-Enrolled	306	168.9	167.7	**169.5**	205	163.9	164.2	*162.9*
Resident	553	167.4	167.3	**168.5**	329	163.0	163.9	*160.6*
Grade 1			Primary Grades				Primary Grades	
Open-Enrolled	298	197.3	194.8	*188.5*	188	186.0	183.5	*177.1*
Resident	488	196.7	194.8	*188.1*	289	185.8	185.1	*180.6*
Grade 2			2-5 MN 2007				2-5 Common Core	
Open-Enrolled	319	203.9	202.4	*201.3*	206	197.9	195.5	**195.8**
Resident	540	203.9	202.2	*200.7*	339	197.5	196.5	*194.7*
Grade 3			2-5 MN 2007				2-5 Common Core	
Open-Enrolled	307	217.0	214.5	*213.3*	309	209.8	206.3	206.3
Resident	480	217.0	215.3	*211.5*	483	209.7	208.6	*206.0*
Grade 4			2-5 MN 2007				2-5 Common Core	
Open-Enrolled	306	229.9	227.5	*224.6*	308	217.8	216.7	*214.6*
Resident	525	229.4	227.1	*223.4*	525	217.9	216.5	*214.5*
Grade 5			2-5 MN 2007				2-5 Common Core	
Open-Enrolled	307	239.7	236.9	*231.7*	308	225.0	222.2	*219.7*
Resident	542	239.4	236.2	*233.7*	543	224.6	221.7	*220.8*
Grade 6			6 + Math				6 + Reading CCSS	
Open-Enrolled	292	245.1	241.4	*237.1*	299	229.4	227.5	*226.1*
Resident	505	243.8	241.3	*236.3*	515	228.9	227.1	*226.1*
Grade 7			6 + Math				6 + Reading CCSS	
Open-Enrolled	267	252.5	250.6	*241.2*	202	228.3	228.9	*223.9*
Resident	531	251.8	249.7	*240.6*	400	229.3	228.3	*223.7*

SPECIAL EDUCATION STUDENTS

Data Summary: Special Education Student Growth on NWEA

This was a unique and challenging year for students who need extra academic, social, and emotional support. According to Student Support Services District leadership, students receiving Special Education services have a variety of disabling conditions that may impact, such as auditory processing needs or receptive and expressive language. In addition, students may need a teacher in close proximity to help keep them focused or to work with them using different modalities. These are all examples of limitations in which students receiving Special Education services need to navigate. In addition, it is difficult to understand how much the testing environment impacted students' NWEA test scores and subsequent Fall to Spring growth. It is also possible that students with special needs would have negative feelings toward taking a standardized test in a way that is not typical for them, for example testing while wearing masks. With several added barriers to learning for students in Special Education, there is more for students in this student population to overcome than the typical learner.

Data Analysis: Special Education Student Growth on NWEA

In many ways, the data for students in Special Education can be seen as positive, with some areas to monitor. For example, Grade 7 students receiving Special Education services out-performed their peers not in Special Education according to Reading Fall to Spring growth targets. Also, in Reading, Grade 6 students in Special Education saw **50.0 percent** of students reach their growth targets compared to their non-Special Education peers who had **56.0 percent** reach growth targets. Grade 4 students receiving Special Education services had **57.7 percent** reach their Fall to Spring growth targets compared to their peers having **68.4 percent** reach their targets. Among students receiving Special Education Services, the areas where there is the greatest need to study the results more closely lie within Grades 5 and 7 for Math. Grade 5 saw **39.2 percent** meet their Fall to Spring growth targets, while students in Grade 7 saw **32.5 percent** meet their growth targets.

Special Education Growth on the Spring NWEA

	Math				Reading			
	N	Spring 2021 Mean RIT	Fall 2020 Mean RIT	% Mtg Growth	N	Spring 2021 Mean RIT	Fall 2020 Mean RIT	% Mtg Growth
Grade 4		2-5 MN 2007				2-5 Common Core		
Non-Special Education	753	224.8	209.8	68.4%	754	215.7	206.3	65.1%
Special Education-No Speech	78	214.1	200.6	57.7%	79	203.0	196.6	49.4%
Grade 5		2-5 MN 2007				2-5 Common Core		
Non-Special Education	770	234.6	221.7	66.0%	772	221.6	215.4	58.3%
Special Education-No Speech	79	217.9	209.0	39.2%	79	208.4	202.7	46.8%
Grade 6		6+ Math				6 + Reading CCSS		
Non-Special Education	708	238.3	230.2	52.6%	730	227.7	223.6	56.0%
Special Education-No Speech	76	220.8	214.5	46.1%	84	212.1	209.2	50.0%
Grade 7		6+ Math				6 + Reading CCSS		
Non-Special Education	721	242.7	238.3	40.4%	529	225.2	228.5	43.9%
Special Education-No Speech	77	224.0	220.1	32.5%	73	212.9	213.4	45.2%

Data Summary: Special Education RIT by Grade Level

Although there is a smaller sample size for the Special Education population, there was mean RIT growth in Math for students in **2** out of **9** grade levels tested compared to **2** out of **9** grade levels from a year ago. For Reading, students saw a decrease in mean RIT scores among all grade levels tested compared to **3** of **9** grade levels in 2019. Grade 7 saw a significant decrease in Math and Reading, like what was seen for the overall grade level results reported previously. With an average RIT score of 224 in Math, Grade 7 students performed at the *Middle of Seventh Grade* level. Typically, students receiving Special Education service perform at least one year behind their same grade non-Special education peers. Grade 6 students performed at the *End of Sixth Grade* level in Reading compared to all students nationally.

Data Analysis: Special Education RIT by Grade Level

It is important to note the small size of this population, and although an average score can show success and growth, the Special Education program prides itself on providing individual attention to students. Although the individual attention looked different this past year, teachers worked hard to provide the best possible environment for their students. Within these data sets are students who may have significantly out-performed the average, and there are students who likely have significantly under-performed compared to the average. It will be important for Special Education teachers and leadership to analyze the results by strand and student to ensure learners are targeted for specific instructional intervention as they begin the next school year. As stated above, the curriculum and instructional design for Special Education has targeted the needs of

individual students. The strong results in this area are directly related to the ability of the Special Education staff to support and monitor the ongoing performance of this group of students.

ALL Special Education (includes speech) Spring Mean RIT Scores by Grade Level Spring 2019-21

	Special Education Math Spring 2021	Special Education Math Spring 2019	Special Education Reading Spring 2021	Special Education Reading Spring 2019
KG	**163.0**	162.6	*154.7*	159.7
1	*185.9*	189.6	*175.2*	178.2
2	*196.6*	198.1	*185.2*	188.4
3	*203.2*	207.8	*194.9*	200.2
4	**218.6**	216.4	*207.3*	208.1
5	*219.8*	226.9	*210.2*	213.1
6	*223.2*	230.6	*214.7*	218.5
7	*224.1*	235.8	*213.5*	221.0
8	*204.8*	237.1	*208.0*	205.1

Note: Only students receiving additional support in Reading in Grades 7 and 8 take the Spring Reading NWEA; Most students do not take the Spring Math NWEA

LIMITED ENGLISH PROFICIENCY (LEP) STUDENTS

Data Summary: LEP Student Growth

As students increase in grade level, the typical expected RIT growth decreases. For example, typical growth for Grades Six through Eight is between six and seven RIT points. Students in Kindergarten can expect approximately **17 point** RIT growth from Fall to Spring in Reading compared to **18 point** RIT growth in Math according to the 2020 norms. The table below illustrates that most grade levels exceeded RIT growth expectations in Math and Reading. Grades 7 and 8 had a select population take the Reading assessments, so the growth measurement does not reflect that of the entire grade level. Also, typical RIT growth for a Grade Five Math student is approximately **9 points**. In addition, there is an important data point to note among Fifth Grade LEP students on the Reading Test. From Fall to Spring, this grade level saw 80 percent of students meet their growth targets. In fact, Grades 2-5 saw English Language Learners surpass the **50 percent** Fall to Spring growth target, which is the national average for all students. In Reading, **4** out of **8** grade levels surpassed the **50 percent** mark, and in Math, **5** out of **8** surpassed this threshold among students receiving ELL services.

Data Analysis: LEP Student Growth

The English Language Learner (ELL) teachers have been meeting since the 2012-13 school year to continue implementing new ELL standards and assessments. In order for students who perform below grade level peers to close the achievement gap, they need

to make more than a year's worth of growth for three straight years. This is the goal of programs such as the ELL and Special Education programs. Although LEP students are not significantly closing the gap between non-LEP students in Minnetonka, many are meeting their growth targets by a significant margin. However, there are a few important and notable exceptions. In First Grade Reading, only **45.5 percent** of LEP students met their growth targets. Also, LEP students in Kindergarten saw only **36.7 percent** of students meet growth targets in Reading. This is especially important to the Minnetonka ELL program as the District monitors Reading performance closely through Third Grade to show how students are performing in Reading by the end of Third Grade as part of a state initiative. In Math, Grade 5 students saw 40 percent meet the Fall to Spring growth targets. This is especially important to the Minnetonka ELL program as the District monitors Reading performance closely through Third Grade to show how students are performing in Reading by the end of Third Grade as part of a state initiative.

It is important to note that there are a small number of students at each grade level within the LEP population, so it will be expected for staff to analyze the specific student results prior to the start of the next school year. These data used in conjunction with Fall results and the NWEA Learning Continuum will help to inform instruction immediately to start the beginning of the school year.

Limited English Proficiency (LEP) Student Growth

	Math				Reading			
	N	Spring 2021 Mean RIT	Fall 2020 Mean RIT	% Mtg Growth	N	Spring 2021 Mean RIT	Fall 2020 Mean RIT	% Mtg Growth
Grade K		Math Primary Grades				Rdg Primary Grades		
English	398	167.0	150.1	59.8%	396	160.9	146.9	54.8%
Limited English Proficient	38	167.5	147.7	42.1%	30	159.3	142.8	36.7%
Grade 1		Math Primary Grades				Rdg Primary Grades		
English	341	188.6	168.8	73.9%	341	180.7	165.6	53.7%
Limited English Proficient	26	179.0	160.7	53.8%	22	173.3	155.7	45.5%
Grade 2		2-5 MN 2007				2-5 Common Core		
English	416	200.5	185.9	61.5%	416	196.1	181.0	61.5%
Limited English Proficient	20	195.6	181.3	55.0%	14	190.9	168.3	64.3%
Grade 3		2-5 MN 2007				2-5 Common Core		
English	370	212.0	198.7	62.7%	373	206.5	196.3	57.4%
Limited English Proficient	25	200.6	182.4	52.0%	25	192.6	176.2	52.0%
Grade 4		2-5 MN 2007				2-5 Common Core		
English	413	223.1	208.0	67.3%	414	213.7	206.0	57.7%
Limited English Proficient	18	213.1	196.1	61.1%	18	203.9	189.2	55.6%
Grade 5		2-5 MN 2007				2-5 Common Core		
English	441	230.3	218.9	58.0%	443	219.4	213.7	54.4%
Limited English Proficient	10	209.1	202.2	40.0%	10	201.8	184.0	80.0%
Grade 6		6 + Math				6 + Reading CCSS		
English	451	235.3	226.9	52.3%	462	225.7	222.0	54.5%
Limited English Proficient	13	215.8	204.0	46.2%	14	203.8	189.3	35.7%
Grade 7		6 + Math				6 + Reading CCSS		
English	500	240.0	235.8	38.8%	366	223.3	227.3	43.7%
Limited English Proficient	11	226.1	215.7	54.5%	12	207.4	204.0	33.3%

OVERALL STUDENT PERFORMANCE (WITHOUT HIGH POTENTIAL)

Data Summary: Overall Student Performance Without HP

Non-high potential program students experienced higher mean RIT results compared to two years in one grade level for Math and five grade levels for Reading. Two years ago, non-High Potential students did not out-perform their same grade counterparts in Reading at any grade level. There are some decreases that could be considered significant. For example, Grades 1 and 6 saw between a five and six point drop in average RIT score compared to 2019 in Math. In Reading, First Graders saw a **3.0 RIT point** drop compared to 2019 mirroring the performance of the grade level. Taking into consideration the RIT scores and grade levels, despite the lower average RIT scores compared to two years ago in some areas, non-High Potential student performance was solid with very few drops considered to be statistically significant.

Non-High Potential Spring Mean RIT Scores by Grade Level
Spring 2019-21

	Non-High Potential Math-2021	Non-High Potential Math-2019	Non-High Potential Reading-2021	Non-High Potenial Reading-2019
KG	**167.8**	166.3	*161.5*	163.2
1	*186.4*	192.0	*179.2*	182.2
2	*198.1*	198.7	**195.1**	192.4
3	*208.9*	211.3	**206.1**	204.5
4	*219.2*	221.4	**214.5**	212.7
5	*228.0*	230.6	**220.4**	218.0
6	*230.9*	236.1	**226.1**	223.8
7	*234.8*	244.3		

Note: Only students receiving additional support in Reading in Grades 7 and 8 take the Spring Reading NWEA; Most Grade 8 students do not take the Spring Math NWEA

OVERALL STUDENT PERFORMANCE (WITHOUT SPECIAL EDUCATION)

Data Summary: Overall Student Performance without Special Education

According to the table below non-Special Education peers saw decreases in average RIT scores at each grade level in Math and Reading. However, it is important to note that the only decrease in average RIT score in Reading that is statistically significant is among First Grade students. This is very good news overall for Reading results, and during a time when student scores will drop dramatically across the nation, Minnetonka students performed strongly in Reading. In Math, there were some areas in which scores dropped significantly. The grade levels in which there were significant decreases were Grades 4, 6, and 7. Although Grade 1 average RIT scores decreased by 6.5 RIT points, the drop should not be considered significant, as the K-1 Math Test was revised this year. NWEA recommends not comparing this year's K-1 Math Test results with previous year's scores.

Fifth Grade non-Special Education students are performing at least six grade levels above their national peers in Math and Reading, and as the grade levels increase, all Minnetonka students begin to significantly out-pace their national comparison groups.

ALL Non-Special Education Spring Mean RIT Scores by Grade Level
Spring 2019-21

	Non-Special Education Math Spring 2021	Non-Special Education Math Spring 2019	Non-Special Education Reading Spring 2021	Non-Special Education Reading Spring 2019
KG	**169.5**	167.8	*162.5*	164.8
1	*188.5*	195.0	*179.8*	185.3
2	*201.6*	202.7	*197.2*	197.6
3	*213.5*	215.7	*207.7*	208.8
4	*224.8*	228.8	*215.8*	218.0
5	*234.6*	237.4	*221.6*	223.1
6	*238.3*	242.6	*227.6*	228.5
7	*242.7*	251.2		

Note: Only students receiving additional support in Reading in Grades 7 and 8 take the Spring Reading NWEA; Most Grade 8 students do not take the Spring Math NWEA

OVERALL STUDENT PERFORMANCE BY GENDER

Data Summary: Overall Student Performance by Gender in Reading
According to the table below, girls out-performed boys in Reading at each of the grade levels. However, the only gap in performance that has statistical significance is among Second Graders. Girls out-performed boys by **3.5 RIT points**. Overall, girls at the First Grade level showed a statistically significant drop of **4.0 RIT points** compared to their same grade counterparts from two years ago. Boys experienced a significant decrease in performance compared to their same grade peers in Grades K and 1 only. First Grade girls and boys are performing at the *Middle of Second Grade* level according to NWEA National Norms.

Gender Spring Mean RIT Reading Comparison
Spring 2019-21

	Reading – Females-2021	Reading – Females-2019	Reading – Males-2021	Reading – Males-2019
KG	*162.7*	164.4	*160.7*	163.8
1	*180.4*	184.4	*177.9*	184.5
2	*196.9*	197.1	*193.4*	195.3
3	*207.3*	208.5	*204.8*	207.0
4	*215.3*	217.6	*213.8*	215.6
5	*221.6*	222.5	*219.3*	221.2
6	*226.9*	229.0	*225.4*	225.8

Data Summary: Overall Student Performance by Gender in Math

According to the table below, there were decreases in average RIT scores at each grade level for boys and girls with the exception Kindergarten. For girls, they experienced a significant decrease in RIT score in Grades **4**, **6**, and **7**. The most significant decrease was experienced in Grade 7 with a drop of **9.8 RIT points**. This mirrored the overall decrease for Seventh Graders. Boys showed statistically significant decreases in average RIT scores within Grades **5**, **6**, and **7**, with Grade 7 scores dropping by **6.8 RIT points**. It will be important to monitor these scores over time to ensure there is not a trend of significant out-performance by one gender over another. Although there were decreases in performance compared to two years ago, most of the decreases can be considered minor and within a typical range of fluctuation except for the grade levels identified in this section.

Gender Spring Mean RIT Math Comparison
Spring 2019-21

	Math – Females-2021	**Math – Females-2019**	**Math – Males-2021**	**Math – Males-2019**
KG	**167.5**	166.8	**169.9**	167.3
1	*186.6*	192.1	*190.0*	196.6
2	*199.5*	199.7	*202.3*	203.5
3	*210.7*	213.2	*213.8*	215.7
4	*221.4*	225.8	*225.9*	227.6
5	*232.4*	233.7	*233.6*	238.0
6	*235.3*	240.0	*237.9*	241.5
7	*238.5*	248.7	*243.3*	250.2

Note: Most Grade 8 students do not take the Spring Math NWEA

OVERALL STUDENT PERFORMANCE BY ETHNICITY

The Math and Reading tables in this section highlight specific ethnic student group non-cohort performances. In many cases, the increases and decreases in performances among the student groups is not to be considered statistically significant. The sections below will provide the details and highlight the grade levels in which to focus for both subjects.

Data Summary: Overall Student Performance by Ethnicity in Reading

It is important to note that most of the student groups' fluctuating results should be expected due to the small number of students represented in these populations, with the exception of the Caucasian student group. However, the declines in RIT score performances for these student groups is important to understand, and individual student performances should be analyzed at the building level in order to serve students not meeting expected annual growth.

According to non-cohort Reading performance, African American First Graders improved by **5.6 RIT points** in Reading compared to their same grade level counterparts two years ago. This places African American First Graders at the *Beginning of Second Grade* level compared to all students nationally. In addition, with an average score of **204.7 RIT Points** Grade 4 African American students performed at the *Beginning of Fifth Grade* level compared to all students nationally. Hispanic students saw gains at Second Grade compared to their same grade counterparts two years ago. With an average score of **214.5 RIT Points**, Fifth Grade Hispanic students performed at the *Beginning of Seventh Grade* level according to NWEA National Norms for all students. Except for Grade 1, the Caucasian decreases at each of the grade levels should not be considered significant, because the decline in RIT scores was less than the standard of error of **3.0 RIT points**.

All students featured in the table, regardless of ethnicity receive individual or small group support as needed. All students not meeting grade level targets are served through the MTSS program in Reading.

Ethnicity Spring Mean RIT Non-Cohort Comparison – Reading – Spring 2019-21

GR	Asian-2021	Asian-2019	African-American 2021	African-American 2019	Hispanic 2021	Hispanic 2019	Caucasian-2021	Caucasian-2019
K	*166.6*	168.0	*150.4*	169.1	*158.4*	161.5	*161.4*	163.5
1	**185.9**	185.0	**173.2**	167.6	*174.3*	180.2	*179.0*	185.5
2	**200.0**	198.3	*188.4*	190.3	**187.4**	179.4	*195.0*	196.7
3	*212.0*	212.7	*196.3*	197.5	*202.0*	203.7	*206.1*	207.9
4	*215.6*	218.1	*204.7*	205.9	*206.8*	214.1	*215.1*	217.0
5	*225.5*	227.2	*208.7*	212.4	*214.5*	219.2	*220.6*	222.0
6	*227.9*	229.6	*213.4*	222.5	*222.7*	224.9	*226.8*	227.4

American Indian=less than 10 students at all Grade levels

Data Summary: Overall Student Performance by Ethnicity in Math

It is important to note that most of the student groups' fluctuating results should be expected due to the small number of students represented in these populations, except for the Caucasian student group. However, the declines in RIT score performances for these student groups are important to understand, and individual student performances should be analyzed at the building level to serve students not meeting expected annual growth.

According to non-cohort Math performance, African American students improved in **4** of the **8** grade levels measured. Grades 1-4 all increased their average RIT scores compared to their same grade level peers from 2019. Seventh Graders are performing at the *Middle of Eighth Grade* level compared to all students nationally. Hispanic students

saw gains at **4** of **8** grade levels as well with the largest increase occurring among Second Graders. By Seventh Grade, Hispanic students are performing at the *End of Tenth Grade* level in Math according to NWEA National Norms for all students. The Caucasian decreases at Grades 4, 5, 6, and 7 are considered significant in a typical year, because the decline in RIT scores was more than the standard of error of **3.0 RIT points**. Again, Kindergarten and First Grade RIT scores should not be compared to previous years due to the revised K-1 assessment this year.

The results for all student groups will need to be studied closely at the building and District level, to understand the proper course of action to take to address the statistically significant drops in student performances.

Ethnicity Spring Mean RIT Non-Cohort Comparison – Math – Spring 2019-21

GR	Asian-2021	Asian-2019	African-American 2021	African-American 2019	Hispanic-2021	Hispanic-2019	Caucasian-2021	Caucasian-2019
K	**176.4**	169.9	*162.5*	163.4	**165.2**	157.7	**168.5**	167.0
1	**198.5**	195.9	**178.8**	166.6	*182.3*	187.9	*188.0*	194.8
2	**206.9**	205.2	**197.1**	184.6	**195.0**	184.1	*200.8*	202.0
3	**222.0**	221.4	**199.6**	198.5	**208.0**	204.6	*211.8*	214.3
4	**232.0**	228.1	**210.5**	204.0	*211.5*	214.0	*223.7*	227.3
5	**244.8**	242.9	*216.8*	218.4	**223.4**	218.0	*232.8*	236.2
6	**245.1**	244.2	*218.0*	226.4	*231.4*	231.8	*236.9*	241.1
7	*252.6*	255.8	*228.8*	228.9	*232.2*	233.7	*240.7*	249.9

American Indian=less than 10 students at all Grade levels; Note: Most Grade 8 students do not take the Spring Math NWEA

MATH

This Fall and Spring, Grade 6 and 7 middle school Math students took the Math 6+ Test again, marking five years since the middle schools transitioned from taking the End of Course Algebra and Geometry assessments to taking the Math 6+ assessment. Within the current edSpring software, teachers can efficiently sort their data by course, student group, strand, and growth to see how they are meeting the needs of their students. With the targets clearly displayed in the software, teachers can view which students are performing on or below target.

Data Summary: Primary Grades Math Results
This year marked the first year K-1 students took the revised Primary Grades Math Test. With NWEA's transition to this assessment, staff will need to consider the data baseline, as it should not be compared directly to previous year's results.

Data Analysis: Primary Grades Math Results
According to the new 2020 NWEA Math Norms, Fall to Spring growth for Kindergarten students is **16.6 RIT points**. Two years ago, average Kindergarten Fall to Spring RIT growth totaled **19.4 RIT points**. This year, Kindergarten Fall to Spring growth totaled **16.3 RIT points** falling slightly off the pace of the national average. This will be important to note in the years to come to determine the new Fall to Spring growth trend for K-1 students.

Fall to Spring RIT growth for First Graders in 2018-19 was **25.3 RIT points**. Minnetonka First Graders increased their RIT score from the Fall by **19.6 RIT points** surpassing the national expectation. According to the new national norms, First Graders should improve by **16.4 RIT points** from the Fall to the Spring.

Fall and Spring 2018-2021 NWEA Math for Primary Grades Assessment

Math For Primary Grades K-1	Fall Combined RIT 2018	Spring Combined RIT 2019	Fall Combined RIT 2020	Spring Combined RIT 2021
Numbers and Operations	156.9	179.8	161.0	*178.4*
Geometry and Measurement	155.0	180.8	157.3	*180.0*
Data Analysis	158.6	179.5	161.9	*177.0*
Algebra	159.5	178.1	160.9	*176.8*
	Math Mean RIT	**Math Mean RIT**	**Math Mean RIT**	**Math Mean RIT**
Kindergarten	147.9	167.3	152.5	**168.8**
Grade 1	169.2	194.5	168.6	*188.2*

Data Summary: Intermediate Grades Math Results
According to the table below, overall Spring RIT scores show a decrease from two years ago when compared to their same grade level counterparts from last year. Expected Fall to Spring growth for students in Grade 2 is **14.4 RIT points** (MTKA=**14.6**), for Grade 3 it is **12.6 RIT points** (MTKA=**13.5**), for Grade 4, it is **10.9 RIT points** (MTKA=**14.7**), and for Grade 5, expected Fall to Spring growth is **9.7 RIT points** (MTKA=**12.5**). Grades 3, 4 and 5 increased their Fall to Spring RIT growth from two years ago, while the NWEA National RIT Norms for these grade decreased, indicating Minnetonka students made more than expected growth compared to national expectations.

Data Analysis: Intermediate Grades Math Results
In past years, grade level teams from across the elementary sites, determined that Algebra was to be an area of focus. Algebra once again appears to be an area of focus, and it may require additional assessments in this area to measure student growth throughout the year.

Fall and Spring 2018-2021 NWEA Math 2-5 Assessment

Math Grades 2-5	Fall Combined RIT 2018	Spring Combined RIT 2019	Fall Combined RIT 2020	Spring Combined RIT 2021
Number and Operation	205.7	219.6	202.7	*217.1*
Algebra	206.8	218.1	203.6	*215.9*
Geometry and Measurement	207.8	221.5	205.1	*218.6*
Data Analysis	208.5	221.3	203.4	*218.1*
	Math Mean RIT	**Math Mean RIT**	**Math Mean RIT**	**Math Mean RIT**
Grade 2	187.1	202.0	186.3	*200.9*
Grade 3	202.0	214.7	198.7	*212.2*
Grade 4	213.9	227.0	209.1	*223.8*
Grade 5	226.0	236.2	220.5	*233.0*

Data Summary: Math 6+ Results
According to the results in the table below, each of the grade levels were out-performed by their same grade counterparts from two years ago. Only a select group of students take the Spring Math NWEA Test, which is why the average RIT score is significantly lower than in past years and to Grade 6 and 7.

Data Analysis: Math 6+ Results
Middle School students are performing well beyond the Twelfth Grade level. Nationally, the average RIT score for a Twelfth Grader is **234.2**, and Minnetonka Grade 6 students surpassed that average by **2.4 RIT points**, and Grade 7 students eclipsed this mark by **6.6 RIT points**. In addition, Sixth Graders made **8.1 RIT points** growth this year, while the average student with a starting RIT score of **228.5** nationally is expected to grow by **3.0 RIT points**. The average Seventh Grader with a starting RIT score of **236.5** is expected by grow by **1.0 RIT points** from Fall to Spring, while Minnetonka Seventh Graders improved by **4.3 RIT points**. Despite being out-performed by their same grade peers from two years ago, it is evident that Minnetonka Grade 6 and 7 students made significant growth in Math this year. Teachers use specific information from the Fall results provided to them by NWEA for the Math 6+ Test. This helps to give guidance to teachers as to plan lessons throughout the year. The use of the Learning Continuum with the Math 6+ Test allows teachers to use this assessment in a formative manner to help impact instruction immediately at the beginning of the year.

It will be important to study the NWEA results compared to the MCA results to determine the needs of this group of students as they move to the next grade level. Each year, teachers in the high school Math department are provided Math data for their students, so teachers can determine their needs at the beginning of the school year. Data provided are NWEA and MCA historical results.

Fall and Spring 2018-2021 NWEA Math 6+ Assessment

Math 6+	Fall Combined RIT 2018	Spring Combined RIT 2019	Fall Combined RIT 2020	Spring Combined RIT 2021
Number and Operation	240.0	248.5	236.3	*238.7*
Algebra	240.6	248.6	235.8	*238.6*
Geometry and Measurement	241.6	248.8	236.0	*238.5*
Data Analysis and Probability	242.5	247.8	237.4	*238.7*
	Math Mean RIT	**Math Mean RIT**	**Math Mean RIT**	**Math Mean RIT**
Grade 6	231.9	241.1	228.5	*236.6*
Grade 7	241.5	249.7	236.5	*240.8*
Grade 8	250.5	253.8	243.5	*204.8*

READING

Data Summary: Primary Grades Reading
Kindergarten and First Grade students have been taking the new NWEA Common Core Test the past three years. Despite the change in tests, performance remained strong. Although Kindergarten and First Grade students did not make the same type of Fall to Spring RIT growth compared to their counterparts from two years ago, they did make solid growth.

Data Analysis: Primary Grades Reading
Nationally, Kindergarten students are expected to make **17 points** RIT growth from Fall to Spring. Minnetonka Kindergarteners grew by **13.2 RIT points**. First Graders are expected to make **16 points** RIT growth, and Minnetonka First Graders grew by **13.9 RIT points**. However, with the new norms, Kindergarteners are now performing at the *mid First Grade* level for the first time, while First Graders are maintaining their level from past years at the *mid Second Grade* level. Although Minnetonka students saw slightly less that 50 percent of students meet their Fall to Spring growth targets as stated previously, the average Minnetonka K-1 student is performing beyond their current grade level. Primary assessments and curriculum have been updated to align with the new standards. Teachers have been trained in the new assessments and were successful in supporting students to meet the increased rigor of the new standards. According to Fall to Spring results, Vocabulary and Comprehension yielded the highest results with Language and Writing and Foundational Skills being an area for growth.

Fall and Spring 2018-2021 NWEA Reading Primary Grades Assessment

Reading For Primary Grades K-1	Fall Combined RIT 2018	Spring Combined RIT 2019	Fall Combined RIT 2020	Spring Combined RIT 2021
Foundational Skills	154.2	172.5	153.9	*168.2*
Vocabulary	158.8	174.3	159.0	*171.9*
Lit. and Informational Text	158.7	173.8	158.4	*171.0*
Language and Writing	151.9	170.4	153.7	*168.3*
	Reading Mean RIT	**Reading Mean RIT**	**Reading Mean RIT**	**Reading Mean RIT**
Kindergarten	147.9	164.1	148.3	*161.5*
Grade 1	166.7	184.5	165.3	*179.2*

Data Summary: Intermediate Grades Reading
There were successes among Grades 2-5 on the NWEA Reading Test, with most grade levels surpassing expected RIT growth, except for Grade 5, where students fell slightly off the mark by **0.3 RIT points**. Grade 2 grew **14.7 RIT points** (National=**13.0**), Grade 3 grew **11.4 RIT points** (National=**10.5**), and Grade 4 grew **9.0 RIT points** (National=**8.2**). Grade 5 grew **6.2 RIT points** compared to the national Fall to Spring RIT growth of **6.5 points**.

Data Analysis: Intermediate Grades Reading
By the end of Third Grade, students are reaching the *early Fifth Grade* level nationally, and by the end of Fifth Grade, students are performing at the *mid Ninth Grade* level. In the past, Fifth Graders were reaching *beyond the Eleventh* Grade level in Reading, and it will be important to study future NWEA results to understand if the drop in level is due to the new NWEA Norms, or if it was due to the impact of the disruption to learning during COVID. Intermediate assessments and curriculum have been updated to align with the new standards, and with the new Language Arts review in process, more recommendations will be sure to be implemented in the coming years. Teachers were trained in the current assessments and were successful in supporting students to meet the increased rigor of the new standards at the time, and new revisions will be made based on the new Language Arts state standards.

Fall and Spring 2018-2021 NWEA Reading
Common Core 2-5 Assessment

Reading Grades 2-5 Common Core (CCSS)	Fall Combined RIT 2018	Spring Combined RIT 2019	Fall Combined RIT 2020	Spring Combined RIT 2021
Informational Text	202.2	212.1	200.7	*210.4*
Literature	202.6	212.4	201.0	*210.9*
Foundational Skills and Vocabulary	202.1	211.5	200.3	*210.1*
	Reading Mean RIT	**Reading Mean RIT**	**Reading Mean RIT**	**Reading Mean RIT**
Grade 2	180.6	196.1	180.4	*195.1*
Grade 3	195.6	207.7	194.7	*206.1*
Grade 4	208.7	216.6	205.5	*214.5*
Grade 5	216.7	221.9	214.2	*220.4*

Data Summary: Middle Grades Reading
According to the table below, Sixth Graders grew **3.8 RIT points** (National=**1.2**), and Seventh Graders dropped by **3.4 RIT points** (National=**4.1).** During the last two testing years, Literature has been an area of focus for the middle school.

Data Analysis: Middle Grades Reading
It is important the Sixth and Seventh Grade teachers at each site study their results closely to determine the needs for next year. As teachers review their data, they will learn how individual student performed and if there were any significant gaps between instruction and assessment. Also, it is important to study all data cautiously to determine if the drop in performance for Seventh Graders is becoming a trend or is an anomaly for the 2020-21 school year. Lastly, the middle schools will need to study how the NWEA results compare to the MCA results to better understand the areas in which to focus their work.

Fall and Spring 2018-2021 NWEA Reading
Common Core 6+ Assessment

Reading Grades 6+ Common Core (CCSS)	Fall Combined RIT 2018	Spring Combined RIT 2019	Fall Combined RIT 2020	Spring Combined RIT 2021
Informational Text	224.8	227.6	224.8	*225.1*
Literature	225.3	227.0	224.3	*224.4*
Foundational Skills and Vocabulary	225.5	227.8	225.2	*225.8*
	Reading Mean RIT	**Reading Mean RIT**	**Reading Mean RIT**	**Reading Mean RIT**
Grade 6	222.1	227.2	222.3	*226.1*
Grade 7	228.3	228.5	227.1	*223.7*

RECOMMENDATIONS FOR ACTION

PREVIOUS SPRING SCORES COMPARED TO CURRENT SPRING SCORES

The NWEA Spring results are a snapshot in time of student performance, and the results should be used in conjunction with other formative assessments to make instructional decisions. Elementary and Middle School staff used Oral Reading Fluency Assessments and Benchmarking Assessments to triangulate data to ensure ample data is used to help drive instruction. Utilizing the *Learning Continuum* information as well as websites such as and www.interventioncentral.org, teachers will have tools to help them differentiate for their students. In addition, teachers will need to continue to use the state test specifications to help plan more effectively to meet the needs of students taking the new Reading Common Core State Standards assessment.

LIMITED ENGLISH PROFICIENCY (LEP) STUDENT GROWTH COMPARED WITH ENGLISH STUDENTS

Although LEP students are not significantly closing the gap between non-LEP students in Minnetonka, many are meeting their growth targets by a significant margin. However, there are a few important points to note among Fifth Grade LEP students on the Reading Test. From Fall to Spring, this grade level saw **80 percent** of students meet their growth targets. In fact, Grades 2-5 saw English Language Learners surpass the **50 percent** Fall to Spring growth target, which is the national average for all students. In Reading, **4** out of **8** grade levels surpassed the **50 percent** mark, and in Math, **5** out of **8** surpassed this threshold among students receiving ELL services.
This is especially important to the Minnetonka ELL program as the District monitors Reading performance closely through Third Grade to show how students are performing in Reading by the end of Third Grade as part of a state initiative.

It is important to note that there are a small number of students at each grade level within the LEP population, so it will be important for staff to analyze the specific student results prior to the start of the next school year. It would be an effective strategy for teachers to vertically plan with English and LEP teachers to ensure that strategies are in place for students to learn the necessary prerequisite comprehension skills moving into the next grade level. Common Assessments could be implemented to target specific deficient skills identified for the grade level.

SPECIAL EDUCATION

According to Student Support Services District leadership, students receiving Special Education services have a variety of disabling conditions that may impact, such as auditory processing needs or receptive and expressive language. In addition, students may need a teacher in close proximity to help keep them focused or to work with them using different modalities. In many ways, the data for students in Special Education can be seen as positive, with some areas to monitor. For example, Grade 7 students receiving Special Education services out-performed their peers not in Special Education according

to Reading Fall to Spring growth targets. Also, in Reading, Grade 6 students in Special Education saw **50.0 percent** of students reach their growth targets compared to their non-Special Education peers who had **56.0 percent** reach growth targets.

To continue the positive trend, there needs to be collaboration among Special Education and non-special education staff to ensure that students receive targeted intervention in the areas of most need. For example, students should receive core instruction by their homeroom teacher, and depending on the needs of the students, Resource students should receive supplemental instruction by the resource teacher. The amount of time and type of intervention the student should receive depends on the deficient areas of the student. Students who need extra support should receive more intense intervention. Careful progress monitoring of student performance is one way that teachers can ensure that students are meeting their short term goals.

For Special Education students, it will be important to measure their growth in the Fall, Winter and Spring, especially for those students performing below the 40th percentile. Special education teachers will need to work with classroom teachers to analyze the specific grade level data found in the NWEA MAP grade level report. This report should be shared during data discussion meetings at each of the elementary schools. In addition, Special Education teachers, Reading specialists, ELL teachers, and various building leaders now have full access to reporting tools from the NWEA site and have been shown how to access the reports and work with the data. This will prove to be useful when analyzing strand level data in a timely manner. In addition to the report access, it is recommended that buildings create or update common assessments to provide teachers the opportunity to view data through item analysis. The NWEA site provides sample questions tied to the strands to help with these types of assessments, however, the assessments themselves are not disaggregated at the individual item level.

Lastly, with the Sourcewell edSpring data warehouse system that was implemented three years ago, it will help data teams to analyze student results in a more efficient and effective manner.

DISTRICT PERFORMANCE COMPARED TO NATION

The data from the Spring 2021 NWEA administration show that student data across all grade levels and subjects will need to be studied at the site level by building and District-level leadership to better understand the performance that occurred this Spring compared to other years. For the past several years, scores have remained steady, and this year appears to be an anomaly for Minnetonka students due to the COVID Pandemic and the needs for students to learn within multiple learning models. The information included above will provide us with information that will help District-level leaders and building staff look more closely at the strand level data. District leaders and building teams have traditionally participated in data discussions at the elementary level, and those discussions should continue again next Fall. The charts above will be used to track trends among the strands over multiple years. With this information, we will be able to look for areas of strengths and areas of growth. This information will prompt a closer look at each

individual grade level's strand information not only at the elementary level but also at the middle level. It is recommended that District-level leaders continue what was started in year's past and engage middle level grade level teams in on-going data discussions tied to NWEA results. In addition, Middle School staff will continue to work with each other to implement common assessments between both Middle School sites.

IMMERSION

When students reach the Third Grade, the discrepancies that may have existed earlier disappear for both Reading and Math. Unlike previous years, the current Third Grade Immersion students are performing at similar levels as their English cohorts in Reading, despite having English Reading instruction for only one year. As Immersion moves to the secondary level, the program will be monitored closely.

For Spanish and Chinese Immersion students, the STAMP 4S assesses the target language at the Middle School level. At the elementary level, the AAPPL assessment was administered starting in the Fall of 2013 and measures Reading, Writing, Listening, and Speaking, consistent with the STAMP 4S. The K-5 Integrated Performance Assessment (IPA) implemented four years ago, required extensive training for teachers throughout the Immersion program, and other assessments, such as the STAMP 4S and AAPPL were been purchased.

Like the MCA, Minnetonka students have shown that they can perform well on assessments aligned to the Common Core State Standards because the Minnetonka curriculum is aligned to those standards and more. Students are being assessed in what they are being taught.

HIGH POTENTIAL/NAVIGATOR PROGRAMS

Since most students are in the 90-99 percentile, there are many students who are not identified as High Potential, but have some similar needs. The NWEA Learning Continuum is a resource from NWEA that can help identify what students are ready to learn if they are far above grade level. When students have exceeded the limits of the test's other measures, there is a plan in place to examine other assessment options.

Despite the typical lower Fall to Spring growth for students who reach high levels of RIT performance in the Fall, Minnetonka students who scored at these levels, made far more growth than the average student did nationally. For example, a student with a score above 245 is expected to make three to four points RIT growth in Math. However, Minnetonka students made approximately **13-15 points** RIT growth according to Grade 5 High Potential and Navigator results. Two years ago, the growth was **11 points** for the two groups and three years ago, the growth was **13 points** for the two groups.

It is recommended that teachers take advantage of the item samplers NWEA has to offer in addition to focusing on strand level analysis of the results from the Fall. Some students

will be expected to take the NWEA Math or Reading Assessments in the Winter as a checkpoint to see if they are making expected gains moving forward to the Spring.

GENDER

The results from the Reading assessment should be used to carefully monitor students' performance throughout the year. This assessment along with the Sourcewell targets embedded in Sourcewell one-click reports could serve as a predictor for the Spring MCA III Reading Test since that assessment is also aligned to the Common Core State Standards.

Most elementary schools and the Middle Schools have created building goals that are tied to Reading. This change is due in large part to the change to Common Core Reading assessments.

The only gap in performance that has statistical significance is among Second Graders. Girls out-performed boys by **3.5 RIT points**. Overall, girls at the First Grade level showed a statistically significant drop of **4.0 RIT points** compared to their same grade counterparts from two years ago. Boys experienced a significant decrease in performance compared to their same grade peers in Grades K and 1 only. First Grade girls and boys are performing at the *Middle of Second Grade* level according to NWEA National Norms.

ETHNICITY

Although the number of students is smaller within subgroups other than Caucasian, it will be important for teachers to collaborate with each other to address the areas of need from one grade level to the next. Teachers will need to identify the greatest areas of need within the subtests and set goals. Once those goals are identified, then teachers can work to create common assessments to address the target skills necessary to increase performance among a particular strand. Assessments can be in the form of homework, quizzes, tests, and differentiated activities.

In addition to planning, it is recommended that teachers work with students in small, guided Reading groups and ensure that all students participate in well-rounded literacy experiences where students are expected to provide Writing with their Reading and both Writing and Reading strategies are used across all curricular areas in all grades.

It will be important for middle school teachers to examine the results of the Spring assessments to gain knowledge of their students' strengths and areas for growth according to the specific end of course assessments. Information learned from these assessments should be used to guide instruction.

With the Every Student Succeeds Act (ESSA) implementation for Minnesota school Districts, all schools will be looking closer at racial/ethnic subgroup data and will strive to ensure that any negative trends in this data are being addressed.

It will be important to analyze specific grade level results to truly understand the Spring NWEA Reading performances and determine a course of action for the 2020-21 school year.

OPEN ENROLLMENT

Open-Enrolled and Resident students are performing similarly in Math and Reading by the time they reach Second Grade. This is encouraging news and a testament to the strength of Minnetonka's academic program. The longer the students are exposed to the Minnetonka curriculum, the more academically successful they become.

Over the years, the growth of Open Enrollment in Minnetonka has made a positive impact on achievement results. As the District continues to attract families from outside the attendance boundaries, it should be noted that this influx of students not only brings revenue to the District, but it also raises the level of academic achievement across the District.

MATH

There is a need for differentiation in classrooms as a majority of students are ready for above grade level coursework in Math. It is important that we address the needs of students who despite our best efforts are not succeeding as well as those students who already know the information that is typically provided in our curriculum. At the elementary level, students have visual images that help them if they are struggling and need more concrete instructional experiences, and students who need more challenge can work more abstractly with the concepts they learn. Middle school teachers will need to work to differentiate for their students within each of the courses by using common formative assessments throughout the year to help drive instruction.

There should be a systemic program in place to address concerns. In order to do this, the concept of Number Sense will need to be defined for staff. Number Sense had different meanings and understanding among staff from one grade level to the next. With the implementation of Singapore Math in past years, the concept of Number Sense was addressed. In addition, with the work done by the Math Committee to revise the Math assessments two years ago, teachers should focus on studying the assessments to backward map their units prior to teaching. The assessments are closely aligned to the Minnetonka Essential Learnings, so students should benefit from the alignment between common assessments in the classroom with the standardized NWEA and MCA assessments. Interventions can be put into place that can be used both at school and at home. In addition, resources that provide research-based interventions such as *Intervention Central* can be used by both classroom teachers and Title I specialists to provide targeted support for students. Title I support was successful this year as students met their goals at a very high rate and were exited from services as needed.

READING

Students scoring below the 40th percentile will need support from a building Reading Specialist. The support provided to students through this model should be used to supplement instruction already occurring in the student's regular classroom. At the middle school level, it is important to tie in Reading strategies across the curriculum regardless of the content area. In addition, like last year, elementary teachers can look more closely at the vocabulary strand along with corresponding state standards to identify specific areas of needs for their students. Elementary teachers will need to ensure that they continue to refine their pacing, instruction, and assessment practice with the use of the Making Meaning curriculum. Great work has been done to ensure a smooth transition of a robust balanced literacy program, and next steps to ensure the program is implemented with fidelity among all staff is crucial to continued success.

Elementary and Middle School principals will need to work in conjunction with District-level staff to monitor data trends using the newly created Principals Dashboards as well as the comprehensive assessment files provided by the Assessment Department. The data can be used to study cohort and non-cohort performances across all student groups and programs.

Multi-Tiered Systems (MTSS) of Support

The District uses NWEA data, fluency data, and MCA data to identify students in need of additional Reading and Math support. This practice has been used for the past four years and has been successful for identifying the most struggling students based on data. This ensures that all students are identified consistently; previously students were not identified using multiple measures. Multiple measures need to be used for students as they enter MTSS services at the middle level and should be used to exit students from these services as well. A refined process to standardize the process among all buildings has been implemented with involvement from teacher and District leadership during the 2017-2018 school year. In addition, work needs to be done to provide successful transitions for students from the Middle Schools to the High School.

RECOMMENDATION/FUTURE DIRECTION:

The information provided in this report is designed to update the School Board on the results of the Spring 2021 administration of the NWEA assessment.

Submitted by: _____
Matt Rega, Director of Assessment

Concurrence: _____
Dennis Peterson, Superintendent

REVIEW

School Board
Minnetonka I.S.D. #276
5621 County Road 101
Minnetonka, Minnesota

Study Session Agenda Item #4

Title: Review of Istation Results **Date: June 17, 2021**

OVERVIEW

During the Spring of 2021, Kindergarten, First, and Second Grade Spanish Immersion students took Istation's Indicators of Progress (ISIP) Test. This Winter, Kindergarten Spanish Immersion students took the ISIP Test for the first time, and this Spring, all K-2 Spanish Immersion students took the test.

ISIP is a replacement for the DORA-Spanish Test that was administered to K-2 Spanish Immersion students in previous years. Support for the DORA-Spanish by Let's Go Learn had increasingly diminished while the demand for useful data had increased by K-2 Spanish Immersion teachers. Understanding the need for early intervention, Minnewashta Spanish Immersion teachers piloted Istation's ISIP assessment and instructional resources program from February through May during the Spring of 2016 and found the software program to be superior to what was offered with the DORA-Spanish Test.

Istation offers a software tool used to assess students within the following areas: *Phonemic Awareness, Letter Knowledge, Decoding, Vocabulary, Spelling, Comprehension, and Fluency*. Istation software is a tool designed to target students participating in Immersion programs and is an adaptive assessment tool that allows students to demonstrate evidence of learning at high levels beyond their current grade level expectations. Results are used by teachers to provide specific instructional resources to help students receive the practice needed to improve within identified areas of growth and accelerate in their areas of strength. Each day students are given the opportunity to engage in interactive practice activities that are at their level and aligned to their assessment performance. The Istation system allows teachers to formally assess students each month to monitor student progress on a regular basis in between Fall, Winter, and Spring benchmark assessments. In addition, there are instructional resources available to students within the program as well as at home.

The instructional resources are aligned to the assessment, and most importantly, these instructional supports are customized for individual students based on their benchmark assessment performance each season. In addition, teachers can administer monthly *On Demand Assessments* to track students' progress as they work through the instructional software. This system is not only supportive of early intervention strategies, but it also

allows for students who need to be challenged academically beyond their current levels of performance. Because there are three tiered levels, Minnetonka Spanish Immersion students have room to grow as they continue to strive toward the highest levels of the instructional and assessment program. Throughout the school year, teachers used the results to help plan for individual intervention with students depending on their performance. Student progress was monitored on a regular basis, and some students spent more time with the program each week depending on their needs. Students who needed more intensive intervention were assessed monthly with the Istation *On Demand Assessments*, as this is a form of progress monitoring for students who may be struggling with the language.

There are important terminologies used in this report. Below is a glossary of terms and descriptions:

Definition of Terms

Terms	Descriptions
ISIP	Istation's Indicators of Progress
Ability Index	Three-digit score used to measure performance on each subtest. This score is used to determine the tier, percentile rank and grade equivalence.
Tier Levels	Three levels that indicate a student's language ability at the time of the test
Tier 1	At or above grade level based on ability index score
Tier 2	Moderately below grade level based on ability index score
Tier 3	Well below grade level based on ability index score
Grade Level Equivalent	Score indicating approximate national grade level performance to the month (ex. 1.1 is equal to first month of First grade)
Percentile Rank	Indicates the relationship of a student's performance compared to national same grade level peers (ex. 91st percentile = the student performed better than or equal to 91 percent of the students who took the test that month)

There are three levels or "Tiers" in which students are placed based on their ISIP "Ability Index" scores. The tiers range from Tier 1 (at or above grade level), Tier 2 (moderately below grade level), and Tier 3 (well below grade level). Students are placed into the different tiers based on their overall *Ability Index* for each of the subtests. The ability index score is a three-digit score, much like a RIT score from the NWEA Test. The ability index scores are totaled from each of the subtests to equal an overall ability index, thus placing a student into a particular tier. As students are placed into tiers, the ability index scores are also used to calculate national grade level equivalency and national percentile rank. A student's grade level equivalency indicates the year and month of grade level performance. For example, if a student earns a grade level equivalency score of 1.6, then he is performing similarly to a student who is in the sixth month of First Grade nationally. If a student is performing at the 85th percentile, then he is performing better than or equal to 85 percent of the students nationally who took the test that month.

The following sections of this report will show information regarding the ISIP scoring scale, highlights from the Spring, and District and school level results.

Highlights from this Spring assessment are listed below:

- Minnewashta First Graders eclipsed the 50th percentile on three of four subtests while improving from Fall to Spring in all four areas
- Percentiles indicate that Minnetonka Kindergarteners performed below the **50th percentile** on all four tests
- District results indicate that First Grade student performance is slightly below the 50th percentile when compared to the nation
- Among Second Graders, there were increases in the percentage of students reaching the Tier 1 level in four of five areas, with significant increases in Written Communication, Vocabulary, and Comprehension.
- The area of Text Fluency among Second Graders saw significant decreases in percentiles District-wide.

Explanation of Sub-Tests

ISIP assessments include six sub-tests. For the purposes of gaining a better understanding of student tier level performance, the tier levels have been expanded to the tenths place rather than rounding to the nearest whole number. This will allow staff to understand how close their students performed in relation to each of the tiers. For example, in the District data and individual school level data tables, a tier level may be reported as 1.4. Rather than round to the nearest whole number, the tenths place is used to show that the average tier performance was closer to Tier 1 than Tier 2. The national target levels listed in Table 2 below display the tiers as Tier 1, Tier 2, or Tier 3.

- **Reading Comprehension (CO):** Measures the ability to answer factual and inferential questions about a silently read story. If the assessment determines the student is not reading, he will not be asked reading comprehension questions. Reading comprehension will typically be a lower score than all other areas because it is the most complex skill.
- **Written Communication (WC): For First and Second Grade Only:** Measures Spanish writing skills.
- **Vocabulary (VO):** Measures Spanish vocabulary skills using grade level vocabulary words.
- **Phonemic and Phonological Awareness (PA):** Percent correct on Phonemic Awareness measures students' attention to discrete sounds within words. In the Spring, this subtest will be administered mostly to Kindergarten and First Grade students.
- **Listening Comprehension (LCO): For Kindergarten Only**: Measures the ability to answer factual and inferential questions about a story read to them.
- **Text Fluency (TF): For Second Graders Only**

Description of Instructional Tiers (ISIP National Targets)

Subtest	Kindergarten		
	Tier 3	Tier 2	Tier 1
CO	<177	177-184	>184
LCO	<50	50-63	>63
VO	<169	169-179	>179
PA	<184	184-202	>202
Subtest	**First Grade**		
	Tier 3	**Tier 2**	**Tier 1**
CO	<192	192-202	>202
WC	<188	188-200	>200
VO	<187	187-195	>195
PA	<209	209-225	>225
Subtest	**Second Grade**		
	Tier 3	**Tier 2**	**Tier 1**
CO	<214	214-238	>238
WC	<205	205-214	>214
VO	<211	211-226	>226
PA	<228	228-243	>243
TF	<3	3-19	>19

Data Analysis: Winter and Spring 2018-19 through 2020-21 Grade K District ISIP Mean Ability Index, Tier Level, and Percentile

Minnetonka Kindergarten students first took the ISIP Test in January of this year. With only a few months of practice prior to the Spring Test, results are encouraging. When compared to Kindergarten results from the Spring of 2019, there were percentile decreases on all four subtests.

However, when comparing the current year's Winter to Spring results, Kindergarteners increased their Tier 1 percentage on **3** of **4** subtests, with Comprehension being the most difficult subtest in which to improve. Comprehension results show that there was a decrease of **14.1 percent** of Kindergarteners reaching the Tier 1 level in the Spring compared to the Winter, with a shift in performance toward the Tier 2 level, in which there was a **15.2 percent** increase.

Percentiles indicate that Minnetonka Kindergarteners performed below the **50th percentile** on all four tests, yet it should be noted that this test is not only administered to immersion students but also native Spanish speakers as well for intervention purposes. When comparing the Winter percentiles to the Spring percentiles from the current school year, Kindergarteners improved in the areas of Listening Comprehension and Vocabulary, while decreasing slightly in Reading Comprehension and more significantly in Phonemic and Phonological Awareness (Phonics).

Recommendations: Winter and Spring 2018-19 through 2020-21 Grade K District ISIP Mean Ability Index, Tier Level, and Percentile

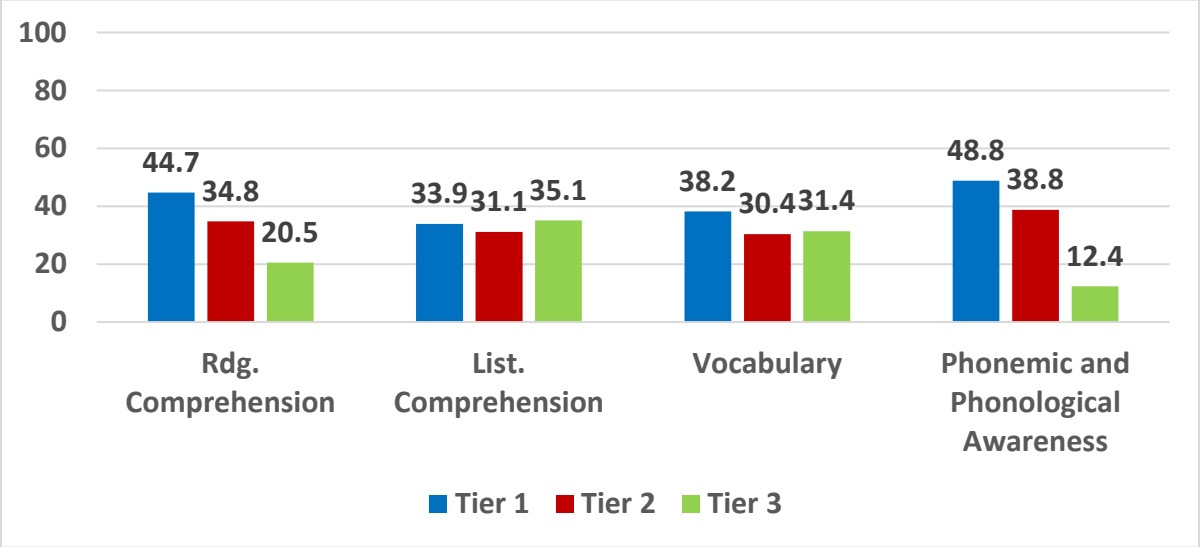
Based on the results, teachers should focus their efforts on Reading Comprehension and Phonemic and Phonological Awareness (Phonics), much like what English teachers would focus on following the NWEA-MAP Reading Test. Students are making notable strides as beginning readers in the areas of Vocabulary and Listening Comprehension. Kindergarten and First Grade Spanish Immersion teachers rely on using the Senderos comprehensive reading materials, which includes resources that not only supports Phonemic Awareness, Decoding, and Spelling, but also Vocabulary, Fluency, and Comprehension development.

Winter and Spring 2018-19 through 2020-21 Grade K District ISIP Mean Ability Index, Tier Level, and Percentile
(No Spring 2020 Results due to COVID-19)

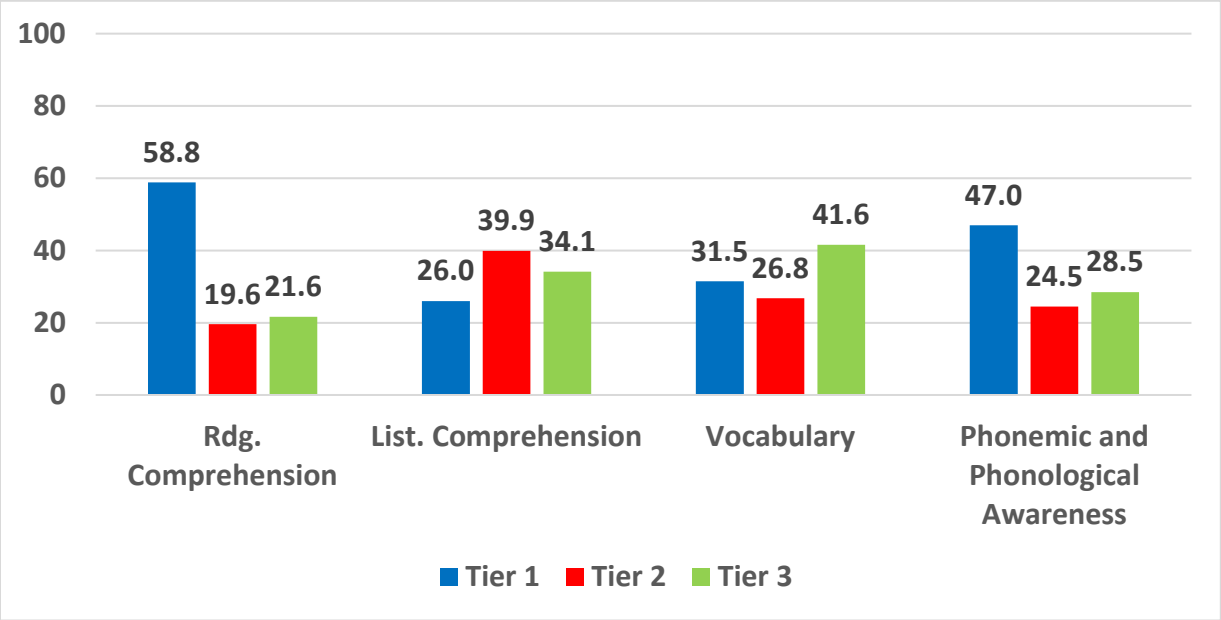
N=322

2020-21 Subtest Results	Winter Ability Index	Winter Percentile	Spring Ability Index	Spring Percentile
Reading Comprehension	179.2	46.7	183.7	42.6
Listening Comprehension	41.1	31.8	55.4	35.3
Vocabulary	165.9	31.0	175.6	36.4
Phonemic and Phonological Awareness	184.5	46.0	200.7	39.5
2019-20 Subtest Results	**Winter Ability Index**	**Winter Percentile**	**Spring Ability Index**	**Spring Percentile**
Reading Comprehension	178.5	45.9	-	-
Listening Comprehension	42.4	33.6	-	-
Vocabulary	165.8	30.9	-	-
Phonemic and Phonological Awareness	183.7	43.7	-	-
2018-19 Subtest Results	**Winter Ability Index**	**Winter Percentile**	**Spring Ability Index**	**Spring Percentile**
Reading Comprehension	178.1	44.5	184.8	44.1
Listening Comprehension	40.4	30.5	58.3	38.3
Vocabulary	165.1	29.5	177.7	39.5
Phonemic and Phonological Awareness	181.7	40.2	201.8	40.9

Spring 2021 District Grade K Tier Level Percentage



Winter 2020 District Grade K Tier Level Percentage



Data Analysis: Fall and Spring 2018-19 through 2020-21 Grade 1 and 2 District ISIP Mean Ability Index, Tier Level, and Percentile

District results indicate that First Grade student performance is slightly below the 50th percentile when compared to the nation. In addition, First Graders under-performed compared to their same grade counterparts in the Spring of 2019 on all four subtests. However, when comparing Fall results to Spring results this school year, First Graders

improved their percentiles in three of four areas. It is important to measure growth this year more than ever due to the impact COVID had on student learning. Despite performing at lower percentiles in the Fall compared to previous years, there was evidence of growth as measured by Fall to Spring percentile increases.

The tier levels are based on the *Ability Index* score. Each subtest has a different ability index target. Although Comprehension has a higher ability index, students showed a stronger performance in Written Communication. According to the tables below, national targets indicate that students need a **202** ability index score in Comprehension to reach Tier 1, while they need a lower ability index of 200 in Written Communication and 195 in Vocabulary to reach Tier 1. Again, Tier 1 is the most desirable tier to achieve. According to the table below, Written Communication and Comprehension were the strongest areas of performance according to their percentiles. The graphs below indicate that Vocabulary is an area of growth for students in Grade 1 as there were **43.9 percent** of students who reached Tier 1, down from **57.7 percent** in the Fall, a phenomenon that occurred last year as well. In addition, as evidenced in the tables and charts below there was a slight decrease in Phonics performance with a drop in Tier 1 percentage, decreasing from **55.2** to **53.7 percent**, also a pattern that emerged last year.

Second Grade students are assessed in the area of *Text Fluency*. With the 50th percentile representing the nationwide average, there is work to do to improve Minnetonka Second Grade student performance against students nationwide, having eclipsed that mark on two of five subtests versus three of five subtests two years ago. The reason for a lower performance in Vocabulary is due to the challenging nature of the subtest. Unlike the other subtests, students need to be exposed to the specific vocabulary used in the monthly Istation assessments and instructional program. The more exposure to the program, the more familiar with the vocabulary students will be throughout the year. As students across all four sites utilize the Istation instructional tool on a more regular basis, teachers should expect to see an increase in vocabulary performance on the monthly *On-Demand Assessments* leading up to the Spring assessment in May. The individual school results will help to shed light on the decrease in performance among Second Graders District-wide. Out of the three grade levels tested, there was significant drops throughout the Second Grade in Text Fluency. However, there were significant increases in the percentage of students reaching the Tier 1 level in four of five areas, most notably in Written Communication, Vocabulary, and Comprehension. There was a dramatic **19.2 percent** increase at the Tier 1 level in Written Communication with a significant **10.6 percent** decrease in students reaching the Tier 3 level. Equally notable was that there was a **11.3 percent** decrease at the Tier 3 level in Comprehension, marking a shift toward the Tier 1 level from Fall to Spring. According to Istation staff, there were no changes to the ISIP Test this year, and there were no significant technical issues district-wide during Spring testing.

Recommendations: Fall and Spring 2018-19 through 2020-21 Grade 1 and 2 District ISIP Mean Ability Index, Tier Level, and Percentile

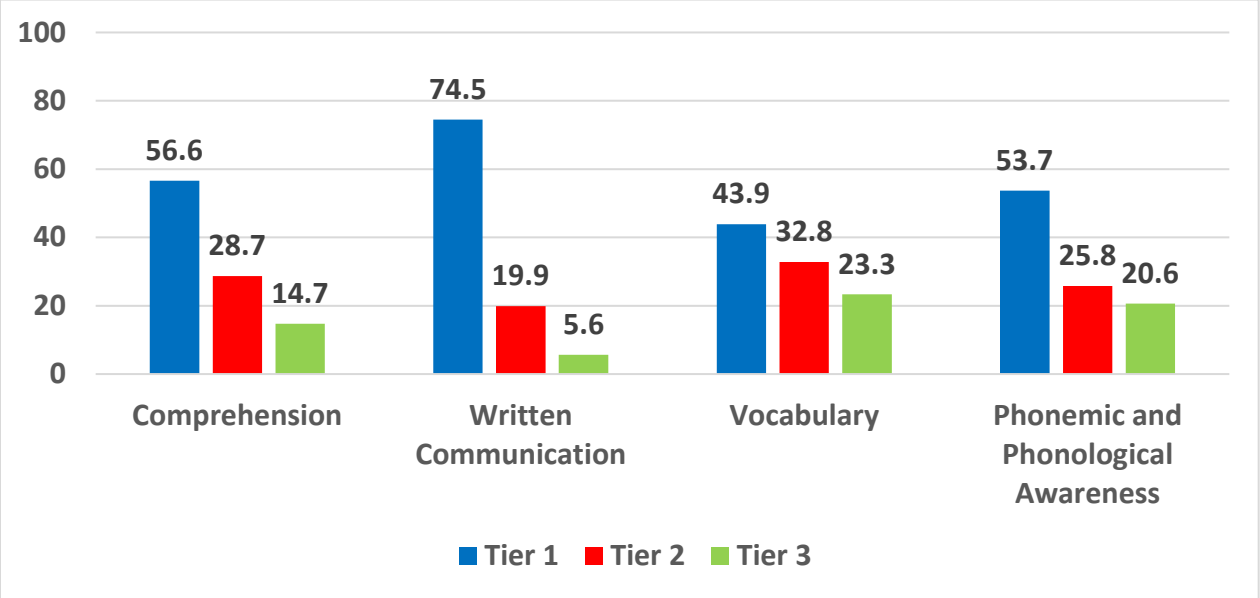
Results on the fourth year administration of the ISIP Test are encouraging among First Graders, allowing Immersion staff to monitor student performance in key areas. Areas of focus for First Graders lie within the Vocabulary strand. It is typical for beginning readers and writers to have lower scores in this area. Second Graders showed that they will need Vocabulary support according to District-wide results. Again, as this was the fourth year students were assessed on ISIP, it is important to note that these results should be carefully evaluated in conjunction with classroom assessments. It will be important for staff to ensure that there is proper time for students to practice within the Istation system throughout the year. It is also important to ensure that families understand how to help their student login from home, and for staff to ensure that instructional strategies have alignment with the assessment to avoid major gaps in what is being taught in the classroom and what is being assessed.

Fall and Spring 2018-19 through 2020-21 Grade 1 District ISIP Mean Ability Index, Tier Level, and Percentile
(No Spring 2020 Results due to COVID-19)

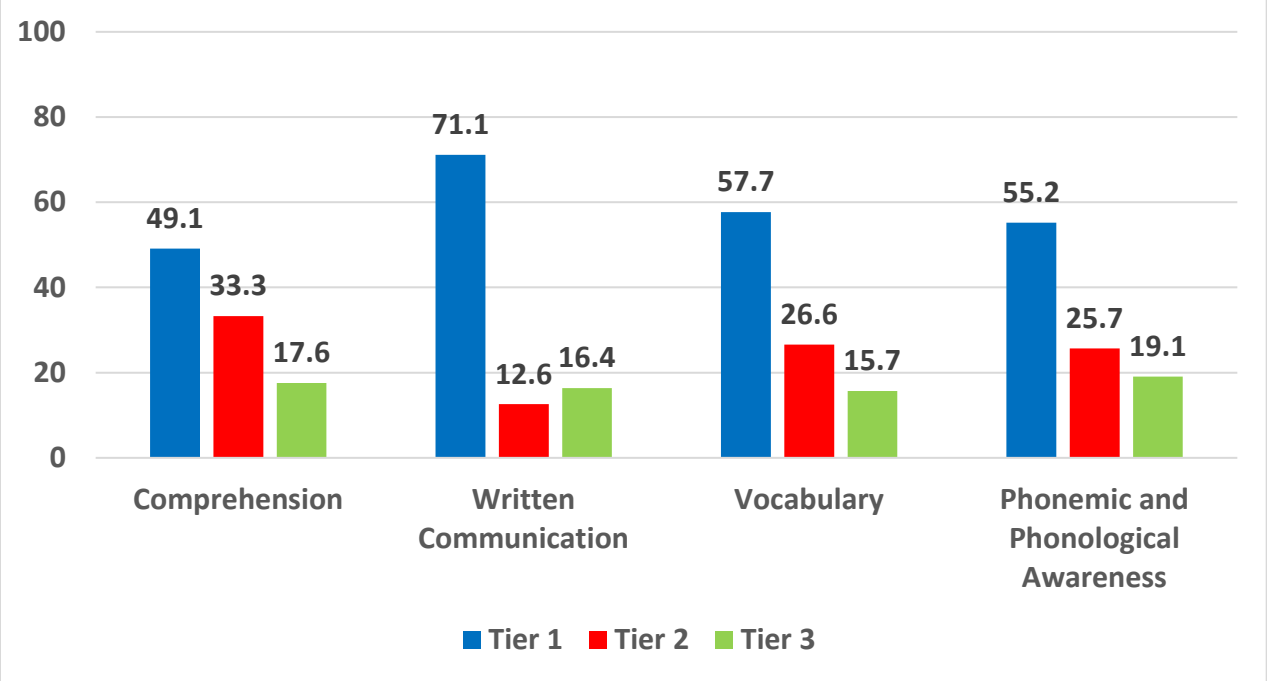
N=287

2020-21 Subtest Results	Fall Ability Index	Fall Percentile	Spring Ability Index	Spring Percentile
Comprehension	218.9	44.5	207.0	47.7
Written Communication	186.5	49.3	206.6	53.4
Vocabulary	185.4	50.3	196.1	44.5
Phonemic and Phonological Awareness	199.5	42.9	227.4	44.7
2019-20 Subtest Results	**Fall Ability Index**	**Fall Percentile**	**Spring Ability Index**	**Spring Percentile**
Comprehension	195.1	43.5	-	-
Written Communication	190.8	54.7	-	-
Vocabulary	186.4	51.9	-	-
Phonemic and Phonological Awareness	205.0	53.2	-	-
2018-19 Subtest Results	**Fall Ability Index**	**Fall Percentile**	**Spring Ability Index**	**Spring Percentile**
Comprehension	196.8	46.2	215.9	57.2
Written Communication	189.7	53.5	211.1	59.9
Vocabulary	188.0	55.1	200.4	52.1
Phonemic and Phonological Awareness	206.4	55.0	234.4	53.1

Spring 2021 District Grade 1 Tier Level Percentage



Fall 2020 District Grade 1 Tier Level Percentage

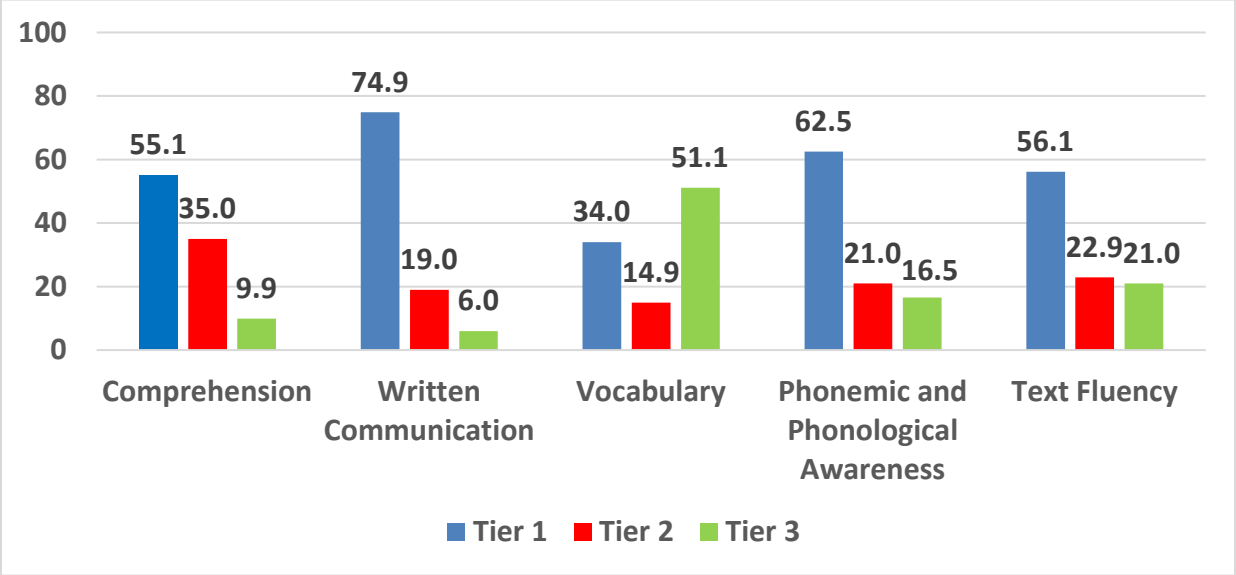


Fall and Spring 2018-19 through 2020-21 Grade 2 District ISIP Mean Ability Index, Tier Level, and Percentile
(No Spring 2020 Results due to COVID-19)

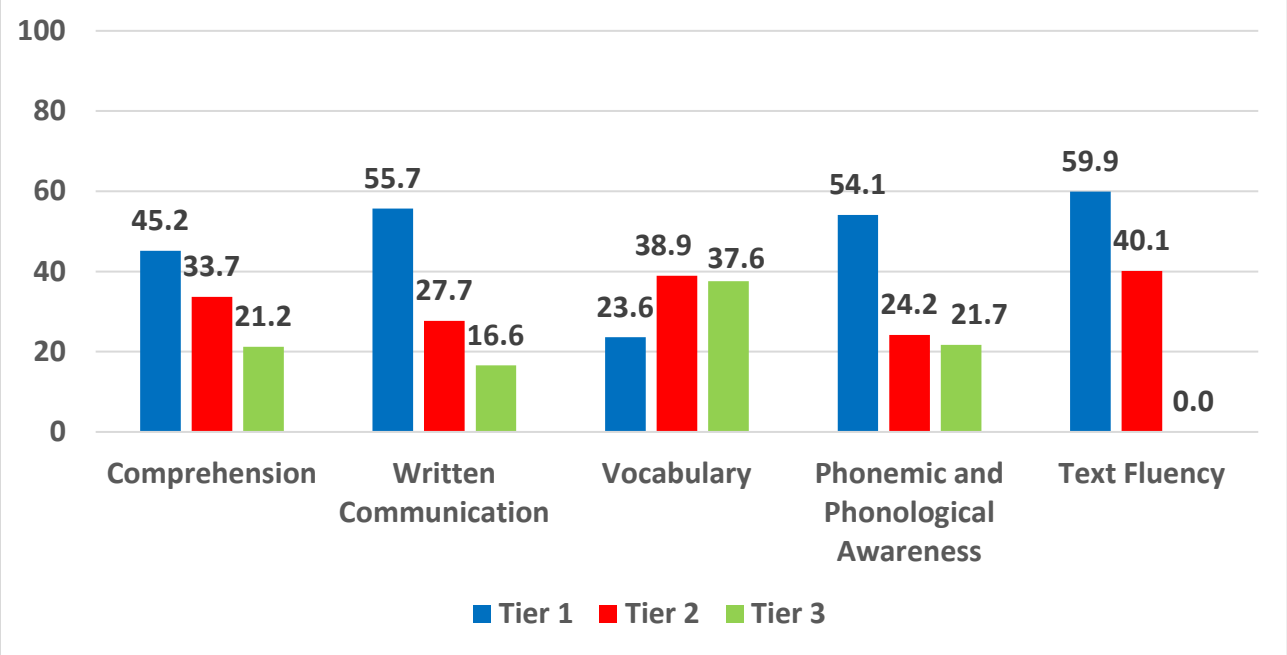
N=315

2020-21 Subtest Results	Fall Ability Index	Fall Percentile	Spring Ability Index	Spring Percentile
Comprehension	205.4	42.6	243.2	45.3
Written Communication	208.6	57.4	221.2	56.4
Vocabulary	207.2	34.0	217.3	32.5
Phonemic and Phonological Awareness	229.6	45.6	248.4	49.4
Text Fluency	9.2	66.7	24.3	47.2
2019-20 Subtest Results	**Fall Ability Index**	**Fall Percentile**	**Spring Ability Index**	**Spring Percentile**
Comprehension	225.9	50.7	-	-
Written Communication	210.1	60.6	-	-
Vocabulary	207.0	33.6	-	-
Phonemic and Phonological Awareness	231.4	48.2	-	-
Text Fluency	9.3	67.2	-	-
2018-19 Subtest Results	**Fall Ability Index**	**Fall Percentile**	**Spring Ability Index**	**Spring Percentile**
Comprehension	226.0	51.9	247.1	48.8
Written Communication	209.5	60.4	222.0	57.3
Vocabulary	208.7	36.6	220.9	34.6
Phonemic and Phonological Awareness	231.8	49.1	253.1	55.0
Text Fluency	10.6	67.6	26.7	50.4

Spring 2021 District Grade 2 Tier Level Percentage



Fall 2020 District Grade 2 Tier Level Percentage



Data Analysis: Winter and Spring 2018-19 through 2020-21 Grade K Clear Springs ISIP Mean Ability Index, Tier Level, and Percentile

During the Winter testing session, Clear Springs 2021 Kindergarteners showed improvement compared to Fall performance. Kindergarteners experienced an increase in percentile levels on two of four subtests (Listening Comprehension and Vocabulary). The greatest percentile decrease was observed within Phonemic and Phonological

Awareness with a less significant drop in Reading Comprehension. Winter is the first time students are assessed in Istation, and therefore results can fluctuate from year to year. It will be important for all staff to ensure that Kindergarten students access the Istation system as soon as they are ready. During most years, there has been consensus among staff that Minnetonka Kindergarteners can begin using Istation as early as October. Kindergarten performance will be more predictable when all students begin using the system as early as possible.

According to the Tier level results, Kindergarteners saw a significant **14.7 percent** increase at the Tier 1 level in Listening Comprehension. They experienced a decrease in Reading Comprehension, dropping by **13.5 percent** at the Tier 1 level from this Fall, shifting toward the Tier 2 level where there was an **11.8 percent** increase. Also, it is important to note that there was an **11.4 percent** decrease at the Tier 3 level in Phonics, marking a shift **12.8 percent** toward the Tier 2 level.

Recommendations: Winter and Spring 2018-19 through 2020-21 Grade K Clear Springs ISIP Mean Ability Index, Tier Level, and Percentile

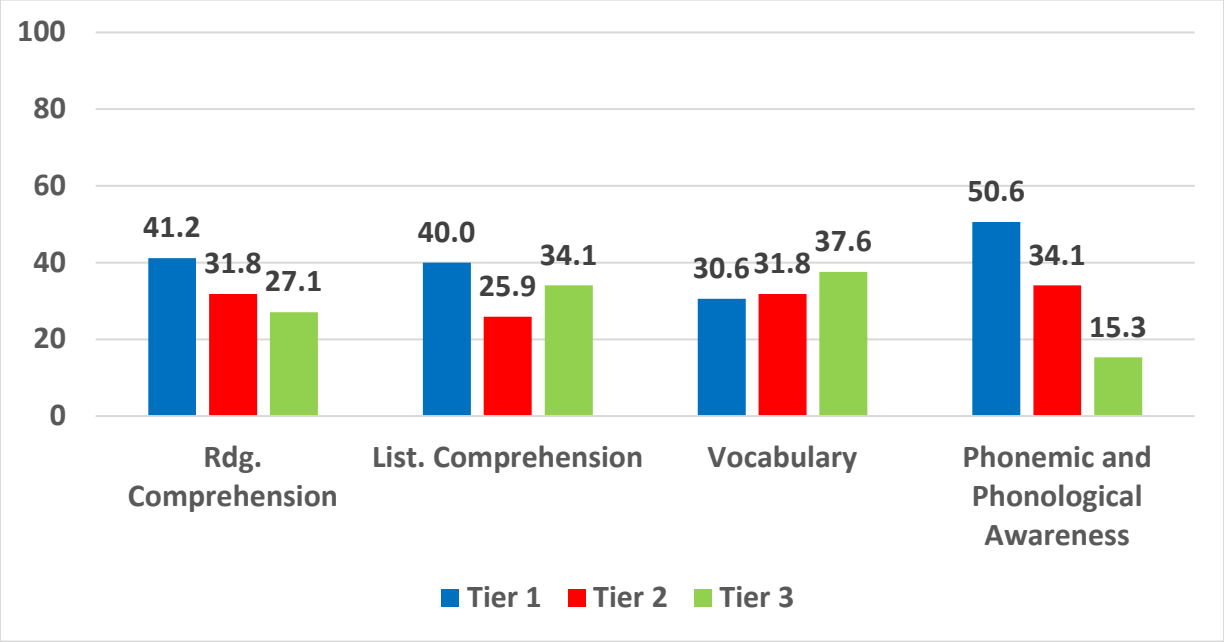
With a decrease in Reading Comprehension performance, it will be important for Kindergarten teachers to allow students multiple opportunities to participate with the Istation software several times per week and recommend that students practice at home, a newer feature for families during the past two years. The Istation online instructional component can be a great opportunity for students to be engaged while the classroom teacher is leading guided reading groups. Istation is a program that offers a supplemental instructional program that engages students and allows them to work independently while focusing on key skills specific to their individual needs based on ISIP results.

Winter and Spring 2018-19 through 2020-21 Grade K Clear Springs ISIP Mean Ability Index, Tier Level, and Percentile
(No Spring 2020 Results due to COVID-19)

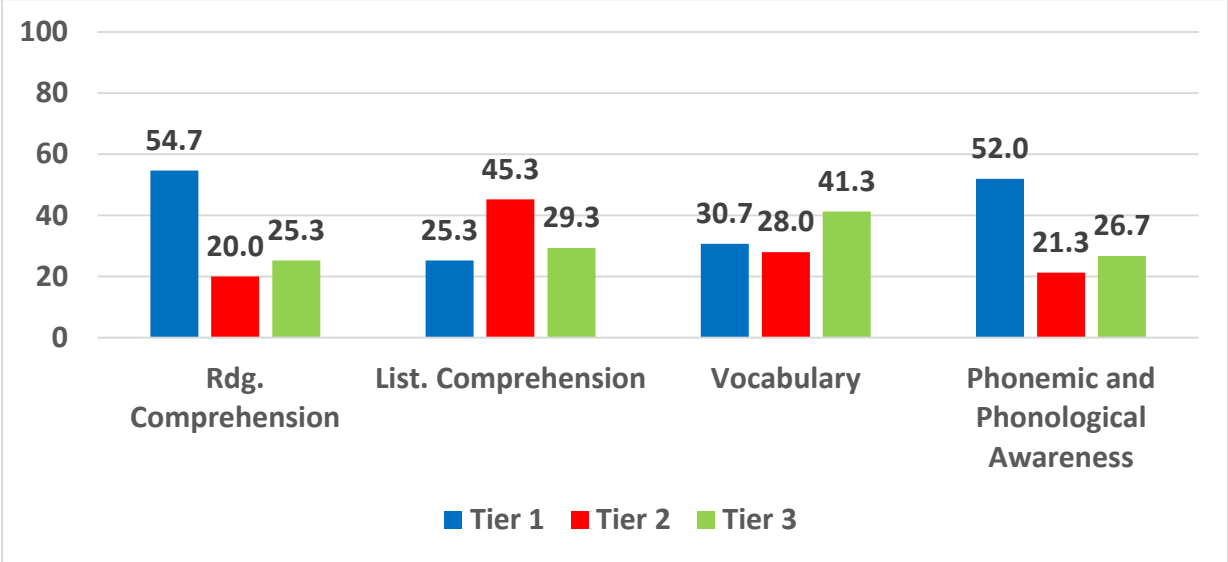
N=85

2020-21 Subtest	Winter Ability Index	Winter Percentile	Spring Ability Index	Spring Percentile
Reading Comprehension	178.6	44.0	183.5	41.7
Listening Comprehension	43.3	33.7	58.9	40.1
Vocabulary	166.4	31.7	174.5	32.4
Phonemic and Phonological Awareness	185.7	49.9	202.5	41.6
2019-20 Subtest	**Winter Ability Index**	**Winter Percentile**	**Spring Ability Index**	**Spring Percentile**
Reading Comprehension	179.6	48.1	-	-
Listening Comprehension	40.7	31.0	-	-
Vocabulary	168.9	35.2	-	-
Phonemic and Phonological Awareness	191.1	57.6	-	-
2018-19 Subtest	**Winter Ability Index**	**Winter Percentile**	**Spring Ability Index**	**Spring Percentile**
Reading Comprehension	176.8	40.2	185.6	45.8
Listening Comprehension	41.2	31.2	63.4	44.4
Vocabulary	168.2	35.0	176.8	37.6
Phonemic and Phonological Awareness	181.8	38.9	205.8	45.2

Spring 2021 Clear Springs Grade K Tier Level Percentage



Winter 2020 Clear Springs Grade K Tier Level Percentage



Data Analysis: Fall and Spring 2018-19 through 2020-21 Grade 1 and 2 Clear Springs ISIP Mean Ability Index, Tier Level, and Percentile

According to First Grade results in the tables below, Clear Spring First Graders out-performed First Graders from 2019 on all four subtests. In addition, based on Fall to Spring performance, Clear Springs First Graders increased their percentile in Written Communication by **1.6 percent** and experiences decreases in three of the four areas. The most significant percentile decrease was experienced in Vocabulary, dropping by **8.7**

percent. According to Tier level results, Vocabulary showed an **18.7 percent** decrease in students reaching the Tier 1 level and a **6.9 percent** decrease reaching this level in Phonics.

Grade Two results show that students under-performed compared to their same grade counterparts in 2019 in all five areas. Fall to Spring scores show that students increased their percentile levels in Comprehension by 3.9 percent and Phonics by 0.1 percent. There were significant Fall to Spring decreases seen in Text Fluency, dropping from **64.4 percent** to **47.5 percent**, as well as Vocabulary, dropping from **34.9 percent** to **18.5 percent**.

According to Tier level results, there was an 8.8 percent increase at the Tier 1 level in Comprehension and a significant 14.9 percent increase in Written Communication. Vocabulary saw a drop of 16.1 percent at the Tier 1 level with a significant increase of 41.4 percent at the Tier 3 level.

Recommendations: Fall and Spring 2018-19 through 2020-21 Grade 1 and 2 Clear Springs ISIP Mean Ability Index, Tier Level, and Percentile

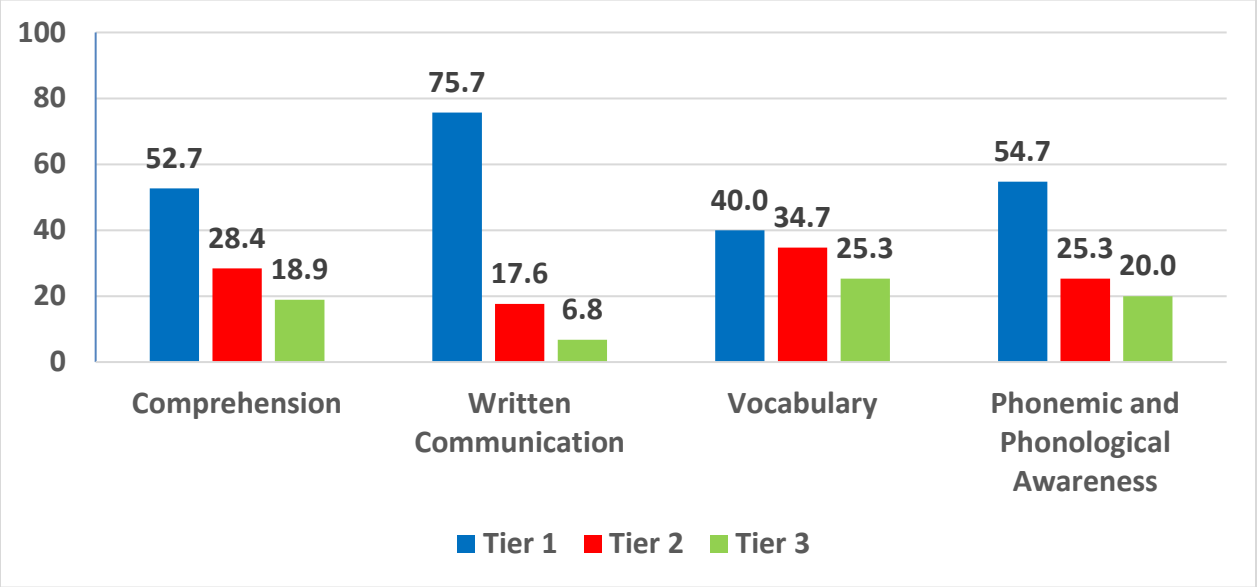
With the drop in Tier 1 percentage in Vocabulary for First and Second Graders, Clear Springs teachers will need to focus in that area. First and Second Grade teachers can compare performance on the ISIP Test assessment results from Making Meaning. Students receive comprehensive reading support with the Making Meaning Spanish program as well as through the authentic and translated Spanish mentor texts. The strength of the Making Meaning program is to teach students effective reading strategies, thus positively affecting student Vocabulary and Comprehension performance.

Fall and Spring 2018-19 through 2020-21 Grade 1 Clear Springs ISIP Mean Ability Index, Tier Level, and Percentile
(No Spring 2020 Results due to COVID-19)

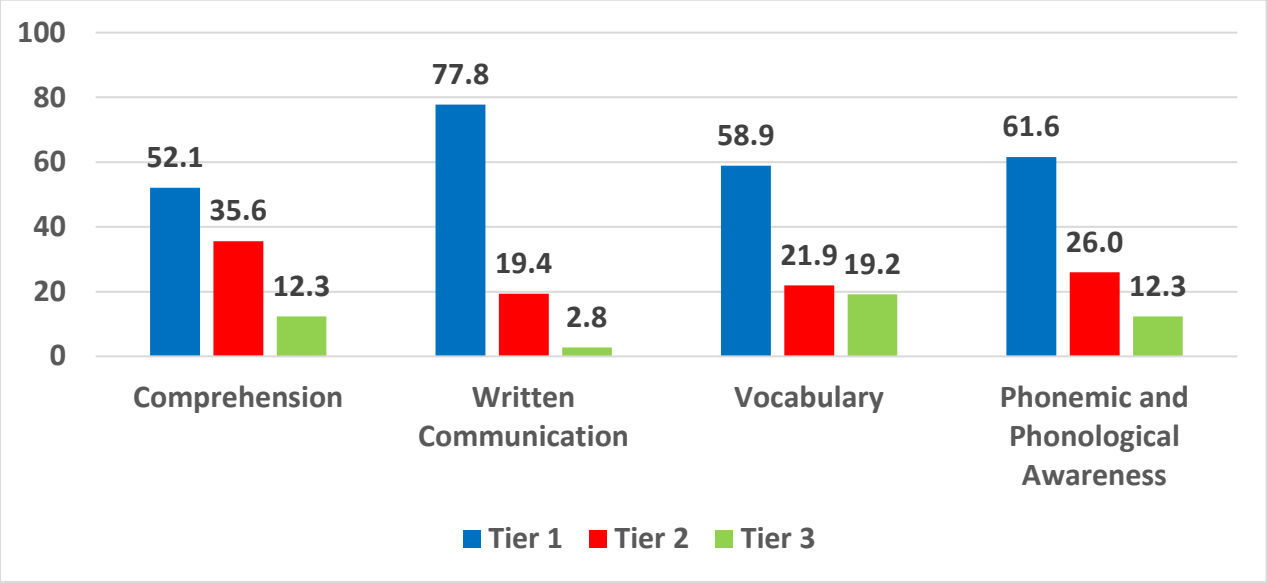
N=75

2020-21 Subtest	Fall Ability Index	Fall Percentile	Spring Ability Index	Spring Percentile
Comprehension	220.4	46.8	203.6	43.5
Written Communication	189.6	52.7	207.1	54.3
Vocabulary	184.8	49.7	193.2	41.0
Phonemic and Phonological Awareness	202.2	48.3	229.6	47.3
2019-20 Subtest	**Fall Ability Index**	**Fall Percentile**	**Spring Ability Index**	**Spring Percentile**
Comprehension	195.4	44.1	-	-
Written Communication	190.1	53.8	-	-
Vocabulary	186.5	51.9	-	-
Phonemic and Phonological Awareness	205.4	53.7	-	-
2018-19 Subtest	**Fall Ability Index**	**Fall Percentile**	**Spring Ability Index**	**Spring Percentile**
Comprehension	198.2	49.2	215.3	57.1
Written Communication	192.1	56.5	212.7	62.3
Vocabulary	190.4	60.2	198.1	47.6
Phonemic and Phonological Awareness	209.6	60.7	233.5	51.3

Spring 2021 Clear Springs Grade 1 Tier Level Percentage



Fall 2020 Clear Springs Grade 1 Tier Level Percentage

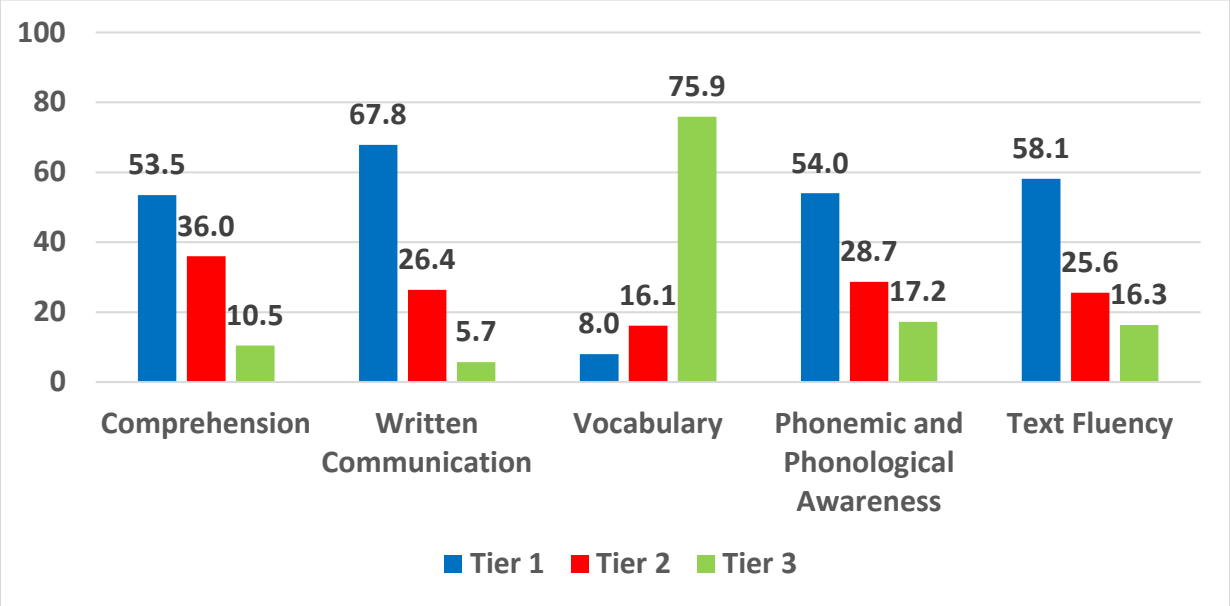


Fall and Spring 2018-19 through 2020-21 Grade 2 Clear Springs ISIP Mean Ability Index, Tier Level, and Percentile
(No Spring 2020 Results due to COVID-19)

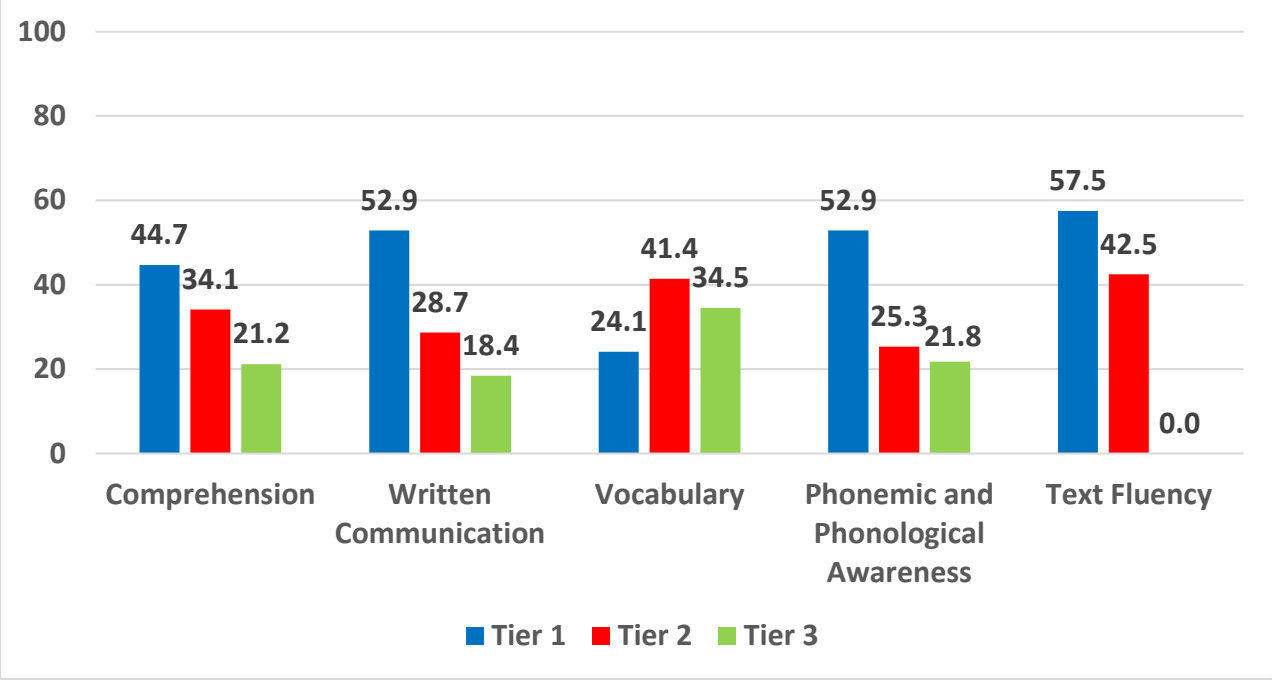
N=87

2020-21 Subtest	Fall Ability Index	Fall Percentile	Spring Ability Index	Spring Percentile
Comprehension	205.3	40.7	242.3	44.6
Written Communication	207.5	55.7	219.3	52.2
Vocabulary	207.7	34.9	205.9	18.5
Phonemic and Phonological Awareness	229.0	44.0	244.6	44.1
Text Fluency	7.7	64.4	24.4	47.5
2019-20 Subtest	**Fall Ability Index**	**Fall Percentile**	**Spring Ability Index**	**Spring Percentile**
Comprehension	226.8	50.6	-	-
Written Communication	211.8	64.5	-	-
Vocabulary	207.7	35.0	-	-
Phonemic and Phonological Awareness	231.9	49.0	-	-
Text Fluency	10.4	70.2	-	-
2018-19 Subtest	**Fall Ability Index**	**Fall Percentile**	**Spring Ability Index**	**Spring Percentile**
Comprehension	226.2	52.2	251.3	52.3
Written Communication	211.0	63.4	223.9	60.2
Vocabulary	208.7	36.0	212.0	24.4
Phonemic and Phonological Awareness	232.0	49.0	257.0	60.1
Text Fluency	10.7	62.6	27.6	51.0

Spring 2021 Clear Springs Grade 2 Tier Level Percentage



Fall 2020 Clear Springs Grade 2 Tier Level Percentage



Data Analysis: Winter and Spring 2018-19 through 2020-21 Grade K Deephaven ISIP Mean Ability Index, Tier Level, and Percentile

Deephaven Kindergarteners showed improvement compared to Kindergarteners in 2019 in two of four areas. In addition, those same areas (Listening Comprehension and Vocabulary) experienced increased percentiles from Fall to Spring. Both Listening Comprehension and Vocabulary saw dramatic percentile increases with Listening Comprehension increasing from **32.1 percent** in the Fall to **39.4 percent** in the Spring. Vocabulary increased from **30.3 percent** to **43.2 percent**. Tier level performance indicates that Kindergarteners experienced a **12.1 percent** drop at the Tier 1 level, and they saw improvement in Listening Comprehension, Vocabulary, and Phonics, all showing Tier 1 level increases. The most significant increases were in Vocabulary and Listening Comprehension. Vocabulary Tier 1 performance improved by **22.1 percent** since the Fall, while Listening Comprehension increased by **16.6 percent**. It is also important to note that while Phonics saw a **6.4 percent** increase at the Tier 1 level, there was also a significant **10.3 percent** decrease at the Tier 3 level.

Recommendations: Winter and Spring 2018-19 through 2020-21 Grade K Deephaven ISIP Mean Ability Index, Tier Level, and Percentile

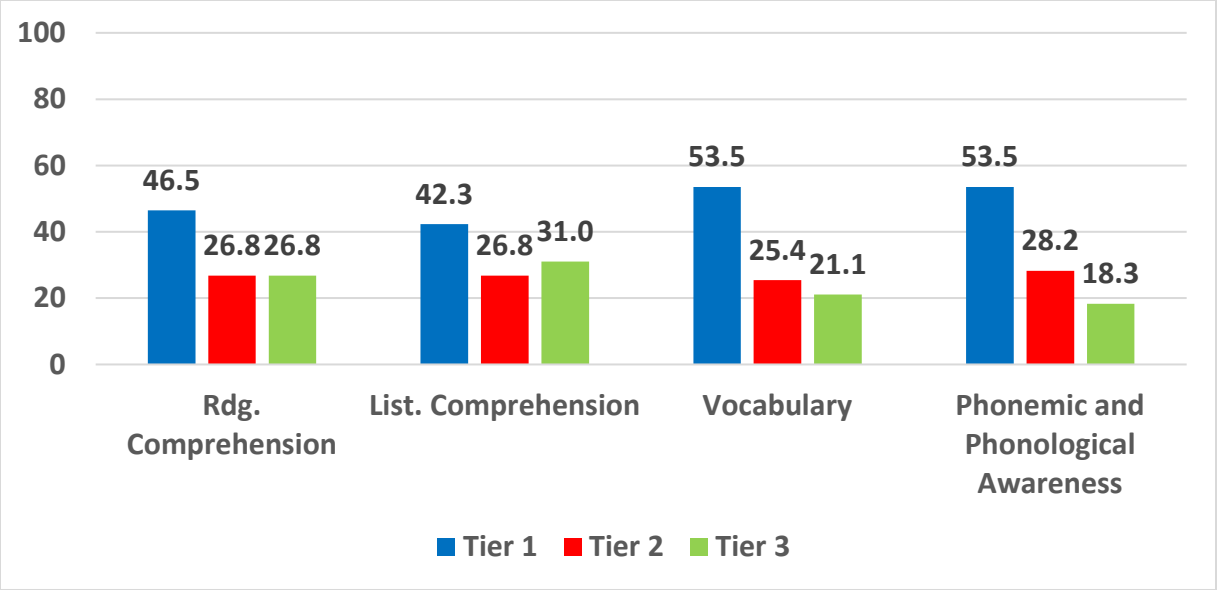
Deephaven teachers should continue to analyze the results of individual students through the reports in the Istation software. There are multiple reports in which teachers can become familiar to not only group their students more effectively, but also to better understand how to serve students instructionally in future years. Next year's teachers can use this information to better understand their students as they begin the next school year, while giving the students that need it most, more opportunities to practice within the software. According to the data in this section, a focus area for next year is in Reading Comprehension.

Winter and Spring 2018-19 through 2020-21 Grade K Deephaven ISIP Mean Ability Index, Tier Level, and Percentile
(No Spring 2020 Results due to COVID-19)

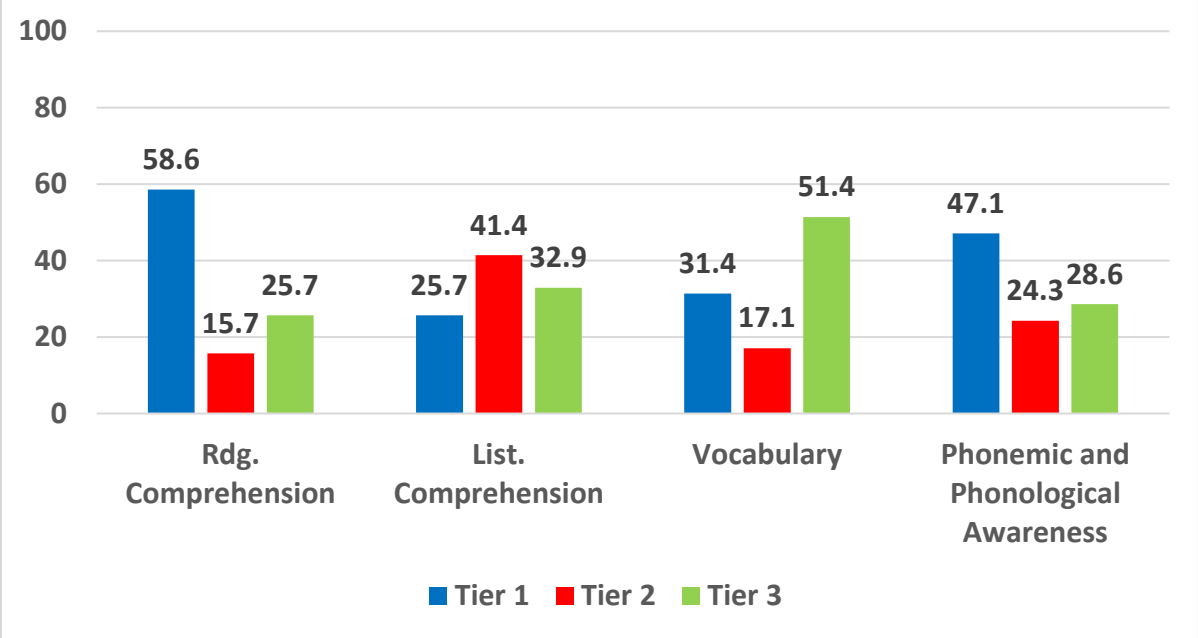
N=71

2020-21 Subtest	Winter Ability Index	Winter Percentile	Spring Ability Index	Spring Percentile
Reading Comprehension	178.5	47.0	181.5	39.2
Listening Comprehension	40.8	32.1	58.0	39.4
Vocabulary	164.0	30.3	179.1	43.2
Phonemic and Phonological Awareness	183.6	45.2	198.3	37.0
2019-20 Subtest	**Winter Ability Index**	**Winter Percentile**	**Spring Ability Index**	**Spring Percentile**
Reading Comprehension	180.7	51.8	-	-
Listening Comprehension	42.4	35.1	-	-
Vocabulary	163.8	29.1	-	-
Phonemic and Phonological Awareness	180.7	41.0	-	-
2018-19 Subtest	**Winter Ability Index**	**Winter Percentile**	**Spring Ability Index**	**Spring Percentile**
Reading Comprehension	178.4	46.3	185.1	46.1
Listening Comprehension	45.2	37.2	57.4	36.8
Vocabulary	163.0	27.1	178.0	41.7
Phonemic and Phonological Awareness	179.3	38.3	202.2	41.9

Spring 2021 Deephaven Grade K Tier Level Percentage



Winter 2020 Deephaven Grade K Tier Level Percentage



Data Analysis: Fall and Spring 2018-19 through 2020-21 Grade 1 and 2 Deephaven ISIP Mean Ability Index, Tier Level, and Percentile

According to the tables below, Deephaven First Graders were out-performed by First Graders from 2019 in all four areas. Fall to Spring results show that Written Communication was the only area in which students experienced an increase in the

average percentile, improving from **43.8 percent** to **47.1 percent**. The most significant Fall to Spring percentile decrease was seen in Vocabulary, dropping from **56.6 percent** to **38.2 percent**, followed by Phonics, decreasing from **44.4 percent** to **39.2 percent**. Tier level data show sharp decreases at the Tier 1 level in Vocabulary, dropping by **23.4 percent**, and Phonics, dropping by **15.6 percent**.

Deephaven Second Graders in 2021 out-performed Second Graders in 2019 in four of five areas. In addition, Second Graders experienced increased percentiles from Fall to Spring in Vocabulary and Phonics. The most significant increase was in Vocabulary, improving from **34.4 percent** to **48.2 percent**, while the most significant decrease was experienced in Text Fluency, dropping from **64.4 percent** to **39.1 percent**. Tier level data show Text Fluency dropping by **19.2 percent** at the Tier 1 level, while increasing by **34.5 percent** at the Tier 3 level. Written Communication saw the Tier 1 level increase by **17.3 percent**, while Vocabulary increased by **29.6 percent** at the Tier 1 level. Second Graders saw increased percentages at the Tier 1 level among three of the four areas.

Recommendations: Fall and Spring 2018-19 through 2020-21 Grade 1 and 2 Deephaven ISIP Mean Ability Index, Tier Level, and Percentile

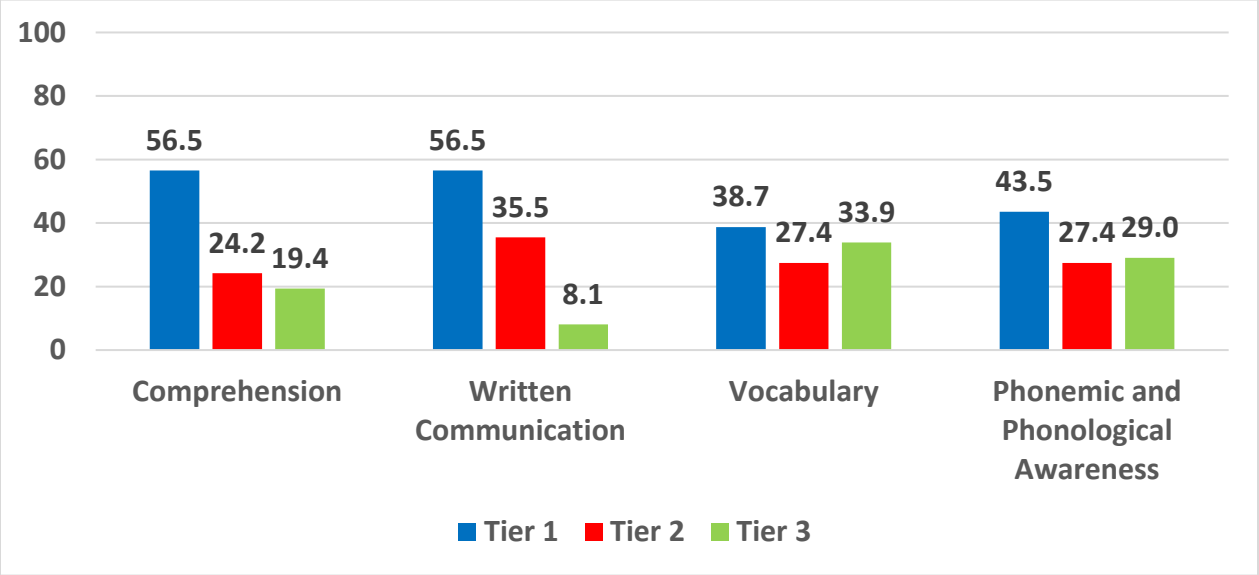
The drops in percentile scores in Text Fluency should provide a clear focus for next year as students move to Third Grade. In addition, Second Grade students who are performing at lower levels in Comprehension may benefit from participating in the Istation instructional activities on a regular basis with follow up On-Demand Assessments administered each month to monitor student progress. With the lower performance in Phonics and Vocabulary among First Graders, it would benefit First Grade teachers to study the assessments results and make necessary changes to instructional experiences for students. Second Grade teachers should be aware that a focus on Phonics with incoming Second Graders would be a way to help students improve in this lower performing area.

Fall and Spring 2018-19 through 2020-21 Grade 1 Deephaven ISIP Mean Ability Index, Tier Level, and Percentile
(No Spring 2020 Results due to COVID-19)

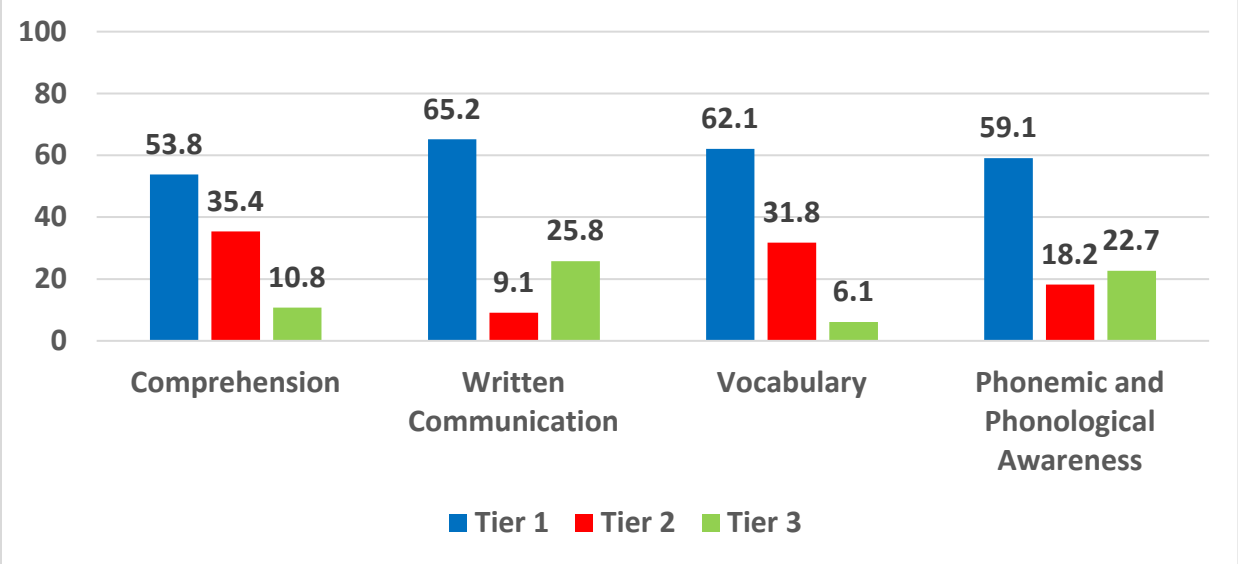
N=62

2020-21 Subtest	Fall Ability Index	Fall Percentile	Spring Ability Index	Spring Percentile
Comprehension	222.1	46.5	205.3	45.4
Written Communication	182.1	43.8	201.8	47.1
Vocabulary	189.0	56.6	191.7	38.2
Phonemic and Phonological Awareness	200.2	44.4	222.3	39.2
2019-20 Subtest	**Fall Ability Index**	**Fall Percentile**	**Spring Ability Index**	**Spring Percentile**
Comprehension	194.0	41.6	-	-
Written Communication	186.7	49.4	-	-
Vocabulary	183.9	46.9	-	-
Phonemic and Phonological Awareness	202.9	49.2	-	-
2018-19 Subtest	**Fall Ability Index**	**Fall Percentile**	**Spring Ability Index**	**Spring Percentile**
Comprehension	200.2	52.1	215.0	54.7
Written Communication	192.6	57.6	207.1	55.2
Vocabulary	188.4	55.9	196.5	45.9
Phonemic and Phonological Awareness	208.9	60.4	230.4	48.0

Spring 2021 Deephaven Grade 1 Tier Level Percentage



Fall 2020 Deephaven Grade 1 Tier Level Percentage

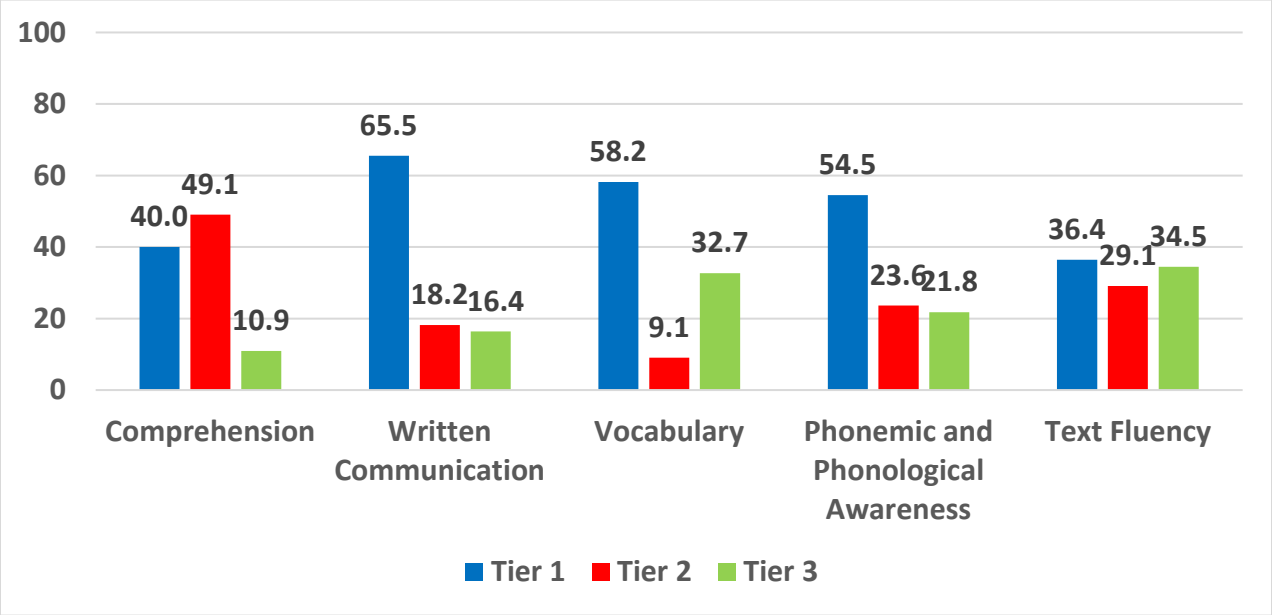


Fall and Spring 2018-19 through 2020-21 Grade 2 Deephaven ISIP Mean Ability Index, Tier Level, and Percentile
(No Spring 2020 Results due to COVID-19)

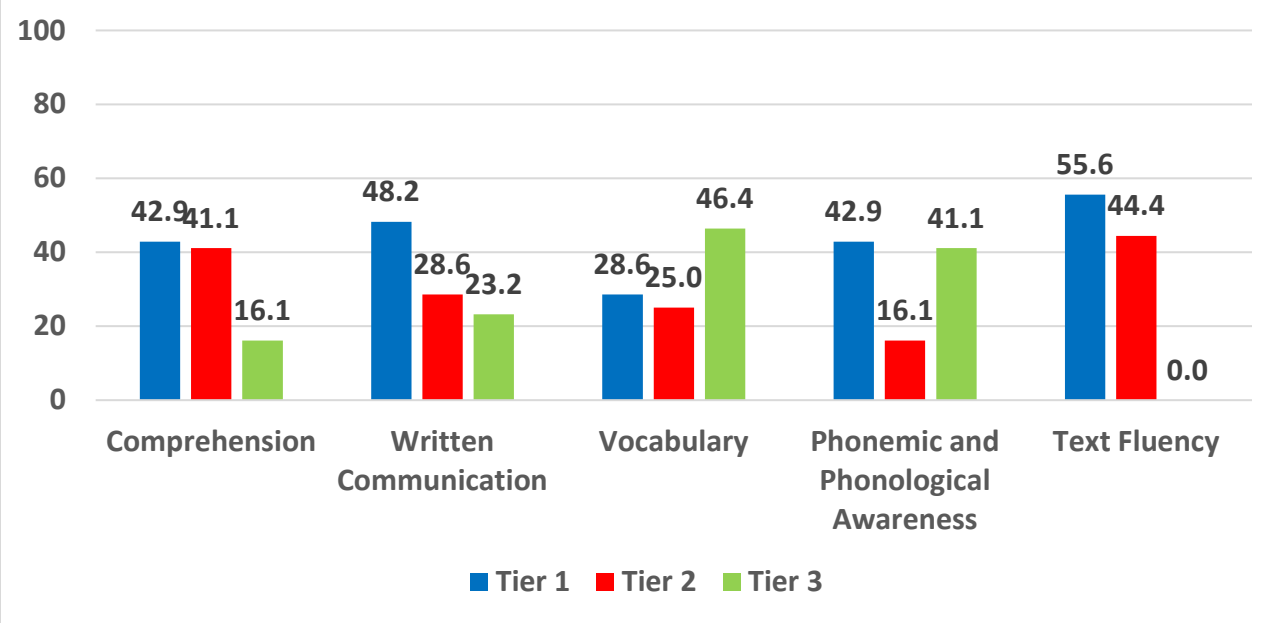
N=55

2020-21 Subtest	Fall Ability Index	Fall Percentile	Spring Ability Index	Spring Percentile
Comprehension	208.1	44.0	235.3	38.7
Written Communication	205.6	50.8	216.8	49.8
Vocabulary	206.6	34.4	229.9	48.2
Phonemic and Phonological Awareness	223.0	36.3	243.3	42.8
Text Fluency	8.3	64.4	17.7	39.1
2019-20 Subtest	**Fall Ability Index**	**Fall Percentile**	**Spring Ability Index**	**Spring Percentile**
Comprehension	223.7	48.9	-	-
Written Communication	205.8	50.3	-	-
Vocabulary	206.0	34.2	-	-
Phonemic and Phonological Awareness	227.5	40.9	-	-
Text Fluency	7.1	65.1	-	-
2018-19 Subtest	**Fall Ability Index**	**Fall Percentile**	**Spring Ability Index**	**Spring Percentile**
Comprehension	227.4	53.7	241.4	44.0
Written Communication	208.7	58.7	219.4	53.6
Vocabulary	207.7	36.3	229.1	44.5
Phonemic and Phonological Awareness	232.5	50.4	250.4	51.2
Text Fluency	10.6	70.0	20.5	42.7

Spring 2021 Deephaven Grade 2 Tier Level Percentage



Fall 2020 Deephaven Grade 2 Tier Level Percentage



Data Analysis: Winter and Spring 2018-19 through 2020-21 Grade K Groveland ISIP Mean Ability Index, Tier Level, and Percentile

Groveland Kindergarteners out-performed their same grade counterparts from 2019 in Reading Comprehension and Phonics, falling slightly off the mark in Listening Comprehension and Vocabulary. In addition, there were increases in percentiles from Fall to Spring in three of four areas, except for Phonics. Tier level data show there were Tier 1 increases in all areas except for Reading Comprehension. The Tier 1 percentage dropped by **9.3 percent** in this area, with students shifting from Tier 1 to Tier 2. Listening Comprehension is considered a highlight showing a **4.5 percent** increase at the Tier 1 level, with a decrease of **6.6 percent** at the Tier 3 level. Also, there was a significant **26.1 percent** decrease at the Tier 3 level in Phonics, indicating a shift mostly toward the Tier 2 level. The increase of **22 percent** at the Tier 2 level and **4.1 percent** increase at the Tier 1 level is encouraging news regarding Groveland Kindergarten performances.

Recommendations: Winter and Spring 2018-19 through 2020-21 Grade K Groveland ISIP Mean Ability Index, Tier Level, and Percentile

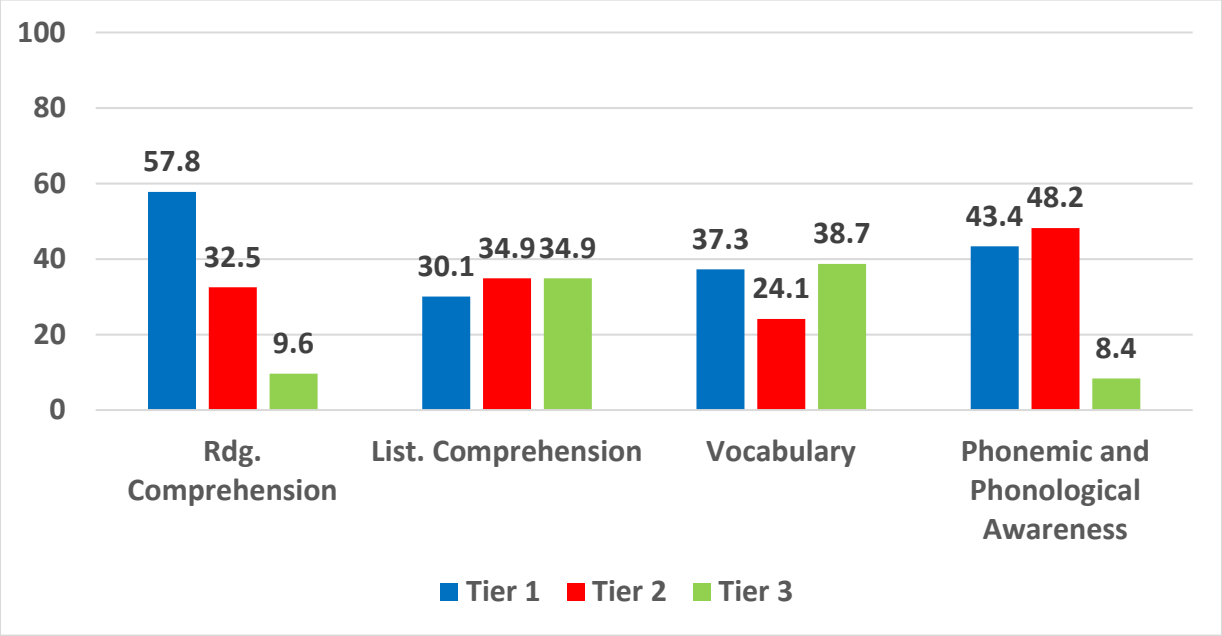
Kindergarten teachers' focus should be in Reading Comprehension, which is expected, as this is typical area for improvement for language learners. With the additional iPad equipment distributed to all elementary sites in past years, all K-2 students district-wide should be able to spend the necessary time needed with the Istation software to maximize their growth potential. Lastly, it is important for Kindergarten teachers to utilize Istation data along with the Senderos data and other measures they use to assess students to understand if the lower performance is limited to Istation versus all classroom assessment performance.

Winter and Spring 2018-19 through 2020-21 Grade K Groveland ISIP Mean Ability Index, Tier Level, and Percentile
(No Spring 2020 Results due to COVID-19)

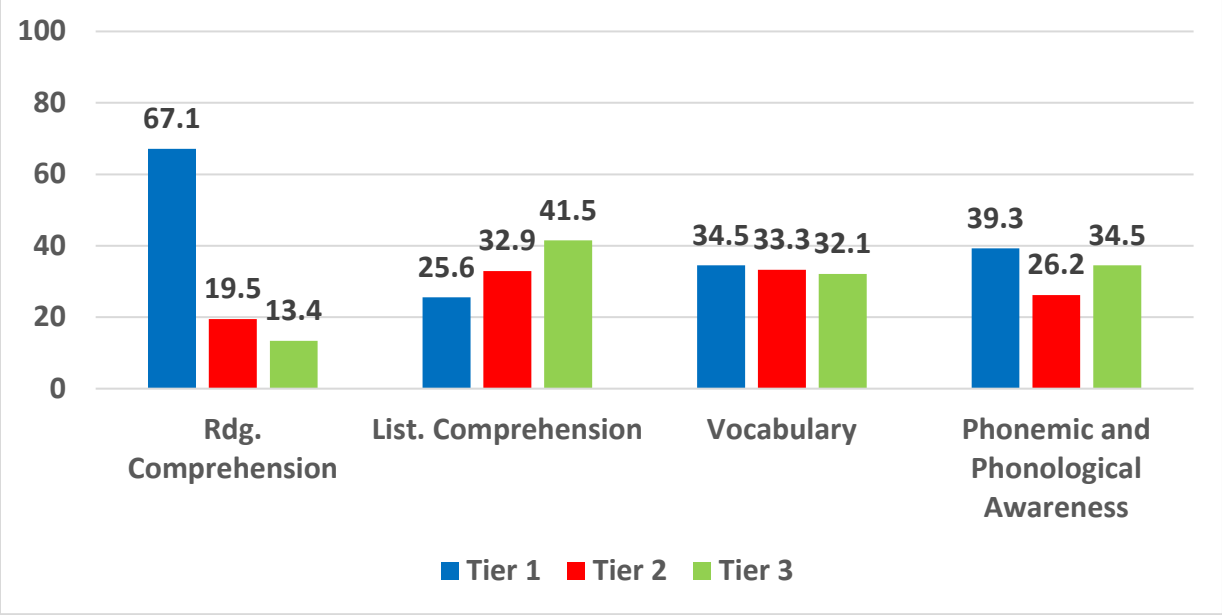
N=83

2020-21 Subtest	Winter Ability Index	Winter Percentile	Spring Ability Index	Spring Percentile
Reading Comprehension	180.2	50.5	187.2	51.5
Listening Comprehension	38.1	28.6	53.7	32.4
Vocabulary	167.1	32.2	174.1	34.2
Phonemic and Phonological Awareness	182.4	40.6	200.5	39.0
2019-20 Subtest	**Winter Ability Index**	**Winter Percentile**	**Spring Ability Index**	**Spring Percentile**
Reading Comprehension	176.4	40.9	-	-
Listening Comprehension	41.1	31.2	-	-
Vocabulary	166.9	32.3	-	-
Phonemic and Phonological Awareness	179.7	36.1	-	-
2018-19 Subtest	**Winter Ability Index**	**Winter Percentile**	**Spring Ability Index**	**Spring Percentile**
Reading Comprehension	177.6	44.9	184.4	43.0
Listening Comprehension	37.8	27.5	58.4	39.2
Vocabulary	165.2	27.9	176.4	36.8
Phonemic and Phonological Awareness	182.9	40.0	199.6	38.7

Spring 2021 Groveland Grade K Tier Level Percentage



Winter 2020 Groveland Grade K Tier Level Percentage



Data Analysis: Fall and Spring 2018-19 through 2020-21 Grade 1 and 2 Groveland ISIP Mean Ability Index, Tier Level, and Percentile

First Grade results show that First Graders in 2021 were out-performed by First Graders in 2019 in all four areas. However, Fall to Spring scores this year show an increase in percentiles in Comprehension and Written Communication. The greatest decrease in percentile was experienced in Vocabulary, dropping from **45.6 percent** in the Fall to **37.4 percent** in the Spring. Tier level percentages show a drop in Tier 1 percentage within the areas of Vocabulary and Phonics. Vocabulary showed a **23 percen**t decrease at the Tier 1 level, increasing by **16.6 percent** at the Tier 2 level. In addition, Vocabulary decreased by **7.1 percent** at the Tier 1 level with an increase of **14 percent** at the Tier 3 level. The shift toward Tier 3 in Phonics should be seen as the great need to address versus the shift toward Tier 2 in Vocabulary. The increases of **9.9 percent** at Tier 1 in Written Communication and **7.8 percent** in Comprehension should be seen as highlights and areas in which to build for First Graders moving into Second Grade next year.

Second Graders in 2021 out-performed Second Graders in 2019 in all five areas according to percentile results. However, there was a drop in Fall to Spring performance in Written Communication, Phonics, and Text Fluency. It should be noted that Text Fluency is an area in which most schools saw a decrease. Tier level data show a significant increase in Tier 1 performance in Written Communication, improving by **16.7 percent** since the Fall. There was a modest increase of **3.7 percent** in Comprehension and a decrease of **6.5 percent** in Text Fluency. Vocabulary percentages are worth noting, because there was a **16.1 percent** increase at the Tier 3 level and a **16.7** percent increase at the Tier 1 level. A significant percentage (**32.9 percent**) of students performing at the Tier 2 level either improved toward the Tier 1 level or shifted toward the Tier 3 level.

Recommendations: Fall and Spring 2018-19 through 2020-21 Grade 1 and 2 Groveland ISIP Mean Ability Index, Tier Level, and Percentile

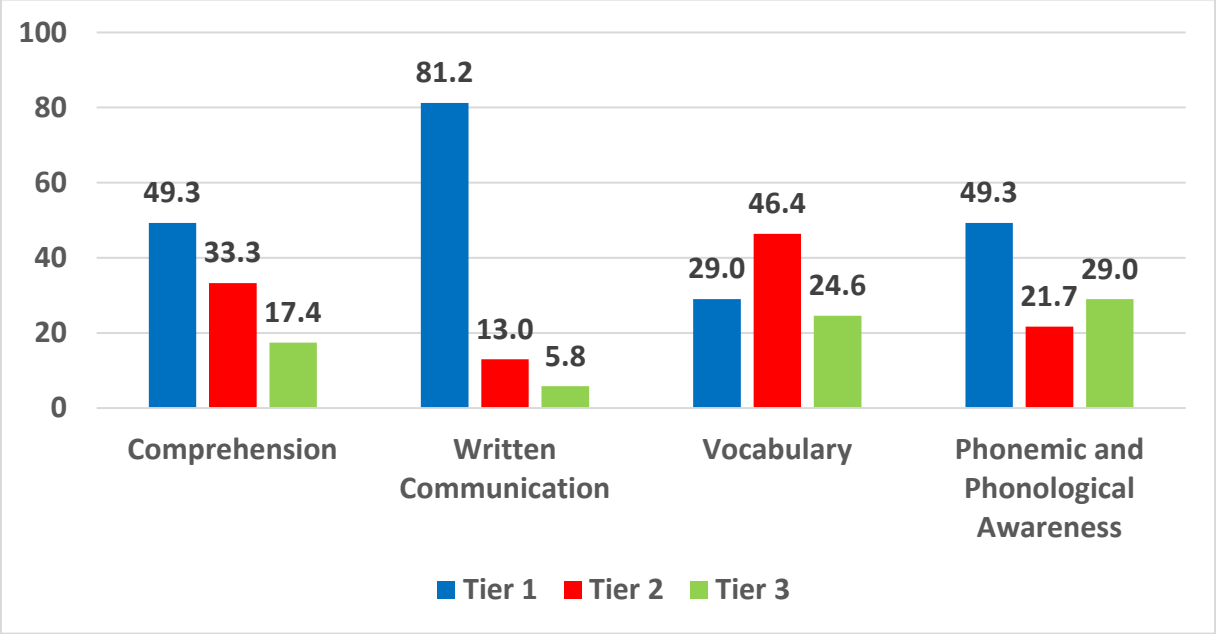
It is recommended that Second Grade teachers pay close attention to Vocabulary and Text Fluency performance among their students. With **54.9 percent** of students performing at the Tier 3 level in Vocabulary, intervention strategies are recommended. Second Grade students who are performing at lower levels in Vocabulary will benefit from participating in the Istation instructional activities on a regular basis with follow up On-Demand Assessments administered each month to monitor student progress. In addition, for those students struggling with Phonemic Awareness (18.3 percent), the focus in this area is important for Second Graders as it is a stepping-stone for developing their Reading skills. With more practice using the Istation system, students will be able to make the gains needed to reach the upper Tier levels of the ISIP Test.

Fall and Spring 2018-19 through 2020-21 Grade 1 Groveland ISIP Mean Ability Index, Tier Level, and Percentile
(No Spring 2020 Results due to COVID-19)

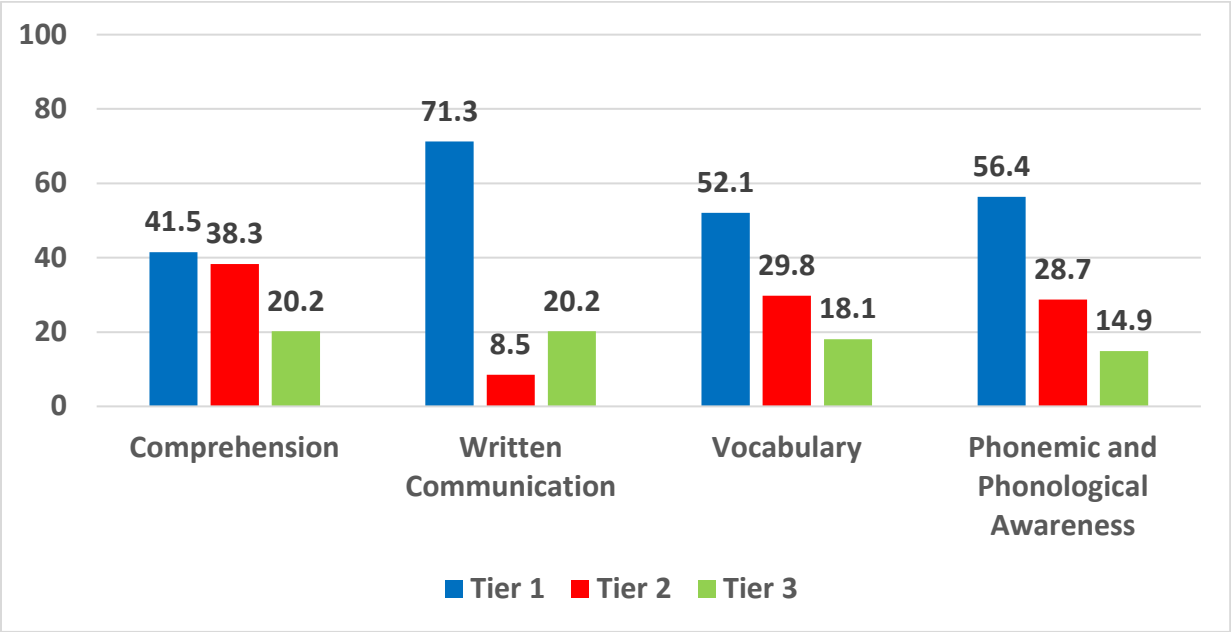
N=69

2020-21 Subtest	Fall Ability Index	Fall Percentile	Spring Ability Index	Spring Percentile
Comprehension	216.4	42.6	207.1	46.3
Written Communication	187.2	50.4	206.8	54.0
Vocabulary	183.2	45.6	193.4	37.4
Phonemic and Phonological Awareness	200.1	44.1	224.7	41.6
2019-20 Subtest	**Fall Ability Index**	**Fall Percentile**	**Spring Ability Index**	**Spring Percentile**
Comprehension	197.5	47.8	-	-
Written Communication	193.3	58.2	-	-
Vocabulary	188.5	55.6	-	-
Phonemic and Phonological Awareness	205.7	54.5	-	-
2018-19 Subtest	**Fall Ability Index**	**Fall Percentile**	**Spring Ability Index**	**Spring Percentile**
Comprehension	194.6	42.5	214.6	54.4
Written Communication	186.2	48.8	211.6	60.8
Vocabulary	189.8	57.8	198.0	48.0
Phonemic and Phonological Awareness	205.2	53.9	235.1	53.0

Spring 2021 Groveland Grade 1 Tier Level Percentage



Fall 2020 Groveland Grade 1 Tier Level Percentage

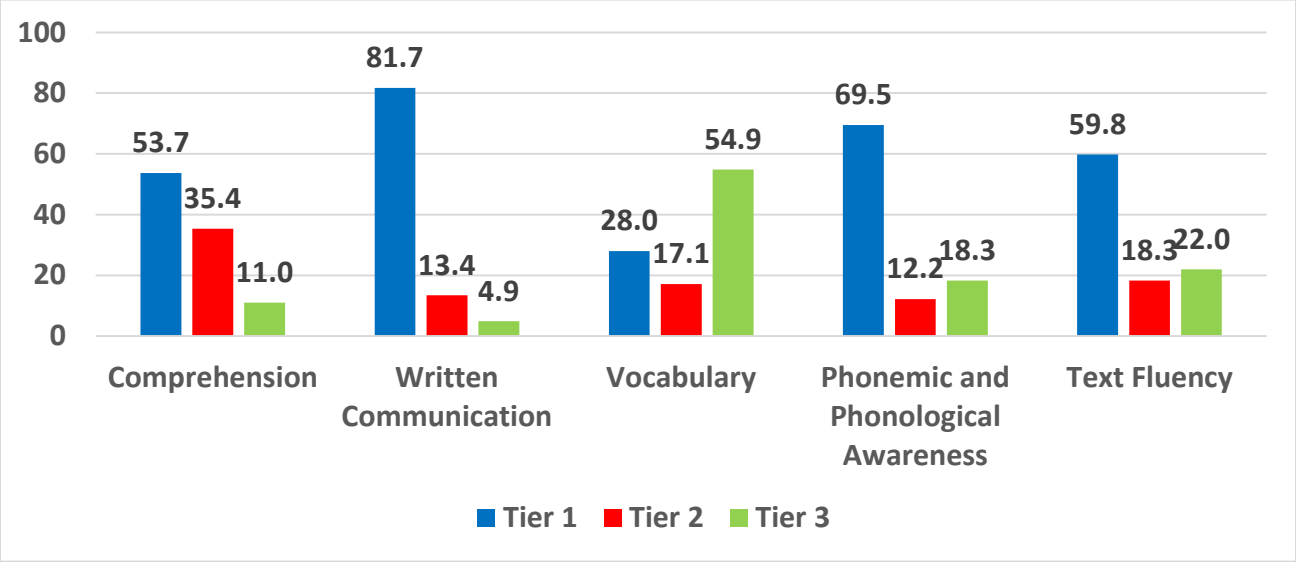


Fall and Spring 2018-19 through 2020-21 Grade 2 Groveland ISIP Mean Ability Index, Tier Level, and Percentile
(No Spring 2020 Results due to COVID-19)

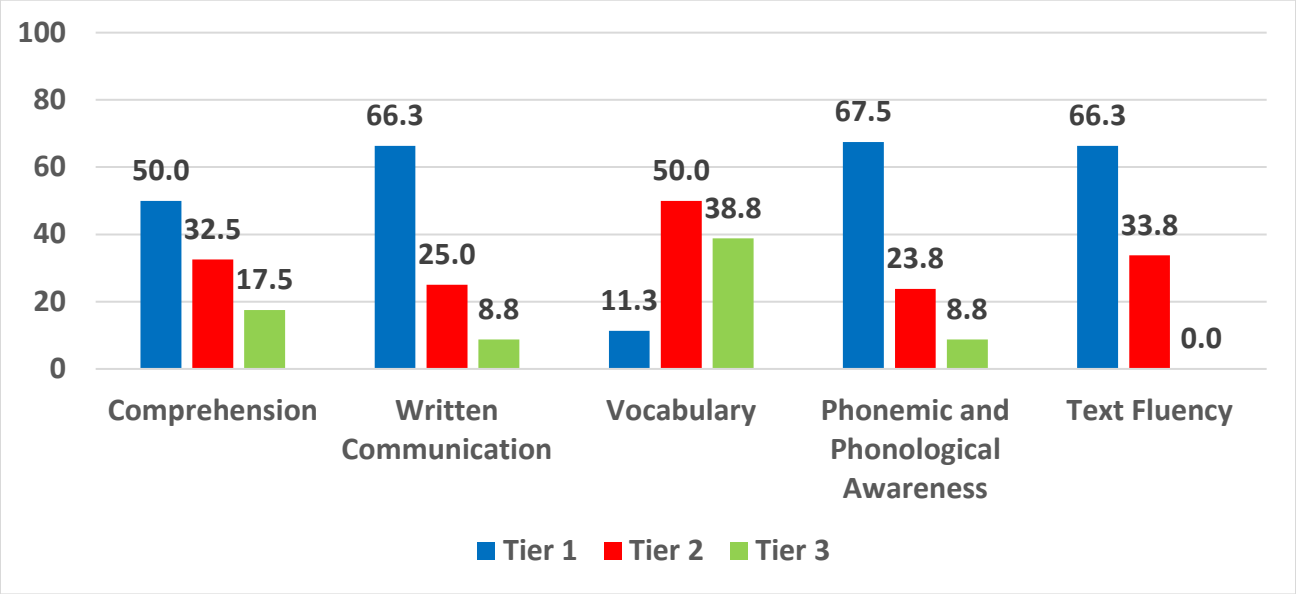
N=82

2020-21 Subtest	Fall Ability Index	Fall Percentile	Spring Ability Index	Spring Percentile
Comprehension	209.8	45.7	243.6	45.7
Written Communication	212.3	66.4	222.6	59.2
Vocabulary	204.6	28.3	214.8	29.8
Phonemic and Phonological Awareness	234.9	54.0	250.7	52.8
Text Fluency	10.5	71.2	26.0	49.4
2019-20 Subtest	**Fall Ability Index**	**Fall Percentile**	**Spring Ability Index**	**Spring Percentile**
Comprehension	223.9	48.7	-	-
Written Communication	212.1	64.9	-	-
Vocabulary	206.9	32.0	-	-
Phonemic and Phonological Awareness	231.9	50.1	-	-
Text Fluency	9.1	66.3	-	-
2018-19 Subtest	**Fall Ability Index**	**Fall Percentile**	**Spring Ability Index**	**Spring Percentile**
Comprehension	221.7	46.0	238.9	41.6
Written Communication	207.2	55.1	217.6	48.9
Vocabulary	208.8	37.1	208.3	20.1
Phonemic and Phonological Awareness	230.6	47.3	246.8	46.7
Text Fluency	10.2	68.8	24.2	47.8

Spring 2021 Groveland Grade 2 Tier Level Percentage



Fall 2020 Groveland Grade 2 Tier Level Percentage



Data Analysis: Winter and Spring 2018-19 through 2020-21 Grade K Minnewashta ISIP Mean Ability Index, Tier Level, and Percentile

Minnewashta Kindergarteners under-performed compared to Kindergarteners in 2019 in all four areas. According to Fall to Spring results, Kindergarteners saw increases in percentile scores within the Vocabulary subtest, improving from **29.4 percent** to **36.8 percent**. The most significant decrease in percentile was seen in Phonics, dropping by

9.3 percent. Tier level data show Reading Tier 1 percentages dropping by **19.9 percent**, while increasing by **23.8 percent** at the Tier 2 level. This was the greatest shift in performances out of the four subtests. Also, worth noting is the decrease of **14.8 percent** at the Tier 3 level in Phonics. This is encouraging, as there appears to be a shift from Tier 3 to Tier 2 in this area. Listening Comprehension experienced at 7.9 percent increase, with 39.8 percent of students performing in this area.

Recommendations: Winter and Spring 2018-19 through 2020-21 Grade K Minnewashta ISIP Mean Ability Index, Tier Level, and Percentile

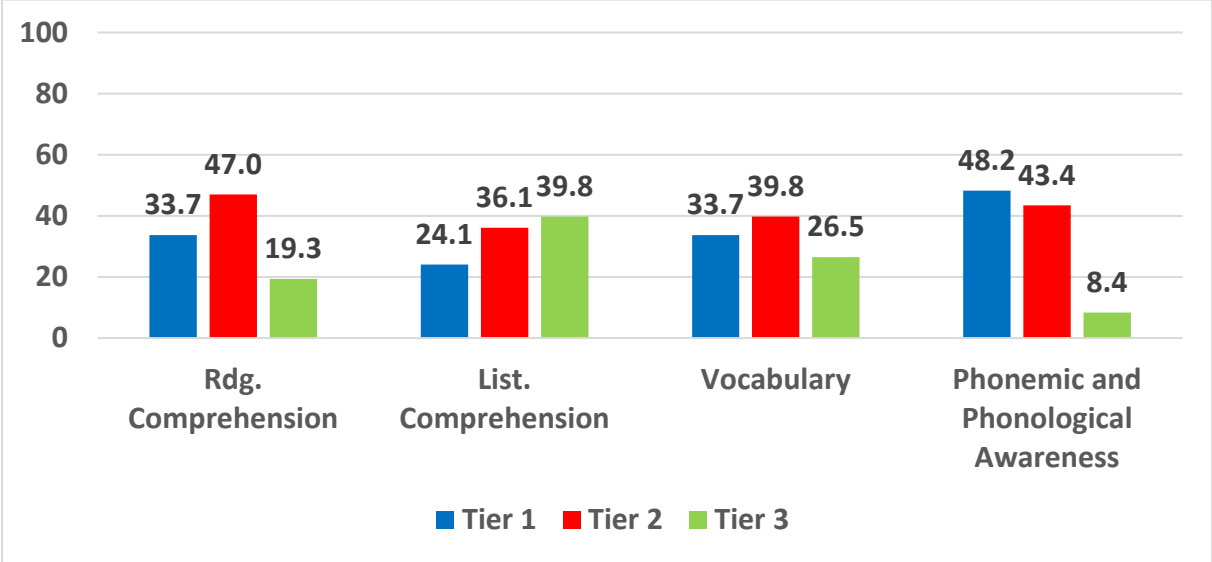
As with the other sites, it will be important for teachers to help students maximize their time with the supplemental Istation software in addition to providing students with the instruction needed through the Senderos materials. In the coming school year and beyond, teachers should work to study the alignment between the Vocabulary found in Istation with the Vocabulary found in the Making Meaning curriculum to ensure the most cohesive learning experience possible for their students. Areas of focus for Kindergartners should be in the areas of Reading and Listening Comprehension.

Winter and Spring 2018-19 through 2020-21 Grade K Minnewashta ISIP Mean Ability Index, Tier Level, and Percentile
(No Spring 2020 Results due to COVID-19)

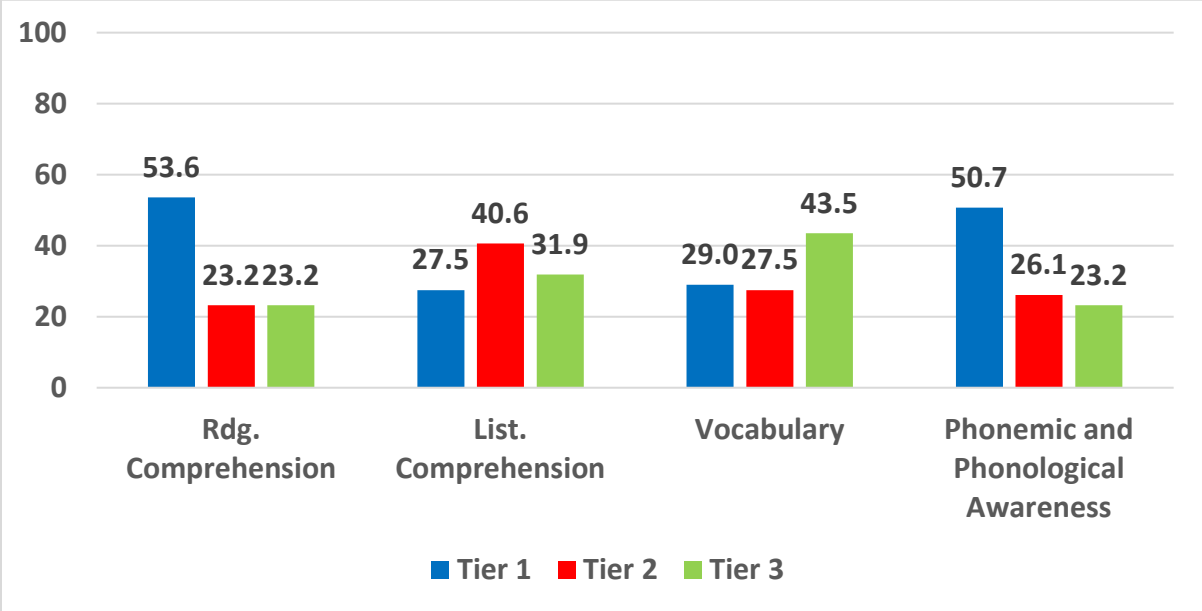
N=83

2020-21 Subtest	Winter Ability Index	Winter Percentile	Spring Ability Index	Spring Percentile
Reading Comprehension	179.6	44.7	182.2	37.5
Listening Comprehension	42.7	33.1	51.5	29.8
Vocabulary	165.7	29.4	175.3	36.8
Phonemic and Phonological Awareness	186.8	49.2	201.3	39.9
2019-20 Subtest	**Winter Ability Index**	**Winter Percentile**	**Spring Ability Index**	**Spring Percentile**
Reading Comprehension	178.4	45.5	-	-
Listening Comprehension	45.1	37.2	-	-
Vocabulary	163.7	27.1	-	-
Phonemic and Phonological Awareness	183.9	42.3	-	-
2018-19 Subtest	**Winter Ability Index**	**Winter Percentile**	**Spring Ability Index**	**Spring Percentile**
Reading Comprehension	179.6	48.4	184.2	42.3
Listening Comprehension	38.8	28.1	54.3	33.1
Vocabulary	163.8	28.1	179.5	42.6
Phonemic and Phonological Awareness	182.2	42.9	200.4	38.7

Spring 2021 Minnewashta Grade K Tier Level Percentage



Winter 2020 Minnewashta Grade K Tier Level Percentage



Data Analysis: Fall and Spring 2018-19 through 2020-21 Grade 1 Minnewashta ISIP Mean Ability Index, Tier Level, and Percentile

Both First and Second Grade results are encouraging. First Graders improved from Fall to Spring in all four areas despite being out-performed by First Graders from 2019 in these areas. The most significant improvements from this Fall were seen in Phonics and Comprehension. Phonics percentiles increased from **35.9 percent** to **49.1 percent**, while Comprehension improved from **43.2 percent** to **54.5 percent**. Minnewashta First Graders eclipsed the 50th percentile on three of four subtests. Tier level data show significant Tier 1 improvement in Comprehension (**15.5 percent**), Written Communication (**11.7 percent**), Vocabulary (**4.9 percent**), and Phonics (**18.9 percent**). Within these subtests, there were also significant decreases at the Tier 3 level, all encouraging signs for Minnewashta First Graders.

Second Grade results showed Fall to Spring increases in all areas, except for a percentile drop from **66.2 percent** to **49.8 percent** in Text Fluency. There was significant Fall to Spring percentile group in Phonics, which improved from **45.6 percent** to **55.3 percent**. Tier level data show significant increases in Written Communication, Vocabulary, and Phonics. Text Fluency improved by **9.9 percent** at the Tier 1 level, but there was also an increase of **11 percent** at the Tier 3 level. The most remarkable improvement was seen in Written Communication, in which the percentage increase at the Tier 1 level was **27.5 percent**, with a decrease at the Tier 3 level of **16.5 percent**. Only **1.1 percent** of students are now performing at the Tier 3 level in this area.

Recommendations: Fall and Spring 2018-19 through 2020-221 Grade 1 Minnewashta ISIP Mean Ability Index, Tier Level, and Percentile

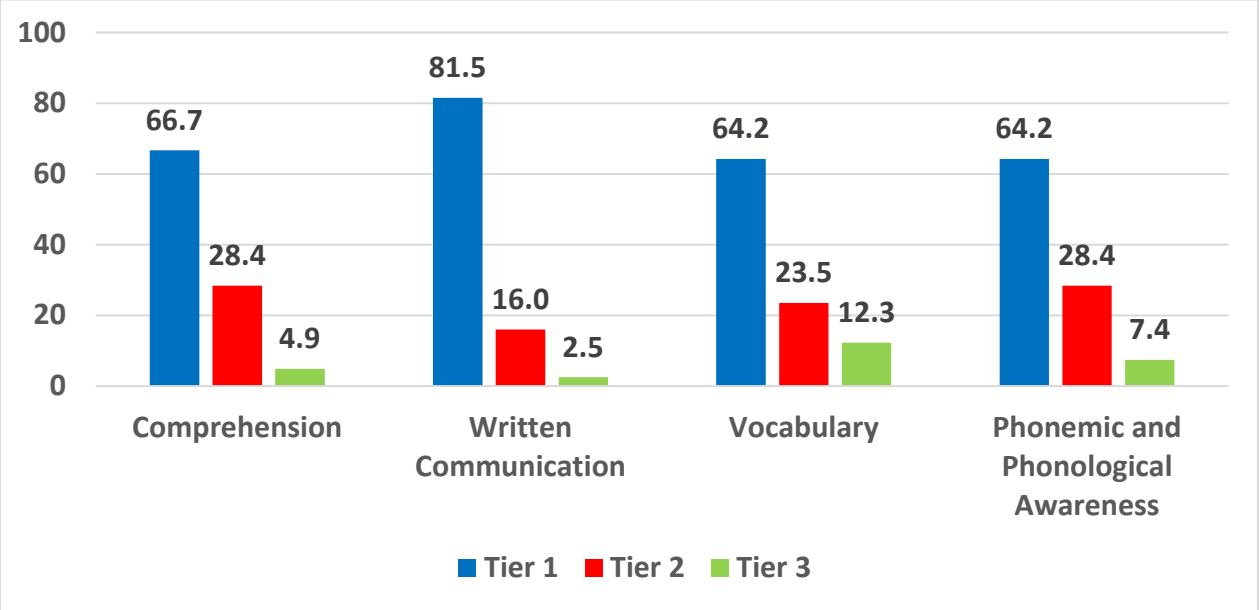
According to the results, Text Fluency should be a main area of focus for Second Graders as this showed the greatest drop in performance from Fall to Spring. The drop-off was like Second Grade results from Fall to Spring during the 2017-18 school year. Student performance should continue to improve in this area as teachers become familiar with the fluency students are exposed to in Istation compared to the Vocabulary students experience with Senderos.

Fall and Spring 2018-19 through 2020-21 Grade 1 Minnewashta ISIP Mean Ability Index, Tier Level, and Percentile
(No Spring 2020 Results due to COVID-19)

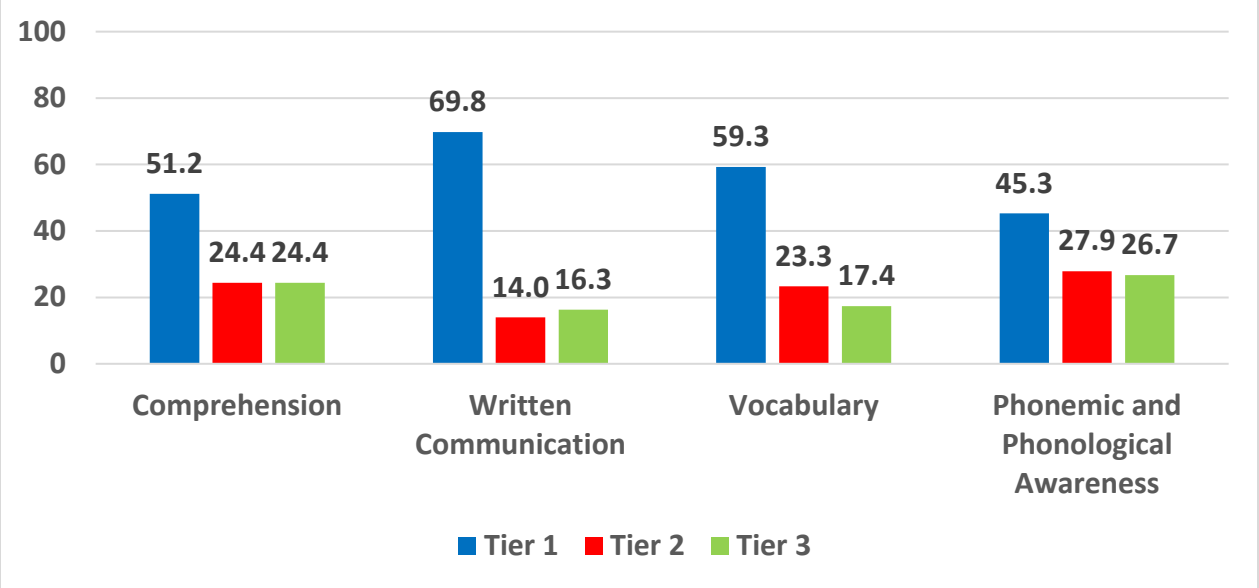
N=81

2020-21 Subtest	Fall Ability Index	Fall Percentile	Spring Ability Index	Spring Percentile
Comprehension	218.2	43.2	211.2	54.5
Written Communication	186.6	49.3	209.5	56.9
Vocabulary	185.7	51.0	204.2	58.7
Phonemic and Phonological Awareness	195.9	35.9	231.5	49.1
2019-20 Subtest	**Fall Ability Index**	**Fall Percentile**	**Spring Ability Index**	**Spring Percentile**
Comprehension	193.1	39.9	-	-
Written Communication	191.8	56.0	-	-
Vocabulary	186.1	51.9	-	-
Phonemic and Phonological Awareness	205.3	54.2	-	-
2018-19 Subtest	**Fall Ability Index**	**Fall Percentile**	**Spring Ability Index**	**Spring Percentile**
Comprehension	194.6	42.1	218.4	61.8
Written Communication	187.9	50.9	212.2	61.8
Vocabulary	183.7	46.8	208.3	67.2
Phonemic and Phonological Awareness	202.1	47.1	238.6	59.4

Spring 2021 Minnewashta Grade 1 Tier Level Percentage



Fall 2020 Minnewashta Grade 1 Tier Level Percentage

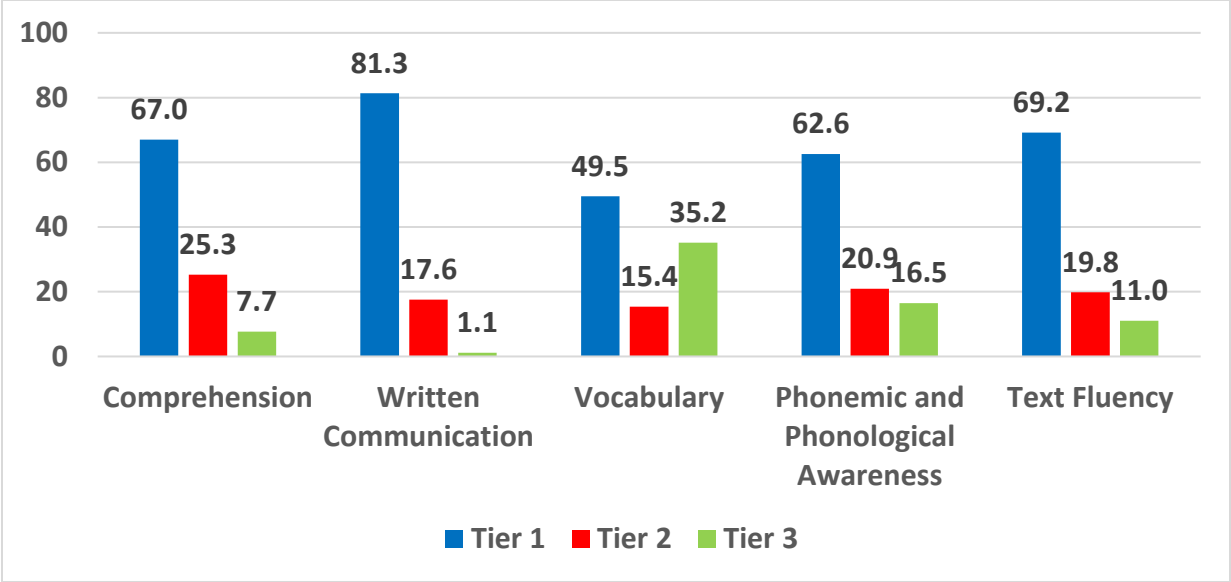


Fall and Spring 2018-19 through 2020-21 Grade 2 Minnewashta ISIP Mean Ability Index, Tier Level, and Percentile
(No Spring 2020 Results due to COVID-19)

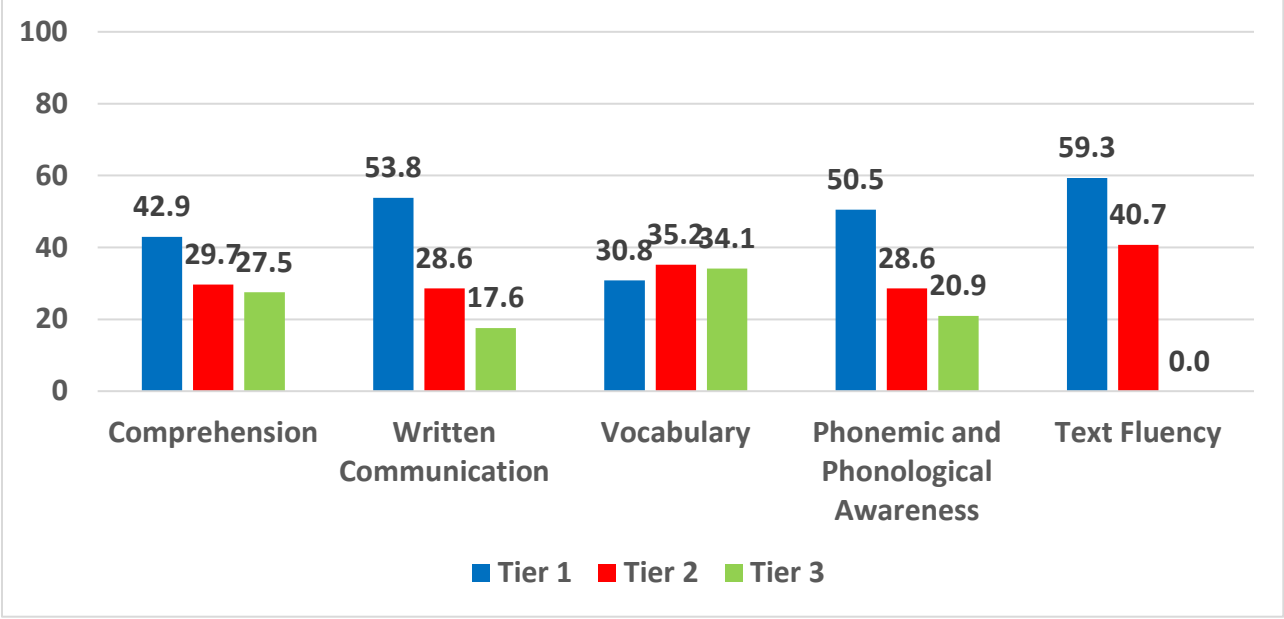
N=91

2020-21 Subtest	Fall Ability Index	Fall Percentile	Spring Ability Index	Spring Percentile
Comprehension	199.8	40.6	248.3	49.6
Written Communication	208.2	55.4	224.2	62.0
Vocabulary	209.5	38.1	222.7	38.8
Phonemic and Phonological Awareness	229.7	45.6	253.2	55.3
Text Fluency	10.0	66.2	26.6	49.8
2019-20 Subtest	**Fall Ability Index**	**Fall Percentile**	**Spring Ability Index**	**Spring Percentile**
Comprehension	228.6	53.9	-	-
Written Communication	209.8	61.0	-	-
Vocabulary	207.2	32.9	-	-
Phonemic and Phonological Awareness	233.4	51.7	-	-
Text Fluency	10.1	66.3	-	-
2018-19 Subtest	**Fall Ability Index**	**Fall Percentile**	**Spring Ability Index**	**Spring Percentile**
Comprehension	227.8	54.4	252.6	53.4
Written Communication	210.0	62.3	224.9	62.9
Vocabulary	209.2	37.2	233.2	48.3
Phonemic and Phonological Awareness	232.0	49.4	255.5	58.2
Text Fluency	10.8	70.2	32.0	57.1

Spring 2021 Minnewashta Grade 2 Tier Level Percentage



Fall 2020 Minnewashta Grade 2 Tier Level Percentage



CONCLUSIONS AND RECOMMENDATIONS

It is important to note that these scores should continue be viewed with caution, because it is clear there was an impact on student performances due to the Pandemic. Although there were many positive signs of Fall to Spring growth, 2021 student scores were mainly eclipsed by 2019 scores at most grade levels on most subtests. This is worth noting as teachers prepare to work with students next Fall. Teachers will use the results to help plan for individual intervention with students depending on their performance. All student progress will be monitored on a regular basis, and some students will spend more time with the program each week depending on their needs. Students who need more intensive intervention will be assessed monthly with the Istation *On Demand Assessments*, as this is a form of progress monitoring for students who may be struggling with the language.

Most schools will need to focus on Text Fluency among their Second Graders and First Graders will need a focus on Vocabulary and Phonics. In some cases, school staff will need to work with students on Reading Comprehension instruction among their Second Graders. The use of On-Demand assessments for students who are well behind their peers will be key. Sixty minutes of practice a week using the Istation software is recommended for students to show significant growth. With the ability to participate in practice at home on the Istation system, most students should be able to surpass the suggested 60 minutes of practice per week.

RECOMMENDATION/FUTURE DIRECTION:

The information provided in this report is designed to update the School Board on the results of the Spring 2021 administration of the Istation assessment.

Submitted by: _____
Matt Rega, Director of Assessment

Concurrence: _____
Dennis Peterson, Superintendent

REPORT

School Board
Minnetonka I.S.D. #276
5621 County Road 101
Minnetonka, Minnesota

Study Session Agenda Item #5

Title: Belonging Reports from Secondary Principals **Date: June 17, 2021**

EXECUTIVE SUMMARY:

The secondary school principals have had excellent Belonging Committees this year, and each principal will update the Board on the work of the respective committees.

Submitted by: Dennis L. Peterson

Dennis L. Peterson
Superintendent of Schools

UPDATE

School Board
Minnetonka I.S.D. #276
5621 County Road 101
Minnetonka, Minnesota

Study Session Agenda Item #6

Title: Review of Counselors' Insights **Date: June 17, 2021**

EXECUTIVE SUMMARY

At the April 19 study session, the Board reviewed the progress on Board Goal 4. As a part of this review, the Board requested more information from School Counselors related to the following action step:

- *The District will have plans in place to quickly identify student learners who need additional educational and/or mental health support and will create alternative methods to support their educational achievement.*

In response to this, through a video presentation, School Counselors provide insights into how the year has gone, how they have adapted curriculum and schedules through the various learning models, and how students have been identified and counselors have responded to provide support. Anji Johnson represents elementary counselors, Paula Erbisch and Dawn Bruesehoff represent middle school counselors, and Department Chair Dave Bierly represents the high school counselors.

Submitted by: Amy LaDue
Amy LaDue, Assistant Superintendent

Concurrence: Dennis L. Peterson
Dennis Peterson, Superintendent

REPORT

School Board
Minnetonka I.S.D. #276
5621 County Road 101
Minnetonka, Minnesota

Study Session Agenda Item #7

Title: Final Report on Goal 2 **Date: June 17, 2021**

EXECUTIVE SUMMARY:

The Board had requested additional information on Goal Two at a prior meeting, and the Superintendent will update all of those questions.

Submitted by: _____

Dennis L. Peterson
Superintendent of Schools

REPORT

School Board
Minnetonka I.S.D. #276
5621 County Road 101
Minnetonka, Minnesota

Study Session Agenda Item #8

Title: Final Report on Goal 4 **Date: June 17, 2021**

EXECUTIVE SUMMARY:

The Board had requested additional information on Goal Four at a prior meeting, and the Superintendent will update all of those questions.

Submitted by: _____

Dennis L. Peterson
Superintendent of Schools

REVIEW

School Board
Minnetonka I.S.D. #276
5621 County Road 101
Minnetonka, Minnesota

Study Session Agenda Item #9

Title: Review of Instructional Materials **Date: June 17, 2021**

OVERVIEW:

Pursuant to Policy #606, all instructional materials, whether core or supplemental, must align with and advance the District's Vision and Mission. This policy requires that all instructional materials challenge each student and prepare them to thrive in American society and the world at-large. As in past years, departments and programs have identified instructional material needs for the upcoming school year. As the English Language Arts and Health Education departments engage in the curriculum review process during the 2021-22 school year, additional resources will be reviewed and brought to the Board for future implementation. The purpose of this report is to submit for Board consideration the instructional materials that have been reviewed over the past year and are recommended for full implementation at the start of the 2021-22 school year.

CORE AND SUPPLEMENTAL MATERIALS

Everyday Mathematics continues serve as the core mathematics program at the elementary level. The most recent edition of this program, Everyday Mathematics 4, provides additional core and supplemental resources, including numerous digital tools, to enhance mathematics instruction. Teachers received access to these updated digital resources to supplement existing instructional resources and enhance the e-learning experience during the 2020-21 school year. Everyday Mathematics 4 is recommended for full implementation for the 2021-22 school year.

Fundamentals of Neuroscience, a new science elective course addressing how the human brain works in relation to cognition, memory, and learning, will be introduced next year. This summer the science curriculum writing team will continue to evaluate *Neuroscience: Exploring the Brain* as the core text for implementation during the upcoming year.

Instructional Materials:

Title	Author	Course/Level
Everyday Mathematics 4	University of Chicago STEM Authorship Team	Mathematics, Grades K-5
Neuroscience: Exploring the Brain	Mark Bear, Barry Connors, Michael A. Paradiso	Fundamentals of Neuroscience

ADVANCED PLACEMENT AND INTERNATIONAL BACCALAUREATE MATERIALS

The changing nature of the Advanced Placement (AP) and International Baccalaureate (IB) curriculum requires adjustments on a regular basis. Advanced Learner Coordinator Laura Herbst works closely with AP and IB teachers and department chairs each year to select from available and appropriate materials.

In addition to the criteria outlined in Policy #606, these materials are selected based upon the curriculum recommendations of the International Baccalaureate Organization, the College Board and the organizations' trainers. For the 2021-22 school year, AP and IB teachers have recommended implementing a number of new instructional resources to meet the demands of these programs. The instructional resources are included in the table below.

AP/IB Materials:

Title	Author	Course/Level
Economics for the IB Diploma	Ellie Tragakes	IB Economics
Human Geography for the AP Course	Barbara Hildebrant, Max Lu, Kethheth Keller, Roderick P. Neumann	AP Human Geography
Human Geography: A Spatial Perspective (AP Edition)	Sarah Bednarz, Mark Bockenhaur, Fredrik Hiebert	AP Human Geography
Matter and Interactions, 4th edition	Ruth Chabay, Bruce Sherwood	AP Physics C
Physics For Scientists and Engineers: A strategic Approach, 4th Edition	Randall D. Knight	AP Physics C

DIGITAL RESOURCES AND IPAD APPS

In response to the varying e-learning needs of the past year, the district introduced additional digital resources to supplement the existing curriculum. The resources listed in the table below have been reviewed by teams of teachers, tech coaches and the Director of Instructional Technology and Media Services Dave Eisenmann to ensure that they meet the criteria described in Policy #606. They are recommended for the 2021-22 school year and beyond.

Digital Resources:

App Name	Category	Subject/Course
Acapella from PicPlayPost	Subject Specific	Music
Arcademics	Subject Specific	Math, ELA, Social Studies
AutoCad	Subject Specific	CAD/3D Printing
BioNetwork: Virtual Microscope	Subject Specific	Science
Bridge Constructor Free	Subject Specific	Tech Ed/STEM
Chromville	Subject Specific	Augmented Reality Creation
Day One Journal	Productivity/Organization	Health/SEL
Dice 3D 7pixels	AR/3D	Augmented Reality Creation
Edclub	Productivity/Organization	Typing/Keyboarding
Edpuzzle	Other	Multiple
EPview	Subject Specific	Photography
EV3 Programmer	Subject Specific	Tech Ed/STEM
Froggipedia	Subject Specific	Science/AR
Google Tasks	Productivity/Organization	Organization
Hudl Technique	Other	Physical Education
Learn the Pinyin	Subject Specific	Chinese Immersion
Math Clock, by MLC	Subject Specific	Math
Mathigon	Subject Specific	Math
Mathseeds Grade 2	Subject Specific	Math
Moose Math	Subject Specific	Math
Number Rack by MLC	Subject Specific	Math
Play and Learn - Engineering	Games	Tech Ed/STEM
Quiver - 3D Coloring	AR/3D	Augmented Reality Creation
Shortcuts	Other	iOS Apple
TanZen HD	Other	Other
Teachers TalkingPoints	Other	ELL Communication
Tinkercad	Subject Specific	CAD/3D Printing
Truss Me!	Subject Specific	Tech Ed/STEM

<u>RECOMMENDATION</u>/FUTURE DIRECTION:

These instructional materials are submitted for School Board consideration and will be available for public review this summer. Materials will be submitted for School Board approval on August 5, 2021.

Submitted by: _____

Steve Urbanski, Director of Curriculum

Concurrence: _____

Dennis Peterson, Superintendent

UPDATE

School Board
Minnetonka I.S.D. #276
5621 County Road 101
Minnetonka, Minnesota

Study Session Agenda Item #10

Title: Future E-learning Options **Date: June 17, 2021**

EXECUTIVE SUMMARY

On April 8, 2021, the proposed future e-learning program option to begin in fall of 2021 was approved by the School Board, contingent upon the level of interest expressed through enrollment. This update will provide information about the progress made to date and next steps, including:

- Current level of fall enrollment in full e-learning and enrollment in 1st semester e-learning due to COVID concerns.
- Communication with families regarding courses and programs available to e-learners and opportunity for families to confirm their enrollment for fall based on these offerings.
- Communication with districts not offering e-learning options next fall to seek potential partnerships for Minnetonka.
- Preparation to launch the e-learning website and marketing plan.

Submitted by: Amy LaDue
Amy LaDue, Assistant Superintendent for Instruction

Concurrence: Dennis L. Peterson
Dennis Peterson, Superintendent

PRESENTATION

School Board
Minnetonka I.S.D. #276
5621 County Road 101
Minnetonka, Minnesota

Study Session Agenda Item #11

Title: Presentation of Strategic Plan Document **Date: June 17, 2021**

EXECUTIVE SUMMARY:

The final product of work on Goal Three is a document with all of the reports expected for Goal Three included.

Submitted by: Dennis L. Peterson

Dennis L. Peterson
Superintendent of Schools