

**MINNETONKA SCHOOL BOARD
STUDY SESSION AND SPECIAL MEETING
April 21, 2022
5:30 p.m.**

AGENDA

STUDY SESSION

- 5:30 1. Review of Information from Conditional Candidate I Visit

SPECIAL MEETING

- 5:45 I. Call to Order
- II. Pledge of Allegiance to the Flag
- III. Adoption of the Agenda
- IV. Conditional Consideration of Candidate I for Superintendent
- V. Adjournment to Study Session

STUDY SESSION

- 6:00 1. Review of Fees
- 6:20 2. Review of STAMP Results
- 7:00 3. Search Institute Training with Board Members
- 8:00 4. Report on SAIL Program
- 8:30 5. Tonka Online Report
- 9:00 6. Report on Goals (Recruiting, etc.)
- 9:50 7. Review of 10-Year Long-Term Facilities Maintenance Plan
- 10:10 8. Review of Policy #705: Investment of District Funds
- 10:20 9. Review of New Legislative Districts Impacting the District
- 10:30 10. Review of MMW Entrance Plan
- 10:45 11. Adjournment

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.

CONDITIONAL CONSIDERATION

**Minnetonka I.S.D 276
5621 County Road 101
Minnetonka, Minnesota**

Special Meeting Agenda Item IV.

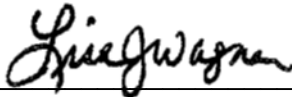
**Title: Conditional Consideration of Candidate I
for Superintendent**

Date: April 21, 2022

EXECUTIVE SUMMARY:

If Candidate I is approved as a finalist at the 6:30 p.m. Special Meeting on April 20, 2022 and subsequently interviewed on April 20, 2022, the Board may consider approval of a new superintendent at this meeting.

Submitted by: _____



Lisa Wagner, School Board Clerk
On behalf of the Superintendent Search Subcommittee

Concurrence: _____



Chris Vitale, School Board Chair

INFORMATION

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

Study Session Agenda Item #1

Title: Review of Fees

Date: April 21, 2022

EXECUTIVE SUMMARY:

Under Minnesota State law, the Board of each Minnesota public school may require certain pupil fees as described in statute.

The District is required to hold a public hearing on proposed fees to accept public comment on the proposed fees.

Minnetonka Independent School District 276 maintains a schedule of various fees for courses, activities, clubs and other miscellaneous items at each level of the school district.

Any changes in the fee schedules require School Board approval.

Each year, department and program managers give their recommendations on various fee levels. Proposed fee changes are for Fiscal Year 2023.

At the high school level, the following recommended fee changes are for new or existing classes or activities:

Metals I	\$45	\$5 increase
Woods	\$25	\$5 increase
Adaptive Bowling	\$80	\$20 increase
Adaptive Floor Hockey	\$80	\$20 increase
Adaptive Soccer	\$80	\$20 increase
Soccer(boys/girls)	\$100	\$8 increase
Drama Fall Musical	\$80	\$5 increase
Drama Spring Musical	\$80	\$5 increase
Mock Trial	\$80	\$30 increase
Model UN	\$80	\$30 increase
Quiz Bowl	\$80	\$30 increase

At the middle school level, there is one recommended new activity fee:

Bright Watch	\$10-\$50	New fee
	(per weekday per quarter)	

At the elementary school level, there are no recommended changes.

The proposed changes are highlighted on the attached draft schedule of class and activity fee changes.

Tonka Dome fees are recommended to increase by \$5 for each category.

ATTACHMENTS:

Proposed High School Fees
Proposed Middle School Fees
Proposed Elementary School Fees
Proposed Dome Fees

RECOMMENDATION/FUTURE DIRECTION:

This information is presented for the School Board's review.

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

Concurrence: 
Dennis Peterson, Superintendent

**MINNETONKA HIGH SCHOOL
STUDENT FEE SCHEDULE
2022-23**

	2021-22	PROPOSED 2022-23	NOTES
Course Fees			
ART	<i>per course</i>	<i>per course</i>	
AP Art- Studio	\$50	\$50	
Comics	\$20	\$20	
Ceramics	\$25	\$25	
Digital Photography	\$30	\$30	
Digital Drawing 1, 2, & 3	\$20	\$20	
Drawing	\$20	\$20	
Graphic and Product Design	\$20	\$20	
IB Visual Art HLA yr 1	\$50	\$50	
IB Visual Art HLA yr 2	\$50	\$50	
IB Visual Art SLA	\$50	\$50	
Intro to Studio Art	\$20	\$20	
Jewelry	\$35	\$35	
Metal Sculpture	\$25	\$25	
Painting	\$20	\$20	
Darkroom Photography I	\$50	\$50	
Darkroom Photography II	\$60	\$60	
Darkroom Photography III	\$40	\$40	
Video Production	\$20	\$20	
TONKA ONLINE (summer or in addition to standard course-load)			
Tonka Online course (non PE)	\$375	\$375	
Tonka Online Physical Education course	\$275	\$275	
TECHNOLOGY EDUCATION	<i>per course</i>	<i>per course</i>	
Air Brush	\$12	\$12	
Design	\$0	\$0	
Drafting	\$0	\$0	
Electronics	\$0	\$0	
Graphic Arts	\$0	\$0	
Home Renovation and Maintenance	\$15	\$15	
Int Autocad Inv	\$0	\$0	
Metals I	\$40	\$45	Increased Material Costs
Metals II	\$50	\$50	
Momentum	at cost	at cost	
Physics of Home Renovation	\$15	\$15	
Woods	\$20	\$25	Increased Material Costs
Extra Woodworking Projects	at cost	at cost	
FAMILY AND CONSUMER SCIENCES	<i>per course</i>	<i>per course</i>	
Clothing	\$0	\$0	
Foods	\$0	\$0	
Interior Design	\$0	\$0	
Sew Creative I	\$0	\$0	
^Course Fees are refundable if the student elects to not take the personal property home.			
Driver's Education	Handled by MCE	Handled by MCE	
Field Trips Supplemental			
Optional Study Travel	at cost	at cost	
Other Optional Field Trips	at cost	at cost	
Graduation Ceremony Fee	\$28	\$28	
Musical Instruments Rental	<i>per school year</i>	<i>per school year</i>	
Orchestra Concert Dress (new students/incoming 9th graders)	\$91	\$91	
Percussion Instruments-taxable	\$50	\$50	
Season Rental (Marching and/or Pep band)-taxable	\$80	\$80	
String Instruments-taxable	\$100	\$100	
Wind Instruments-taxable	\$110	\$110	

**MINNETONKA HIGH SCHOOL
STUDENT FEE SCHEDULE
2022-23**

	2021-22	PROPOSED 2022-23	NOTES
Padlocks	<i>per school year</i>	<i>per school year</i>	
Physical Education	NC \$6 if lost	NC \$6 if lost	
Athletic	NC \$6 if lost	NC \$6 if lost	
Loss or destruction of Hallway Locker/Padlock	at cost	at cost	
Parking	<i>per year or day</i>	<i>per year or day</i>	
Permit - Shared Full Year	\$300	\$300	
Permit - Shared Per Semester	\$150	\$150	
Replacement Permit	\$50	\$50	
Daily Parking Permit (Advance)	\$5	\$5	
Daily Parking Permit	\$5	\$5	
Parking Violations Permit Holder First:	\$10	\$10	
Parking Violations Permit Holder Second:	\$20	\$20	
Parking Violations Permit Holder Third:	\$30	\$30	
Parking Violations Permit Holder Fourth:	Revocation	Revocation	
Parking Violations Non-Permit Holder First:	\$20	\$20	
Parking Violations Non-Permit Holder Second:	\$30	\$30	
Parking Violations Non-Permit Holder Third:	\$40	\$40	
Parking Violations Non-Permit Holder Fourth:	Towed	Towed	
Car Boot Fee	\$25	\$25	
Textbooks & Materials			
Overdue Media material fine	\$0-\$.25 per day	\$0-\$.25 per day	
iPad Insurance - Optional	\$40	\$40	
Loss or destruction of books or materials	at cost	at cost	
Other Non-Student Fees	<i>per occurrence</i>	<i>per occurrence</i>	
Post HS transcript fee	\$5	\$5	
Returned check fee	\$10	\$10	
Plays/Musicals/Entrance Ticket	<i>per event</i>	<i>per event</i>	
Play for which royalties are paid	at cost \$1-\$20	at cost \$1-\$20	
Plays other	\$15/\$12/\$10	\$15/\$12/\$10	
Athletic Entrance Ticket	<i>Adult/Student</i>	<i>Adult/Student</i>	
*25 cent transaction charge for online ticketing	\$0.25	\$0.25	
Adaptive Bowling	\$0/\$0	\$0/\$0	
Adaptive Floor Hockey	\$0/\$0	\$0/\$0	
Adaptive Soccer	\$0/\$0	\$0/\$0	
Adaptive- Softball	\$0/\$0	\$0/\$0	
Alpine Ski (boys/girls)	\$0/\$0	\$0/\$0	
Baseball	\$7.00/\$5.00	\$7.00/\$5.00	
Basketball (boys)	\$7.00/\$5.00	\$7.00/\$5.00	
Basketball (girls)	\$7.00/\$5.00	\$7.00/\$5.00	
Competitive Dance	\$7.00/\$5.00	\$7.00/\$5.00	
Cross Country Running (boys)	\$0/\$0	\$0/\$0	
Cross Country Running (girls)	\$0/\$0	\$0/\$0	
Football (boys)	\$7.00/\$5.00	\$7.00/\$5.00	
Golf (boys/girls)	\$0/\$0	\$0/\$0	
Gymnastics	\$7.00/\$5.00	\$7.00/\$5.00	
Hockey (boys)	\$7.00/\$5.00	\$7.00/\$5.00	
Hockey (girls)	\$7.00/\$5.00	\$7.00/\$5.00	
Lacrosse (boys)	\$7.00/\$5.00	\$7.00/\$5.00	
Lacrosse (girls)	\$7.00/\$5.00	\$7.00/\$5.00	
Nordic Ski (boys/girls)	\$0/\$0	\$0/\$0	
Soccer (boys)	\$7.00/\$5.00	\$7.00/\$5.00	
Soccer (girls)	\$7.00/\$5.00	\$7.00/\$5.00	
Softball (girls)	\$0/\$0	\$0/\$0	
Swim/Dive (boys)	\$7.00/\$5.00	\$7.00/\$5.00	
Swim/Dive (girls)	\$7.00/\$5.00	\$7.00/\$5.00	
Swim/Dive Meets	\$7.00/\$5.00	\$7.00/\$5.00	
Tennis (boys/girls)	\$0/\$0	\$0/\$0	

**MINNETONKA HIGH SCHOOL
STUDENT FEE SCHEDULE
2022-23**

	2021-22	PROPOSED 2022-23	NOTES
Track & Field Events	\$7.00/\$5.00	\$7.00/\$5.00	
Volleyball (girls)	\$7.00/\$5.00	\$7.00/\$5.00	
Wrestling (boys)	\$7.00/\$5.00	\$7.00/\$5.00	
Activity Ticket Entry to all regular season home activities entire school year. Excludes concerts, dramatic productions or musicals for which royalties are paid.			
Student - 10 Punch Pass	\$40	\$40	
Adult - 10 Punch Pass	\$60	\$60	
Activity Pass Entry to all regular season home activities entire school year. Excludes concerts, dramatic productions or musicals for which royalties are paid.			
Student Sticker	\$50	\$50	
Senior Citizen Pass - contact District Service Center	Free to all on-campus events-- Board Policy #908	Free to all on-campus events-- Board Policy #908	
Co-Curricular Activities	<i>per activity</i>	<i>per activity</i>	
One-Time/Annual Participation Fee	\$75	\$75	
Activities which pay One-Time/Annual Participation Fee ATHLETICS:			
Adaptive Bowling	\$60	\$80	Per Ted Schultz
Adaptive Floor Hockey	\$60	\$80	Per Ted Schultz
Adaptive Soccer	\$60	\$80	Per Ted Schultz
Adaptive Softball	\$60	\$80	Per Ted Schultz
Alpine Ski (boys/girls)	\$125	\$125	
Baseball (boys)	\$125	\$125	
Basketball (boys/girls), 9	\$165	\$165	
Basketball (boys/girls) 10-12	\$165	\$165	
Competitive Dance	\$200	\$200	
Cross Country Running (boys)	\$80	\$80	
Cross Country Running (girls)	\$80	\$80	
Football (boys)	\$200	\$200	
Golf (boys/girls)	\$100	\$100	
Gymnastics	\$200	\$200	
Hockey (boys)	\$247	\$247	
Hockey (girls)	\$247	\$247	
Lacrosse-boys	\$175	\$175	
Lacrosse-girls	\$130	\$130	
Nordic Ski (boys/girls)	\$125	\$125	
Soccer (boys/girls)	\$92	\$100	Per Ted Schultz
Softball (girls)	\$125	\$125	
Swimming (boys/girls)	\$109	\$109	
Tennis (boys/girls)	\$85	\$85	
Track (boys)	\$150	\$150	
Track (girls)	\$150	\$150	
Volleyball (girls)	\$100	\$100	
Wrestling (boys)	\$104	\$104	
ENRICHMENTS:			
Architectural Challenge	\$0	\$0	
Chamber Singers	\$50	\$50	
Debate	\$80	\$80	
DECA	\$80	\$80	
Destination Imagination	\$0	\$0	
Donna Voce	\$50	\$50	
Drama - Fall Musical	\$75	\$80	Per Ted Schultz
Drama - One Act Play	\$0	\$0	

**MINNETONKA HIGH SCHOOL
STUDENT FEE SCHEDULE
2022-23**

	2021-22	PROPOSED 2022-23	NOTES
Drama - Spring Musical	\$75	\$80	Per Ted Schultz
Drama - Winter Play	\$50	\$50	
ESports	\$80	\$80	
Engineering Tech Challenge	\$0	\$0	
Jazz Ensemble (Band)	\$50	\$50	
Jazz Too	\$0	\$0	
Knowledge Bowl	\$50	\$50	
Marching Band	\$80	\$80	
Math Team	\$80	\$80	
Mock Trial	\$50	\$80	Per Ted Schultz
Model UN	\$50	\$80	Per Ted Schultz
Pit Orchestra (Drama/Musicals)	\$0	\$0	
Quiz Bowl	\$50	\$80	Per Ted Schultz
Robotics	\$80	\$80	
Science Fair	\$0	\$0	
Science Olympiad	\$0	\$0	
Speech	\$80	\$80	
Supermileage	\$0	\$0	
Varsity Madrigals	\$0	\$0	
Winter Pep Band	\$0	\$0	
Co-Curricular Activities (Continued)	<i>per activity</i>	<i>per activity</i>	
Activities which pay One-Time/Annual Participation Fee (cont'd)			
CLUBS			
Bowling (no activity fee assessed by MHS)	\$0	\$0	
Competitive & Sideline Cheerleading	\$210	\$225	Per Ted Schultz
Performance Dance	\$100	\$100	
Sailing (no activity fee assessed by MHS)	\$0	\$0	
Slowpitch Softball	\$160	\$160	
Trap/Skeet Shooting (no activity fee assessed by MHS)	\$0	\$0	
Enrichments/Clubs With No Participation Fee:			
American Sign Language (ASL) Club	at cost	at cost	
Art Club	at cost	at cost	
Baking Club	at cost	at cost	
Breezes	at cost	at cost	
Dare to Know	at cost	at cost	
Duct Tape Club	at cost	at cost	
Earth Club	at cost	at cost	
Honor Society (NHS)	at cost	at cost	
Interact	at cost	at cost	
Literary Magazine	at cost	at cost	
National Art Honor Society	at cost	at cost	
OFFENSE	at cost	at cost	
Optimist Club	at cost	at cost	
People to People	at cost	at cost	
Reachout Volunteers	at cost	at cost	
Strength Training - fall/winter/spring after school per season	\$50	\$50	
Strength Training - summer group training	\$140	\$140	
Strength Training - summer personal training	\$175	\$175	
Student Government	at cost	at cost	
Students Against Poverty	at cost	at cost	
Video Production Club	at cost	at cost	
Vocal Music Sessions - fall/winter/spring per 8 week season	\$80	\$80	
Vocal Music Sessions - 1 session	\$10	\$10	
Yearbook	at cost	at cost	
New Student Interest Club	\$30 min or cost	\$30 min or cost	
Try-Out Fee	<i>per sport</i>	<i>per sport</i>	
Golf (green fees)	at cost	at cost	
Downhill Skiing (lift tickets)	at cost	at cost	

MINNETONKA MIDDLE SCHOOLS STUDENT FEE SCHEDULE 2022-23			
	2021-22	PROPOSED 2022-23	NOTES
Art			
Art classes	at cost	at cost	
Technology Education	<i>per course</i>	<i>per course</i>	
Woods	at cost	at cost	
Tech Ed Kits	at cost	at cost	
Family and Consumer Sciences	<i>per course</i>	<i>per course</i>	
FACS/Snack Shop	at cost	at cost	
Media	<i>per day</i>	<i>per day</i>	
Overdue material fine	\$0	\$0	
Material loss	at cost	at cost	
Padlocks			
Physical Education	\$0	\$0	
Athletic-deposits	\$0	\$0	
Textbooks and Materials			
Loss or destruction of books or materials	at cost	at cost	
Ipad Insurance- Optional	\$40	\$40	
Field Trips - Supplemental			
Optional Field Trips	at cost	at cost	
Musical Instruments Rental	<i>per school year</i>	<i>per school year</i>	
Band- taxable	\$85/12 months	\$85/12 months	
Orchestra - taxable	\$100/12 months	\$100/12 months	
Percussion Kit - taxable	\$35/12 months	\$35/12 months	
Other Optional Fees			
After School Center	\$50/Quarter	\$50/Quarter	
Yearbook - taxable	\$28	\$28	
Other Non-Student Fees	<i>per occurrence</i>	<i>per occurrence</i>	
Returned check fee	\$10	\$10	
Participation Fee	<i>per school year</i>	<i>per school year</i>	
Co-curricular activities and Enrichments unless noted	\$50	\$50	
Plays/Musicals	<i>per event</i>	<i>per event</i>	
Tickets-Plays for which royalties are paid	at cost \$1-\$20	at cost \$1-\$20	
Tickets-Other Plays	at cost \$1-\$8	at cost \$1-\$8	
Activity Fee	\$50	\$50	
Co-curricular Activity Fees; Uniform, Equipment, Transportation	<i>per activity</i>	<i>per activity</i>	
Activities which pay \$50 Participation Fee			
Cross Country Running (boys)	\$60	\$60	
Cross Country Running (girls)	\$60	\$60	
Golf (boys/girls)	\$60	\$60	
Nordic Ski (boys/girls)	\$60	\$60	
Tennis (boys/girls)	\$60	\$60	
Track (boys)	\$60	\$60	
Track (girls)	\$60	\$60	
Volleyball (girls)	\$60	\$60	

MINNETONKA MIDDLE SCHOOLS STUDENT FEE SCHEDULE 2022-23			
	2021-22	PROPOSED 2022-23	NOTES
Wrestling (boys)	\$60	\$60	
Academic Enrichments/Clubs Activity Fees			
	<i>per activity</i>	<i>per activity</i>	
Enrichments which pay \$50 Participation Fee			
Anime Club	\$10	\$10	
Archery	\$25	\$25	
Art Activities/Jewelry making	\$10	\$10	
Baking Club	\$25	\$25	
Book Club	\$0	\$0	
Bright Watch		\$10-\$50	per Freya - \$10 per weekday per quarter.
Computer Art	\$10	\$10	
Clay Class/Pottery/Sculpture	\$15	\$15	
Cooking Club	\$35	\$35	
Drama Club	\$10	\$10	
Drama/Musical	\$50	\$50	
Drama/One Act Play	\$40	\$40	
Eco Art/ Mural	\$5	\$5	
Environmental Club	\$10	\$10	
Games Club	\$30	\$30	
Honor Choir	\$0	\$0	
Jazz Band	\$0	\$0	
Knowledge Bowl	\$25	\$25	
Lego League/Robots	\$15	\$15	
Math Team	\$25	\$25	
Photoshop Class	\$10	\$10	
Quiz Bowl	\$10	\$10	
Rock Climbing	\$25	\$25	
Science Olympiad	\$15	\$15	
Scrapbook Club	\$30	\$30	
Speech Club	\$25	\$25	
Stage Crew	\$40	\$40	
Table Tennis Club	\$20	\$20	
Variety Show	\$0	\$0	
Water Polo	\$25	\$25	
Woodworking Club	\$20	\$20	
Enrichments With No participation Fees			
Mad Jazz/Ensemble	\$0	\$0	
Media Club	\$15	\$15	
Morning Madrigals	\$0	\$0	
Service Learning Club	\$0	\$0	
Show Choir	\$0	\$0	
Strength Training - summer group training	\$140	\$140	
Strength Training - summer personal training	\$175	\$175	
Student Leadership/Government	\$0	\$0	
Yearbook Club	\$0	\$0	
New Student Interest Club	Min \$30 or at Cost	Min \$30 or at Cost	
Approved by School Board 06/XX/2022			

MINNETONKA ELEMENTARY SCHOOLS			NOTES
FEE SCHEDULE			
2022-23			
	2021-22	PROPOSED 2022-23	
Media			
Overdue material fine	\$0	\$0	
Material loss	at cost	at cost	
Textbooks and Materials			
Loss or destruction of books or materials	at cost	at cost	
iPad Insurance - Optional	\$40	\$40	
Field Trips - Supplemental	at cost not to exceed \$45/yr.	at cost not to exceed \$45/yr.	
Musical Instruments Rental	<i>per school year</i>	<i>per school year</i>	
Band-taxable	\$85	\$85	
Percussion-taxable	\$10	\$10	
Orchestra-taxable	\$100	\$100	
After School Language Instruction	\$50	\$50	
Tonka District Children's Choir Grades 4 & 5	\$50	\$50	
Plays/Musicals	<i>per event</i>	<i>per event</i>	
Tickets-Plays for which royalties are paid	at cost \$1-\$20	at cost \$1-\$20	
Tickets-Other Plays	at cost \$1-\$8	at cost \$1-\$8	
Activity Fee	\$50	\$50	
Other Non-Student Fees	<i>per occurrence</i>	<i>per occurrence</i>	
Returned check fee	\$10	\$10	
Approved by School Board 06/XX/2022			

Tonka Dome-Einer Anderson Stadium Field
Fee Schedule for Rental
Effective November 1, 2022

Charges:

- > Based on the organizational classifications detailed in District Policy #902, users shall pay rental fees as shown below as well as applicable equipment and personnel charges. A **7.525% state & local sales tax** will be assessed on the rental of facilities, equipment and custodial charges **unless a tax exempt certificate** is submitted with the facility use application.
- > Rental hours will be figured from when group members enter the building to when they depart.
- > Rental equipment be made available based on the below charges only when approved in advance.
- > Facility supervisor hours are figured to include 15 minutes before the group is scheduled to enter and 15 minutes after the group leaves. Facility Supervisor and/or custodial charges will be waived for Group A youth activities when meeting during regular designated duty hours.
- > **Rates effective November 1, 2022**

Indoor Athletic Facilities (Per Hour):

Tonka Dome:		<u>Group A</u>	<u>Group B</u>	<u>Group C</u>	<u>Group D</u>
January 1 thru end of season	Full Field	\$150.00	\$445.00	\$455.00	\$470.00
	Half Field	\$235.00	\$260.00	\$265.00	\$270.00
November thru December 31 and Saturday after 6:00 PM.	Full Field	\$375.00	\$385.00	\$395.00	\$405.00
	Half Field	\$225.00	\$230.00	\$235.00	\$245.00

Outdoor Athletic Facilities (Per Hour):

Package #1: Turf Playing Field	\$145.00	\$160.00	\$180.00	\$205.00
Field, pressbox and scoreboard.				
Package #2: Stadium and Lights	\$180.00	\$245.00	\$295.00	\$335.00
Field, stadium, scoreboard, track & lighting.				

Note: Sound system available only for MHS varsity events.

Note: All events, both indoor and outdoor, must be completed prior to 10:00 PM.

Equipment Charges (Per Hour)

Tonka Dome Batting Cages	\$75.00	\$80.00	\$80.00	\$90.00
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Personnel Charges (Per Hour)

Facility Supervisor	\$0.00	\$70.00	\$70.00	\$70.00
Custodial Staff as Required	\$0.00	\$85.00	\$85.00	\$85.00

Other Charges: (Per Event)

No Show Fee	\$85.00	\$85.00	\$850.00	\$85.00
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Updated April 8, 2022

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

Study Session Agenda Item #2

Title: STAMP 4S 2021-22 Spring Update

Date: April 21, 2022

OVERVIEW

In February 2022, Sixth, Eighth, and Tenth Grade Chinese and Spanish Immersion students participated in the STAMP 4S assessment. The test is optional for high school students in Eleventh and Twelfth Grades. Seventh Graders do not take the STAMP Test anymore, because Immersion students are assessed several times throughout the year, which results in data redundancy and can lead to the feeling of testing fatigue among Immersion students. There is much data accessible to Immersion staff and the currently implemented assessment system amply allows for the effective monitoring of student progress and Language Immersion program evaluation. Students have the option to take the STAMP in Eleventh and Twelfth Grades if they choose to pursue the state Bilingual Seal. The Bilingual Seal affords students the opportunity to earn as much as four semester college credits if they choose to attend a Minnesota State University. Furthermore, students can earn the Seal by reaching specific benchmarks on the AP Chinese and Spanish Language Exams or the IB Chinese and Spanish Language Exams. The specific benchmarks for Bilingual Seal attainment are located on the Minnetonka District website and scores earned by students in Grades 10-12 allow students to be eligible for the Seal.

The STAMP 4S is a nationally recognized web-based test that assesses language proficiency, and the results inform test takers and educators about learning progress in the target language and program effectiveness. The test has four sections: Reading, Writing, Listening, and Speaking. Reading and Listening items are computer-scored and computer-adaptive (meaning that questions are selected based on previous responses, becoming easier or more difficult as needed to determine proficiency level). Writing and Speaking items are scored by Avant's trained raters who use a Scoring Rubric that lists the criteria for meeting Benchmark Levels. The test was developed by the Center for Applied Second Language Studies (CASLS) at the University of Oregon and was adapted and is delivered by Avant Assessment.

As the Minnetonka Immersion program grows, there is a need to measure all Immersion students with a common benchmark. The scale Minnetonka uses is based on the American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines. Minnetonka's Immersion teachers have used this common vocabulary internally and will continue to use the ACTFL guidelines as they discuss student growth in target language

proficiency. Teachers, students, and parents have become increasingly familiar with these proficiency guidelines which makes it easier to track student progress under this system.

The STAMP results are reported using two scales to measure benchmarks. One scale measures Reading and Listening results, while the other scale measures Writing and Speaking (See tables below).

Benchmark levels are grouped by major levels (Novice, Intermediate, and Advanced). Within each major level are three sub-levels that identify students in the top third, middle third, or bottom third of the range score for that level. Like ACTFL's low, mid, and high designations, these designations will assist the classroom teacher in seeing a further breakdown of each student's ability. The *National K-12 Language Immersion Proficiency Targets* table below illustrates that students can remain at any one of the three major proficiency levels for multiple years, thus highlighting the need to utilize the three sub-levels within each of major levels to identify student needs.

Because it takes a great deal of time and practice for students to acquire the skills necessary to move from the Novice Level to the Intermediate Level, teachers can track student progress within the sub-levels. Regarding the difference between Chinese Immersion and Spanish Immersion performance, it is widely recognized that students learning the Chinese language will take more time to develop their Reading comprehension skills, thus impacting their Interpretive Reading and Writing results.

KEY FINDINGS

Chinese Immersion:

- The Chinese Immersion cohorts showed a solid increase in performance among students moving from Grade 6 through Grade 10 with a strong average score increase of **2.9 points** occurring between Grades 6 and 8 in Reading.
- Chinese Immersion Tenth Grade student results increased by a significant **0.3 points** compared to last year in Writing and Speaking.
- With Intermediate-Low as the national target level for Writing among Immersion students in Grades 8 and 10, **98.3 percent** of Minnetonka Tenth Grade Chinese Immersion students met or surpassed national targets, while **89.3 percent** of Eighth Graders met or surpassed these targets.
- Listening and Reading results indicate an area of focus for Chinese Immersion students in Grades 6 through 10. These are areas with evidence of the greatest declines over the past two years during the Pandemic.

Spanish Immersion:

- The Spanish Immersion cohorts showed a solid increase in performance among students moving from Grade 6 through Grade 10 with a strong average score increase of **2.0 points** occurring between Grades 8 and 10 in Reading and Listening.
- In Reading, **74.8 percent** of Spanish Immersion students reached the Advanced levels with a total of **27.1 percent** reaching the Advanced-High level.
- In 2022, **98.5 percent** of Grade 6 students met or surpassed the national target in Listening, and **80.7 percent** surpassed the national target proficiency level of Intermediate-Low.
- In Writing, **46.2 percent** of Tenth Graders reached the Advanced-Low and Mid ranges, with Advanced-Low being the national target for Grade 12.
- **91.4 percent** of Tenth Graders have surpassed the national target of Intermediate-Mid for Speaking.

STAMP 4S Reading and Listening Level Key

Reading and Listening Level Key					
Novice		Intermediate		Advanced	
1	Novice-Low	4	Intermediate-Low	7	Advanced-Low
2	Novice-Mid	5	Intermediate-Mid	8	Advanced-Mid
3	Novice High	6	Intermediate-High	9	Advanced-High

STAMP 4S Writing and Speaking Level Key

Writing and Speaking Level Key					
Novice		Intermediate		Advanced	
1	Novice-Low	4	Intermediate-Low	7	Advanced-Low
2	Novice-Mid	5	Intermediate-Mid	8	Advanced-Mid/High
3	Novice High	6	Intermediate-High	NR	Not Ratable

It is important to note that Proficiency Guidelines are targets that are to be used to guide instruction. It is common for students to perform above and below the target level at any point in time. The STAMP test is a snapshot in time to help gauge student proficiency. With the implementation of the ACTFL Proficiency Guidelines into everyday instruction, teachers will be more aware of the levels in which their students are achieving.

This is the eighth year the guidelines have been used as a measure, and there is opportunity to note trends in the data. The Proficiency Guidelines are expected to be

utilized in a manner to evaluate what students “Can Do” on a consistent basis. Students may perform at higher levels or lower levels at times, and the guidelines will help teachers gauge their students’ performance on an on-going basis. As teachers continue to implement the guidelines, they will be encouraged and expected to use the model as a lens for planning. Being more intentional in the four areas of Reading, Writing, Listening, and Speaking as they plan, teachers will be able to provide a well-rounded instructional experience for students on a consistent basis.

Nationally, according to the latest ACTFL research, students in full Chinese Immersion programs should be expected to reach the Intermediate-Mid range in Speaking and Listening and the Intermediate-Low range for Reading and Writing by the end of Eighth Grade. Spanish Immersion students should be expected to reach the Intermediate-Mid range in all four modes of communication (See table below). Although middle school immersion students receive approximately 90 minutes of instruction in the L2, most of the students participated in a full immersion program from Kindergarten through Fifth Grade. With fewer minutes using the L2 throughout the day, it is expected there will be an impact on student performance, especially in logographic languages such as Chinese, according to ACTFL research. The table below lists the national targets based on ACTFL’s proficiency scale and Immersion program research.

National K-12 Language Immersion Proficiency Targets

Gr	Spanish				Chinese			
	Spk	List	Rdg	Wrtg	Spk	List	Rdg	Wrtg
K	Novice Mid	Novice Low	Novice Low	Novice Low	Novice Mid	Novice Low	Novice Low	Novice Low
1	Novice Mid	Novice Mid	Novice Mid	Novice Low	Novice Mid	Novice Mid	Novice Low	Novice Low
2	Novice High	Novice High	Novice High	Novice Mid	Novice High	Novice High	Novice Mid	Novice Low
3	Novice High	Novice High	Novice High	Novice Mid	Novice High	Novice High	Novice Mid	Novice Low
4	Novice High	Novice High	Novice High	Novice Mid/High	Novice High	Novice High	Novice Mid	Novice Low/Mid
5	Interm Low	Interm Low	Interm Low	Interm Low	Interm Low	Interm Low	Novice High	Novice High
6	Interm Low	Interm Low	Interm Low	Interm Low	Interm Low	Interm Low	Novice High	Novice High
7	Interm Low	Interm Low	Interm Low	Interm Low	Interm Low	Interm Low	Novice High	Novice High
8	Interm Mid	Interm Mid	Interm Mid	Interm Mid	Interm Mid	Interm Mid	Interm Low	Interm Low
9	Interm Mid	Interm Mid	Interm Mid	Interm Mid	Interm Mid	Interm Mid	Interm Low	Interm Low
10	Interm Mid	Interm Mid	Interm Mid	Interm Mid	Interm Mid	Interm Mid	Interm Low	Interm Low
11	Interm High	Interm High	Interm High	Interm High	Interm High	Interm High	Interm Mid	Interm Mid
12	Advance Low	Advance Low	Advance Low	Advance Low	Advance Low	Advance Low	Interm High	Interm High

Data Summary and Analysis: 2018-2022 Grades 6-10 Mean Score and Proficiency Level Sub-Test Results for Chinese and Spanish Immersion (see tables below)

In 2022, there were a total of **218** students who took the Chinese STAMP 4S assessment, which was down from 264 last year and up from 213 two years ago. There were **673** students who took the Spanish assessment, which was down from **710** last year and up from up from **574** two years ago. Results indicate that Grades Six, Eighth, and Tenth Grade Spanish students performed within the Intermediate-Mid to Advanced-Mid ranges. Grade 10 students reached the Advanced-Mid range for Reading and Listening with, however average scores dropped in Reading from **8.3** to **7.5** and in Listening from **8.4** to **7.8**. In Reading and Speaking, students who reach the Advanced proficiency levels can understand and use language for straightforward informational purposes and understand the content of most factual, non-specialized materials intended for a general audience. Grade 10 Spanish Immersion students experienced an increase in Writing, improving from an average score of **5.8** to **6.4**. As Eighth Graders, this cohort improved from **5.7** in Eighth Grade to **6.4** in Tenth Grade on the Writing Test. Improvements are noted in Writing, because this was a specific area of focus among the teaching staff.

The graphs below display the subtest scores for specific cohorts of students. In addition to cohort results, the national trend is displayed with a dotted line to draw comparisons between Minnetonka student performance and ACTFL's national language Immersion targets. Results from the 2022 STAMP Test indicate that Minnetonka Chinese and Spanish Immersion students are well-outpacing the national averages. Also, important to note, the Spanish Immersion cohorts showed strong increase in performance among students moving from Grade 8 to Grade 10 with the sharpest increases observed among Spanish and Chinese Immersion students in Reading and Listening. The Grade 8 Spanish Immersion cohort showed significant increases within these subtests as well. This is encouraging news, as both subtests measure a language learners' ability to comprehend information in the target language. It is also important to note that despite students learning in the target language for fewer minutes per day as they move from elementary to middle school, Minnetonka students are well out-performing national trends on all four subtests. The results show that there was much progress made during the pandemic.

Chinese Immersion Tenth Grade student results increased in Writing and Speaking compared to last year. This year the proficiency levels on the Reading Test ranged from the Intermediate-Low to Intermediate-High ranges, which is similar compared to last year. There were decreases on three of four subtests among Sixth Graders compared to their Sixth Grade counterparts from a year ago, however, Sixth Graders from 2022 out-performed Sixth Grade students from 2018 on three of four subtests. Overall, Sixth Grade Chinese Immersion results have trended downward the past two years, and the drops are due to the impact of COVID on instruction. Eighth Graders saw improvement on one of four subtests and significant drops in average scores on the Reading and Listening sections. The drop in Writing is not considered to be statistically significant. These assessments impact instruction, and as typical with language learners, performing within the Intermediate-Mid range for multiple years is expected. Students performing within

this range can create with the language and initiate conversations by asking and responding to simple questions. If a language learner were proficient at the Intermediate-Mid level, he or she could work in a job such as a cashier, salesclerk, and possibly a police or fire officer.

As students reach the upper Intermediate levels, it is expected that they will be able to pass the AP Language and Culture Exams with at least a score of 3. Students reaching the Advanced-Low to Mid levels could be expected to earn a score of at least a 4 out of 5 on the exams. Students reaching the Advanced-Low levels on the AP or STAMP Exams within three years of graduation may earn the highest level Platinum Bilingual Seal from the state of Minnesota. Students reaching the Intermediate-High proficiency level can earn the Gold Seal.

Based on language acquisition research, language production is a skill that is acquired later in the language learning process, and it is common for students to perform lower in this skill area compared to the other three areas. For Chinese Immersion students, Reading is an area that needs to be targeted based on the predicted proficiency level of Intermediate-High at Sixth Grade and Advance Low and Mid for Seventh through Ninth Grades compared to their Novice-Mid and High performances.

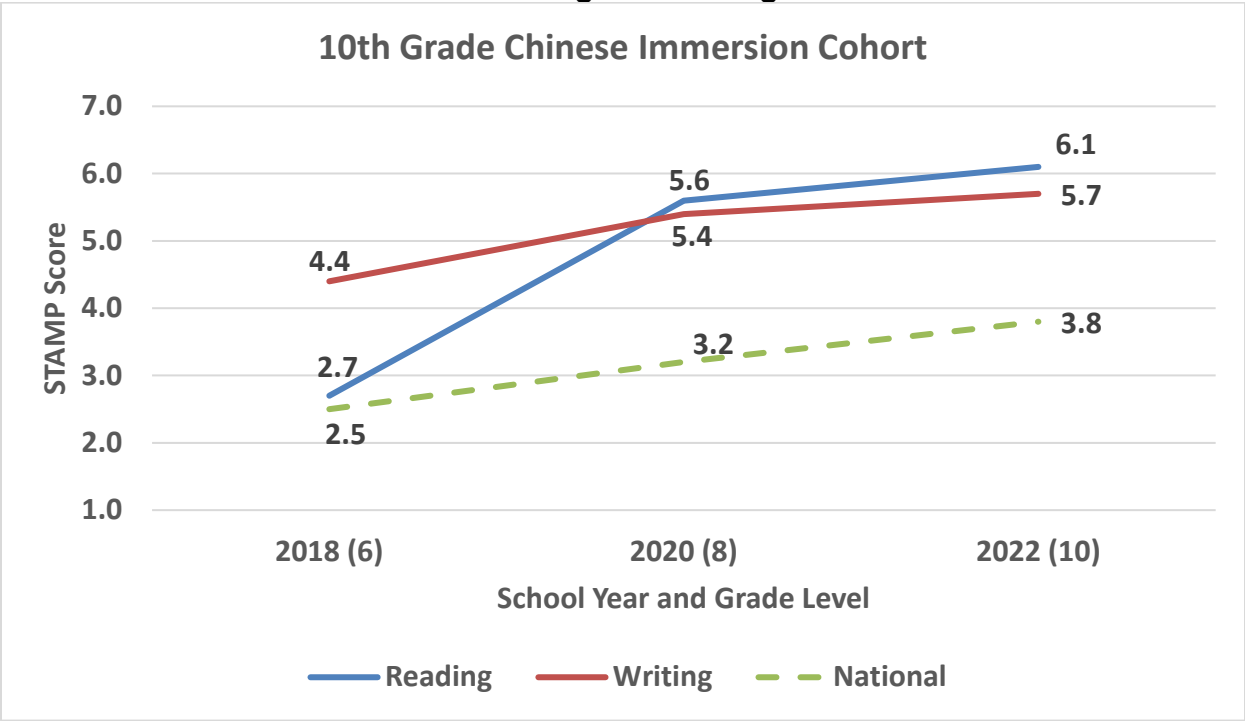
Teachers need to provide direct instruction in Reading comprehension strategies and provide multiple opportunities for students to engage with a range of informational tasks. Overall performance among Chinese and Spanish Immersion students is strong, especially during a time when one might assume *learning loss* due to the shifts in learning models during the past year. Minnetonka students and teachers should be commended for their efforts.

Recommendations: 2022 Grades 6-10 Mean Score and Proficiency Level Sub-Test Results for Chinese and Spanish Immersion (see tables below)

The Chinese and Spanish Immersion teachers will need to continue to focus instruction on Reading as Writing. This is an area that can help to improve overall literacy development. Chinese and Spanish Immersion students would benefit from being exposed to more authentic texts. The STAMP 4S provides questions that are authentic such as having students read an advertisement or match pictures to newspaper headlines. Students need more opportunities to read for meaning using authentic texts written in the target language. Spanish students would benefit from activities that promote Interpersonal Speaking development as well. Students could listen to plays, speeches, or advertisements. Teachers could assess students' knowledge of what they heard or interpreted from the listening experience.

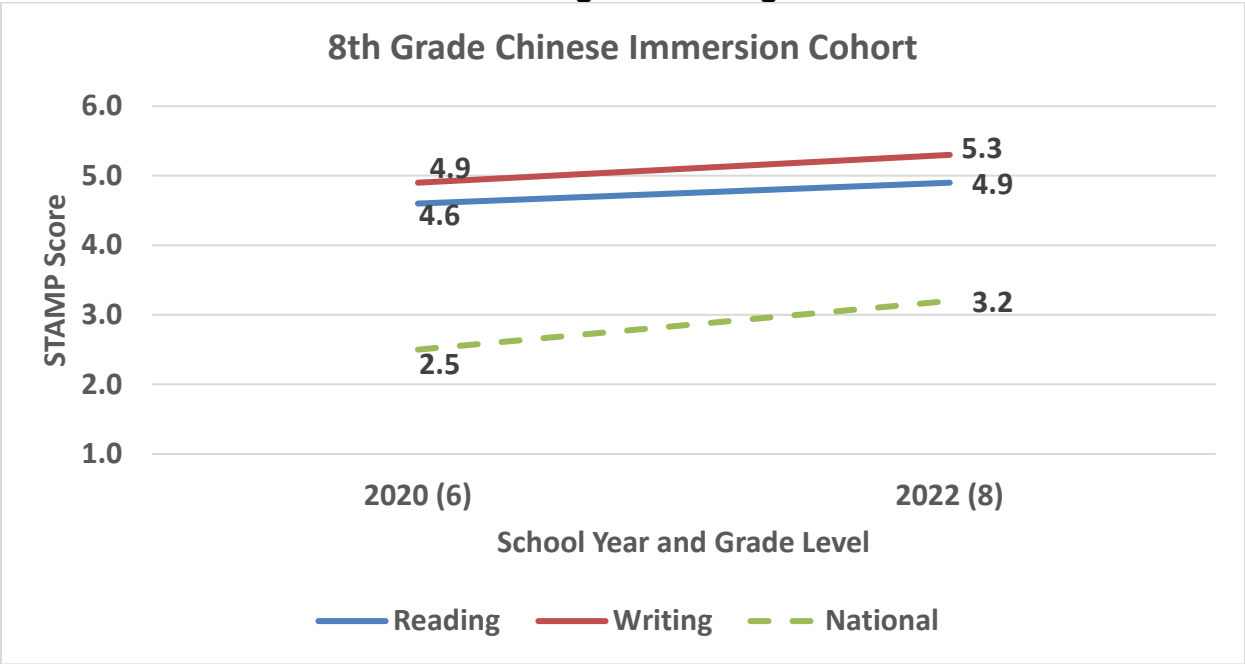
The Spanish Immersion program should continue using the ENIL leveled reading program, as this attributed to the strong annual growth for students in Grades 6-8. The Chinese Immersion program should continue to use the leveled texts, and there should continue to expand text selection in future years.

**2018-22 Mean Score Sub-Test Results for Chinese Immersion Grade 10 Cohort
Reading and Writing**

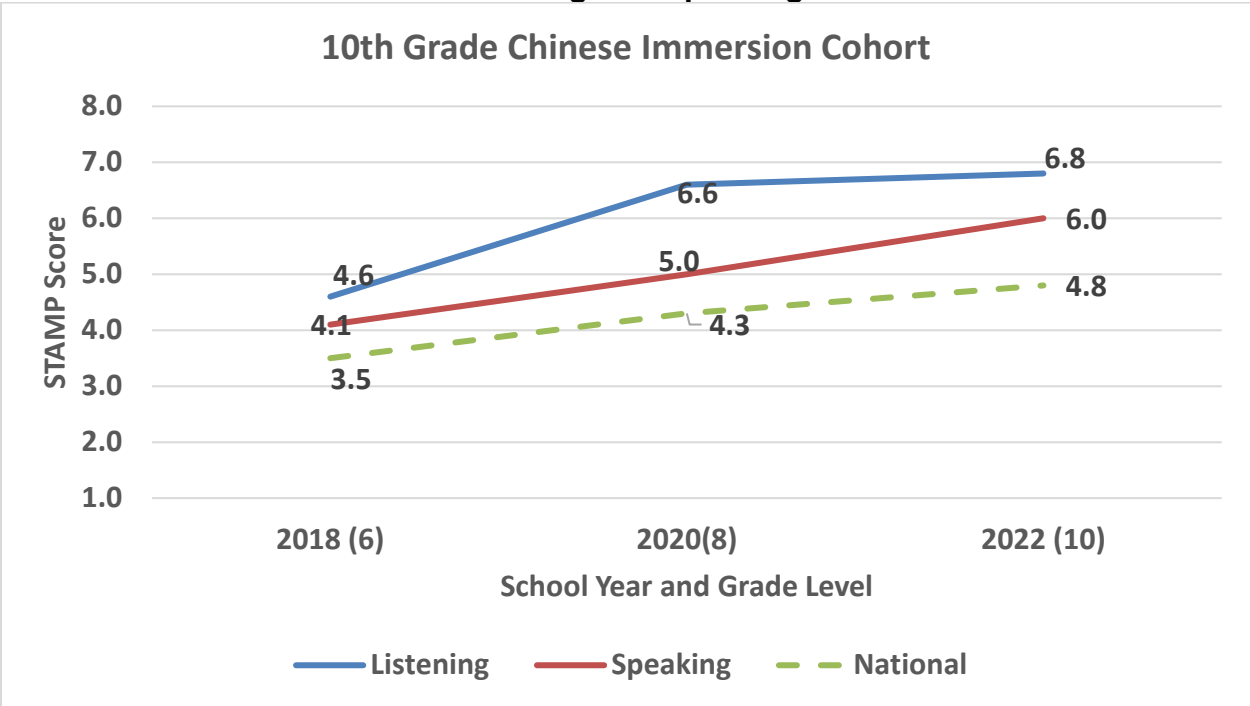


*0 out of 60 students were enrolled in two courses

**2020-22 Mean Score Sub-Test Results for Chinese Immersion Grade 8 Cohort
Reading and Writing**

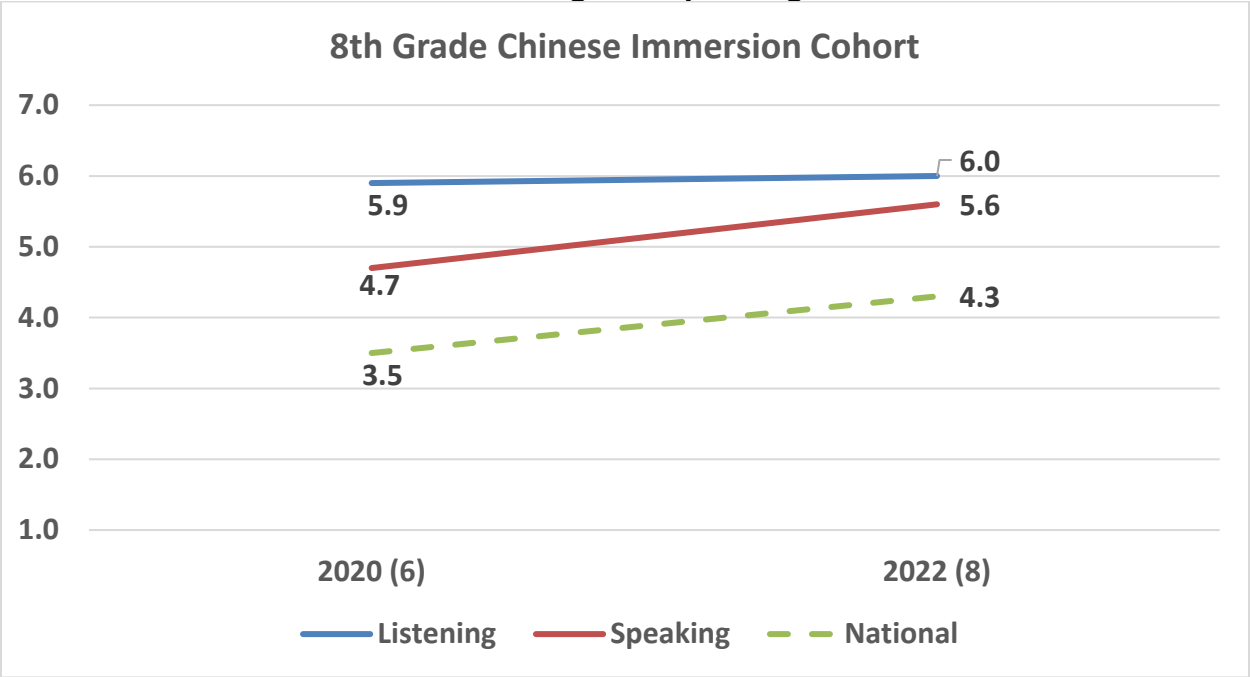


**2018-22 Mean Score Sub-Test Results for Chinese Immersion Grade 10 Cohort
Listening and Speaking**



*0 out of 60 students were enrolled in two courses

**2020-22 Mean Score Sub-Test Results for Chinese Immersion Grade 8 Cohort
Listening and Speaking**



**2022 Grades 6, 8, and 10 Mean Score and Proficiency Level
Sub-Test Results for Chinese Immersion**

	Grade 6 Total Chinese Immersion (N=93)		Grade 8 Total Chinese Immersion (N=65)		Grade 10 Total Chinese Immersion (N=60)	
	Mean Score	Prof Level	Mean Score	Prof Level	Mean Score	Prof Level
Rdg	4.1	Int Low	4.9	Int Mid	6.1	Int High
Write	4.3	Int Low	5.3	Int Mid	5.7	Int High
List	5.3	Int Mid	6.0	Int High	6.8	Adv Low
Spkg	4.4	Int Low	5.6	Int High	6.0	Int Mid

**2021 Grades 6, 8, and 10 Mean Score and Proficiency Level
Sub-Test Results for Chinese Immersion**

	Grade 6 Total Chinese Immersion (N=85)		Grade 8 Total Chinese Immersion (N=85)		Grade 10 Total Chinese Immersion (N=73)	
	Mean Score	Prof Level	Mean Score	Prof Level	Mean Score	Prof Level
Rdg	4.3	Int Low	5.6	Int High	6.4	Int High
Write	4.5	Int Mid	5.6	Int High	5.4	Int Mid
List	5.7	Int High	6.5	Adv Low	7.1	Adv Low
Spkg	4.4	Int Low	5.2	Int Mid	5.7	Int Mid

**2020 Grades 6, 8, and 10 Mean Score and Proficiency Level
Sub-Test Results for Chinese Immersion**

	Grade 6 Total Chinese Immersion (N=76)		Grade 8 Total Chinese Immersion (N=79)		Grade 10 Total Chinese Immersion (N=44)	
	Mean Score	Prof Level	Mean Score	Prof Level	Mean Score	Prof Level
Rdg	4.6	Int Mid	5.6	Int High	6.0	Int High
Write	4.9	Int Mid	5.4	Int Mid	5.0	Int Mid
List	5.9	Int High	6.6	Adv Low	6.5	Adv Low
Spkg	4.7	Int Mid	5.0	Int Mid	5.0	Int Mid

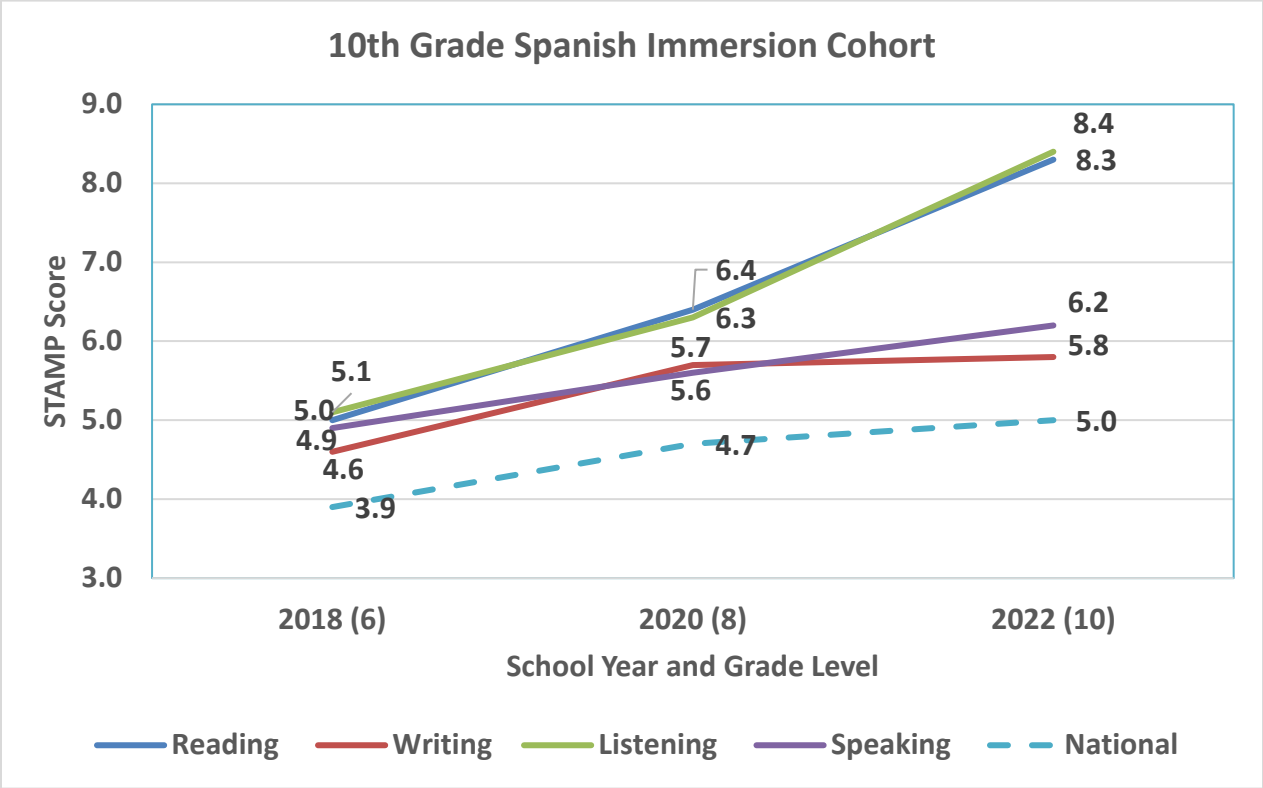
**2019 Grades 6, 8, and 10 Mean Score and Proficiency Level
Sub-Test Results for Chinese Immersion**

	Grade 6 Total Chinese Immersion (N=93)		Grade 8 Total Chinese Immersion (N=78)		Grade 10 Total Chinese Immersion (N=42)	
	Mean Score	Prof Level	Mean Score	Prof Level	Mean Score	Prof Level
Rdg	4.4	Int Low	5.6	Int High	6.3	Int High
Write	4.7	Int Mid	5.1	Int Mid	5.4	Int Mid
List	4.2	Int Low	5.2	Int Mid	5.6	Int High
Spkg	4.2	Int Low	4.9	Int Mid	5.3	Int Mid

**2018 Grades 6-10 Mean Score and Proficiency Level
Sub-Test Results for Chinese Immersion**

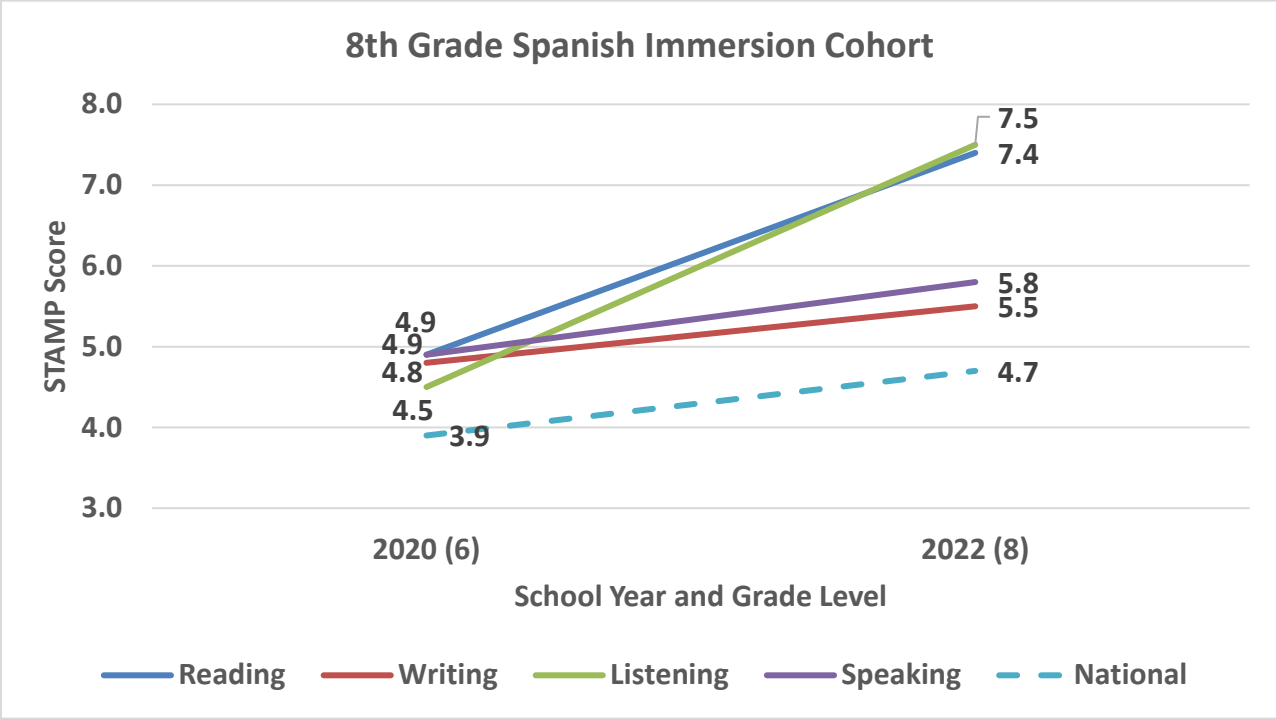
	Grade 6 Total Chinese Immersion (N=85)		Grade 7 Total Chinese Immersion (N=85)		Grade 8 Total Chinese Immersion (N=55)		Grade 9 Total Chinese Immersion (N=49)		Grade 10 Total Chinese Immersion (N=44)	
	Mean Score	Prof Level	Mean Score	Prof Level	Mean Score	Prof Level	Mean Score	Prof Level	Mean Score	Prof Level
Rdg	2.7	Nov High	3.2	Nov High	3.3	Nov High	3.6	Int Low	3.7	Int Low
Write	4.4	Int Low	4.6	Int Mid	5.2	Int Mid	5.0	Int Mid	4.8	Int Mid
List	4.6	Int Mid	4.9	Int Mid	4.9	Int Mid	5.3	Int Mid	5.3	Int Mid
Spkg	4.1	Int Low	4.4	Int Low	4.4	Int Low	4.8	Int Mid	4.7	Int Mid

**2018-22 Mean Score Sub-Test Results for Spanish Immersion Grade 10 Cohort
Reading, Writing, Listening, and Speaking**



*2 out of 194 students were enrolled in two courses

**2020-22 Mean Score Sub-Test Results for Spanish Immersion Grade 8 Cohort
Reading, Writing, Listening, and Speaking**



**2022 Grades 6, 8 and 10 Mean Score and Proficiency Level
Sub-Test Results for Spanish Immersion**

	Grade 6 Total Spanish Immersion (N=270)		Grade 8 Total Spanish Immersion (N=204)		Grade 10 Total Spanish Immersion (N=199)	
	Mean Score	Prof Level	Mean Score	Prof Level	Mean Score	Prof Level
Rdg	5.8	Int High	6.7	Adv Low	7.5	Adv Mid
Write	5.3	Int Mid	5.9	Int High	6.4	Int High
List	5.7	Int High	6.8	Adv Low	7.8	Adv Mid
Spkg	5.2	Int Mid	5.9	Int High	6.1	Int High

**2021 Grades 6, 8 and 10 Mean Score and Proficiency Level
Sub-Test Results for Spanish Immersion**

	Grade 6 Total Spanish Immersion (N=244)		Grade 8 Total Spanish Immersion (N=226)		Grade 10 Total Spanish Immersion (N=177)	
	Mean Score	Prof Level	Mean Score	Prof Level	Mean Score	Prof Level
Rdg	6.5	Adv Low	7.4	Adv Low	8.3	Adv Mid
Write	4.8	Int Mid	5.5	Int High	5.8	Int High
List	6.4	Int High	7.5	Adv Low	8.4	Adv Mid
Spkg	5.2	Int Mid	5.8	Int High	6.2	Int High

**2020 Grades 6, 8 and 10 Mean Score and Proficiency Level
Sub-Test Results for Spanish Immersion**

	Grade 6 Total Spanish Immersion (N=231)		Grade 8 Total Spanish Immersion (N=219)		Grade 10 Total Spanish Immersion (N=160)	
	Mean Score	Prof Level	Mean Score	Prof Level	Mean Score	Prof Level
Rdg	6.6	Adv Low	7.5	Adv Mid	8.0	Adv Mid
Write	5.1	Int Mid	5.7	Int High	6.0	Int High
List	6.7	Adv Low	7.7	Adv Mid	8.0	Adv Mid
Spkg	5.6	Int High	5.9	Int High	5.9	Int High

**2019 Grades 6, 8 and 10 Mean Score and Proficiency Level
Sub-Test Results for Spanish Immersion**

	Grade 6 Total Spanish Immersion (N=243)		Grade 8 Total Spanish Immersion (N=208)		Grade 10 Total Spanish Immersion (N=123)	
	Mean Score	Prof Level	Mean Score	Prof Level	Mean Score	Prof Level
Rdg	4.9	Int Mid	6.4	Int High	6.9	Adv Low
Write	4.8	Int Mid	5.7	Int High	5.9	Int High
List	4.5	Int Mid	6.3	Int High	6.5	Adv Low
Spkg	4.9	Int Mid	5.6	Int High	5.6	Int High

**2018 Grade 6-10 Mean Score and Proficiency Level
Sub-Test Results for Spanish Immersion**

	Grade 6 Total Spanish Immersion (N=224)		Grade 7 Total Spanish Immersion (N=205)		Grade 8 Total Spanish Immersion (N=179)		Grade 9 Total Spanish Immersion (N=147)		Grade 10 Total Spanish Immersion (N=123)	
	Mean Score	Prof Level	Mean Score	Prof Level	Mean Score	Prof Level	Mean Score	Prof Level	Mean Score	Prof Level
Rdg	4.8	Int Mid	5.7	Int High	6.2	Int High	6.5	Adv Low	7.0	Adv Low
Write	4.7	Int Mid	5.1	Int Mid	5.5	Int High	5.9	Int High	5.9	Int High
List	4.6	Int Mid	5.5	Int High	5.9	Int High	6.2	Int High	6.9	Adv Low
Spkg	4.8	Int Mid	5.1	Int Mid	5.2	Int Mid	5.5	Int High	5.8	Int High

SUB-TEST RESULTS CHINESE IMMERSION

Data Summary and Analysis: 2018-2022 Grades 6-10 Spring STAMP 4S Reading Chinese (see tables below)

According to the Reading results in the tables below, Grade 6 students experienced a shift toward the Intermediate-Low and Mid ranges from the Novice-High range. In addition, there was also a slight shift from the Intermediate-High range toward the Low and Mid ranges.

Eighth Grade results indicate that there was a shift from Intermediate-Mid and High performance to the Intermediate-Low and Mid ranges. For example, **57.6 percent** of Eight Graders from a year ago reached the Intermediate-Mid and High ranges compared

to **47.7 percent** this Spring. As a result, **55.4 percent** performed at the Intermediate-Low and Mid ranges this year compared to **25.9 percent** a year ago.

Tenth Grade student performance remained consistent with scores from recent years. There was a slight increase in the percentage of students reaching the Intermediate-Low range this year and fewer students performing at the Advanced-High range. However, most student performances ranged from Intermediate-Mid to Advanced-Low, consistent with previous years.

At the Advanced proficiency levels, students can consistently follow short conversations on common topics and answer questions about the main ideas and explicitly stated details. They can go into much more depth than language learners performing at the Novice level. These data suggest that the more established the Minnetonka Immersion program becomes, the stronger the performance of the students. There are significantly fewer students reaching the Novice-Level. Students who are Reading at the Novice proficiency are characterized by relying on learned phrases and basic vocabulary. These students can recognize the purpose of basic texts. Students reaching the Intermediate levels and beyond can make meaning from text and read passages that are more challenging, allowing them to make inferences and interact with the text at a higher level.

According to Reading results, **70.9 percent** of Sixth Grade Chinese Immersion students are performing beyond the national Immersion proficiency target level of Novice-High compared to **69.4 percent** from a year ago.

The national proficiency target in Reading among Eighth Grade Chinese Immersion students is Intermediate-Low. Minnetonka saw **58.5 percent** of students surpass this level and **89.3 percent** reach this level at a minimum. Last year, **78.8 percent** of Eighth Graders surpassed the Intermediate-Low range.

Tenth Grade national Immersion proficiency targets for Reading also indicate that students should reach the Intermediate-Low range. Only **1.7 percent** of Minnetonka Chinese Immersion students fell short of this target, and **86.6 percent** surpassed the national target, compared to **90.5 percent** last year.

Recommendations: 2022 Spring STAMP 4S Reading Chinese (see tables below)

Students who are reading at Novice proficiency are characterized by reliance of learned phrases and basic vocabulary, the ability to recognize the purpose of basic texts, and can understand a core of simple, formulaic utterances. Students would benefit from opportunities to learn about vocabulary and main ideas and details in the target language. This can be learned through exposure to authentic texts. In addition, students will be successful if they can engage in book discussions with partners or in small groups. Any opportunities where they are expected to use their target language skills in a variety of settings will allow them to gain proficiency. Students can hone this skill by reading authentic Chinese literature online, in books, in newspapers, or magazines. Students can learn to identify main ideas by reading blogs or other types of online media. In addition,

they can engage in higher level type of activities, such as mock trials or press conferences to help them make connections and apply what they have learned in their Reading to real life experiences. Students also need explicit instruction in comprehension strategies.

AVANT recommends that both teachers and students take the STAMP practice assessment in the future to gain a better understanding of the types of questions in which students need to be exposed. Students were given lengthy text in which to read and interpret. The questions that were posed required students to have a full understanding of the vocabulary and be able to identify the main idea of the selections.

Continued work to provide leveled texts for Chinese Immersion students is key to helping with Reading comprehension growth. It is recommended to continue to research systems that provide comprehensive Reading programming like what is available in the Spanish Language.

2022 Spring STAMP 4S Reading Chinese

	Grade 6		Grade 8		Grade 10	
	N	Percent	N	Percent	N	Percent
Nov Low	4	4.3	1	1.5	0	0.0
Nov Mid	2	2.2	0	0.0	0	0.0
Nov High	21	22.6	6	9.2	1	1.7
Int Low	31	33.3	20	30.8	7	11.7
Int Mid	26	28.0	16	24.6	11	18.3
Int High	8	8.6	15	23.1	24	40.0
Adv Low	1	1.1	4	6.2	7	11.7
Adv Mid	0	0.0	3	4.6	6	10.0
Adv High	0	0.0	0	0.0	4	6.7

2021 Spring STAMP 4S Reading Chinese

	Grade 6		Grade 8		Grade 10	
	N	Percent	N	Percent	N	Percent
Nov Low	2	2.4	0	0.0	0	0.0
Nov Mid	4	4.7	0	0.0	0	0.0
Nov High	24	28.3	12	14.1	5	6.8
Int Low	17	20.0	6	7.1	2	2.7
Int Mid	20	23.5	16	18.8	7	9.6
Int High	15	17.6	33	38.8	31	42.5
Adv Low	2	2.4	7	8.2	9	12.3
Adv Mid	1	1.2	7	8.2	8	11.0
Adv High	0	0.0	4	4.7	11	15.1

2020 Spring STAMP 4S Reading Chinese

	Grade 6		Grade 8		Grade 10	
	N	Percent	N	Percent	N	Percent
Nov Low	1	1.3	0	0.0	0	0.0
Nov Mid	0	0.0	0	0.0	0	0.0
Nov High	18	23.7	5	6.3	6	13.6
Int Low	17	22.4	16	20.3	1	2.3
Int Mid	17	22.4	9	11.4	5	11.4
Int High	21	27.6	38	48.1	19	43.2
Adv Low	2	2.6	3	3.8	5	11.4
Adv Mid	0	0.0	6	7.6	6	13.6
Adv High	0	0.0	2	2.5	2	4.5

2019 Spring STAMP 4S Reading Chinese

	Grade 6		Grade 8		Grade 10	
	N	Percent	N	Percent	N	Percent
Nov Low	1	1.1	1	1.3	0	0.0
Nov Mid	5	5.4	1	1.3	0	0.0
Nov High	31	33.3	7	9.0	1	2.4
Int Low	11	11.8	8	10.3	1	2.4
Int Mid	14	15.1	15	19.2	8	19.0
Int High	24	25.8	30	38.5	19	45.2
Adv Low	5	5.4	6	7.7	4	9.5
Adv Mid	2	2.2	8	10.3	7	16.7
Adv High	0	0.0	2	2.6	2	4.8

2018 Spring STAMP 4S Reading Chinese

	Grade 6		Grade 7		Grade 8		Grade 9		Grade 10	
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
Nov Low	2	2.4	0	0.0	1	1.8	0	0.0	0	0.0
Nov Mid	52	61.2	40	47.1	22	40.0	16	32.7	14	31.8
Nov High	14	16.5	11	12.9	7	12.7	5	10.2	7	15.9
Int Low	11	12.9	19	22.4	17	30.9	14	28.6	11	25
Int Mid	4	4.7	11	12.9	4	7.3	8	16.3	7	15.9
Int High	1	1.2	4	4.7	3	5.5	3	6.1	2	4.5
Adv Low	1	1.2	0	0.0	1	1.8	2	4.1	2	4.5
Adv Mid	0	0.0	0	0.0	0	0.0	0	0.0	1	2.3
Adv High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0

Data Summary and Analysis: 2018-2022 Grades 6-10 Spring STAMP 4S Writing Chinese (see tables below)

Writing results indicate that most Grade Six Chinese Immersion students performed within the Intermediate-Low and Mid ranges. However, there was a shift from the Intermediate-High to Intermediate-Mid range during the past two years. During the past two years, **20-27.6 percent** of students reached the Intermediate-High level, and this year saw **10.8 percent** reach this level, while experiencing an increase of **10.1 percent** reaching the Intermediate-Mid range. Eighth Graders saw a similar phenomenon with an **11.6 percent** increase within the Intermediate-Mid level coupled with a **10.9 percent** decrease in performance at the Intermediate-High range. Tenth Graders showed a drop (**10.6 percent**) in percentage within the Intermediate-Mid level and an increase of **14.6 percent** within the Advanced-Low range compared to last year. This is evidence of the targeted writing instruction by teaching staff after analyzing results from previous years. Students who are writing at the Intermediate proficiency are characterized by not being limited to formulaic utterances, and they can express factual information by manipulating grammatical structures. They should be able to write using different tenses. Students writing at the Intermediate-High level can perform jobs such as tour guides and receptionists.

Chinese students are currently exposed to writing in a variety of ways including writing to a prompt using the six traits method. With most Grade Six Chinese Immersion students (**81.7 percent**) performing at the Intermediate range and above, there is evidence that student experiences with the formal writing process in the target language has positively impacted their writing ability. More students reached the upper levels of the test as Tenth Graders compared to previous years with **60.0 percent** reaching the Intermediate-High level or above, compared to **46.1 percent** last year and **27.3 percent** reaching this

threshold from two years ago. This is an important data point to note, as it is an indication of many students making expected one year's growth by improving at least one sub-level. All Tenth Graders reached the Intermediate ranges and higher.

With Intermediate-Low as the national target level for Writing among Immersion students in Grades 8 and 10, all Minnetonka Tenth Grade Chinese Immersion students met or surpassed national targets, while **95.4 percent** of Eighth Graders met or surpassed these targets. With Novice-High set as the Immersion national target for Sixth Graders, **94.6 percent** of Minnetonka Chinese Immersion students met or surpassed this proficiency level.

According to the results, most Minnetonka Grade Six through Tenth Graders can create statements and formulate questions based on familiar material. Most sentences are re-combinations of learned vocabulary and structures. They are short and simple conversational-style senses of basic word order. They are written almost exclusively in the present time. The work students have done with District Writing assessments have prepared them to write at this level.

Recommendations: 2022 Spring STAMP 4S Writing Chinese (see tables below)

At the Intermediate level, Chinese Immersion students could be provided more authentic writing opportunities. As Integrated Performance Assessments (IPAs) are implemented, this type of exposure will become more widespread throughout the District. Students in Kindergarten through Grade Two began this experience during the 2013-2014 school year, followed by Grades Three through Five in 2014-2015 and Grades 6-8 in 2015-2016. IPAs are designed to give students opportunities to read, write, speak, and listen in a more authentic manner. Chinese Immersion teachers have also attended staff development sessions focusing on conferencing and best practice writing instruction.

Again, Chinese Immersion students are currently exposed to writing in a variety of ways including writing to a prompt using the six traits of writing. However, students will need to have opportunities to write across all disciplines in the target language that will engage them in more authentic writing experiences. The more engaged students are, the more their learning will become internalized allowing them to move toward proficiency at a rate in which they are quite capable.

2022 Spring STAMP 4S Writing Chinese

	Grade 6		Grade 8		Grade 10	
	N	Percent	N	Percent	N	Percent
Nov Low	0	0.0	0	0.0	0	0.0
Nov Mid	5	5.4	1	1.5	0	0.0
Nov High	12	12.9	2	3.1	0	0.0
Int Low	37	39.8	12	18.5	9	15.0
Int Mid	28	30.1	19	29.2	15	25.0
Int High	10	10.8	25	38.5	19	31.7
Adv Low	1	1.1	5	7.7	17	28.3
Adv Mid/Hi	0	0.0	1	1.5	0	0.0

2021 Spring STAMP 4S Writing Chinese

	Grade 6		Grade 8		Grade 10	
	N	Percent	N	Percent	N	Percent
Nov Low	1	1.2	0	0.0	0	0.0
Nov Mid	1	1.2	0	0.0	0	0.0
Nov High	12	14.1	3	3.5	0	0.0
Int Low	35	41.2	12	14.1	13	17.8
Int Mid	17	20.0	15	17.6	26	35.6
Int High	17	20.0	42	49.4	24	32.9
Adv Low	2	2.4	13	15.3	10	13.7
Adv Mid/Hi	0	0.0	0	0.0	0	0.0

2020 Spring STAMP 4S Writing Chinese

	Grade 6		Grade 8		Grade 10	
	N	Percent	N	Percent	N	Percent
Nov Low	1	1.3	0	0.0	1	2.3
Nov Mid	0	0.0	0	0.0	0	0.0
Nov High	2	2.6	0	0.0	1	2.3
Int Low	24	31.6	9	11.4	8	18.2
Int Mid	25	32.9	32	40.5	21	47.7
Int High	21	27.6	35	44.3	11	25.0
Adv Low	3	3.9	3	3.8	1	2.3
Adv Mid/Hi	0	0.0	0	0.0	0	0.0

2019 Spring STAMP 4S Writing Chinese

	Grade 6		Grade 8		Grade 10	
	N	Percent	N	Percent	N	Percent
Nov Low	0	0.0	0	0.0	0	0.0
Nov Mid	3	3.5	2	3.0	0	0.0
Nov High	4	4.7	0	0.0	0	0.0
Int Low	26	30.2	22	32.8	7	16.7
Int Mid	40	46.5	12	17.9	15	35.7
Int High	11	12.8	30	44.8	17	40.5
Adv Low	2	2.3	1	1.5	3	7.1
Adv Mid/Hi	0	0.0	0	0.0	0	0.0

2018 Spring STAMP 4S Writing Chinese

	Grade 6		Grade 7		Grade 8		Grade 9		Grade 10	
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
Nov Low	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Nov Mid	1	1.2	2	2.4	0	0.0	0	0.0	3	6.8
Nov High	6	7.1	4	4.7	0	0.0	0	0.0	0	0.0
Int Low	46	54.1	39	45.9	18	32.7	22	44.9	20	45.5
Int Mid	24	28.2	28	32.9	18	32.7	11	22.4	6	13.6
Int High	6	7.1	6	7.1	8	14.5	9	18.4	9	20.5
Adv Low	2	2.4	5	5.9	8	14.5	7	14.3	6	13.6
Adv Mid/Hi	0	0.0	0	0.0	2	3.6	0	0.0	0	0.0

Data Summary and Analysis: 2018-2022 Grades 6-10 Spring STAMP 4S Listening Chinese (see tables below)

Listening results indicate a drop in percentage at the Intermediate-High level for Sixth Graders, decreasing from **80.3 percent** in 2020, to **71.8 percent** in 2021, to **58.1 percent** in 2022. With the drop at the Intermediate-High level, there also was an increase from **4.7 percent** to **20.4 percent** of Sixth Grade Chinese Immersion students performing at the Intermediate-Low level. Fewer than **5 percent** of Sixth Graders performed at the Intermediate-Low level each of the past two years. These results show a slight drop in student performance compared to the past two years. The national target for Sixth Grade Listening is Intermediate-Low, and **95.7 percent** of Minnetonka Sixth Grade students reached or surpassed this target. In addition, **96.4 percent** reached or surpassed the target last year.

Eighth Graders experienced a shift in performance as well, showing a decrease in the percentage of students reaching the Intermediate-High level, dropping from **70.6 percent** last year to **61.5 percent** this year. Eighth Graders saw **18.4 percent** of students perform at the Intermediate-Low and Intermediate-Mid levels combined, while only **2.4 percent** performed at these combined levels last year, and no students performed below the Intermediate-High level two years ago. With a national target of Intermediate-Mid, **81.6 percent** surpassed this target in 2022, with **97.6 percent** of Minnetonka Eighth Graders surpassing this target last year, and **100 percent** eclipsing the target in 2020.

Tenth Graders also experienced a fluctuation in results compared to previous years. At the Advanced-Mid level, Tenth Graders fell off the pace of their same grade counterparts from a year ago, dropping from **31.5 percent** to **11.7 percent**. The shift in performance was evident with percentage increases at both the Intermediate-High and Advanced-Low levels. However, two years ago, no Tenth Graders reached the Advanced-High level, and this year, seven students (**11.7 percent**) performed at this level. All Tenth Grade Chinese Immersion students met or surpassed the national target of Intermediate-Mid, and only one student did not surpass the national target.

Recommendations: 2022 Spring STAMP 4S Listening Chinese (see tables below)

To improve results in Interpretive Listening, students should be given opportunities to listen to authentic texts such as radio announcements, book discussions, and speeches in the target language. This type of real world experience will help students move toward proficiency as they are exposed to authentic sources created in the target language and not necessarily translated into the target language from English. Translation can be effective if it is done consistently and without loss of meaning. As stated previously, a new plan for translating texts has been implemented and will enhance the translation process. Listening opportunities need to come from a variety of sources that supplement the teacher's instruction.

2022 Spring STAMP 4S Listening Chinese

	Grade 6		Grade 8		Grade 10	
	N	Percent	N	Percent	N	Percent
Nov Low	0	0.0	0	0.0	0	0.0
Nov Mid	0	0.0	0	0.0	0	0.0
Nov High	4	4.3	0	0.0	0	0.0
Int Low	19	20.4	6	9.2	0	0.0
Int Mid	15	16.1	6	9.2	1	1.7
Int High	54	58.1	40	61.5	34	56.7
Adv Low	1	1.1	8	12.3	11	18.3
Adv Mid	0	0.0	5	7.7	7	11.7
Adv High	0	0.0	0	0.0	7	11.7

2021 Spring STAMP 4S Listening Chinese

	Grade 6		Grade 8		Grade 10	
	N	Percent	N	Percent	N	Percent
Nov Low	0	0.0	0	0.0	0	0.0
Nov Mid	1	1.2	0	0.0	0	0.0
Nov High	2	2.4	0	0.0	0	0.0
Int Low	4	4.7	1	1.2	0	0.0
Int Mid	14	16.5	1	1.2	1	1.4
Int High	61	71.8	60	70.6	32	43.8
Adv Low	2	2.4	8	9.4	8	11.0
Adv Mid	1	1.2	10	11.8	23	31.5
Adv High	0	0.0	5	5.9	9	12.3

2020 Spring STAMP 4S Listening Chinese

	Grade 6		Grade 8		Grade 10	
	N	Percent	N	Percent	N	Percent
Nov Low	0	0.0	0	0.0	1	0.0
Nov Mid	0	0.0	0	0.0	0	0.0
Nov High	1	1.3	0	0.0	0	0.0
Int Low	1	1.3	0	0.0	0	0.0
Int Mid	8	10.5	0	0.0	0	0.0
Int High	61	80.3	53	67.1	27	61.4
Adv Low	3	3.9	10	12.7	5	11.4
Adv Mid	2	2.6	11	13.9	10	22.7
Adv High	0	0.0	5	6.3	0	0.0

2019 Spring STAMP 4S Listening Chinese

	Grade 6		Grade 8		Grade 10	
	N	Percent	N	Percent	N	Percent
Nov Low	0	0.0	1	1.3	0	0.0
Nov Mid	3	3.2	1	1.3	0	0.0
Nov High	21	22.6	6	8.0	1	2.4
Int Low	38	40.9	10	13.3	8	19.0
Int Mid	20	21.5	22	29.3	10	23.8
Int High	11	11.8	24	32.0	13	31.0
Adv Low	0	0.0	10	13.3	7	16.7
Adv Mid	0	0.0	1	1.3	3	7.1
Adv High	0	0.0	0	0.0	0	0.0

2018 Spring STAMP 4S Listening Chinese

	Grade 6		Grade 7		Grade 8		Grade 9		Grade 10	
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
Nov Low	0	0.0	0	0.0	0	0.0	0	0.0	1	2.3
Nov Mid	0	0.0	0	0.0	0	0.0	0	0.0	1	2.3
Nov High	12	14.1	10	11.8	6	10.9	3	6.1	3	6.8
Int Low	33	38.8	22	25.9	17	30.9	12	24.5	10	22.7
Int Mid	25	29.4	19	22.4	9	16.4	12	24.5	9	20.5
Int High	10	11.8	31	36.5	17	30.9	11	22.4	10	22.7
Adv Low	5	5.9	2	2.4	5	9.1	9	18.4	6	13.6
Adv Mid	0	0.0	0	0.0	1	1.8	2	4.1	2	4.5
Adv High	0	0.0	0	0.0	0	0.0	0	0.0	2	4.5

Data Summary and Analysis: 2018-2022 Grades 6-10 Spring STAMP 4S Speaking Chinese (see tables below)

Speaking performances among Grades 6, 8, and 10 yielded similar results to the subtests previously described in this report. Grade 6 students experienced increased percentages within the Intermediate-Low and Mid ranges, while decreasing in percentage at the

Intermediate-High level compared to previous years. However, last year resulted in an all-time high performance among Sixth Graders with **71.8 percent** of students reaching the Intermediate-High level. Two years ago, only **21.1 percent** performed at this level, and in 2019, only **3.6 percent** reached this level. With **10.8 percent** of Sixth Graders performing at the Intermediate-High level, results are closer to years prior to 2021.

Eighth Graders showed a **19.8 percent** decrease in percentage compared to their same grade counterparts a year ago, dropping from **70.6 percent** performing at the Intermediate-High level to **50.8 percent** this year. However, at **50.8 percent**, Grade 8 students out-performed Eighth Graders from 2020 and 2019. This year, the resulting performance shifted from Intermediate-High to Intermediate-Mid, with **89.2 percent** of students meeting or surpassing the national target of Intermediate-Mid.

Tenth Graders experienced a significant increase in the percentage of students reaching the Advanced-Low range, improving from 15.1 percent to 31.7 percent, compared to their same grade counterparts from a year ago. In fact, this is the highest all-time percentage of Chinese Immersion students reaching the Advanced-Low range on the Speaking portion of the STAMP Test. Most students are reaching the Intermediate-High and Advanced-Low levels on this subtest.

Most Minnetonka Immersion students should be expected to understand and speak the Chinese language while scoring at least a three on the AP Chinese Language Exam. According to the latest STAMP results, most Chinese Immersion students who have reached the Intermediate-High level and above, will highly likely score a four or five on the exam should they take the assessment as Ninth Graders.

Students who are speaking at the Intermediate proficiency level are characterized by not speaking in utterances and moving from memorized words and phrases to original production, though still limited. These students may appear to be native speakers.

With most middle and high school Chinese Immersion students performing at the Intermediate range and many performing at the upper levels of this range, Chinese Immersion students are meeting or surpassing the target level of proficiency of Intermediate-Mid. Intermediate-Mid speakers tend to function reactively, for example, by responding to direct questions, requests, or information. However, they can ask a variety of questions when necessary to obtain simple information to satisfy basic needs, such as directions, prices, and services. The data indicates that students excel at responding to questions directed toward them and can give accurate responses. A more student-centered approach will help grow students' presentational and interpersonal skills.

Recommendations: 2022 Spring STAMP 4S Speaking Chinese (see tables below)

Students beginning to reach the lower levels of Intermediate proficiency have good language control throughout most of their responses. Mostly the errors students make within the Intermediate level do not affect the overall meaning of the topic being discussed. To move toward the next levels of proficiency students will need to be exposed to more

authentic speaking experiences. Students can present in front of their peers or engage in group conversations. Group discussions in the target language will enable teachers to not only assess students in an authentic manner but also assess them more efficiently. With this approach to authentic assessments, students will be more engaged and teachers will gain valuable knowledge about their students' oral proficiency levels.

Overall, it will be important to analyze the performances of the Sixth and Eighth Grade cohorts over time. This year, there was a noticeable shift from the Intermediate-High level to the Intermediate-Mid levels. This is evidence of the impact of COVID on student language learning. This will continue to warrant annual analysis.

2022 Spring STAMP 4S Speaking Chinese

	Grade 6		Grade 8		Grade 10	
	N	Percent	N	Percent	N	Percent
Nov Low	1	1.1	0	0.0	0	0.0
Nov Mid	2	2.2	0	0.0	0	0.0
Nov High	11	11.8	2	3.1	0	0.0
Int Low	34	36.6	5	7.7	4	6.7
Int Mid	30	32.3	17	26.2	11	18.3
Int High	10	10.8	33	50.8	26	43.3
Adv Low	1	1.1	7	10.8	19	31.7
Adv Mid/Hi	1	1.1	1	1.5	0	0.0

2021 Spring STAMP 4S Speaking Chinese

	Grade 6		Grade 8		Grade 10	
	N	Percent	N	Percent	N	Percent
Nov Low	0	0.0	0	0.0	0	0.0
Nov Mid	1	1.2	0	0.0	0	0.0
Nov High	2	2.4	0	0.0	0	0.0
Int Low	4	4.7	1	1.2	6	8.2
Int Mid	14	16.5	1	1.2	22	30.1
Int High	61	71.8	60	70.6	33	45.2
Adv Low	2	2.4	8	9.4	11	15.1

2020 Spring STAMP 4S Speaking Chinese

	Grade 6		Grade 8		Grade 10	
	N	Percent	N	Percent	N	Percent
Nov Low	2	2.6	0	0.0	2	4.5
Nov Mid	0	0.0	0	0.0	0	0.0
Nov High	2	2.6	0	0.0	0	0.0
Int Low	24	31.6	21	26.6	6	1.4
Int Mid	32	42.1	38	48.1	23	52.3
Int High	16	21.1	16	20.3	6	13.6
Adv Low	0	0.0	4	5.1	5	11.4

2019 Spring STAMP 4S Speaking Chinese

	Grade 6		Grade 8		Grade 10	
	N	Percent	N	Percent	N	Percent
Nov Low	0	0.0	0	0.0	0	0.0
Nov Mid	0	0.0	0	0.0	0	0.0
Nov High	10	11.9	5	8.2	1	2.4
Int Low	52	61.9	14	23.0	3	7.3
Int Mid	19	22.6	30	49.2	20	48.8
Int High	3	3.6	8	13.1	16	39.0
Adv Low	0	0.0	4	6.6	1	2.4

2018 Spring STAMP 4S Speaking Chinese

	Grade 6		Grade 7		Grade 8		Grade 9		Grade 10	
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
Nov Low	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Nov Mid	0	0.0	1	1.2	0	0.0	0	0.0	1	2.3
Nov High	11	12.9	3	3.5	1	1.8	2	4.1	2	4.5
Int Low	53	62.4	46	54.1	33	60.0	17	34.7	15	34.1
Int Mid	20	23.5	31	36.5	18	32.7	22	44.9	13	29.5
Int High	0	0.0	0	0.0	0	0.0	6	12.2	7	15.9
Adv Low	1	1.2	1	1.2	1	1.8	2	4.1	2	4.5

SUB-TEST RESULTS SPANISH IMMERSION

Data Summary and Analysis: 2018-2022 Grades 6-10 Spring STAMP 4S Reading Spanish (see tables below)

ACTFL's national Spanish Immersion target proficiency for Sixth Graders is Intermediate-Low in Reading, Writing, Listening, and Speaking. For Eighth and Tenth Graders, the national target levels are Intermediate-Mid for each of the four modes of communication.

All three grade levels tested experienced solid scores this year. Spanish Immersion students have maintained high levels of performance on the STAMP Test with some shift in performance levels.

Grade 6 students saw an increase in the percentage of students reaching the Intermediate-Mid level, while also experiencing a decrease in the percentage performing at the Intermediate-High level compared to last year. Despite this slight shift, Sixth Graders have performed at nearly all-time high levels with **96.3 percent** of Grade 6 students meeting or surpassing national targets. Although there was a decrease in the number of students reaching the Advanced-Mid level, dropping from **40** students to **19** students, the performances for this group of students should be commended, as this level is typically one that is reached by heritage speakers.

Like Grade 6 students, Eighth Graders performed solidly compared to Eighth Graders from a year ago with **47 percent** of students reaching Advanced proficiency. There was

a shift in performance levels, with the percentage of students reaching the Advanced-Mid level dropping from 34.5 percent to 19.1 percent and the percentage of students reaching the Advanced-High level dropping from 20.4 percent to 7.8 percent. These decreases resulted in increases within the Intermediate-High and Advanced-Low ranges. The performances of most students are well beyond the national target of Intermediate-Mid. Except for two students, all Eighth Graders met or surpassed national targets.

Tenth Grade Spanish Immersion students saw **74.8 percent** of students reach the Advanced levels of proficiency compared to **92.7 percent** from a year ago and **86.2 percent** from 2020. **99.5 percent** of Tenth Graders met or surpassed national targets. Like Grades 6 and 8, there was a shift in performance for some students as indicated by the increased percentages within the Intermediate-High and Advanced-Low ranges. Again, these ranges are beyond the national target of Intermediate-Mid.

Most Spanish Immersion students are beyond the national target proficiency level of Intermediate-Low for Grade 6 and Intermediate-Mid for Grades 8 and 10 for Reading. According to the American Council of Teaching Foreign Languages (ACTFL), students who are exposed to authentic texts from the target language countries will grasp the language, because they are also being exposed to a richer cultural experience. The cultural component to the language will also enable students to have the background knowledge needed to experience success on the AP Language Exam. According to Spanish Immersion staff, authentic texts are available in the school District and have been used often to engage students in more authentic Reading experiences. Students are gaining meaning from short, connected texts featuring description in narration, dealing with familiar topics. Many of the passages on the STAMP 4S are lengthy, and students are beginning to experience text in the target language of this length on a more regular basis.

Recommendations: 2022 Spring STAMP 4S Reading Spanish (see tables below)

Students who are reading at Intermediate proficiency are characterized by having the ability to understand the main ideas and explicit details in everyday language. They can use language knowledge to understand information in everyday materials and can follow short conversations and announcements on common topics. They can also answer questions about the main idea and explicitly stated details. Students would benefit from more opportunities to learn about Spanish culture in a more authentic manner. In addition, Reading across content areas will help improve students' Reading comprehension levels. Studying social studies, science, Math, and health themes will help students make real world connections and increase their vocabulary in the target language. Also, students will be successful if they can engage in book discussions with partners or in small groups. Any opportunities where they are expected to use their target language skills in a variety of settings will allow them to gain proficiency. If students could experience texts that are unfamiliar and lengthier, then they will see gains in Reading due to increased stamina and vocabulary exposure.

2022 Spring STAMP 4S Reading Spanish

	Grade 6		Grade 8		Grade 10	
	N	Percent	N	Percent	N	Percent
Nov Low	0	0.0	0	0.0	0	0.0
Nov Mid	0	0.0	0	0.0	0	0.0
Nov High	10	3.7	0	0.0	0	0.0
Int Low	25	9.3	2	1.0	1	0.5
Int Mid	49	18.1	16	7.8	4	2.0
Int High	138	51.1	90	44.1	45	22.6
Adv Low	27	10.0	41	20.1	46	23.1
Adv Mid	19	7.0	39	19.1	49	24.6
Adv High	2	0.7	16	7.8	54	27.1

2021 Spring STAMP 4S Reading Spanish

	Grade 6		Grade 8		Grade 10	
	N	Percent	N	Percent	N	Percent
Nov Low	0	0.0	0	0.0	0	0.0
Nov Mid	0	0.0	0	0.0	0	0.0
Nov High	3	1.2	2	0.9	0	0.0
Int Low	4	1.6	1	0.4	0	0.0
Int Mid	14	5.7	2	0.9	1	0.6
Int High	144	59.0	60	26.5	12	6.8
Adv Low	25	10.2	37	16.4	14	7.9
Adv Mid	40	16.4	78	34.5	61	34.5
Adv High	14	5.7	46	20.4	89	50.3

2020 Spring STAMP 4S Reading Spanish

	Grade 6		Grade 8		Grade 10	
	N	Percent	N	Percent	N	Percent
Nov Low	0	0.0	0	0.0	0	0.0
Nov Mid	0	0.0	0	0.0	0	0.0
Nov High	2	0.9	1	0.5	0	0.0
Int Low	5	2.2	0	0.0	1	0.6
Int Mid	7	3.0	2	0.9	1	0.6
Int High	119	51.5	56	25.6	20	12.5
Adv Low	43	18.6	38	17.4	16	10.0
Adv Mid	46	19.9	77	35.2	57	35.6
Adv High	9	3.9	45	20.5	65	40.6

2019 Spring STAMP 4S Reading Spanish

	Grade 6		Grade 8		Grade 10	
	N	Percent	N	Percent	N	Percent
Nov Low	0	0.0	0	0.0	1	0.8
Nov Mid	3	1.2	0	0.0	0	0.0
Nov High	34	14.0	4	1.9	5	4.1
Int Low	60	24.7	25	12.1	4	3.3
Int Mid	73	30.0	29	14.0	14	11.4
Int High	35	14.4	29	14.0	7	5.7
Adv Low	33	13.6	77	37.2	48	39.0
Adv Mid	5	2.1	42	20.3	33	26.8
Adv High	0	0.0	1	0.5	11	8.9

2018 Spring STAMP 4S Reading Spanish

	Grade 6		Grade 7		Grade 8		Grade 9		Grade 10	
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
Nov Low	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Nov Mid	2	0.9	1	0.5	1	0.6	0	0.0	0	0.0
Nov High	43	19.2	14	6.8	8	4.5	8	5.4	1	0.8
Int Low	64	28.6	29	14.1	22	12.3	7	4.8	2	1.6
Int Mid	51	22.8	52	25.4	28	15.6	24	16.3	11	8.9
Int High	29	12.9	35	17.1	33	18.4	23	15.6	18	14.6
Adv Low	26	11.6	50	24.4	51	28.5	46	31.3	46	37.4
Adv Mid	8	3.6	23	11.2	31	17.3	31	21.1	37	30.1
Adv High	1	0.4	0	0.0	5	2.8	8	5.4	8	6.5

Data Summary: Data Summary and Analysis: 2018-2022 Grades 6-10 Spring STAMP 4S Writing Spanish (see tables below)

ACTFL's national Spanish Immersion target proficiency for Sixth Graders is Intermediate-Low in Reading, Writing, Listening, and Speaking. For Eighth and Tenth Graders, the national target levels are Intermediate-Mid for each of the four modes of communication. Each of the grade levels tested experienced all-time high performances in Writing, as indicated by the significant shift in performances at the next highest sublevel, respectively.

Sixth Graders saw a shift in performance compared to last year's Sixth Graders. There was an increase from 20.5 percent to 46.3 percent of Grade 6 students performing at the Intermediate-High level, including an additional six students reaching the Advanced-Low level compared to last year. This is the first year that Sixth Graders eclipsed the 40 percent mark at the Intermediate-High level. This year, **98.9 percent** of Grade 6 Spanish Immersion students met or surpassed the national target in Writing, compared to **95.1 percent** from a year ago.

Eighth Grade Spanish Immersion students experienced solid performances over the past three years, and this year, with **62.7 percent** of students performing at the Intermediate-High level, Grade 8 students surpassed their same grade counterparts from a year ago by **11.8 percent**. In addition, Eighth Graders increased the percentage of students reaching the Advanced-Low level, improving from **3.5 percent** to **14.7 percent (22 students)**.

With a strong focus on improving Writing performance by Minnetonka High School staff, Tenth Graders experienced a significant increase in the percentage of students reaching the Advanced-Low level, improving from **4.0 percent** to **44.7 percent**. There was clear shift in performance percentages from Intermediate-High to Advanced-Low among Tenth Graders. **99.5 percent** of Tenth Grade Spanish Immersions students met or surpassed the national target for Writing of Intermediate-Mid. Last year, **99.4 percent** of Grade 10 students met or surpassed the national target, and **97.5 percent** reached this mark two-years ago.

Students who are writing at the Intermediate proficiency are characterized by not being limited to formulaic utterances, and they can express factual information by manipulating grammatical structures. They should be able to write using different tenses. The readers at the Intermediate level can meet several practical writing needs. They can write short, simple communications, compositions, and requests for information in loosely connected text about personal preferences, daily routines, common events, and other personal topics. This writing is best defined as a collection of discrete sentences or questions loosely strung together. Student writing at this level can be understood by natives used to the writing of non-natives.

Teachers have already implemented writing toward prompts in the target language. Teachers have been planning to make the experience more authentic for students by having them write across disciplines. Most students are writing within the Intermediate level and above. To perform at this level, students have had exposure to alternative writing techniques that helped to engage them in real world writing experiences. Students have practiced writing to other students about family members or trips they have taken. This type of writing helps students add details needed to have success on the STAMP 4S assessment.

Recommendations: 2022 Spring STAMP 4S Writing Spanish (see tables below)

Students writing at the Intermediate level can produce strings of sentences that vary as they utilize different verbs to create independent thoughts, mostly composed of a recombination of learned simple sentences with some added detail. As students are asked to perform presentational speaking activities, they can also be expected to write in a presentational manner. In addition to presentational writing opportunities, students can practice writing authentically in the way they are tested. Students can be given real-world experiences by writing emails to other Immersion students within the District or communicating in writing to students in other countries. The more authentic writing

experiences students are exposed to, the more opportunities they will have to internalize the language and move toward the next levels of proficiency.

2022 Spring STAMP 4S Writing Spanish

	Grade 6		Grade 8		Grade 10	
	N	Percent	N	Percent	N	Percent
Nov Low	0	0.0	0	0.0	0	0.0
Nov Mid	0	0.0	0	0.0	0	0.0
Nov High	3	1.1	0	0.0	0	0.0
Int Low	41	15.2	5	2.5	1	0.5
Int Mid	92	34.1	41	20.1	20	10.1
Int High	125	46.3	128	62.7	86	43.2
Adv Low	8	3.0	30	14.7	89	44.7
Adv Mid	0	0.0	0	0.0	3	1.5

2021 Spring STAMP 4S Writing Spanish

	Grade 6		Grade 8		Grade 10	
	N	Percent	N	Percent	N	Percent
Nov Low	0	0.0	0	0.0	0	0.0
Nov Mid	3	1.2	2	0.9	0	0.0
Nov High	9	3.7	0	0.0	0	0.0
Int Low	78	32.0	18	8.0	1	0.6
Int Mid	102	41.8	83	36.7	33	18.6
Int High	50	20.5	115	50.9	136	76.8
Adv Low	2	0.8	8	3.5	7	4.0
Adv Mid	0	0.0	0	0.0	0	0.0

2020 Spring STAMP 4S Writing Spanish

	Grade 6		Grade 8		Grade 10	
	N	Percent	N	Percent	N	Percent
Nov Low	0	0.0	0	0.0	0	0.0
Nov Mid	0	0.0	0	0.0	0	0.0
Nov High	3	1.3	2	0.9	0	0.0
Int Low	35	15.2	14	6.4	4	2.5
Int Mid	129	55.8	62	28.3	29	18.1
Int High	58	25.1	120	54.8	84	52.5
Adv Low	6	2.6	21	9.6	42	26.3
Adv Mid	0	0.0	0	0.0	0	0.0

2019 Spring STAMP 4S Writing Spanish

	Grade 6		Grade 8		Grade 10	
	N	Percent	N	Percent	N	Percent
Nov Low	0	0.0	0	0.0	0	0.0
Nov Mid	1	0.4	0	0.0	0	0.0
Nov High	1	0.4	2	1.0	0	0.0
Int Low	92	38.3	15	7.3	7	5.7
Int Mid	109	45.4	51	24.9	27	22.1
Int High	35	14.6	108	52.7	56	45.9
Adv Low	2	0.8	27	13.2	32	26.2
Adv Mid	0	0.0	2	1.0	0	0.0

2018 Spring STAMP 4S Writing Spanish

	Grade 6		Grade 7		Grade 8		Grade 9		Grade 10	
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
Nov Low	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Nov Mid	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Nov High	5	2.2	5	2.4	2	1.1	0	0.0	0	0.0
Int Low	77	34.4	36	17.6	15	8.4	11	7.5	2	1.6
Int Mid	116	51.8	111	54.1	78	43.6	40	27.2	34	27.6
Int High	26	11.6	49	23.9	57	31.8	52	35.4	57	46.3
Adv Low	0	0.0	4	2.0	26	14.5	44	29.9	30	24.4
Adv Mid	0	0.0	0	0.0	1	0.6	0	0.0	0	0.0

Data Summary: Data Summary and Analysis: 2018-2022 Grades 6-10 Spring STAMP 4S Listening Spanish (see tables below)

As stated previously, ACTFL's national Spanish Immersion target proficiency for Sixth Graders is Intermediate-Low in Reading, Writing, Listening, and Speaking. For Eighth and Tenth Graders, the national target levels are Intermediate-Mid for each of the four modes of communication.

Sixth Grade Spanish Immersion students experienced a shift in average Listening scores, showing decreases at the Intermediate-High level and beyond. Sixth Graders saw an uptick at the Intermediate-Mid level, increasing from **10.7 percent** in 2021 to **24.1 percent** this year, and an increase from **5.7 percent** to **17.8 percent** at the Intermediate-Low level. The performance for Sixth Graders was stronger than in 2019, however, there was a decrease in percentage over the past two years on the Listening subtest. **98.5 percent** of Sixth Graders met or surpassed national targets in Listening.

Eighth Graders saw **95.1 percent** of students meet or surpass national targets with a shift in proficiency, dropping in percentages at the Advanced-Mid and High ranges and increasing in percentage at the Intermediate-High and Advanced-Low levels. Despite this shift, **87.3 percent** of Eighth Graders performed beyond the national target of Intermediate-Mid. Proficiency percentages among Eighth Graders is closer to

performances from 2019, with the exception students reaching the Intermediate-High range, where students in 2022 saw **29.4 percent** reach this level compared to **12.1 percent** in 2019. A higher percentage of Eighth Grade students were performing at the Intermediate-Mid level three years ago.

Tenth Graders saw consistent performances compared to the past two years, with a slight shift in proficiency percentages, dropping from 57.1 percent reaching the Advanced-High Level in 2021 to 31.7 percent reaching the highest level in 2022. Despite the decrease at the highest proficiency level, all Tenth Graders met or surpassed national targets and 98.5 percent surpassed the national target of Intermediate-Mid.

Despite the shifts in proficiency percentages among Minnetonka students on the Listening, subtests, most students met or surpassed national targets.

Recommendations: 2022 Spring STAMP 4S Listening Spanish (see tables below)

Students who are reading or listening at advanced proficiency can understand and use language for straightforward informational purposes. They can also understand the content of most factual, non-specialized materials intended for a general audience. In addition, they can understand the content of most spoken factual, non-specialized language. This translates to a deeper understanding of the arts, politics, religion, and mathematics. To improve results in Interpretive Listening, students should be given opportunities to listen to authentic texts such as radio announcements, book discussions, and speeches in the target language. This type of real world experience will help students move toward proficiency as they are exposed to authentic sources created in the target language and not necessarily translated into the target language from English. Students would also benefit from listening to their peers and carrying on conversations in small groups. In addition, interpretive listening can be strengthened if students are required to listen for special meaning in an audio presentation or from student presentations.

2022 Spring STAMP 4S Listening Spanish

	Grade 6		Grade 8		Grade 10	
	N	Percent	N	Percent	N	Percent
Nov Low	0	0.0	0	0.0	0	0.0
Nov Mid	0	0.0	0	0.0	0	0.0
Nov High	4	1.5	0	0.0	0	0.0
Int Low	48	17.8	10	4.9	0	0.0
Int Mid	65	24.1	16	7.8	3	1.5
Int High	84	31.1	60	29.4	27	13.6
Adv Low	40	14.8	55	27.0	38	19.1
Adv Mid	26	9.6	46	22.5	68	34.2
Adv High	3	1.1	17	8.3	63	31.7

2021 Spring STAMP 4S Listening Spanish

	Grade 6		Grade 8		Grade 10	
	N	Percent	N	Percent	N	Percent
Nov Low	1	0.4	1	0.4	0	0.0
Nov Mid	0	0.0	0	0.0	0	0.0
Nov High	4	1.6	0	0.0	0	0.0
Int Low	14	5.7	3	1.3	0	0.0
Int Mid	26	10.7	12	5.3	1	0.6
Int High	95	38.9	36	15.9	5	2.8
Adv Low	60	24.6	50	22.1	11	6.2
Adv Mid	35	14.3	69	30.5	59	33.3
Adv High	9	3.7	54	23.9	101	57.1

2020 Spring STAMP 4S Listening Spanish

	Grade 6		Grade 8		Grade 10	
	N	Percent	N	Percent	N	Percent
Nov Low	0	0.0	0	0.0	0	0.0
Nov Mid	0	0.0	0	0.0	0	0.0
Nov High	1	0.4	0	0.0	1	0.6
Int Low	5	2.2	0	0.0	0	0.0
Int Mid	14	6.1	6	2.7	4	2.5
Int High	90	39.0	30	13.7	14	8.8
Adv Low	61	26.4	49	22.4	24	15
Adv Mid	43	18.6	71	32.4	47	29.4
Adv High	17	7.4	63	28.8	69	43.1

2019 Spring STAMP 4S Listening Spanish

	Grade 6		Grade 8		Grade 10	
	N	Percent	N	Percent	N	Percent
Nov Low	0	0.0	0	0.0	0	0.0
Nov Mid	2	0.8	0	0.0	2	1.6
Nov High	87	35.8	17	8.3	6	4.9
Int Low	41	16.9	20	9.7	7	5.7
Int Mid	56	23.0	30	14.6	14	11.5
Int High	22	9.1	25	12.1	21	17.2
Adv Low	25	10.3	59	28.6	34	27.9
Adv Mid	10	4.1	43	20.9	28	23.0
Adv High	0	0.0	12	5.8	10	8.2

2018 Spring STAMP 4S Listening Spanish

	Grade 6		Grade 7		Grade 8		Grade 9		Grade 10	
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
Nov Low	0	0.0	0	0.0	0	0.0	0	0.0	1	0.8
Nov Mid	7	3.1	1	0.5	1	0.6	0	0.0	0	0.0
Nov High	68	30.4	32	15.6	20	11.2	9	6.1	2	1.6
Int Low	37	16.5	37	18.0	21	11.7	20	13.6	5	4.1
Int Mid	47	21.0	40	19.5	28	15.6	18	12.2	12	9.8
Int High	29	12.9	21	10.2	33	18.4	22	15.0	23	18.7
Adv Low	26	11.6	47	22.9	37	20.7	45	30.6	32	26.0
Adv Mid	8	3.6	23	11.2	31	17.3	24	16.3	36	29.3
Adv High	2	0.9	3	1.5	7	3.9	9	6.1	12	9.8

Data Summary: Data Summary and Analysis: 2018-2022 Grades 6-10 Spring STAMP 4S Speaking Spanish (see tables below)

ACTFL's national Spanish Immersion target proficiency for Sixth Graders is Intermediate-Low in Reading, Writing, Listening, and Speaking. For Eighth and Tenth Graders, the national target levels are Intermediate-Mid for each of the four modes of communication.

Sixth Grade performance was consistent with previous years. There was a slight drop in performance at the Intermediate-Mid level compared to last year, with the percentage decreasing from **33.6 percent** to **29.3 percent**, and an increase from **13.1 percent** to **19.3 percent** within the Intermediate-Low range. This slight shift in proficiency is not considered to be significant. As a result of this solid performance, **94.8 percent** of Sixth Graders met or surpassed the national target proficiency level of Intermediate-Low.

Eighth Graders saw a slight increase in the percentage of students reaching the Advanced-Low range, improving from **8.8 percent** to **12.3 percent** compared to their same grade counterparts from a year ago. Overall, Eighth Grade results are consistent with previous years' results in Speaking.

Tenth Graders saw an increased percentage of students reaching the Advanced-Low level, and at **22.1 percent**, this marks the highest percentage of students reaching this level all-time. Tenth Graders performed as strongly or better than previous years. Clearly the Pandemic has less impact on Speaking performance compared to Listening.

The students at the upper Intermediate levels can be called upon to perform at the Advanced-level. However, they will have difficulty linking ideas and speaking in the correct tense. These students can consistently obtain simple information to help them satisfy basic needs. At the Advanced level, the speaking delivery is mostly fluent with only occasional hesitancy. Some abstract and precise use of vocabulary and terms with familiar topics is evident.

Recommendations: 2022 Spring STAMP 4S Speaking Spanish (see tables below)

As students begin to move into the Intermediate-Mid to High proficiency range, they begin to speak with great accuracy, only making minor errors that do not affect the overall meaning. Their delivery may be choppy, and they may have a repetitive use of concrete vocabulary with occasional use of expanding terms. However, their accuracy of complex sentences is beginning to emerge. To improve upon their skills students will need to work be given opportunities to not only work on their speaking abilities but combine those types of presentational performances with presentational writing. The use of rubrics will help teachers to target their instruction after determining the specific areas of need using carefully developed rubrics that help to measure student performance in an authentic way.

2022 Spring STAMP 4S Speaking Spanish

	Grade 6		Grade 8		Grade 10	
	N	Percent	N	Percent	N	Percent
Nov Low	0	0.0	0	0.0	0	0.0
Nov Mid	3	1.1	0	0.0	0	0.0
Nov High	11	4.1	0	0.0	0	0.0
Int Low	52	19.3	6	2.9	5	2.5
Int Mid	79	29.3	38	18.6	12	6.0
Int High	117	43.3	133	65.2	136	68.3
Adv Low	8	3.0	25	12.3	44	22.1
Adv Mid/High	0	0.0	1	0.5	2	1.0

2021 Spring STAMP 4S Speaking Spanish

	Grade 6		Grade 8		Grade 10	
	N	Percent	N	Percent	N	Percent
Nov Low	1	0.4	1	0.4	0	0.0
Nov Mid	6	2.5	0	0.0	0	0.0
Nov High	8	3.3	0	0.0	0	0.0
Int Low	32	13.1	7	3.1	2	1.1
Int Mid	82	33.6	45	19.9	2	1.1
Int High	110	45.1	150	66.4	140	79.1
Adv Low	4	1.6	20	8.8	33	18.6

2020 Spring STAMP 4S Speaking Spanish

	Grade 6		Grade 8		Grade 10	
	N	Percent	N	Percent	N	Percent
Nov Low	0	0.0	0	0.0	0	0.0
Nov Mid	0	0.0	0	0.0	0	0.0
Nov High	1	0.4	0	0.0	1	0.6
Int Low	16	6.9	5	2.3	4	2.5
Int Mid	79	34.2	33	15.1	18	11.3
Int High	124	53.7	152	69.4	114	71.3
Adv Low	11	4.8	29	9.1	19	11.9

2019 Spring STAMP 4S Speaking Spanish

	Grade 6		Grade 8		Grade 10	
	N	Percent	N	Percent	N	Percent
Nov Low	0	0.0	0	0.0	0	0.0
Nov Mid	0	0.0	0	0.0	0	0.0
Nov High	8	3.3	2	1.0	0	0.0
Int Low	75	30.9	18	9.0	9	7.8
Int Mid	91	37.4	57	28.6	32	27.6
Int High	68	28.0	95	47.7	67	57.8
Adv Low	1	0.4	27	13.6	8	6.9

2018 Spring STAMP 4S Speaking Spanish

	Grade 6		Grade 7		Grade 8		Grade 9		Grade 10	
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
Nov Low	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Nov Mid	0	0.0	1	0.5	0	0.0	0	0.0	0	0.0
Nov High	4	1.8	6	2.9	2	1.1	0	0.0	0	0.0
Int Low	62	29.5	26	12.7	21	11.7	10	6.8	0	0.0
Int Mid	135	60.3	121	59.0	100	55.9	60	40.8	34	27.6
Int High	23	10.3	46	22.4	51	28.5	65	44.2	73	59.3
Adv Low	0	0.0	4	2.0	4	2.2	11	7.5	13	10.6

Data Summary and Analysis: 2012-2022 Spring STAMP 4S Chinese Immersion Gender

Gender results indicate strong performances for students in Grades 6, 8 and 10 with scores in bold highlighting increases compared to the same grade counterparts from a year ago. Each grade level saw significant improvement among all genders. Like students learning the English language, there is an expected difference in performance in Reading, which measures reading comprehension. Typically, Female students out-perform Males in this area. In fact, the STAMP Test measures language arts skills, which is historically an area in which Females out-perform Males. Speaking and Writing yielded the greatest gaps between the two genders, which is different compared to previous years.

Although Females well out-paced Males across the grade levels and sub-tests, both Males and Females showed significant improvements compared to their counterparts from the previous year. The students and teachers should be commended for their strong efforts resulting in all time high performances on the STAMP Test.

Recommendations: 2022 Spring STAMP 4S Chinese Immersion Gender

Both Spanish and Chinese Immersion students will benefit from teachers utilizing an integrated performance assessment model. Teachers have done much work in this area and will continue to revise their assessments to align with standardized assessments such as the former AAPPL and current STAMP tests. IPA, STAMP 4Se, and STAMP 4S are all aligned to the ACTFL Proficiency Guidelines, thus creating alignment of assessments for Grades K-9. Integrated Performance Assessment (IPA) provides teachers with the knowledge they need of student performance in all four skill areas: *Reading, Writing, Listening and Speaking*. This model also helps inform teachers for them to provide a more balanced approach to instruction utilizing each of the three modes: *Interpersonal, Interpretive, and Presentational*.

In addition to balanced instruction, students would benefit from participating in the STAMP 4S practice assessment. This is recommended by AVANT and will help students by giving them exposure to the format and types of questions that will be asked. In additions, teachers can use this knowledge in a similar manner, much like the way they use the

state test specifications to help guide instruction leading up to the state Reading and Math assessments.

2020-2022 Grade 6 Spring STAMP 4S Chinese Immersion Gender

	Grade 6 - 2020				Grade 6 – 2021				Grade 6 - 2022			
	Males (N=45)		Females (N=46)		Males (N=41)		Females (N=44)		Males (N=42)		Females (N=51)	
	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level
Rdg	2.4	Nov Mid	2.4	Nov Mid	2.4	Nov Mid	2.4	Nov Mid	3.9	Int Low	4.2	Int Low
Write	4.1	Int Low	4.1	Int Low	4.1	Int Low	4.1	Int Low	4.1	Int Low	4.5	Int Mid
List	4.3	Int Low	4.4	Int Low	4.3	Int Low	4.4	Int Low	5.1	Int Mid	5.5	Int High
Spkg	4.0	Int Low	4.0	Int Low	4.0	Int Low	4.0	Int Low	4.2	Int Low	4.5	Int Mid

2020-2022 Grade 8 Spring STAMP 4S Chinese Immersion Gender

	Grade 8 - 2020				Grade 8 – 2021				Grade 8 – 2022			
	Males (N=36)		Females (N=43)		Males (N=42)		Females (N=43)		Males (N=27)		Females (N=38)	
	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level
Rdg	2.9	Nov High	3.5	Int Low	2.9	Nov High	3.5	Int Low	4.8	Int Mid	5.1	Int Mid
Write	4.7	Int Mid	5.6	Int High	4.7	Int Mid	5.6	Int High	4.9	Int Mid	5.6	Int High
List	4.8	Int Mid	5.0	Int Mid	4.8	Int Mid	5.0	Int Mid	5.9	Int High	6.1	Int High
Spkg	4.4	Int Low	4.4	Int Low	4.4	Int Low	4.4	Int Low	5.3	Int Mid	5.9	Int High

2020-2022 Grade 10 Spring STAMP 4S Chinese Immersion Gender

	Grade 10 - 2020				Grade 10 - 2021				Grade 10 - 2022			
	Males (N=16)		Females (N=26)		Males (N=26)		Females (N=47)		Males (N=22)		Females (N=38)	
	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level
Rdg	3.1	Nov High	3.1	Nov High	3.1	Nov High	3.1	Nov High	5.9	Int High	6.1	Int High
Write	4.2	Int Low	4.2	Int Low	4.2	Int Low	4.2	Int Low	5.2	Int Mid	6.0	Int High
List	5.1	Int Mid	5.0	Int Mid	5.1	Int Mid	5.0	Int Mid	6.6	Adv Low	6.8	Adv Low
Spkg	4.4	Int Low	4.4	Int Low	4.4	Int Low	4.4	Int Low	5.7	Int High	6.2	Int High

Data Summary and Analysis: 2020-2022 Spring STAMP 4S Spanish Immersion Gender

Spanish Immersion students showed improvement in all areas compared to their same grade counterparts from a year ago. Grades 6 and 8 students experienced significant increases in Reading and Listening, eclipsing the average scores from the past two years by over **one point**. Across all grade levels, students are well out-pacing the national targets for their specific grade levels and skills tested, and teachers and students should be commended for their strong efforts in the classroom resulting in historically strong performances on the STAMP Test.

Recommendations: 2022 Spring STAMP 4S Spanish Immersion Gender

Spanish Immersion students would benefit from activities that promote Interpretive Listening development. Students could listen to plays, speeches, or advertisements. Teachers could assess students' knowledge of what they heard or interpreted from the listening experience. Both Spanish and Chinese Immersion students will benefit from teachers utilizing an integrated performance assessment model.

In addition, students would benefit from participating in the STAMP 4S practice assessment. This is recommended by AVANT and will help students by giving them exposure to the format and types of questions that will be asked. In additions, teachers can use this knowledge in a similar manner, much like the way they use the state test specifications to help guide instruction leading up to the state Reading and Math assessments.

2020-2022 Grade 6 Spring STAMP 4S Spanish Immersion Gender

	Grade 6 - 2020				Grade 6 - 2021				Grade 6 - 2022			
	Males (N=120)		Females (N=122)		Males (N=110)		Females (N=134)		Males (N=125)		Females (N=145)	
	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level
Rdg	4.6	Int Mid	4.7	Int Mid	4.6	Int Mid	4.7	Int Mid	5.8	Int High	5.7	Int High
Write	4.5	Int Mid	4.5	Int Mid	4.5	Int Mid	4.5	Int Mid	5.2	Int Mid	5.5	Int High
List	4.5	Int Mid	4.5	Int Mid	4.5	Int Mid	4.5	Int Mid	5.6	Int High	5.9	Int High
Spkg	4.6	Int Mid	4.9	Int Mid	4.6	Int Mid	4.9	Int Mid	4.9	Int Mid	5.4	Int Mid

2020-2022 Grade 8 Spring STAMP 4S Spanish Immersion Gender

	Grade 8 - 2020				Grade 8 - 2021				Grade 8 - 2022			
	Males (N=92)		Females (N=120)		Males (N=105)		Females (N=121)		Males (N=98)		Females (N=106)	
	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level
Rdg	5.6	Int High	5.7	Int High	5.6	Int High	5.7	Int High	6.8	Adv Low	6.6	Adv Low
Write	5.1	Int Mid	5.1	Int Mid	5.1	Int Mid	5.1	Int Mid	5.8	Int High	6.0	Int High
List	5.2	Int Mid	5.2	Int Mid	5.2	Int Mid	5.2	Int Mid	6.7	Adv Low	6.8	Adv Low
Spkg	4.9	Int Mid	5.0	Int Mid	4.9	Int Mid	5.0	Int Mid	5.8	Int High	6.0	Int High

2020-2022 Grade 10 Spring STAMP 4S Spanish Immersion Gender

	Grade 10 - 2020				Grade 10 - 2021				Grade 10 - 2022			
	Males (N=75)		Females (N=85)		Males (N=69)		Females (N=108)		Males (N=90)		Females (N=109)	
	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level
Rdg	7.0	Adv Low	7.0	Adv Low	7.0	Adv Low	7.0	Adv Low	7.4	Adv Low	7.6	Adv Mid
Write	5.7	Int High	6.0	Int High	5.7	Int High	6.0	Int High	6.1	Int High	6.6	Adv Low
List	6.7	Adv Low	7.0	Adv Low	6.7	Adv Low	7.0	Adv Low	7.7	Adv Mid	7.9	Adv Mid
Spkg	5.7	Int High	5.9	Int High	5.7	Int High	5.9	Int High	6.0	Int High	6.2	Int High

Data Summary and Analysis: 2020-2022 Spring STAMP 4S Resident, Open Enrollment Chinese Immersion

According to results from the tables below, there was not a significant difference in performances between Open-Enrolled and Resident students with only two exceptions. However, with fewer than **50** students identified as Open-Enrolled or Resident at each of the grade levels tested, the average scores can be impacted significantly by a small number of students. Among the Sixth Grade population, where there is a similar number of Open-Enrolled and Resident students, average scores were statistically significantly different in Reading and Listening, whereas other grade levels did not see this great a discrepancy in performance (**0.4 points**). Sixth Grade Listening scores were the only scores that resulted in a difference in proficiency level for all the grade levels and subtests.

When comparing Open-Enrolled and Resident status to their same student group counterparts, there were significant differences in student performance compared to a year ago, which are also reflected in the overall score decreases shared previously. However, Sixth Grade Open-Enrolled students saw drops ranging from **0.6-0.9 points**, and Resident students at the same grade level experienced decreases ranging from **0.3-0.4 points**. This phenomenon only occurred among Sixth Graders. Students at the next proficiency level of Intermediate-High can understand fully, and with relative ease, key words, as well as phrases across a range of texts. It is important to note that Reading is an area in which it is common to perform at lower levels while learning to acquire a new language. Comprehending a language is known to pose more of a challenge when learning in a target language according to ACTFL and NCSSFL research.

Recommendations: 2022 Spring STAMP 4S Resident, Open Enrollment Chinese Immersion

To move students to the next levels of proficiency, Chinese Immersion students will need to be exposed to a wider variety of texts to help increase their vocabulary. Students need to be taught how to understand the main idea and explicit details of topics in which they are reading. To take students to the next level in Reading, it will be important for teachers to take students to more in-depth aspects of Novice level topics. Students could be asked to make future plans, travel and vacation arrangements, learn about transportation, occupations, holidays, and health. They can also be exposed to contemporary issues that involve current events, economics, culture, literature, science, social studies, and history to make the learning relevant and engaging.

2020-2022 Grade 6 Spring STAMP 4S
Chinese Immersion Resident/Open Enrolled

	Grade 6 - 2020				Grade 6 - 2021				Grade 6 - 2022			
	Resident (N=48)		Open Enrolled (N=28)		Resident (N=41)		Open Enrolled (N=44)		Resident (N=46)		Open Enrolled (N=47)	
	Mean Score	Mean Prof. Level	Mean Score	Mean Prof. Level	Mean Score	Mean Prof. Level	Mean Score	Mean Prof. Level	Mean Score	Mean Prof. Level	Mean Score	Mean Prof. Level
Rdg	4.6	Int Mid	4.8	Int Mid	4.6	Int Mid	4.8	Int Mid	4.3	Int Low	3.9	Int Low
Write	4.8	Int Mid	5.1	Int Mid	4.8	Int Mid	5.1	Int Mid	4.4	Int Low	4.2	Int Low
List	5.9	Int High	6.0	Int High	5.9	Int High	6.0	Int High	5.5	Int High	5.1	Int Mid
Spkg	4.7	Int Mid	4.8	Int Mid	4.7	Int Mid	4.8	Int Mid	4.4	Int Low	4.3	Int Low

2020-2022 Grade 8 Spring STAMP 4S
Chinese Immersion Resident/Open Enrolled

	Grade 8 - 2020				Grade 8 - 2021				Grade 8 - 2022			
	Resident (N=44)		Open Enrolled (N=30)		Resident (N=47)		Open Enrolled (N=38)		Resident (N=37)		Open Enrolled (N=28)	
	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level
Rdg	5.5	Int High	5.6	Int High	5.5	Int High	5.6	Int High	4.9	Int Mid	5.0	Int Mid
Write	5.4	Int Mid	5.4	Int Mid	5.4	Int Mid	5.4	Int Mid	5.3	Int Mid	5.3	Int Mid
List	6.7	Adv Low	6.5	Adv Low	6.7	Adv Low	6.5	Adv Low	5.9	Int High	6.1	Int High
Spkg	5.1	Int Mid	5.0	Int Mid	5.1	Int Mid	5.0	Int Mid	5.6	Int High	5.6	Int High

2020-2022 Grade10 Spring STAMP 4S
Chinese Immersion Resident/Open Enrolled

	Grade 10 - 2020				Grade 10 - 2021				Grade 10 - 2022			
	Resident (N=26)		Open Enrolled (N=14)		Resident (N=46)		Open Enrolled (N=27)		Resident (N=33)		Open Enrolled (N=27)	
	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level
Rdg	6.0	Int High	5.9	Int High	6.0	Int High	5.9	Int High	6.1	Int High	6.0	Int High
Write	4.9	Int Mid	5.1	Int Mid	4.9	Int Mid	5.1	Int Mid	5.7	Int High	5.8	Int High
List	6.2	Int High	6.8	Adv Low	6.2	Int High	6.8	Adv Low	6.8	Adv Low	6.6	Adv Low
Spkg	5.2	Int Mid	4.9	Int Mid	5.2	Int Mid	4.9	Int Mid	5.9	Int High	6.1	Int High

Data Summary and Analysis: 2020-2022 Spring STAMP 4S Resident, Open Enrollment Spanish Immersion

According to the results from the tables below, once again, there is virtually no difference in performance between Resident and Open-Enrolled students in the Spanish Immersion program for Grades 6, 8, and 10 despite the small open-enrolled population in the program. Tenth Graders experienced an increase on three of four sub-tests for Open-Enrolled students and two of the four sub-tests for Resident students with the greatest increases occurring in Speaking and Writing among Open-Enrolled students. Both groups are solidly reaching the Intermediate levels of proficiency, and at the upper grades are moving into the Advanced level. Sixth and Eighth Grade students saw most areas decrease compared to a year ago. Despite the decreases, results maintained solid compared to national targets.

Regardless of their enrollment status, Writing was a relative strength this year, as teachers chose to focus, specifically in this area. Writing and Speaking should still be considered areas of focus. Students at the next proficiency level can understand fully, and with relative ease, key words, as well as phrases across a range of texts. Spanish Immersion students performed within closer range of the targeted proficiency levels. Speaking is also an area in which it is common to perform at lower levels while learning to acquire a new language. Producing a language, rather than listening and responding in commonly understood phrases is known to pose more of a challenge when learning in a target language that is character based or logographic.

Recommendations: 2022 Spring STAMP 4S Resident, Open Enrollment Spanish Immersion

To improve Writing, it is recommended to read as much Spanish as possible. Students should be in the habit of reading any Spanish language material they can, preferably reading about different topics and using different texts. Students can read magazines, newspapers, books, or flyers. They should pay attention to all words, expressions, and syntactic constructions. They can make notes of interesting phrases and be encouraged to look up new words. This will help students expand their vocabulary and improve their own writing instructions.

To improve speaking skills, students can read along with listening activities aloud. Then they are encouraged to re-read the passage and speed up their tempo. It is also recommended that as they speed up the tempo, students should try to do their best to pronounce the words correctly, but they are encouraged not to obsess over it. Students should also prepare things to say ahead of time. This is like the experience students have when practicing for the Integrated Performance Assessments (IPAs). In addition, shadowing is a great technique for students to improve their speaking skills, which is the act of repeating dialogues as they hear them.

2020-2022 Grade 6 Spring STAMP 4S
Spanish Immersion Resident/Open Enrolled

	Grade 6 - 2020				Grade 6 - 2021				Grade 6 - 2022			
	Resident (N=158)		Open Enrolled (N=73)		Resident (N=157)		Open Enrolled (N=87)		Resident (N=191)		Open Enrolled (N=79)	
	Mean Score	Mean Prof. Level	Mean Score	Mean Prof. Level	Mean Score	Mean Prof. Level	Mean Score	Mean Prof. Level	Mean Score	Mean Prof. Level	Mean Score	Mean Prof. Level
Rdg	6.6	Adv Low	6.6	Adv Low	6.6	Adv Low	6.6	Adv Low	5.8	Int High	5.8	Int High
Write	5.1	Int Mid	5.1	Int Mid	5.1	Int Mid	5.1	Int Mid	5.4	Int Mid	5.2	Int Mid
List	6.7	Adv Low	6.9	Adv Low	6.7	Adv Low	6.9	Adv Low	5.8	Int High	5.7	Int High
Spkg	5.6	Int High	5.5	Int High	5.6	Int High	5.5	Int High	5.2	Int Mid	5.1	Int Mid

2020-2022 Grade 8 Spring STAMP 4S
Spanish Immersion Resident/Open Enrolled

	Grade 8 - 2020				Grade 8 - 2021				Grade 8 - 2022			
	Resident (N=156)		Open Enrolled (N=63)		Resident (N=147)		Open Enrolled (N=61)		Resident (N=141)		Open Enrolled (N=63)	
	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level
Rdg	7.5	Adv Mid	7.5	Adv Mid	7.5	Adv Mid	7.5	Adv Mid	6.7	Adv Low	6.8	Adv Low
Write	5.6	Int High	5.7	Int High	5.6	Int High	5.7	Int High	5.9	Int High	5.9	Int High
List	7.7	Adv Mid	7.8	Adv Mid	7.7	Adv Mid	7.8	Adv Mid	6.8	Adv Low	6.7	Adv Low
Spkg	5.9	Int High	6.0	Int High	5.9	Int High	6.0	Int High	5.9	Int High	6.0	Int High

2020-2022 Grade 10 Spring STAMP 4S
Spanish Immersion Resident/Open Enrolled

	Grade 10 - 2020				Grade 10 - 2021				Grade 10 - 2022			
	Resident (N=126)		Open Enrolled (N=34)		Resident (N=147)		Open Enrolled (N=30)		Resident (N=137)		Open Enrolled (N=62)	
	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level
Rdg	8.1	Adv Mid	7.7	Adv Mid	8.1	Adv Mid	7.7	Adv Mid	7.5	Adv Mid	7.4	Adv Low
Write	6.1	Int High	5.9	Int High	6.1	Int High	5.9	Int High	6.4	Int High	6.4	Int High
List	8.1	Adv Mid	7.6	Adv Mid	8.1	Adv Mid	7.6	Adv Mid	7.9	Adv Mid	7.7	Adv Mid
Spkg	6.0	Int High	5.7	Int High	6.0	Int High	5.7	Int High	6.1	Int High	6.2	Int High

Data Summary and Analysis: 2020-2022 Spring STAMP 4S Chinese Immersion HP, Non-HP

According to the tables below, Grade 6, 8, and 10 High Potential Chinese Immersion students out-performed Non-High Potential students. In addition, current Sixth Grade High Potential students out-performed their same grade counterparts on one out of four sub-tests, with non-High Potential students under-performing compared to their Sixth Grade counterparts on all four sub-tests from a year ago. It is difficult to draw conclusions regarding the statistical significance of the decreased performance, due to the low number of students taking the test. However, the results show that both High Potential and non-High Potential student groups dropped by **0.5 - 0.7 points** in Writing. This makes Writing and area of focus. In addition, in most areas, Grade 6 students have under-performed compared to their same grade counterparts for the past two years in most areas, except for Speaking among High Potential students. This area has fluctuated over the past two years, increasing by **0.4 points** last year and then dropping by **0.5 points** this year. This could also be an area of focus.

The STAMP 4S assessment along with language acquisition in general shows a correlation between Reading and Writing performance, and AVANT notes that the Reading Assessment is a pre-requisite for the Writing Assessment. Last year, it was recommended that Reading should be an area of focus, and this year's results indicate Writing should be an area of focus.

Recommendations: 2022 Spring STAMP 4S Chinese Immersion HP, Non-HP

According to the data, an area of focus is on Writing for all grade levels. It is important to engage students in activities in which they take a personal interest. Students who are engaged will be able to gain proficiency and understand concepts at a higher level. For example, if students can move from the Intermediate level to the Advanced level, they will show evidence in Reading by understanding main ideas and details. They can understand a persuasive argument, and the connection to writing is one that can be seamless. Students can become better writers and improve their writing proficiency by engaging in persuasive writing topics that are of relevance to them. Students can develop their ideas in their writing to allow them to present to an audience and improve their presentational speaking performance. Students can improve their speaking in this manner by moving from conventional speaking through straightforward conversations by being expected to persuade people through their research and writing. A teacher could take the process a step further and have students debate a topic in which they have researched and written. This type of interconnectedness across the disciplines will help student to acquire the target language through real-world authentic situations.

2020-2022 Grades 6 Spring STAMP 4S Chinese Immersion HP, Non-HP

	Grade 6 - 2020				Grade 6 - 2021				Grade 6 - 2022			
	High Potential (N=21)		Non-High Potential (N=55)		High Potential (N=22)		Non-High Potential (N=63)		High Potential (N=20)		Non-High Potential (N=73)	
	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level
Rdg	5.1	Int Mid	4.4	Int Low	5.1	Int Mid	4.4	Int Low	4.8	Int Mid	3.9	Int Low
Write	5.5	Int High	4.7	Int Mid	5.5	Int High	4.7	Int Mid	4.8	Int Mid	4.2	Int Low
List	6.1	Int High	5.9	Int High	6.1	Int High	5.9	Int High	5.8	Int High	5.2	Int Mid
Spkg	5.0	Int Mid	4.6	Int Mid	5.0	Int Mid	4.6	Int Mid	5.1	Int Mid	4.2	Int Low

2020-2022 Grades 8 Spring STAMP 4S Chinese Immersion HP, Non-HP

	Grade 8 - 2020				Grade 8 - 2021				Grade 8 - 2022			
	High Potential (N=20)		Non-High Potential (N=59)		High Potential (N=26)		Non-High Potential (N=59)		High Potential (N=21)		Non-High Potential (N=44)	
	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level
Rdg	6.5	Adv Low	5.2	Int Mid	6.5	Adv Low	5.2	Int Mid	5.9	Int High	4.5	Int Mid
Write	5.6	Int High	5.4	Int Mid	5.6	Int High	5.4	Int Mid	5.8	Int High	5.0	Int Mid
List	7.4	Adv Low	6.3	Int High	7.4	Adv Low	6.3	Int High	6.6	Adv Low	5.7	Int High
Spkg	5.4	Int Mid	4.9	Int Mid	5.4	Int Mid	4.9	Int Mid	6.0	Int High	5.5	Int High

**2020-2022 Grades 10 Spring STAMP 4S
Chinese Immersion HP, Non-HP**

	Grade 10 - 2020				Grade 10 - 2021				Grade 10 - 2022			
	High Potential (N=13)		Non-High Potential (N=31)		High Potential (N=28)		Non-High Potential (N=45)		High Potential (N=20)		Non-High Potential (N=40)	
	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level
Rdg	6.6	Adv Low	5.7	Int High	6.6	Adv Low	5.7	Int High	6.8	Adv Low	5.7	Int High
Write	5.2	Int Mid	4.9	Int Mid	5.2	Int Mid	4.9	Int Mid	6.1	Int High	5.6	Int High
List	6.6	Adv Low	6.4	Int High	6.6	Adv Low	6.4	Int High	7.4	Adv Low	6.5	Adv Low
Spkg	5.2	Int Mid	5.0	Int Mid	5.2	Int Mid	5.0	Int Mid	6.6	Adv Low	5.7	Int High

Data Summary and Analysis: 2020-2022 Spring STAMP 4S Spanish Immersion HP, Non-HP

Among Spanish Immersion students, the High Potential student performance was strong. However, there were notable drops in performance across the grade levels. Sixth Grade High Potential students experienced drops in three of four areas, with the steepest decline of **0.9 points** coming in Listening and **0.8 points** in Reading. Again, with only **64** students listed as High Potential, there will be fluctuations in the results over time. Sixth Grade High Potential students in 2022 out-performed Sixth Graders from two years ago in Writing. Non-High Potential students also experienced a similar phenomenon compared to their same grade counterparts each of the past two years highlighted by a **0.8 point** decrease in Reading and a **1.0 point** decrease in Listening.

Grade 8 students also saw significant declines in Reading and Listening, however over the past three years, students have shown a solid trend of demonstrating high levels of proficiency on the STAMP Test. Reading and Listening should be an area of focus among Eighth Graders as well.

Tenth Graders are mainly reaching the Intermediate-High and Advanced levels. However, among Non-High Potential students, there was a **0.6 point** drop in Reading, highlighting a need to focus in this area. Among Tenth Graders, there were mostly no significant drops in average scores compared to previous years. Like Grade 6 and 8, most students are out-performing the national targets and continue to have success on the STAMP Test over the past three years.

Recommendations: 2022 Spring STAMP 4S Spanish Immersion HP, Non-HP

It is important to engage students in activities in which they take a personal interest. Students who are engaged will be able to gain proficiency and understand concepts at a higher level. For example, if students can move from the Intermediate level to the Advanced level, they will show evidence in Reading by understanding main ideas and details. They can understand a persuasive argument. The connection to writing is one that can be seamless. Students can become better writers and improve their writing proficiency by engaging in persuasive writing topics that are of relevance to them. Students can develop their ideas in their writing to allow them to present to an audience and improve their presentational speaking performance. Students can improve their speaking in this manner by moving from conventional speaking through straightforward conversations by being expected to persuade people through their research and writing. A teacher could take the process a step further and have students debate a topic in which they have researched and written. This type of interconnectedness across the disciplines will help student to acquire the target language through real-world authentic situations.

2020-2022 Grades 6 Spring STAMP 4S Spanish Immersion HP, Non-HP

	Grade 6 - 2020				Grade 6 - 2021				Grade 6 - 2022			
	High Potential (N=60)		Non-High Potential (N=171)		High Potential (N=64)		Non-High Potential (N=181)		High Potential (N=64)		Non-High Potential (N=206)	
	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level
Rdg	7.3	Adv Low	6.4	Int High	7.3	Adv Low	6.4	Int High	6.5	Adv Low	5.6	Int High
Write	5.5	Int High	5.0	Int Mid	5.5	Int High	5.0	Int Mid	5.6	Int High	5.2	Int Mid
List	7.5	Adv Mid	6.5	Adv Low	7.5	Adv Mid	6.5	Adv Low	6.6	Adv Low	5.5	Int High
Spkg	5.8	Int High	5.5	Int High	5.8	Int High	5.5	Int High	5.5	Int High	5.1	Int Mid

2020-2022 Grades 8 Spring STAMP 4S Spanish Immersion HP, Non-HP

	Grade 8 - 2020				Grade 8 - 2021				Grade 8 - 2022			
	High Potential (N=55)		Non-High Potential (N=164)		High Potential (N=61)		Non-High Potential (N=165)		High Potential (N=57)		Non-High Potential (N=147)	
	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level
Rdg	8.4	Adv Mid	7.2	Adv Low	8.4	Adv Mid	7.2	Adv Low	7.6	Adv Mid	6.4	Int High
Write	5.9	Int High	5.6	Int High	5.9	Int High	5.6	Int High	6.2	Int High	5.8	Int High
List	8.5	Adv High	7.5	Adv Mid	8.5	Adv High	7.5	Adv Mid	7.6	Adv Mid	6.5	Adv Low
Spkg	6.2	Int High	5.8	Int High	6.2	Int High	5.8	Int High	6.1	Int High	5.8	Int High

2020-2022 Grades 10 Spring STAMP 4S Spanish Immersion HP, Non-HP

	Grade 10 - 2020				Grade 10 - 2021				Grade 10 - 2022			
	High Potential (N=42)		Non-High Potential (N=118)		High Potential (N=58)		Non-High Potential (N=119)		High Potential (N=54)		Non-High Potential (N=145)	
	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level
Rdg	8.6	Adv High	7.8	Adv Mid	8.6	Adv High	7.8	Adv Mid	8.4	Adv Mid	7.2	Adv Low
Write	6.4	Int High	5.9	Int High	6.4	Int High	5.9	Int High	6.7	Adv Low	6.3	Int High
List	8.7	Adv High	7.8	Adv Mid	8.7	Adv High	7.8	Adv Mid	8.4	Adv Mid	7.6	Adv Mid
Spkg	6.2	Int High	5.9	Int High	6.2	Int High	5.9	Int High	6.4	Int High	6.0	Int High

MIDDLE SCHOOL RESULTS BY BUILDING

OVERVIEW

The following data suggests that teachers will need to analyze overall language performance both in the classroom and on the future IPA and STAMP assessments to identify individual needs of students. The data must be analyzed at a granular level to determine factors that impact student performance, especially because there is less variance among teacher performance when each building shares teachers in Chinese, and because there are very few teachers overall within the program.

Data Summary and Analysis: Spring 2018-2022 STAMP 4S Chinese Immersion Building Comparison by STAMP Score and Proficiency Levels for Reading, Writing, Listening, and Speaking

This section provides analysis regarding MME and MMW Chinese Immersion STAMP performances in Reading, Writing, Listening and Speaking. There are several highlights and some areas for improvement.

Reading results show that MMW Sixth Graders have maintained their Reading performance over the past four years and are currently performing at their all-time high levels with an average score of **4.2 points**. MME average scores dropped this year compared to their same grade counterparts' performance over the past four years. This year, MME Sixth Graders earned an average score of **4.0**, which was at least a half point lower than the previous three years.

Eighth Grade results show that MMW students experienced a significant drop like Sixth Grade MME students, in that they were performing significantly higher the past three years, and this year they experienced a drop of **1.4 points**, declining from **5.6 points** to **4.2 points**. This drop caused Eighth Graders to slip from the Intermediate High range to the Intermediate Low range. MME students experienced a slight drop, decreasing by **0.3 points**, causing a shift from the Intermediate High level to Intermediate Mid.

Writing Results show that MME Sixth Graders continue to perform solidly in the Intermediate-Mid range, despite dropping slightly by **0.2 points** compared to last year. MMW Sixth Graders experienced a rebound in average scores, improving by **0.4 points**, maintaining similar results to 2020. Three years ago, MMW Sixth Grade students averaged **4.5 points**, dropping by **0.2 points** in 2020, and dropping by **0.5 points** last year. Writing may need to be an area of focus for students at both schools, because of the declines in area scores. With a national target of Intermediate-Low for Chinese Immersion Eighth Grade Writing, both middle schools saw Eighth Graders eclipse the national expectations for Chinese Immersion Writing, reaching their highest levels of performance to date.

Listening results show that MME and MMW Sixth Graders showed declines in performance, with MME dropping by **0.5 points** and MMW dropping by **0.2 points**. Both

schools showed declines during the past two years, but average scores are significantly higher compared to pre-pandemic levels in 2019. MME Sixth Graders out-performed their same grade counterparts in 2019 by **0.8 points**, and MMW surpassed Sixth Graders in 2019 by **1.6 points**.

Eighth Grade results show strong performances by MME students, only dropping by **0.3 points**, yet reaching the Intermediate High level. The average score for MME students is significantly higher than average scores from 2019, eclipsing scores from three years ago by **1.1 points**. MMW Eighth Graders performed similarly to Eighth Graders from 2019, surpassing the average score by **0.1 points**. There will be much work to be done to ensure students rebound after the impact of the Pandemic on their language learning.

Sixth Grade Speaking Test results show MMW students reaching all-time high levels with an average score of **4.5 points**. MME students showed a decline of **0.5 points** dropping to the same average score levels from 2019. It is difficult to understand the impact of the Pandemic on Speaking results, and more analysis is recommended at the building level.

Eighth Grade results show significant increases for both sites compared to their same grade counterparts from a year ago. In fact, but MME and MMW Eighth Graders are performing at all-time high levels on this test. Speaking appears to be less impacted by the Pandemic compared to the other sub-tests. Intermediate-Mid is the national target for Eighth Grade Speaking proficiency.

Recommendations: Spring 2022 STAMP 4S Chinese Immersion Building Comparison by STAMP Score and Proficiency Levels for Reading, Writing, Listening, and Speaking

The Chinese Immersion Sixth Grade students would benefit from a focus on their Listening and Writing performance based on the results of this year's STAMP test.

Because there are very few total teachers for the Chinese Immersion program at the middle level, it is important for each of the teachers to collaborate on a regular basis. Each teacher received IPA training in recent years and are expected to implement the assessment model twice per year to help them formatively assess their students in a manner like the STAMP Test. The benefit for teachers who have very few colleagues in which to share is that the IPA model is designed to allow both Chinese and Spanish teachers across grade levels to collaborate. This will help to provide consistency with assessment and positively impact instruction.

In addition to collaborating across programs, Immersion teachers have realigned their curriculum to ensure coherence in programming from students as they move from one grade level to the next. The IPA Tests are aligned to the targets updated four years ago, and the curriculum has been aligned to the former AAPPL and current STAMP Tests, both aligning to the ACTFL Proficiency Guidelines. The thoughtful and hard work by many Immersion teachers to accomplish this task should be celebrated, and ultimately students should benefit making the Minnetonka Immersion program even stronger.

**Spring 2022 STAMP 4S Chinese Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Reading**

	Grade 6		Grade 8	
	<i>MME (N=54) MMW (N=39)</i>		<i>MME (N=44) MMW (N=21)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	4.0	Int Low	5.3	Int Mid
MMW	4.2	Int Low	4.2	Int Low

**Spring 2021 STAMP 4S Chinese Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Reading**

	Grade 6		Grade 8	
	<i>MME (N=48) MMW (N=37)</i>		<i>MME (N=51) MMW (N=34)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	4.6	Int Mid	5.6	Int High
MMW	3.8	Int Low	5.6	Int High

**Spring 2020 STAMP 4S Chinese Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Reading**

	Grade 6		Grade 8	
	<i>MME (N=46) MMW (N=30)</i>		<i>MME (N=47) MMW (N=32)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	4.8	Int Mid	5.5	Int High
MMW	4.2	Int Low	5.6	Int High

**Spring 2019 STAMP 4S Chinese Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Reading**

	Grade 6		Grade 8	
	<i>MME (N=56)</i> <i>MMW (N=37)</i>		<i>MME (N=47)</i> <i>MMW (N=31)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	4.7	Int Mid	5.7	Int High
MMW	4.1	Int Low	5.4	Int Mid

**Spring 2018 STAMP 4S Chinese Immersion Building
Comparison by STAMP Score and Proficiency Levels for Reading**

	Chinese Immersion Reading					
	Grade 6		Grade 7		Grade 8	
	<i>MME (N=49)</i> <i>MMW (N=36)</i>		<i>MME (N=49)</i> <i>MMW (N=36)</i>		<i>MME (N=23)</i> <i>MMW (N=31)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	2.7	Nov High	3.2	Nov High	3.8	Int Low
MMW	2.6	Nov High	3.1	Nov High	2.8	Nov High

**Spring 2022 STAMP 4S Chinese Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Writing**

	Grade 6		Grade 8	
	<i>MME (N=54)</i> <i>MMW (N=39)</i>		<i>MME (N=44)</i> <i>MMW (N=21)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	4.4	<i>Int Low</i>	5.4	<i>Int Mid</i>
MMW	4.2	Int Low	5.0	<i>Int Mid</i>

**Spring 2021 STAMP 4S Chinese Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Writing**

	Grade 6		Grade 8	
	<i>MME (N=48)</i> <i>MMW (N=37)</i>		<i>MME (N=51)</i> <i>MMW (N=34)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	5.0	<i>Int Mid</i>	5.6	<i>Int High</i>
MMW	3.8	<i>Int Low</i>	5.5	<i>Int High</i>

**Spring 2020 STAMP 4S Chinese Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Writing**

	Grade 6		Grade 8	
	<i>MME (N=46)</i> <i>MMW (N=30)</i>		<i>MME (N=47)</i> <i>MMW (N=32)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	5.3	<i>Int Mid</i>	5.4	<i>Int Mid</i>
MMW	4.3	<i>Int Low</i>	5.4	<i>Int Mid</i>

**Spring 2019 STAMP 4S Chinese Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Writing**

	Grade 6		Grade 8	
	<i>MME (N=56)</i> <i>MMW (N=37)</i>		<i>MME (N=47)</i> <i>MMW (N=31)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	4.8	<i>Int Mid</i>	5.2	<i>Int Mid</i>
MMW	4.5	<i>Int Mid</i>	4.9	<i>Int Mid</i>

**Spring 2018 STAMP 4S Chinese Immersion Building
Comparison by STAMP Score and Proficiency Levels for Writing**

	Chinese Immersion Writing					
	Grade 6		Grade 7		Grade 8	
	<i>MME</i> (N=49) <i>MMW</i> (N=36)		<i>MME</i> (N=49) <i>MMW</i> (N=36)		<i>MME</i> (N=23) <i>MMW</i> (N=31)	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	4.2	Int Low	4.6	Int Mid	5.8	Int High
MMW	4.7	Int Mid	4.4	Int Low	4.7	Int Mid

**Spring 2022 STAMP 4S Chinese Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Listening**

	Grade 6		Grade 8	
	<i>MME (N=54)</i> <i>MMW (N=39)</i>		<i>MME (N=44)</i> <i>MMW (N=21)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	5.3	<i>Int Mid</i>	6.2	<i>Int High</i>
MMW	5.3	<i>Int Mid</i>	5.5	<i>Int High</i>

**Spring 2021 STAMP 4S Chinese Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Listening**

	Grade 6		Grade 8	
	<i>MME (N=48)</i> <i>MMW (N=37)</i>		<i>MME (N=51)</i> <i>MMW (N=34)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	5.8	Int High	6.5	Adv Low
MMW	5.5	Int High	6.4	Int High

**Spring 2020 STAMP 4S Chinese Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Listening**

	Grade 6		Grade 8	
	<i>MME (N=46)</i> <i>MMW (N=30)</i>		<i>MME (N=47)</i> <i>MMW (N=32)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	6.0	Int High	6.7	Adv Low
MMW	5.7	Int High	6.4	Int High

**Spring 2019 STAMP 4S Chinese Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Listening**

	Grade 6		Grade 8	
	<i>MME (N=56)</i> <i>MMW (N=37)</i>		<i>MME (N=47)</i> <i>MMW (N=31)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	4.5	Int Mid	5.1	Int Mid
MMW	3.7	Int Low	5.4	Int Mid

**Spring 2018 STAMP 4S Chinese Immersion Building
Comparison by STAMP Score and Proficiency Levels for Listening**

	Chinese Immersion Listening					
	Grade 6		Grade 7		Grade 8	
	<i>MME</i> (N=49) <i>MMW</i> (N=36)		<i>MME</i> (N=49) <i>MMW</i> (N=36)		<i>MME</i> (N=23) <i>MMW</i> (N=31)	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	4.7	Int Mid	4.9	Int Mid	5.4	Int Mid
MMW	4.4	Int Low	4.9	Int Mid	4.5	Int Mid

**Spring 2022 STAMP 4S Chinese Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Speaking**

	Grade 6		Grade 8	
	<i>MME (N=54)</i> <i>MMW (N=39)</i>		<i>MME (N=44)</i> <i>MMW (N=21)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	4.3	Int Low	5.8	Int High
MMW	4.5	Int Mid	5.3	Int Mid

**Spring 2021 STAMP 4S Chinese Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Speaking**

	Grade 6		Grade 8	
	<i>MME (N=48)</i> <i>MMW (N=37)</i>		<i>MME (N=51)</i> <i>MMW (N=34)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	4.8	Int Mid	5.4	Int Mid
MMW	3.8	Int Low	4.8	Int Mid

**Spring 2020 STAMP 4S Chinese Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Speaking**

	Grade 6		Grade 8	
	<i>MME (N=46)</i> <i>MMW (N=30)</i>		<i>MME (N=47)</i> <i>MMW (N=32)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	5.2	Int Mid	5.0	Int Mid
MMW	4.1	Int Low	5.0	Int Mid

**Spring 2019 STAMP 4S Chinese Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Speaking**

	Grade 6		Grade 8	
	<i>MME (N=56)</i> <i>MMW (N=37)</i>		<i>MME (N=47)</i> <i>MMW (N=31)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	4.3	Int Low	4.9	Int Mid
MMW	4.0	Int Low	4.9	Int Mid

**Spring 2018 STAMP 4S Chinese Immersion Building
Comparison by STAMP Score and Proficiency Levels for Speaking**

	Chinese Immersion Speaking					
	Grade 6		Grade 7		Grade 8	
	<i>MME (N=49)</i> <i>MMW (N=36)</i>		<i>MME (N=49)</i> <i>MMW (N=36)</i>		<i>MME (N=23)</i> <i>MMW (N=31)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	4.0	Int Low	4.4	Int Low	4.4	Int Low
MMW	4.4	Int Low	4.3	Int Low	4.3	Int Low

Data Summary and Analysis: Spring 2018-2022 STAMP 4S Spanish Immersion Building Comparison by STAMP Score and Proficiency Levels for Reading, Writing, Listening, and Speaking

This section provides analysis regarding MME and MMW Spanish Immersion STAMP performances in Reading, Writing, Listening and Speaking. There are several highlights and some areas for improvement. As stated previously, the national targets for Grade 6 Spanish Immersion are Intermediate-Low and Grade 8 is Intermediate-Mid. Like Chinese Immersion, average scores have decreased compared to the past two years in some areas and have surpassed levels from 2019. It is clear the Pandemic has negatively impacted some areas more than others. However, overall, results are solid compared to national targets.

Reading results show that both MME and MMW Sixth Graders saw a decrease in average scores compared to 2020 and 2021. However, when compared to 2019 average scores, both Grade 6 and Grade 8 Spanish Immersion students significantly out-paced their same grade counterparts. Grade 6 students at both MME and MMW are reaching the Intermediate-High level, which means they are well on pace to scoring at the highest levels of the Spanish AP Exam if they choose to take the course as Ninth Graders. Eighth Graders are performing at the Advanced-Low level, which is significantly beyond the national target of Intermediate-Mid and consistent with proficiency levels of undergraduate language majors in college.

Writing Results show that the targeted focus in the Writing had a positive impact on student performance. Both Grade 6 and 8 Spanish Immersion students at MME and MMW saw gains compared to last year and are now performing at all-time high levels in Writing. Teachers and students should be commended for their efforts during the challenges of learning during the Pandemic. This is the first time that both Grade 6 and Grade 8 students at both MME and MMW have surpassed an average score of **5.0** on the Writing section.

Listening scores are like the Reading results in that students surpassed average scores from 2019 and earned lower average scores compared to 2020 and 2021. MMW Sixth

Graders showed two years of declining Listening scores, dropping by **1.3 points** over the past two years. MME students experienced a drop of **0.7 points** since 2020. MMW Eighth Graders dropped by **0.9 points** since 2020, and MME Eighth Graders dropped by **1.0 points** during the same time span. Like Chinese Immersion students, Listening should be an area of focus among Sixth and Eighth Grade students, which is a skill that was clearly negatively impacted by the Pandemic during the past two years.

Speaking Test results showed solid performances among Sixth and Eighth Grade Spanish Immersion students at both MME and MMW. MME Sixth and Eighth Graders experienced increased average scores of **0.1 points** compared to their same grade counterparts from a year ago with minor decreases from 2020. Overall, performances for MME students have been solid during the past two years and have significantly out-paced average scores from 2019 by **0.3-0.6 points**. MMW students also performed solidly compared to their counterparts from 2021. With Sixth Graders showing a 0.1 point drop from last year and Eighth Graders maintaining the same average scores. MMW Sixth and Eighth Graders have maintained their current levels of proficiency since 2019, which are one sub-level beyond the national targets.

Recommendations: Spring 2022 STAMP 4S Spanish Immersion Building Comparison by STAMP Score and Proficiency Levels for Reading, Writing, Listening, and Speaking

In general, there were several successes among Spanish Immersion students at both MME and MMW. An area of growth can be found Reading and Listening among Sixth and Eighth Graders. Overall, this is encouraging, and the results also indicate that there is work to be done to help students continue to grow from one year to the next. There is a lot for staff to learn from each other through collaboration, and the IPA model can provide the impetus for which this can occur. Most middle school staff attended the initial training four years ago, so they will be well-versed in the IPA design and implementation. This should have a noticeable impact on daily classroom performance that should transfer to the STAMP Test in future years.

**Spring 2022 STAMP 4S Spanish Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Reading**

	Grade 6		Grade 8	
	<i>MME (N=129)</i> <i>MMW (N=139)</i>		<i>MME (N=118)</i> <i>MMW (N=86)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	5.9	<i>Int High</i>	6.7	<i>Adv Low</i>
MMW	5.6	<i>Int High</i>	6.7	<i>Adv Low</i>

**Spring 2021 STAMP 4S Spanish Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Reading**

	Grade 6		Grade 8	
	<i>MME (N=114)</i> <i>MMW (N=130)</i>		<i>MME (N=125)</i> <i>MMW (N=101)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	6.6	<i>Adv Low</i>	7.4	<i>Adv Low</i>
MMW	6.4	<i>Int High</i>	7.5	<i>Adv Mid</i>

**Spring 2020 STAMP 4S Spanish Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Reading**

	Grade 6		Grade 8	
	<i>MME (N=129)</i> <i>MMW (N=102)</i>		<i>MME (N=120)</i> <i>MMW (N=99)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	6.7	<i>Adv Low</i>	7.5	<i>Adv Mid</i>
MMW	6.5	<i>Adv Low</i>	7.5	<i>Adv Mid</i>

**Spring 2019 STAMP 4S Spanish Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Reading**

	Grade 6		Grade 8	
	<i>MME (N=132)</i> <i>MMW (N=111)</i>		<i>MME (N=109)</i> <i>MMW (N=99)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	5.0	<i>Int Mid</i>	6.4	<i>Int High</i>
MMW	4.8	<i>Int Mid</i>	6.3	<i>Int High</i>

**Spring 2018 STAMP 4S Spanish Immersion Building
Comparison by STAMP Score and Proficiency Levels for Reading**

	Spanish Immersion Reading					
	Grade 6		Grade 7		Grade 8	
	<i>MME</i> (N=124) <i>MMW</i> (N=100)		<i>MME</i> (N=107) <i>MMW</i> (N=98)		<i>MME</i> (N=100) <i>MMW</i> (N=79)	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	4.7	Int Mid	5.7	Int High	6.4	Int High
MMW	4.9	Int Mid	5.7	Int High	5.9	Int High

**Spring 2022 STAMP 4S Spanish Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Writing**

	Grade 6		Grade 8	
	<i>MME (N=129)</i> <i>MMW (N=139)</i>		<i>MME (N=118)</i> <i>MMW (N=86)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	5.7	Int High	5.9	Int High
MMW	5.0	Int Mid	5.9	Int High

**Spring 2021 STAMP 4S Spanish Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Writing**

	Grade 6		Grade 8	
	<i>MME (N=114)</i> <i>MMW (N=130)</i>		<i>MME (N=125)</i> <i>MMW (N=101)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	5.0	Int Mid	5.5	Int High
MMW	4.6	Int Mid	5.4	Int Mid

**Spring 2020 STAMP 4S Spanish Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Writing**

	Grade 6		Grade 8	
	<i>MME (N=129)</i> <i>MMW (N=102)</i>		<i>MME (N=120)</i> <i>MMW (N=99)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	5.3	Int Mid	5.8	Int High
MMW	4.9	Int Mid	5.5	Int High

**Spring 2019 STAMP 4S Spanish Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Writing**

	Grade 6		Grade 8	
	<i>MME (N=132)</i> <i>MMW (N=111)</i>		<i>MME (N=109)</i> <i>MMW (N=99)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	5.0	Int Mid	5.8	Int High
MMW	4.5	Int Mid	5.6	Int High

**Spring 2018 STAMP 4S Spanish Immersion Building
Comparison by STAMP Score and Proficiency Levels for Writing**

	Spanish Immersion Writing					
	Grade 6		Grade 7		Grade 8	
	<i>MME</i> (N=124) <i>MMW</i> (N=100)		<i>MME</i> (N=107) <i>MMW</i> (N=98)		<i>MME</i> (N=100) <i>MMW</i> (N=79)	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	4.8	Int Mid	5.2	Int Mid	5.6	Int High
MMW	4.7	Int Mid	4.9	Int Mid	5.4	Int Mid

**Spring 2022 STAMP 4S Spanish Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Listening**

	Grade 6		Grade 8	
	<i>MME (N=129)</i> <i>MMW (N=139)</i>		<i>MME (N=118)</i> <i>MMW (N=86)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	6.1	<i>Int High</i>	6.8	<i>Adv Low</i>
MMW	5.4	<i>Int Mid</i>	6.8	<i>Adv Low</i>

**Spring 2021 STAMP 4S Spanish Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Listening**

	Grade 6		Grade 8	
	<i>MME (N=114)</i> <i>MMW (N=130)</i>		<i>MME (N=125)</i> <i>MMW (N=101)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	6.6	<i>Adv Low</i>	7.5	<i>Adv Mid</i>
MMW	6.1	<i>Int High</i>	7.4	<i>Adv Low</i>

**Spring 2020 STAMP 4S Spanish Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Listening**

	Grade 6		Grade 8	
	<i>MME (N=129)</i> <i>MMW (N=102)</i>		<i>MME (N=120)</i> <i>MMW (N=99)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	6.8	<i>Adv Low</i>	7.8	<i>Adv Mid</i>
MMW	6.7	<i>Adv Low</i>	7.7	<i>Adv Mid</i>

**Spring 2019 STAMP 4S Spanish Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Listening**

	Grade 6		Grade 8	
	<i>MME (N=132)</i> <i>MMW (N=111)</i>		<i>MME (N=109)</i> <i>MMW (N=99)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	4.7	<i>Int Mid</i>	6.4	<i>Int High</i>
MMW	4.3	<i>Int Low</i>	6.1	<i>Int High</i>

**Spring 2018 STAMP 4S Spanish Immersion Building
Comparison by STAMP Score and Proficiency Levels for Listening**

	Spanish Immersion Listening					
	Grade 6		Grade 7		Grade 8	
	<i>MME</i> (N=124) <i>MMW</i> (N=100)		<i>MME</i> (N=107) <i>MMW</i> (N=98)		<i>MME</i> (N=100) <i>MMW</i> (N=79)	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	4.8	Int Mid	5.6	Int High	6.0	Int High
MMW	4.5	Int Mid	5.3	Int Mid	5.8	Int High

**Spring 2022 STAMP 4S Spanish Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Speaking**

	Grade 6		Grade 8	
	<i>MME (N=129) MMW (N=139)</i>		<i>MME (N=118) MMW (N=86)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	5.5	Int High	5.9	Int High
MMW	4.9	<i>Int Mid</i>	5.9	Int High

**Spring 2021 STAMP 4S Spanish Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Speaking**

	Grade 6		Grade 8	
	<i>MME (N=114) MMW (N=130)</i>		<i>MME (N=125) MMW (N=101)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	5.4	Int Mid	5.8	Int High
MMW	5.0	Int Mid	5.9	Int High

**Spring 2020 STAMP 4S Spanish Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Speaking**

	Grade 6		Grade 8	
	<i>MME (N=129) MMW (N=102)</i>		<i>MME (N=120) MMW (N=99)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	5.7	Int High	6.0	Int High
MMW	5.4	Int Mid	5.9	Int High

**Spring 2019 STAMP 4S Spanish Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Speaking**

	Grade 6		Grade 8	
	<i>MME (N=132) MMW (N=111)</i>		<i>MME (N=109) MMW (N=99)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	4.9	Int Mid	5.6	Int High
MMW	5.0	Int Mid	5.7	Int High

**Spring 2018 STAMP 4S Spanish Immersion Building
Comparison by STAMP Score and Proficiency Levels for Speaking**

	Spanish Immersion Speaking					
	Grade 6		Grade 7		Grade 8	
	<i>MME</i> (N=124) <i>MMW</i> (N=100)		<i>MME</i> (N=107) <i>MMW</i> (N=98)		<i>MME</i> (N=100) <i>MMW</i> (N=79)	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	4.7	Int Mid	5.0	Int Mid	5.0	Int Mid
MMW	4.9	Int Mid	5.2	Int Mid	5.4	Int Mid

CONCLUSIONS

It is important to note that Proficiency Guidelines are targets that are to be used to guide instruction. It is common for students to perform above and below the target level at any point in time. The STAMP Test is a snapshot in time to help gauge student proficiency. With the implementation of the ACTFL Proficiency Guidelines into everyday instruction, teachers can be more aware of the levels in which their students are achieving.

This is the ninth year the guidelines have been used as a measure. The Proficiency Guidelines are expected to be utilized in a manner to evaluate what students “Can Do” on a consistent basis. Students may perform at higher levels or lower levels at times, and the guidelines will help teachers gauge their students’ performance on an on-going basis. As teachers continue to use the guidelines for planning and evaluation purposes, student performance will continue to be positively impacted. Being more intentional in the four areas of Reading, Writing, Listening, and Speaking as they plan, teachers will be able to provide a well-rounded instructional experience for students on a consistent basis.

Based on language acquisition research, language production is a skill that is acquired later in the language learning process, and it is common for students to perform lower in this skill area compared to the other three areas. For Chinese Writing and Reading is an area to be targeted, and Spanish Immersion students would benefit from a focus in Writing.

RECOMMENDATIONS

Chinese Immersion Recommendations for Reading

Students would benefit from opportunities to learn about vocabulary and main ideas and details in the target language. This can be learned through exposure to authentic texts. In addition, students will be successful if they can engage in book discussions with partners or in small groups. Any opportunities where they are expected to use their target language skills in a variety of settings will allow them to gain proficiency. Students can hone this skill by Reading authentic Chinese literature online, in books, in newspapers,

or magazines. Students can learn to identify main ideas by Reading blogs or other types of online media. In addition, they can engage in higher level type of activities, such as mock trials or press conferences to help them make connections and apply what they have learned in their Reading to real life experiences.

Chinese Immersion Recommendations for Writing

At the Intermediate level, Chinese Immersion students could be provided more authentic writing opportunities. As Integrated Performance Assessments (IPAs) are implemented, this type of exposure will become more widespread throughout the District. Students in Kindergarten through Grade Two began this experience during the 2013-2014 school year, followed by Grades Three through Five in 2014-2015 and Grades 6-8 in 2015-2016. IPAs are designed to give students opportunities to read, write, speak, and listen in a more authentic manner. Chinese Immersion teachers have also attended staff development sessions focusing on conferencing and best practice writing instruction.

Again, Chinese Immersion students are currently exposed to writing in a variety of ways including writing to a prompt using the six traits of writing. However, students will need to have opportunities to write across all disciplines in the target language that will engage them in more authentic writing experiences. The more engaged students are, the more their learning will become internalized allowing them to move toward proficiency at a rate in which they are quite capable.

Chinese Immersion Recommendations for Listening

To improve results in Interpretive Listening, students should be given opportunities to listen to authentic texts such as radio announcements, book discussions, and speeches in the target language. This type of real world experience will help students move toward proficiency as they are exposed to authentic sources created in the target language and not necessarily translated into the target language from English. Translation can be effective if it is done consistently and without loss of meaning. As stated previously, a new plan for translating texts has been implemented and will enhance the translation process. Listening opportunities need to come from a variety of sources that supplement the teacher's instruction.

Chinese Immersion Recommendations for Speaking

As students begin to move into the Intermediate-High proficiency range, they begin to speak with great accuracy, only making minor errors that do not affect the overall meaning. Their delivery may be choppy, and they may have a repetitive use of concrete vocabulary with occasional use of expanding terms. However, their accuracy of complex sentences is beginning to emerge. To improve upon their skills students will need to work be given opportunities to not only work on their speaking abilities but combine those types of presentational performances with presentational writing. The use of rubrics will help

teachers to target their instruction after determining the specific areas of need using carefully developed rubrics that help to measure student performance in an authentic way.

Spanish Immersion Recommendations for Reading

Students would benefit from more opportunities to learn about Spanish culture in a more authentic manner. In addition, Reading across content areas will help improve students' Reading comprehension levels. Studying social studies, science, math, and health themes will help students make real world connections and increase their vocabulary in the target language. Also, students will be successful if they can engage in book discussions with partners or in small groups. Any opportunities where they are expected to use their target language skills in a variety of settings will allow them to gain proficiency. If students could experience texts that are unfamiliar and lengthier, then they will see gains in Reading due to increased stamina and vocabulary exposure.

Spanish Immersion Recommendations for Writing

As students are asked to perform presentational speaking activities, they can also be expected to write in a presentational manner. In addition to presentational writing opportunities, students can practice writing authentically in the way they are tested. Students can be given real-world experiences by writing emails to other Immersion students within the District or communicating in writing to students in other countries. The more authentic writing experiences students are exposed to, the more opportunities they will have to internalize the language and move toward the next levels of proficiency.

Spanish Immersion Recommendations for Listening

To improve results in Interpretive Listening, students should be given opportunities to listen to authentic texts such as radio announcements, book discussions, and speeches in the target language. This type of real world experience will help students move toward proficiency as they are exposed to authentic sources created in the target language and not necessarily translated into the target language from English. Students would also benefit from listening to their peers and carrying on conversations in small groups. In addition, interpretive listening can be strengthened if students are required to listen for special meaning in an audio presentation or from student presentations.

Spanish Immersion Recommendations for Speaking

To improve upon their skills students will need to work be given opportunities to not only work on their speaking abilities but combine those types of presentational performances with presentational writing. The use of rubrics will help teachers to target their instruction after determining the specific areas of need using carefully developed rubrics that help to measure student performance in an authentic way.

Spanish and Chinese Immersion Students Overall

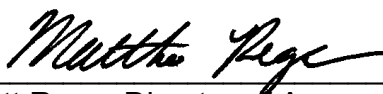
Both Spanish and Chinese Immersion students will benefit from teachers continuing to utilize and revise integrated performance assessment model. Currently all immersion teachers use this model. Integrated Performance Assessment (IPA) provides teachers with the knowledge they need of student performance in all four skill areas: *Reading, Writing, Listening and Speaking*. This model also helps inform teachers for them to provide a more balanced approach to instruction utilizing each of the three modes: *Interpersonal, Interpretive, and Presentational*.

The Chinese Immersion teachers will need to provide more focused instruction in Reading and Writing, as Reading is a pre-requisite for Writing. Chinese and Spanish Immersion students would benefit from being exposed to more authentic texts. The STAMP 4S provides questions that are authentic such as having students read an advertisement or match pictures to newspaper headlines. Students need more opportunities to read for meaning using authentic texts written in the target language. Spanish students would benefit from activities that promote Interpretive Listening development. Students could listen to plays, speeches, or advertisements. Teachers could assess students' knowledge of what they heard or interpreted from the listening experience.

RECOMMENDATION/FUTURE DIRECTION:

The information provided in this report is designed to update the School Board on the results of the Spring 2022 administration of the STAMP 4S assessment.

Submitted by: _____



Matt Rega, Director of Assessment

Concurrence: _____



Dennis Peterson, Superintendent

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

Study Session Agenda Item #3

Title: Search Institute Training with Board Members

Date: April 21, 2022

EXECUTIVE SUMMARY

Each year, the School Board establishes annual, actionable goals for the Administration that align with the vision and direction for the district.

Excellence in Well-being and Belonging

This goal states that the District will continue to foster and promote positive student well-being and belonging efforts and will identify barriers that have a detrimental effect on students' well-being and sense of belonging.

- Planning and Implementation of mandatory training sessions for staff and School Board, providing them with tools, supports and resources to help them create and maintain a welcoming, inclusive, and safe school environment for all
 - Incorporate training into staff and School Board onboarding activities

The Search Institute will be providing initial training for all School Board members as a foundation for the *Developmental Relationships* learning work all staff have completed.

ABOUT SEARCH INSTITUTE

“After decades of forming hypotheses, conducting surveys, crafting and rewriting definitions, analyzing data, and writing journal articles, Search Institute researchers and practitioners have arrived at a surprisingly simple conclusion: nothing— nothing—has more impact in the life of a child than positive relationships”

- Peter L. Benson, former Search Institute President and CEO (2010)

Since 2013, Search Institute has focused its research and practice initiatives on understanding the kinds of relationships that propel young people to learn, grow, and thrive, and the type of resources that will help adults to build those types of relationships. They incorporated insights from more than six million young people, building on their decades of research on Developmental Assets. They conducted focus groups and undertook secondary research analysis. They tested and re-tested the key concepts that emerged with self-reported surveys. Evidence from Search Institute's research studies has consistently shown that young people thrive when they are experiencing strong

developmental relationships with the adults in their lives. These relationships are important for all young people, regardless of race, gender, ability, or economic background. Their research also reinforced the fact that parents, teachers, and out-of-school time program staff need and want more and better support for creating close connections with the young people in their lives. Their research conducted with millions of young people has helped build the foundation for the Developmental Relationships framework. It identifies five elements—with 20 specific actions—that make up developmental relationships. When young people experience these relationships in their families, schools, programs, and communities, they are more likely to be resilient in the face of challenges and grow up thriving. Developmental Relationships are close connections through which young people discover who they are, gain abilities to shape their own lives, and learn how to interact with and contribute to the world around them. Youth who experience strong developmental relationships benefit powerfully through increased academic motivation; increased social-emotional growth and learning; increased sense of personal responsibility and reduced engagement in a variety of high risk behaviors

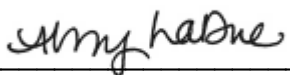
School Board Training Session

Title: *Cultivating Relationships and a Sense of Belonging*

Facilitator: Benjamin Houltberg, Ph.D., LMFT, Search Institute President & CEO

Objectives:

- Introduce the fundamentals about the importance of building and strengthening Developmental Relationships with all students
- Share the elements of developmental relationships that have emerged through Search Institute's ongoing applied research
- Build understanding of the different elements of a relationship-rich organization and the importance of creating thriving spaces by cultivating relationships and a sense of belonging

Submitted by: 
Amy LaDue, Assistant Superintendent for Instruction

Concurrence: 
Dennis Peterson, Superintendent

REPORT

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

Study Session Agenda Item #4

Title: Report on S.A.I.L. Transition Program

Date: April 21, 2022

EXECUTIVE SUMMARY:

Executive Director of Special Education, Christine Breen and Coordinator of Transition Education, Erin Valenta, will present an update on Minnetonka Public School's S.A.I.L. Transition Program. This update will include a short video presentation, current enrollment and future projections, expansion of business partnerships, and learnings from year one that will educate and shape the future of the S.A.I.L. Program for years to come.

Submitted by: _____



Christine Breen, Executive Director of Special Education

Concurrence: _____



Dennis Peterson, Superintendent

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

Study Session Agenda Item #5

Title: Tonka Online Report

Date: April 21, 2022

EXECUTIVE SUMMARY

In anticipation of continued student and family interest in an online learning instructional model and to provide options for families impacted by the COVID pandemic, the District began developing a plan which included an application for an online learning program during the second half of the 2020-21 school year. This plan allows Minnetonka Public Schools to offer an ongoing, online learning program option for families.

The Minnesota Department of Education approved Minnetonka Public Schools plan to expand as a state-approved online provider offering comprehensive and supplemental programming for grades K-12 during the spring of 2021. The District was approved to begin serving Minnesota students in K-12 beginning the first semester of the 2021-22 school year.

On April 8, 2021, the proposed future e-learning program option to begin fall of 2021 was approved by the School Board, contingent upon the level of interest expressed through enrollment.

The Tonka Online, K-12 Comprehensive e-learning program was launched on September 8, 2021, to begin serving students for the 2021-22 school year. Student enrollment was made up of current Minnetonka students, both resident and open-enrolled, new open-enrolled students, and students from partner districts.

TONKA ONLINE INITIAL COMPREHENSIVE PROGRAM

This year the School Board established a goal, stated below, focused on providing a high-quality online learning option as a part of the District's commitment to Excellence in Student Learning and Support.

- Continue to provide a comprehensive, world class, child-centered K-12 e-learning approach that is responsive to current needs of families impacted by COVID-19. Ensure that the K-12 e-learning program offers the highest quality of student/teacher engagement, curricular rigor and ability to react to changing conditions

Enrollment, Sections and Staffing

The Academic Program for Tonka Online K-5 in 2021-2022 consisted of 201 enrolled students for the first semester and 206 enrolled students for second semester. This included one section of Kindergarten and two sections each of grades one through five.

The Academic Program for Tonka Online 6-8 in 2021-2022 consisted of 72 enrolled students in the first semester and 69 enrolled students for second semester. This included one section each of language arts, math, science, social studies, music and physical education for each grade 6-8. Additionally, students in grades 6 and 7 were offered exploratory wheel courses each quarter which included FACS, computer science, art and health. While 8th graders were offered an elective option, French, Spanish or mixed media art and culinary innovations.

The academic program for Comprehensive Tonka Online 9-12 consisted of 46 enrolled students for first semester and 52 enrolled students for second semester. Below is a breakdown of those students by grade level.

GRADE	Sept	Feb
9	10	14
10	12	13
11	11	11
12	13	14

During the school year, 98 sections of 42 unique courses were run with 42 teachers teaching at least one online section each semester to both supplemental and comprehensive students. Currently the 9-12 Tonka Online program leverages existing staff in the building to deliver instruction by utilizing teachers who also teach a similar in-person course during the same semester as their online course. This provides teachers the ability to maintain collaboration in PLC's, leverage teaching experience, and share ideas between their online and in-person courses during each semester. 9-12 Tonka Online was able to leverage this staffing model to deliver a wide variety of courses to both supplemental and new comprehensive students during the school year.

Of those 42 courses, 8 courses were created specifically for the Comprehensive Tonka Online program by 8 new teachers and launched this fall. In addition, 4 other new teachers were instrumental in creating and delivering a total of 13 new courses for the 2021-22 school year.

Programming K-8

The K-8 Tonka Online program was designed to offer synchronous instruction to students and families looking for the same Minnetonka experience but in a unique online environment. The program takes into consideration the developmental ages and needs of students, including blended synchronous and asynchronous instruction and digital and

non-digital learning throughout the school day. Students follow a similar schedule with similar instructional minutes for each core content area, as the brick and mortar schools. Since the instructional learning environment is conveyed through the use of technology, organized support systems are put into place for teachers, students and families.

Students and teachers were recently surveyed to provide feedback on their experience and ideas for Tonka Online. Parents were asked to also share insights earlier this winter. Below is a summary of key themes reported.

Teacher Feedback

Online teachers reported some of the most effective practices used this year to support students' academic needs included activities adapted to student interest and abilities, small group sessions both during class and after synchronous instruction, more visuals for directions, on-going feedback on assignments and in Schoology and/or Seesaw, having parents involved in their students' day. Further, creating engaging lessons designed for an online format, virtual field trips, a variety of mediums to instruct, and an authentic platform for students to complete their work. Before school and afterschool sessions, daily checklists, video demonstrations, and student choice were also named.

Effective practices used to support students' social and emotional needs included morning meetings, greeting one another in different languages, lunch bunches where students engaged in social time together, Thoughtful Thursdays, park meet-ups, celebrating birthdays, engaging parents in social experiences for students both online and in person when applicable, using humor, having office hours, and sending home paper mail. Further, 1:1 conferences with students, daily zone check ins, and selecting a topic happening in the world and having students pick a side - modeling for students how to have a respectful debate with different perspectives.

Student Feedback

Of the 84 students who completed the 3-5 grade student survey, 80% shared they strongly agreed/agreed their academic performance grew this year in the online program. Learning how to be a stronger writer and use their voice, new strategies in reading and math, and hands-on science experiments were the top reported items. 6-8 grade students commented on being more efficient at home and away from distractions, learning new technology skills that have improved their ability to grow, moving at their own pace, more opportunities to connect in a small group with their teacher(s), and authentic learning opportunities.

Building strong developmental relationships in the online program was an important goal starting in the fall and students in grades K-8 reported that continued opportunities to meet students in small group settings, in person and online clubs, lunch bunches, access to a school counselor, and community building across the program would be valued and appreciated.

Programming 9-12

Expansion to a Comprehensive Online program for grades 9-12 has been aligned with the core values and expectations of our existing Tonka Online supplemental program.

Tonka Online lesson delivery is primarily asynchronous for 9-12 students. This delivery model gives students and teachers flexibility. Each of the Comprehensive 9-12 classes are designed to provide students with scheduling flexibility while also giving pacing guidelines to ensure adequate progress and time to meet course standards and objectives. To ensure adequate progress, online courses have an expectation of engagement each week. Students can develop their own engagement routines and are not required to meet for live instruction times; however, students are required to routinely engage in each of their online classes and make progress each week. Teachers can and do offer synchronous office hours and other on demand support as needed.

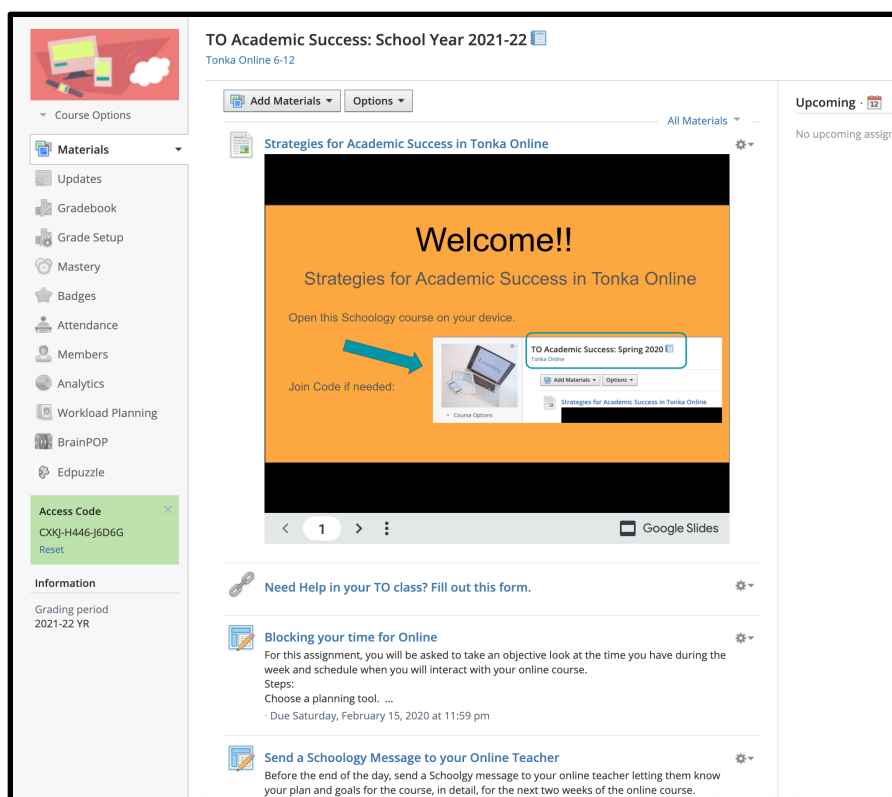
Course Design and Delivery

Online teachers have built on their experience with course design in Schoology and virtual content delivery and instruction over the past few years to develop a high quality online experience for students. Each Tonka Online course has a similar structure with a Welcome Folder with important course documents and descriptions of how to start the asynchronous course, planning guides for pacing, and Lesson/Module Folder structure in Schoology. This consistency has provided online students an easy way to navigate between their different courses and easily find success with accessing course materials.

Teachers are responsible for feedback, connecting and building relationships, monitoring progress, and providing guidance and support for online learners during the course.

Academic Supports

In addition to working with course instructors for additional help and support online students have access to an Academic Skills course in Schoology that can provide additional supports and resources for time management and other executive functioning skills to help students make adequate progress in their asynchronous online class.



Online teachers monitor progress and are asked to reach out to guardians if students have not engaged for 3-5 days. Teachers will send a Schoology message and an email home with an offer for support and an open line of communication if there are any potential issues or concerns about the course.

Tonka Online staff also monitor weekly attendance and help inform families when there are multiple weekly absences. In addition to family communication, Tonka Online staff connect with counselors, building Administrators, and other student support teams in the building as needed to help ensure students are successful in their online courses.

Although courses are asynchronous, attendance is taken on a weekly basis for comprehensive online students according to an established [Tonka Online Attendance Procedure](#). Teachers ensure that students have made adequate progress and engagement for a given week and/or they have communicated a plan to make progress the following week. Engagement is more than a course login to Schoology for that week and should be evidence that students are making progress toward course completion. Absences are recorded in Skyward, and communication (email and voicemail) is sent to guardians when an absence is recorded. As needed, multiple absences are reported to building Deans.

EXPANSION OF TONKA ONLINE 2022 AND BEYOND

The School Board set an additional goal to ensure intentional design of a plan for growth and development of the Tonka Online learning option during the coming years.

Board Goal: Excellence in Student Learning and Support

Broadening the reach of the Minnetonka experience through the Tonka Online K-12 e-learning program

- Develop a plan and resource map to further advance the Minnetonka K-12 experience for students who participate in the Tonka Online K-12 e-learning program
- Ensure plan provides sustainable online programming leveraging the learnings from Tonka Online and COVID-19 experiences by June of 2022

PLAN AND RESOURCES

Signature Elements for the Tonka Online Program

The Tonka Online program has been designed to offer students the Minnetonka experience from anywhere in the State of Minnesota.

Signature elements are key concepts the District will ensure are aligned and consistent from classroom to classroom and between levels when appropriate.

Signature Elements 2021-2022:

- Minnetonka Designed and Created Curriculum
- Minnetonka Expert Teachers and Staff
- Creative, innovative instruction designed for an online environment
- Supplemental Immersion Experience (K-8)
- Supplemental Navigator Experience (Elementary)
- Synchronous Instructional Model K-8, Asynchronous Instructional Model 9-12
- Synchronous Daily Elementary Specialist Experiences
- Classroom Community built on a foundation of strong teacher/student relationships

Proposed Enhancement of Signature Elements 2022 and Beyond:

- Sustained focus on whole child, academics and social/emotional development
- Consistent and Intentional Tier 1 Social and Emotional Lessons
- Hands-on science at home with kits designed by the dedicated Science Center
- Library Book check-out and rich e-book collection
- Computer programming/coding for all ages in curriculum
- High-quality, mastery-based Minnetonka-developed assessments fully adapted for online learning
- Outside enrichment opportunities that connect students with experts
- Strong Sense of School-wide Community
- Organized Parent Group

Plan Design

The plan to further develop the Tonka Online program is outlined in phases and organized by three key elements. Each Phase is built off of the prior phase and moving forward is inclusive of all elements outlined in the previous phase(s). These phases and elements are meant to encompass both the excellence and the breadth of opportunity that Minnetonka Schools are known for providing.

Phase I describes the initial design of the comprehensive program which was implemented during the 2021-22 school year. Phase II describes the proposed expansion for the Tonka Online program over the next two school years (2022-2024). Finally, Phase III outlines possible direction for further expansion beyond three years. The three key elements include academic programs, academic supports and opportunities, and whole child development. Outlined in this section is a plan organized by level, elementary, middle school and high school. Resources are also outlined at the end of this section.

ELEMENTARY TONKA ONLINE

During this school year, Phase I of Tonka Online K-5 offered a comprehensive grade level program with supplemental offerings for signature programs including Spanish and Chinese language immersion and Navigator. Additional advanced learning options were offered including math at the student's instructional level and enrichment programs.

As we look to the future of the program at the K-5 level, moving from Phase I to Phase II involves expansion to a full Spanish immersion program for kindergarten and first grade with plans to expand one additional grade each year thereafter. The second year of this phase also includes a proposal to offer a full online Navigator Program. Additionally, specific attention will be given to creating more opportunities for connections and social and emotional experiences that meet the needs of developing elementary age students. Phase III further expands immersion both by grade level and into a full Chinese immersion program option. Academic and Whole Child Supports will continue to evolve based on student experiences and needs.

PHASE I:

Academic Programs

- Comprehensive grade-level program
- Supplemental Immersion option
 - Chinese language experience
 - Spanish language experience
- Supplemental Navigator Program
 - Navigator language arts
 - Math at instructional level
 - Navigator language program for Immersion

Academic Supports

- Advanced Learning
 - Wings
 - Math at instructional level
- Enrichment
 - Independent Investigations (I.I.)
 - Project THINK
- Tier 2 reading interventions

Whole Child Development (Social, Emotional, Relationship, Connections)

- Morning Meeting
- Lunch Bunch
- School counselor support

PHASE II:

Academic Programs

- Kindergarten and First grade full Spanish Immersion, expanded by one grade level each year
- Supplemental immersion language experience, as needed
- Navigator program
 - Math at instructional level
 - Navigator language program for immersion

Academic Supports

- Tier 1 and 2 reading interventions
- Tier 1 and 2 math interventions, as applicable
- General education Paraprofessional Support
- Introductory language experience for all non-immersion students

Whole Child Development (Social, Emotional, Relationship, Connections)

- Morning meeting
- Lunch Bunch
- Tier I social and emotional lessons
- School counselor supports
- Playworks and/or other organized social development programming
- New field trip experiences

PHASE III:

Academic Programs

- Third through fifth grade Spanish Immersion
- Full Chinese Immersion program

Academic Supports

- Implementation of full intervention model

- Tutor center and collaboration space facilitated by a student learning coach

Whole Child Development (Social, Emotional, Relationship, Connections)

- Tier 2 and Tier 3 social and emotional supports

MIDDLE SCHOOL TONKA ONLINE

During this school year, Phase I of Tonka Online 6-8 offered a comprehensive grade level program with supplemental offerings for signature programs including Spanish and Chinese language immersion. Additionally, students were provided instrumental music options, music lessons, and 8th graders selected an elective.

As we look to the future of the program at the 6-8 level, moving from Phase I to Phase II involves expansion of elective course offerings and asynchronous course options to provide students more choice, flexibility and provide initial preparation for the high school model. An emphasis will also be placed on academic support looking at workshops courses in both reading and math and dedicated time for additional student support. Additionally, specific attention will be given to creating more opportunities for connections and social and emotional experiences that meet the unique needs of middle level learners. Phase III expands full immersion into the middle level, first in the Spanish language, and subsequently in Chinese. Academic and Whole Child Supports will continue to evolve based on student experiences and needs.

PHASE I:

Academic Programs

- Comprehensive grade-level program
- Language Experience for Chinese Immersion and Spanish Immersion
- Exploratory courses grades 6-7 and elective choice grade 8

Academic Supports and Opportunities

- WATCH Wednesday (a modification of MAST)
- Math at students' level
- Instrumental music lessons

Whole Child Development (Social, Emotional, Relationship, Connections)

- Lunch Bunches
- Social and emotional lessons
- Daily Zone check-ins

PHASE II:

Academic Programs

- Expand elective course offerings
- Expand asynchronous course offerings

Academic Supports and Opportunities

- Math Workshop courses
- Reading Workshop courses
- Advisory structure that includes a focus on academic success
- Technology lessons
- General education Paraprofessional support

Whole Child Development (Social, Emotional, Relationship, Connections)

- Social and emotional instructional lessons
- Daily Zone check-ins
- Regular social and emotional lessons
- Advisory structure that supports social, emotional, and character development
- Clubs and groups

PHASE III:

Academic Programs

- Expand Honors course offerings
- Spanish and Chinese Immersion opportunities aligned to elementary offerings

Academic Supports and Opportunities

- Tutor center and collaboration space facilitated by a student learning coach

Whole Child Development (Social, Emotional, Relationship, Connections)

- Tier 2 and Tier 3 social and emotional supports

HIGH SCHOOL TONKA ONLINE

During this school year, Phase I of Tonka Online 9-12 offered comprehensive online courses and created an option for students to meet graduation requirements as an online student. Past experience with asynchronous online course creation, delivery, student engagement, and intentional teacher interactions helped support the successful expansion. Leveraging existing teacher experience and asynchronous Tonka Online course design enabled the program to quickly scale and include 9th and 10th grade required courses that did not exist prior to the expansion.

As we look to the future of the program at the 9-12 level, moving from Phase I to Phase II involves looking beyond the core classes and electives that meet graduation requirements to additional courses and electives that provide more options for full time students as they progress from 9th to 12th grade as online students. Additionally, this phase will include development of an Accelerated Pathway for advanced learners in grades 9-12. Phase III offers program ideas that would involve more systematic adjustments and enhancements to the current structure and programming. Specifically, how might we leverage Tonka Online enrollments to coincide with signature programs like Vantage and Momentum and expand the potential reach for students who may be limited by geographic barriers.

PHASE I:

Academic Programs

- Core classes and electives to meet graduation requirements

Academic Supports

- Student onboarding Schoology Course - Schoology Basics
- Tonka Online Academic Success Schoology Course for struggling students
- Attendance tracking and reporting for asynchronous students
- Multiple check-ins and grade/progress reporting during each term
- Tiered intervention system to help guide teacher response and interactions

Whole Child Development (Social, Emotional, Relationship, Connections)

- Optional office hours to connect with instructor

PHASE II:

Academic Programs

- Expand to more choices and offerings in math, language, and electives for all grade levels
- Create 5 additional Tonka Online course offerings
- Continue to develop previously approved World Language course offerings
- Create an accelerated pathway for advanced learners 9-12, Offering additional courses: Honors for 9th and 10th grade and AP for 11-12

Academic Supports

- Expand and increase the frequency of virtual (Google Meet) student/teacher meetings
- Revision and application of online attendance for students
- Counselor interventions
- Expand family support and communication

Whole Child Development (Social, Emotional, Relationship, Connections)

- Virtual study sessions with peers
- Peer tutoring sessions
- Weekly checking via Google Meet
- Collaboration with Academic Anchor Tutors and /or Writing Center Tutors

PHASE III:

Academic Programs

- Explore addition of concurrent enrollment courses for college credit
- Explore collaboration with Vantage and MOMENTUM programs

Academic Supports

- Expand counseling and other student support services for online
- Student learning coach/Para for 9-12 asynchronous students

Whole Child Development (Social, Emotional, Relationship, Connections)

- In-person and virtual collaborative sessions with peers and instructors

Course Proposals

This section outlines existing courses that are proposed to be developed at Tonka Online courses for the 2022-23 school year as part of the Phase II expansion. All new course proposals have been reviewed by department chairs, building administration and district administration. Courses that are approved by the School Board will be included in the [digital Tonka Online course menu](#) and made available to students as they register for the 2022-23 school year. Course development and implementation funds will be allocated if the course has sufficient enrollment.

The following proposals respond to programmatic needs that have been identified by the respective departments and administration. Full descriptions and rationales for these new courses are included in the New Course Proposals attachment.

Course Title	Grade(s)
TO Calculus	10-12
TO Music Technology (0.5 credits)	9-12
TO Introduction to Business	9-12
TO Money, Banking, and Investing	10-12
TO Drawing II	9-12
TO Digital Photography II	9-12

Resources

PHASE I:

Program Development

- Support and training for effective course development
- Curriculum writing time

Professional Development

- Initial Professional learning for effective online instructional practices

Staffing

- Access to Teacher Instructional Coaches and Technology Instructional Coaches
- Dedicated school counselor for Tier I instruction and support (K-8)
- Existing counseling, deans, and support staff from the High School
- Existing roles served as coordinators for the program (K-8, 9-12)

PHASE II:

Program Development

- Consistent core instructional technology resources
- Programming for social clubs/Activities/Field trips
- Support for continual course improvement with curriculum writing hours as needed

Professional Development

- Professional learning for effective online Instructional practices and tools
- Teacher training and support on demand

Staffing

- Dedicated teacher Instructional Coaches and Instructional Technology Coaches
- Counselor dedicated to Tonka Online at each level (K-5, 6-8, 9-12)
- General education Paraprofessional support / Student learning coach (K-5, 6-8, 9-12)
- Staffing structure for core classes and electives
- Dedicated administrative assistant / Program manager (K-12)
- Expanded administrative role to reflect enrollment and needs

PHASE III:

- Expanded administrative role to reflect enrollment and needs
- Dedicated instructional space

Marketing

PHASE I:

Phase I of our marketing efforts for Tonka Online cover the initial launch of the program/recruitment for the 2021-22 school year. The decision to market it to out-of-district students was made in July and marketing efforts for the 2021-22 began immediately thereafter and from August 1, 2021-September 10, 2021.

During our month of marketing, we used three primary channels: Google Ads (paid search), Facebook & Instagram Ads (social media) and Niche.com (digital display ads). They generated more than three million impressions and eleven thousand trackable website visits. The Phase I campaign cost approximately \$10,000, but our cost per click—which is our assessment of lead tracking—was just 91 cents per click.

Tonka Online Marketing Table 1

Platform	Type	Impressions	Clicks	Amount Spent	Cost per click
Google Ads	Paid Search	40,400	9,486	\$3,550.00	\$0.37
Facebook & Instagram	Social Media	2,958,715	1,340	\$4,534.52	\$2.23
Niche.com	Digital Display	58,091	228	\$1,990	\$8.73
TOTALS		3,057,206	11,054	\$10,074.52	\$0.91

The Communications Team had amazing success with our marketing efforts, resulting in **122 new students choosing to open enroll in Tonka Online** (this is separate from existing in-district and partner district students). These open enrolled students account for **38% of the total program enrollment**.

PHASE II:

Phase II of our marketing efforts for Tonka Online covers general brand/program awareness, sustainable growth and recruitment for the 2022-23 school year. We know that many of the students who enrolled in Tonka Online in the 2021-22 school year did so due to concerns about COVID-19. As the pandemic recedes, it is more important than ever to carve out a space for Tonka Online as an online program and to aggressively market it (as many other districts are doing post-COVID). To maximize these efforts, a marketing push was held from December 15, 2021-March 17, 2022. This 3-month effort overlapped with both state-wide open enrollment and high school registration timelines and aimed to capture the attention of families planning their enrollment early.

During our three months of marketing, we used three primary channels: Google Ads (paid search), Facebook & Instagram Ads (social media) and the Star Tribune (email and digital display ads). They generated more than a million impressions and twenty one thousand trackable website visits, nearly double the traffic from our first campaign. The initial push for our Phase II campaign cost approximately \$11,000, but our cost per click—which is our assessment of lead tracking—was just 53 cents per click.

Tonka Online Marketing Table 2

Platform	Type	Impressions	Clicks	Amount Spent	Cost per click
Google Ads	Paid Search	441,714	14,915	\$3,170.00	\$0.21
Facebook & Instagram	Social Media	633,746	3,190	\$3,002	\$0.94
Star Tribune	Email	23,462	2,989	\$5,000	\$1.67
TOTALS		1,098,922	21,094	\$11,172	\$0.53

We are in the process of launching a follow-up marketing push, running from April 4, 2022-July 4, 2022. This second campaign will focus on new information sessions opportunities and Kindergarten/first grade Spanish Immersion options, in addition to letting families know there is still time to enroll for fall 2022. This will be our biggest push yet, with a budget of \$20,000. During our three months of marketing, we will use four primary channels: Google Ads (paid search), Facebook & Instagram Ads (social media), Youtube (video ads) and the Star Tribune (email, geofenced retargeting and digital display ads).

While we will not know the full impact of our Phase II marketing until the start of the school year, there are already 15 new open enrolled students committed to attend in the fall and anticipated 162 returning students.

ATTACHMENTS:

New Course Proposals

RECOMMENDATION/FUTURE DIRECTION:

This report is submitted for the School Board's information.

Submitted by: 
Amy LaDue, Assistant Superintendent for Instruction

Concurrence: 
Dennis Peterson, Superintendent

New Course Proposal



Course Title: TO Calculus

Submitted by: Ben Stanerson and Jim Donald
Department: Tonka Online

Description of the Proposal:

1) What new course/activity is being proposed? What grade levels? Semester? Full-year?

Tonka Online Calculus, Grades 10-12, Semester course (develop a 0.5 credit Part 1 and a 0.5 credit Part 2),
Full- year; students would take both Part 1 and Part 2 for a full 1.0 credit in Math

2) How did this proposal originate?

Administration, department members, innovation

3) What is the anticipated level of participation? What information are you using to determine this level of participation?

First year, 10-20 students. Currently, 13-18 students are enrolled for Online PreCalc courses (combined Honors and General PreCalc) for next school year. Anticipating some full-time online students will want to continue with their math progression. This participation information is estimated from the current enrollment requests for PreCalc for the upcoming 2022-23 school year.

4) What is the rationale for the proposal? What need does it fulfill?

Online Calculus will enable Minnetonka High School students to continue in their math sequence using Tonka Online classes. Currently if a PreCalc student wants to continue with online math courses they need to take AP Statistics or take math from another provider.

Analysis of the Proposal:

1) How is this proposal compatible with the vision, mission, and beliefs of the district?

This proposal aligns with the board goal of broadening the reach of Tonka Online for more students and expanding course offerings for the program.

2) What is the relation of the proposal to the Minnesota Graduation Standards?

This course would meet one of the required math credits required for graduation.

3) What is the effect of the proposal on district resources?

a) Space: Where is space currently available for the activity?

Online Course

b) Time: Where will the activity fit in the daily schedule?

Asynchronous Online Course

c) Personnel: What staff will be necessary?

Teacher

d) Financial Costs: What is the cost to the district of this proposal? What are the requirements for texts, equipment/supplies/curriculum writing? Are funds currently allocated and available for this activity?

We are requesting 40 hours of curriculum writing time for each 0.5 credit part of the course for a total of 80 hours of curriculum writing time for course design and building.

No funds needed for textbooks.

4) What will be the effect of the proposal on the rest of the curriculum or on other activities?

a) How does the proposal expand, complement or strengthen an existing program?

This proposal will expand the current course offerings and help students complete a math sequence ending in 1 year of Calculus for full time and supplemental online students.

b) How does the proposal affect existing programs?

We foresee this course allowing more students to enroll in Calculus who are currently attending full time Tonka Online, and students from other districts. We do not anticipate a negative impact for in person enrollment at the HS.

c) Does this course/activity substitute for an existing program? Could it be integrated into an existing course/activity? Are there courses/activities that should be eliminated if this proposal is approved?

No

New Course Proposal



Course Title: TO Music Technology

Submitted by: Ben Stanerson
Department: Music

Description of the Proposal:

1) What new course/activity is being proposed? What grade levels? Semester? Full-year?

Tonka Online Music Technology, Grades 9-12, Semester course (0.5 credits), Semester long course

2) How did this proposal originate?

Administration, innovation

3) What is the anticipated level of participation? What information are you using to determine this level of participation?

Expected enrollment for comprehensive students who are looking for additional elective credits to reach graduation requirements.

4) What is the rationale for the proposal? What need does it fulfill?

As our Tonka Online comprehensive program grows at the 9-12 level, this course would provide additional elective opportunities for students. Music Technology would be a great addition for students looking to earn elective credit. The course is designed to give students an authentic, project-based learning experience centered on music composition and editing with digital tools.

Analysis of the Proposal:

1) How is this proposal compatible with the vision, mission, and beliefs of the district?

This proposal aligns with the board goal of broadening the reach of Tonka Online for more students and expanding course offerings for the program.

2) What is the relation of the proposal to the Minnesota Graduation Standards?

This course would be an elective credit.

3) What is the effect of the proposal on district resources?

a) Space: Where is space currently available for the activity?

Online Course

b) Time: Where will the activity fit in the daily schedule?

Asynchronous Online Course

c) Personnel: What staff will be necessary?

Teacher

d) Financial Costs: What is the cost to the district of this proposal? What are the requirements for texts, equipment/supplies/curriculum writing? Are funds currently allocated and available for this activity?

We are requesting 40 hours of curriculum writing time for the 0.5 credit course design and building.

No funds needed for textbooks.

Technology

4) What will be the effect of the proposal on the rest of the curriculum or on other activities?

a) How does the proposal expand, complement or strengthen an existing program?

This proposal will expand the current course offerings with additional elective options.

b) How does the proposal affect existing programs?

We foresee this course allowing more students to enroll in Music Technology who are currently attending full time Tonka Online, and students from other districts. We do not anticipate a negative impact for in person enrollment at the HS.

c) Does this course/activity substitute for an existing program? Could it be integrated into an existing course/activity? Are there courses/activities that should be eliminated if this proposal is approved?

No

New Course Proposal



Course Title: TO Introduction to Business

Submitted by: Ben Stanerson
Department: Business

Description of the Proposal:

1. What new course/activity is being proposed? What grade levels? Semester? Full-year?

Tonka Online Introduction to Business, Grades 9-12, Semester course (0.5 credits)

3) How did this proposal originate?

Administration, department members, innovation

3) What is the anticipated level of participation? What information are you using to determine this level of participation?

As the comprehensive online program grows we anticipate an increased need for more elective options for students. This course would provide an additional option for students in both full time and supplemental online programs. While it is difficult to estimate the number of students who will request this as an option, having additional choices may also promote additional enrollments into the program. Using current enrollment data for in person Intro to Business as a reference, there were 136 requests in the past school year. Typically, an online class may have an initial enrollment of 7-12 students based on 5-10% of the students choosing online.

4) What is the rationale for the proposal? What need does it fulfill?

This course will provide comprehensive online students and supplemental online students an additional elective option. In addition, this course will help to broaden our course offerings.

Analysis of the Proposal:

1) How is this proposal compatible with the vision, mission, and beliefs of the district?

This proposal aligns with the board goal of broadening the reach of Tonka Online for more students and expanding course offerings for the program.

2) What is the relation of the proposal to the Minnesota Graduation Standards?

This course would be an elective credit.

3) What is the effect of the proposal on district resources?

a) Space: Where is space currently available for the activity?

Online Course

b) Time: Where will the activity fit in the daily schedule?

Asynchronous Online Course

c) Personnel: What staff will be necessary?

Teacher

d) Financial Costs: What is the cost to the district of this proposal? What are the requirements for texts, equipment/supplies/curriculum writing? Are funds currently allocated and available for this activity?

We are requesting 40 hours of curriculum writing time for the 0.5 credit course design and building. No funds needed for textbooks.

4) What will be the effect of the proposal on the rest of the curriculum or on other activities?

a) How does the proposal expand, complement or strengthen an existing program?

This proposal will expand the current course offerings with additional elective options.

b) How does the proposal affect existing programs?

We foresee this course allowing more students to enroll in Introduction to Business who will attend full time Tonka Online, and students from other districts. We do not anticipate a negative impact for in person enrollment at the HS.

c) Does this course/activity substitute for an existing program? Could it be integrated into an existing course/activity? Are there courses/activities that should be eliminated if this proposal is approved?

No

New Course Proposal



Course Title: TO Money, Banking, and Investing

Submitted by: Ben Stanerson
Department: Business

Description of the Proposal:

1) What new course/activity is being proposed? What grade levels? Semester? Full-year?

Tonka Online Money, Banking, and Investing, Grades 10-12, Semester course (0.5 credits)

2) How did this proposal originate?

Administration, innovation

3) What is the anticipated level of participation? What information are you using to determine this level of participation?

As the comprehensive online program grows we anticipate an increased need for more elective options for students. This course would provide an additional option for students in both full time and supplemental online programs. While it is difficult to estimate the number of students who will request this as an option, having additional choices may also promote additional enrollments into the program. Using current enrollment data for in person Money, Banking, and Investing as a reference, there were 120 requests in the past school year. Typically, an online class may have an initial enrollment of 6-12 students based on 5-10% of the students choosing online.

4) What is the rationale for the proposal? What need does it fulfill?

This course will provide comprehensive online students and supplemental online students an additional elective option. In addition, this course will help to broaden our course offerings.

Analysis of the Proposal:

1) How is this proposal compatible with the vision, mission, and beliefs of the district?

This proposal aligns with the board goal of broadening the reach of Tonka Online for more students and expanding course offerings for the program.

2) What is the relation of the proposal to the Minnesota Graduation Standards?

This course would be an elective credit.

3) What is the effect of the proposal on district resources?

a) Space: Where is space currently available for the activity?

Online Course

b) Time: Where will the activity fit in the daily schedule?

Asynchronous Online Course

c) Personnel: What staff will be necessary?

Teacher

d) Financial Costs: What is the cost to the district of this proposal? What are the requirements for texts, equipment/supplies/curriculum writing? Are funds currently allocated and available for this activity?

We are requesting 40 hours of curriculum writing time for the 0.5 credit course design and building. No funds needed for textbooks.

4) What will be the effect of the proposal on the rest of the curriculum or on other activities?

a) How does the proposal expand, complement or strengthen an existing program?

This proposal will expand the current course offerings with additional elective options.

b) How does the proposal affect existing programs?

We foresee this course allowing more students to enroll in Money, Banking, and Investing who will attend full time Tonka Online, and students from other districts. We do not anticipate a negative impact for in person enrollment at the HS.

c) Does this course/activity substitute for an existing program? Could it be integrated into an existing course/activity? Are there courses/activities that should be eliminated if this proposal is approved?

No

New Course Proposal



Course Title: TO Drawing II

Submitted by: Ben Stanerson
Department: Art

Description of the Proposal:

1) What new course/activity is being proposed? What grade levels? Semester? Full-year?

Tonka Online Drawing II, Grades 9-12, Semester course (0.5 credits)

2) How did this proposal originate?

Administration, department members, innovation

3) What is the anticipated level of participation? What information are you using to determine this level of participation?

We currently have about 30 students taking Drawing I over the summer and an additional 12-18 historically taking the course during the school year in the online formats. We would like to offer these students the option to continue with their art sequence by taking the Level II course and earning another 0.5 credit in Art.

4) What is the rationale for the proposal? What need does it fulfill?

This course would enable both full time and supplemental online students to continue with their art sequence with the Level II course for Art and earn another 0.5 credit. In addition, this provides another elective option for 9-10th grade students.

Analysis of the Proposal:

1) How is this proposal compatible with the vision, mission, and beliefs of the district?

This proposal aligns with the board goal of broadening the reach of Tonka Online for more students and expanding course offerings for the program.

2) What is the relation of the proposal to the Minnesota Graduation Standards?

This course would be an elective credit.

3) What is the effect of the proposal on district resources?

a) Space: Where is space currently available for the activity?

Online Course

b) Time: Where will the activity fit in the daily schedule?

Asynchronous Online Course

c) Personnel: What staff will be necessary?

Teacher

d) Financial Costs: What is the cost to the district of this proposal? What are the requirements for texts, equipment/supplies/curriculum writing? Are funds currently allocated and available for this activity?

We are requesting 40 hours of curriculum writing time for the 0.5 credit course design and building.

No funds needed for textbooks.

Art Supplies

4) What will be the effect of the proposal on the rest of the curriculum or on other activities?

a) How does the proposal expand, complement or strengthen an existing program?

This proposal will expand the current course offerings with additional elective options.

b) How does the proposal affect existing programs?

We foresee this course allowing more students to enroll in Drawing II who will attend full time Tonka Online, and students from other districts. We do not anticipate a negative impact for in person enrollment at the HS.

c) Does this course/activity substitute for an existing program? Could it be integrated into an existing course/activity? Are there courses/activities that should be eliminated if this proposal is approved?

No

New Course Proposal



Course Title: TO Digital Photography II

Submitted by: Ben Stanerson
Department: Art

Description of the Proposal:

1) What new course/activity is being proposed? What grade levels? Semester? Full-year?

Tonka Online Digital Photography II, Grades: 9-12, Semester course (0.5 credits)

2) How did this proposal originate?

Administration, department members, innovation

3) What is the anticipated level of participation? What information are you using to determine this level of participation?

We currently have about 30 students taking Digital Photo I over the summer and an additional 12-18 historically taking the course during the school year in the online formats. We would like to offer these students the option to continue with their art sequence by taking the Level II course and earning another 0.5 credit in Art.

4) What is the rationale for the proposal? What need does it fulfill?

This course would enable both full time and supplemental online students to continue with their art sequence with the Level II course for Art and earn another 0.5 credit. In addition, this gives another elective option for 9-10th grade students.

Analysis of the Proposal:

1) How is this proposal compatible with the vision, mission, and beliefs of the district?

This proposal aligns with the board goal of broadening the reach of Tonka Online for more students and expanding course offerings for the program.

2) What is the relation of the proposal to the Minnesota Graduation Standards?

This course would be an elective credit.

3) What is the effect of the proposal on district resources?

a) Space: Where is space currently available for the activity?

Online Course

b) Time: Where will the activity fit in the daily schedule?

Asynchronous Online Course

c) Personnel: What staff will be necessary?

Teacher

- d) Financial Costs: What is the cost to the district of this proposal? What are the requirements for texts, equipment/supplies/curriculum writing? Are funds currently allocated and available for this activity?**

We are requesting 40 hours of curriculum writing time for the 0.5 credit course design and building.

No funds needed for textbooks.

Technology

4) What will be the effect of the proposal on the rest of the curriculum or on other activities?

- a) How does the proposal expand, complement or strengthen an existing program?**

This proposal will expand the current course offerings with additional elective options.

- b) How does the proposal affect existing programs?**

We foresee this course allowing more students to enroll in Digital Photography II who are currently attending full time Tonka Online, and students from other districts. We do not anticipate a negative impact for in person enrollment at the HS.

- c) Does this course/activity substitute for an existing program? Could it be integrated into an existing course/activity? Are there courses/activities that should be eliminated if this proposal is approved?**

No

REPORT

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

Study Session Agenda Item #6

Title: Report on Goals

Date: April 21, 2022

EXECUTIVE SUMMARY

As it did last year, the Board has a District goal which sets a specific target for recruitment efforts. This report will address the achievement of the key metric laid out in this goal: the District will participate in six recruitment activities that are aimed at the hiring of staff with diverse backgrounds.

We are pleased to report that the District has or will participate in nine organized job fairs this year. Of these, three events are national in scope and one of those has a specific diversity focus and each promises to gain exposure for the District among a wider candidate population. Three fairs are Minnesota-based and heavily attended; they offer the widest diversity exposure we can find. The remaining three events are university-based at schools around the country that are known for enrolling a diverse student body.

Recruiting events will continue to roll out as late as the month of May, but we will report on our progress to date in making connections with a more diverse teacher candidate pool. Additionally, as our hiring needs to crystalize, HR staff will be doing career office visits at a number of universities in the south and southwest in an effort to attract candidates to our Spanish Immersion program. We have obtained an MDE grant that will provide relocation assistance to teachers from diverse backgrounds who relocated here. During the month of July, once the District's hiring for SY '23 is complete, we will have a clearer picture of how fruitful our efforts have been.

In conclusion, the main thrust of the Board's goal with regard to diversity recruiting is achieved. To date, we have participated in eight events, exceeding the target that the Board has put in place.

RECOMMENDATION/FUTURE DIRECTION:

This report is submitted for the School Board's information.

Submitted by:



Michael Cyrus, Executive Director of Human Resources

Concurrence:



Dennis Peterson, Superintendent

INFORMATION

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

Study Session Agenda Item #7

**Title: Review of Long-Term Facilities Maintenance
Ten-Year Plan Annual Update**

Date: April 21, 2022

EXECUTIVE SUMMARY:

Minnetonka Independent School District 276 is eligible for participation in the Long-Term Facilities Maintenance Program (the Program). The statutes governing the Program require that an update of the 10-Year Plan be reviewed and approved by the School Board annually and filed with the Minnesota Department of Education.

Minnetonka Independent School District 276 has 1,832,944 square feet of space and 259 acres of land that require sustained long-term maintenance to remain in a state of good repair to support the educational programs. Of the 1,832,944 square feet, 1,419,505 or 78% is 25 years old or older, and 1,043,714 - 57% - is 50 years old or older. All the district's school facilities were initially built in 1967 or earlier, except for the former TSP building, which was constructed in 2001, and the former Shorewood Professional Building, which was constructed in 1997. Included in that square footage is 448,578 square feet that exceeds 65 years of age. Excelsior Elementary School has the three-story section dating to 1929, Minnewashta Elementary School has a section that dates to 1936, and Minnetonka Community Education Center has a large section that dates to 1938. The bulk of the remainder of District original construction was built starting with the 1947 addition to the Minnetonka Community Education Center and continuing through the ensuing 20 years with the completion of Scenic Heights Elementary School in 1967. The original construction on Minnetonka High School dates to 1952 with the first class graduating in spring 1953 – which means that as of the end of the FY22 school year it will have had 70 years of use and 70 graduating classes. The replacement value of the 1,832,944 square feet is \$800,996,528 at current new school construction costs of \$437 per square foot.

The age of so much square footage has resulted in the need to make significant “mid-life” component replacement in the facilities to ensure their readiness for the next 60 years of use. In effect, the district facilities are in the process of being “re-built” in place during the summers when school is not in session. Since the District qualified for the Alternative Facilities program in FY2004 (now the Long-Term Facilities Maintenance Program), the District has completed approximately \$109.5 million in long term facility maintenance projects to work towards catching up on and eliminating deferred maintenance through the end of FY2022. Additional mid-life component replacement needs to be continued over the next 10 years, as with a large fleet of buildings the need for long term maintenance is ongoing.

The update of the 10 Year Long Term Facilities Maintenance Plan projects out remaining long term maintenance needs for the next decade starting with FY2023 through FY2032. The total projects listed in the plan for those 10 years are estimated at \$73,510,000, or an average of approximately 7.35 million annually.

It is possible to now spend just \$4.01 per square foot annually on long term maintenance, even allowing for inflation, because the District has completed significant “once-every-40-50-years” projects over the last decade and has mostly eliminated deferred maintenance.

Each of the years in the FY2023-FY2032 Long-Term Facilities Maintenance Plan will be able to be funded with bond funding while at the same time the total amount of outstanding long-term bonds of the district declines every year as older bonds are paid off. While the annual plan projects potential needs of approximately \$7.35 million annually, if in a given year competitive prices result in not all the bond proceeds being spent in that year, that will allow for bonding at a lower level in the subsequent year. The overall goal continues to be keeping the facilities in a state of good repair by doing only necessary projects and completing those necessary projects for the most competitive cost.

The net result of this rebuilding of the district facilities infrastructure means that the community’s original investment in its school facilities is being maximized, as these facilities will continue to be used for another 60 years or more each. This is a much more cost-effective strategy to maximize taxpayer investment, as the alternative to rebuilding would be the cost of complete replacement at a time much sooner in the future. As previously noted, at current construction costs of \$437 per square foot (109 times more than the annual long-term maintenance cost per square foot), the cost of complete replacement of district buildings would total approximately \$801 million.

The use of long-term maintenance funding to ensure that our fleet of 50-year-old, 65-year-old, and older buildings continue to function effectively for the next 60 years is the most cost effective and prudent course of action for our school district and our community for the long term.

ATTACHMENTS:

Long-Term Maintenance Ten-Year Plan – FY2023 through FY2032
Long Term Facilities Maintenance History and Projection

RECOMMENDATION/FUTURE DIRECTION:

It is recommended that the School Board review the 10-Year Long-Term Facilities Maintenance Plan for FY2023 through FY2032.

Submitted by:


Paul Bourgeois, Executive Director of Finance & Operations

Concurrence:


Dennis Peterson, Superintendent

**Minnetonka Independent School District 276
Long-Term Facilities Maintenance Ten-Year Plan
FY2023 Through FY2032**

June 30, 2022

**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	\$ 2,000
	903	379	Carpet/VCT replacement	\$ 45,000
	906	384	Fencing replacement-backstops	\$ 30,000
	920	379	1958-60 classroom cabinet replacement - 5 rooms	\$ 150,000
Deephaven Elementary	900	379	Painting per plan	\$ 5,000
	903	379	Carpet/VCT replacement - 1956 wall finishes	\$ 335,000
	905	380	Replace unit ventilators - 1956 section 12 rooms	\$ 640,000
Excelsior Elementary	900	379	Painting per plan	\$ 5,000
	903	379	Carpet/VCT replacement	\$ 35,000
Groveland Elementary	900	379	Painting per plan	\$ 5,000
	903	379	Carpet/VCT replacement	\$ 35,000
	905	380	Replace unit ventilators - 1966 section - 12 rooms	\$ 555,000
	906	384	Fencing replacement-backstops	\$ 60,000
Minnewashta Elementary	900	379	Painting per plan	\$ 1,000
	903	379	Carpet/VCT replacement	\$ 50,000
	905	380	Replace rooftop hvac mechanical units	\$ 70,000
Scenic Heights Elementary	900	379	Painting per plan	\$ 5,000
	903	379	Carpet/VCT replacement	\$ 35,000
	906	384	Fencing replacement-backstops	\$ 60,000
Minnetonka Middle School East	900	379	Painting per plan	\$ 5,000
	902	383	Roofing replacement per plan	\$ 343,000
	903	379	Carpet/VCT replacement	\$ 3,000
	904	379	1968 science cabinet replacement	\$ 813,000
	906	384	Fencing replacement-backstops	\$ 130,000
	901	384	Tennis court resurfacing	\$ 130,000
Minnetonka Middle School West	900	379	Painting per plan	\$ 5,000
	902	383	Roofing replacement per plan	\$ 580,000
	903	379	Carpet/VCT replacement	\$ 3,000
	904	379	1964 cabinet replacement	\$ 120,000
Minnetonka High School	900	379	Painting per plan	\$ 5,000
	901	384	Retaining wall replacement - front turning circle area	\$ 490,000
	903	379	Carpet/VCT replacement	\$ 67,000
	904	370	2003 lighting fixture replacement - Veterans Field	\$ 600,000
	905	380	Replace original mechanical controls	\$ 135,000
	905	380	Replace rooftop hvac mechanical units	\$ 375,000
	901	384	Replace underground stormwater piping-east parking lot	\$ 150,000
	967	380	1996 underground tank replacement 01/31/22 quotes	\$ 150,000
Communtiy Education Center	900	379	Painting per plan	\$ 2,000
Pagel Activity Center	900	379	Painting per plan	\$ 10,000
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

**Minnetonka Independent School District 276
Long Term Facilities Maintenance Plan**

FY2024 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	\$ 700,000
	903	379	Carpet/VCT replacement	\$ 5,000
	905	380	Replace unit ventilators - 1958 section - 15 rooms	\$ 600,000
	920	368	1986 window replacement at media center & front	\$ 300,000
Deephaven Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 50,000
	905	380	Replace unit ventilators - 1956 section-12 rooms	\$ 640,000
	920	379	1958-60 classroom cabinet replacement -12 rooms	\$ 480,000
	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
	920	379	1958 classroom cabinet replacement - 14 rooms	\$ 420,000
Groveland Elementary	900	379	Painting per plan	\$ 7,000
	901	384	Running track and driveway repaving	\$ 170,000
	903	379	Carpet/VCT replacement - 1958 wall finishes	\$ 250,000
	920	379	1958-66 classroom cabinet replacement-22 rooms	\$ 650,000
	905	380	Replace unit ventilators - 1958 section - 11 rooms	\$ 440,000
Minnewashta Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 5,000
Scenic Heights Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 5,000
	905	380	Replace rooftop hvac mechanical units	\$ 225,000
	905	380	Replace unit ventilators - 1967 section - 14 rooms	\$ 560,000
	945	384	Paving - east parking lot and fire lane drive	\$ 200,000
Minnetonka Middle School East	900	379	Painting per plan	\$ 14,000
	903	379	Carpet/VCT replacement	\$ 5,000
Minnetonka Middle School West	900	379	Painting per plan	\$ 14,000
	903	379	Carpet/VCT replacement	\$ 5,000
	904	379	1968 science cabinet replacement	\$ 600,000
Minnetonka High School	900	379	Painting per plan	\$ 20,000
	903	379	Carpet/VCT replacement	\$ 12,000
	902	383	Roofing replacement per plan	\$ 1,000,000
	905	380	Replace rooftop hvac mechanical units	\$ 475,000
	945	384	Paving - east parking lot and fire lane drive	\$ 210,000
Communtiy Education Center	900	379	Painting per plan	\$ 8,000
	903	379	Carpet/VCT replacement	\$ 5,000
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
	905	380	Replace 1997 hvac mechanical units	\$ 550,000
District Service Center	900	379	Painting per plan	\$ 5,000
	945	384	Paving - lower lot	\$ 150,000
Warehouse	900	379	Painting per plan	\$ 4,000
Total 23-24				\$ 8,985,000

**Minnetonka Independent School District 276
Long Term Facilities Maintenance Plan**

FY2025 Projects

School	Cost Ctr Course	Fin MDE	Project Description	Project Amount
Clear Springs Elementary	900	379	Painting per plan	\$ 5,000
	902	383	Roofing replacement per plan	\$ 420,000
	903	379	Carpet/VCT replacement	\$ 20,000
	905	380	Replace unit ventilators - 1958 section - 12 rooms	\$ 480,000
Deephaven Elementary	900	379	Painting per plan	\$ 5,000
	903	379	Carpet/VCT replacement	\$ 20,000
	905	380	Replace rooftop hvac mechanical units	\$ 250,000
	905	380	Replace unit ventilators - 1956 section - 12 rooms	\$ 500,000
	920	368	1996 window replacement at east side	\$ 300,000
Excelsior Elementary	900	379	Painting per plan	\$ 5,000
	903	379	Carpet/VCT replacement	\$ 200,000
	920	379	1958-64 classroom cabinet replacement - 13 rooms	\$ 500,000
Groveland Elementary	900	379	Painting per plan	\$ 5,000
	903	379	Carpet/VCT replacement	\$ 20,000
Minnewashta Elementary	900	379	Painting per plan	\$ 5,000
	903	379	Carpet/VCT replacement	\$ 20,000
	920	368	1996 window replacement at west side	\$ 300,000
Scenic Heights Elementary	900	379	Painting per plan	\$ 5,000
	901	384	Pavement mill and overlay per plan	\$ 200,000
	903	379	Carpet/VCT replacement	\$ 20,000
	905	380	Replace unit ventilators - 1967 section - 12 rooms	\$ 500,000
Minnetonka Middle School East	900	379	Painting per plan	\$ 8,000
	902	383	Roofing replacement per plan	\$ 400,000
	903	379	Carpet/VCT replacement	\$ 30,000
Minnetonka Middle School West	900	379	Painting per plan	\$ 8,000
	902	383	Roofing replacement per plan	\$ 800,000
	903	379	Carpet/VCT replacement	\$ 10,000
Minnetonka High School	900	379	Painting per plan	\$ 20,000
	901	384	Pavement mill and overlay per plan	\$ 400,000
	902	383	Roofing replacement per plan	\$ 900,000
	903	379	Carpet/VCT replacement	\$ 20,000
	905	380	Replace rooftop hvac mechanical units	\$ 600,000
	958	384	Synthetic turf replacement-JV baseball infield	\$ 150,000
Communtiy Education Center	900	379	Painting per plan	\$ 50,000
	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
	905	380	Replace 2000 hvac mechanical units	\$ 800,000
Shorewood Education Center	900	379	Painting per plan	\$ 1,000
District Service Center	900	379	Painting per plan	\$ 2,000
Warehouse	900	379	Painting per plan	\$ 1,000
Total 24-25				\$ 8,010,000

**Minnetonka Independent School District 276
Long Term Facilities Maintenance Plan**

FY2026 Projects

School	Cost Ctr Course	Fin MDE	Project Description	Project Amount
Clear Springs Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
	905	380	Replace unit ventilators - 1956 section - 15 rooms	\$ 500,000
Deephaven Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
	901	384	Pavement mill and overlay per plan	\$ 300,000
	905	380	1996 replace gym area hvac rooftop units	\$ 300,000
	905	380	Replace unit ventilators - 1956 section - 15 rooms	\$ 600,000
Excelsior Elementary	900	379	Painting per plan	\$ 7,000
	901	384	Pavement mill and overlay per plan	\$ 300,000
	902	383	Roofing replacement per plan	\$ 791,000
	903	379	Carpet/VCT replacement	\$ 20,000
Groveland Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
	905	380	1996 replace gym area hvac rooftop units	\$ 300,000
Minnewashta Elementary	902	383	Roofing replacement per plan	\$ 300,000
	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
Scenic Heights Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
	920	369	1967 classroom cabinet replacement - 17 rooms	\$ 750,000
Minnetonka Middle School East	900	379	Painting per plan	\$ 14,000
	903	379	Carpet/VCT replacement	\$ 15,000
	971	370	1964 replace original switch gear & transformer	\$ 600,000
Minnetonka Middle School West	900	379	Painting per plan	\$ 14,000
	903	379	Carpet/VCT replacement	\$ 15,000
	970	370	1964 replace original switch gear & transformer	\$ 600,000
	967	380	1993 hvac replacement - 10 rooms & R-22	\$ 500,000
Minnetonka High School	900	379	Painting per plan	\$ 20,000
	903	379	Carpet/VCT replacement	\$ 20,000
	989	384	2013 replace synthetic turf soccer field	\$ 595,000
	921	368	Roofing replacement per plan	\$ 900,000
	905	380	1996 replace gym area hvac rooftop units	\$ 300,000
	905	380	1952 replace boiler 3 exhaust system	\$ 140,000
Communtiy Education Center	900	379	Painting per plan	\$ 7,000
Pagel Activity Center	900	379	Painting per plan	\$ 3,000
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	\$ 1,000
Warehouse	900	379	Painting per plan	\$ 1,000
Total 25-26				\$ 8,000,000

**Minnetonka Independent School District 276
Long Term Facilities Maintenance Plan**

FY2027 Projects

School	Cost Ctr Course	Fin MDE	Project Description	Project Amount
Clear Springs Elementary	900	379	Painting per plan	\$ 7,000
	901	384	Pavement rebuild per plan	\$ 300,000
	903	379	Carpet/VCT replacement	\$ 10,000
	908	368	1996 window replacement	\$ 500,000
	967	380	1993 hvac replacement	\$ 300,000
Deephaven Elementary	900	379	Painting per plan	\$ 7,000
	902	383	Roofing replacement per plan	\$ 500,000
	903	379	Carpet/VCT replacement	\$ 10,000
	967	380	1993 hvac replacement	\$ 400,000
Excelsior Elementary	900	379	Painting per plan	\$ 7,000
	901	384	Pavement mill and overlay per plan	\$ 100,000
	903	379	Carpet/VCT replacement	\$ 10,000
	967	380	1993 hvac replacement	\$ 400,000
Groveland Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
	967	380	1993 hvac replacement	\$ 400,000
Minnewashta Elementary	900	379	Painting per plan	\$ 7,000
	901	384	Pavement rebuild per plan	\$ 250,000
	902	383	Roofing replacement per plan	\$ 550,000
	903	379	Carpet/VCT replacement	\$ 10,000
	967	380	1993 hvac replacement	\$ 180,000
Scenic Heights Elementary	900	379	Painting per plan	\$ 7,000
	901	384	Pavement rebuild per plan	\$ 300,000
	902	383	Roofing replacement per plan	\$ -
	903	379	Carpet/VCT replacement	\$ 10,000
	920	369	1967 classroom cabinet replacement - 20 rooms	\$ 800,000
	967	380	1993 hvac replacement - 10 rooms	\$ 180,000
Minnetonka Middle School East	900	379	Painting per plan	\$ 14,000
	902	383	Roofing replacement per plan	\$ -
	903	379	Carpet/VCT replacement	\$ 15,000
	967	380	1993 hvac replacement - 15 rooms & R-22	\$ 750,000
Minnetonka Middle School West	900	379	Painting per plan	\$ 14,000
	902	383	Roofing replacement per plan	\$ 355,000
	903	379	Carpet/VCT replacement	\$ 15,000
	967	380	1993 hvac replacement - 15 rooms & R-22	\$ 750,000
Minnetonka High School	900	379	Painting per plan	\$ 21,000
	902	383	Roofing replacement per plan	\$ 500,000
	903	379	Carpet/VCT replacement	\$ 20,000
Communtiy Education Center	900	379	Painting per plan	\$ 7,000
	905	380	Replace 1938-area hvac rooftop units-partial	\$ 500,000
PageI Activity Center	900	379	Painting per plan	\$ 3,000
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	\$ 1,000
Warehouse	900	379	Painting per plan	\$ 1,000
Total 26-27				\$ 8,230,000

**Minnetonka Independent School District 276
Long Term Facilities Maintenance Plan**

FY2028 Projects

School	Cost Ctr Course	Fin MDE	Project Description	Project Amount
Clear Springs Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
Deephaven Elementary	900	379	Painting per plan	\$ 7,000
	902	383	Roofing replacement per plan	\$ 250,000
	903	379	Carpet/VCT replacement	\$ 10,000
	908	368	1996 window replacement	\$ 500,000
Excelsior Elementary	900	379	Painting per plan	\$ 7,000
	901	384	Pavement mill and overlay per plan	\$ 525,000
	903	379	Carpet/VCT replacement	\$ 10,000
	908	368	1996 window replacement	\$ 500,000
Groveland Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
	908	368	1996 window replacement	\$ 500,000
Minnewashta Elementary	900	379	Painting per plan	\$ 7,000
	901	384	Pavement rebuild per plan	\$ 500,000
	903	379	Carpet/VCT replacement	\$ 10,000
Scenic Heights Elementary	900	379	Painting per plan	\$ 7,000
	901	384	Pavement rebuild per plan	\$ 280,000
	902	383	Roofing replacement per plan	\$ 520,000
	903	379	Carpet/VCT replacement	\$ 10,000
Minnetonka Middle School East	900	379	Painting per plan	\$ 14,000
	903	379	Carpet/VCT replacement	\$ 15,000
	967	380	1993 hvac replacement - 20 rooms & R-22	\$ 1,000,000
Minnetonka Middle School West	900	379	Painting per plan	\$ 14,000
	902	383	Roofing replacement per plan	\$ 250,000
	903	379	Carpet/VCT replacement	\$ 15,000
	967	380	1993 hvac replacement - 20 rooms & R-22	\$ 1,150,000
Minnetonka High School	900	379	Painting per plan	\$ 21,000
	903	379	Carpet/VCT replacement	\$ 20,000
	977	380	Replace area hvac rooftop units-partial	\$ 350,000
	978	384	2006 track - rebuild and replace	\$ 1,585,000
Communtty Education Center	900	379	Painting per plan	\$ 7,000
Pagel Activity Center	900	379	Painting per plan	\$ 3,000
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	\$ 1,000
	902	383	Roofing replacement per plan	\$ 350,000
Warehouse	900	379	Painting per plan	\$ 1,000
Total 27-28				\$ 8,475,000

**Minnetonka Independent School District 276
Long Term Facilities Maintenance Plan**

FY2029 Projects

School	Cost Ctr Course	Fin MDE	Project Description	Project Amount
Clear Springs Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
Deephaven Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
Excelsior Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
	908	368	1996 window replacement-single story section	\$ 400,000
Groveland Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
	908	368	1996 window replacement	\$ 400,000
Minnewashta Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
Scenic Heights Elementary	900	379	Painting per plan	\$ 7,000
	902	383	Roofing replacement per plan	\$ 280,000
	903	379	Carpet/VCT replacement	\$ 10,000
Minnetonka Middle School East	900	379	Painting per plan	\$ 14,000
	901	384	Pavement mill and overlay per plan	\$ 300,000
	902	383	Roofing replacement per plan	\$ 380,000
	903	379	Carpet/VCT replacement	\$ 15,000
	905	380	Replace unit ventilators - 1958 section - 15 rooms	\$ 600,000
Minnetonka Middle School West	900	379	Painting per plan	\$ 14,000
	901	384	Pavement rebuild per plan	\$ 300,000
	902	383	Roofing replacement per plan	\$ 330,000
	903	379	Carpet/VCT replacement	\$ 15,000
	905	380	Replace unit ventilators - 1958 section - 15 rooms	\$ 600,000
Minnetonka High School	900	379	Painting per plan	\$ 21,000
	901	384	Pavement rebuild per plan	\$ 300,000
	902	383	Roofing replacement per plan	\$ 350,000
	903	379	Carpet/VCT replacement	\$ 20,000
	977	380	Replace MHS cooling tower	\$ 1,045,000
Communtiy Education Center	900	379	Painting per plan	\$ 7,000
Page1 Activity Center	900	379	Painting per plan	\$ 3,000
	915	380	Ice chiller R-22 replacement	\$ 1,275,000
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	\$ 1,000
Warehouse	900	379	Painting per plan	\$ 1,000
Total 28-29				\$ 6,775,000

**Minnetonka Independent School District 276
Long Term Facilities Maintenance Plan**

FY2030 Projects

School	Cost Ctr Course	Fin MDE	Project Description	Project Amount
Clear Springs Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
Deephaven Elementary	900	379	Painting per plan	\$ 7,000
	901	384	Pavement mill and overlay per plan	\$ 300,000
	903	379	Carpet/VCT replacement	\$ 10,000
Excelsior Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
Groveland Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
	908	368	1996 window replacement	\$ 400,000
Minnewashta Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
Scenic Heights Elementary	900	379	Painting per plan	\$ 7,000
	902	383	Roofing replacement per plan	\$ 280,000
	903	379	Carpet/VCT replacement	\$ 10,000
	908	368	1967 window replacement	\$ 400,000
	939	368	1967 stucco replacement	\$ 345,000
Minnetonka Middle School East	900	379	Painting per plan	\$ 14,000
	902	383	Roofing replacement per plan	\$ 380,000
	903	379	Carpet/VCT replacement	\$ 15,000
	905	380	Replace unit ventilators - 1958 section - 15 rooms	\$ 600,000
Minnetonka Middle School West	900	379	Painting per plan	\$ 14,000
	902	383	Roofing replacement per plan	\$ 330,000
	903	379	Carpet/VCT replacement	\$ 15,000
	905	380	Replace unit ventilators - 1958 section - 15 rooms	\$ 600,000
Minnetonka High School	900	379	Painting per plan	\$ 21,000
	901	384	Pavement rebuild per plan	\$ 300,000
	902	383	Roofing replacement per plan	\$ 350,000
	903	379	Carpet/VCT replacement	\$ 20,000
	977	380	1962-64-86 window replacement	\$ 1,045,000
Minnetonka Dome	902	383	Roofing replacement of dome	\$ 1,500,000
Communtiy Education Center	900	379	Painting per plan	\$ 7,000
	901	384	Pavement rebuild per plan	\$ 300,000
Page1 Activity Center	900	379	Painting per plan	\$ 3,000
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	\$ 1,000
Warehouse	900	379	Painting per plan	\$ 1,000
Total 29-30				\$ 7,345,000

**Minnetonka Independent School District 276
Long Term Facilities Maintenance Plan**

FY2031 Projects

School	Cost Ctr Course	Fin MDE	Project Description	Project Amount
Clear Springs Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
Deephaven Elementary	900	379	Painting per plan	\$ 7,000
	901	384	Pavement mill and overlay per plan	\$ 300,000
	903	379	Carpet/VCT replacement	\$ 10,000
Excelsior Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
Groveland Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
	908	368	1996 window replacement	\$ 400,000
Minnewashta Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
Scenic Heights Elementary	900	379	Painting per plan	\$ 7,000
	902	383	Roofing replacement per plan	\$ 280,000
	903	379	Carpet/VCT replacement	\$ 10,000
	908	368	1967 window replacement	\$ 400,000
	939	368	1967 stucco replacement	\$ 345,000
Minnetonka Middle School East	900	379	Painting per plan	\$ 14,000
	902	383	Roofing replacement per plan	\$ 380,000
	903	379	Carpet/VCT replacement	\$ 15,000
	905	380	Replace unit ventilators - 1958 section - 15 rooms	\$ 600,000
Minnetonka Middle School West	900	379	Painting per plan	\$ 14,000
	902	383	Roofing replacement per plan	\$ 330,000
	903	379	Carpet/VCT replacement	\$ 15,000
	905	380	Replace unit ventilators - 1958 section - 15 rooms	\$ 600,000
Minnetonka High School	900	379	Painting per plan	\$ 21,000
	901	384	Pavement rebuild per plan	\$ 300,000
	902	383	Roofing replacement per plan	\$ 350,000
	903	379	Carpet/VCT replacement	\$ 20,000
	977	380	1962-64-86 window replacement	\$ 1,045,000
Communty Education Center	900	379	Painting per plan	\$ 7,000
	901	384	Pavement rebuild per plan	\$ 300,000
Pagel Activity Center	900	379	Painting per plan	\$ 3,000
Highway 7 Education Center	901	384	Parking lot mill & overlay	\$ 1,000
Shorewood Education Center	900	379	Painting per plan	\$ 1,000
District Service Center	900	379	Painting per plan	\$ 1,000
Warehouse	900	379	Painting per plan	\$ 1,000
Total 30-31				\$ 5,845,000

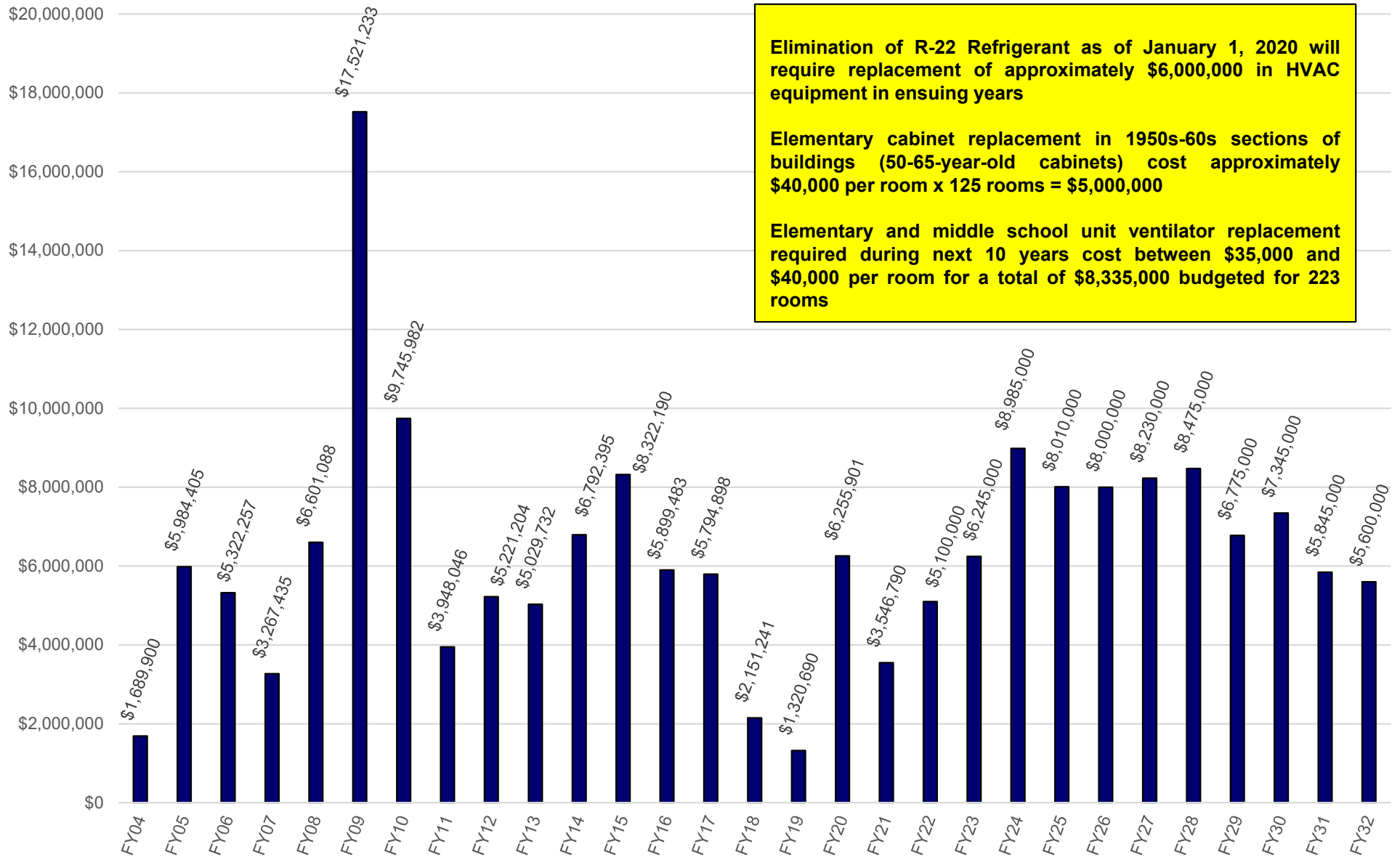
**Minnetonka Independent School District 276
Long Term Facilities Maintenance Plan**

FY2032 Projects

School	Cost Ctr Course	Fin MDE	Project Description	Project Amount
Clear Springs Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
Deephaven Elementary	900	379	Painting per plan	\$ 7,000
	901	384	Pavement mill and overlay per plan	\$ 300,000
	903	379	Carpet/VCT replacement	\$ 10,000
Excelsior Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
Groveland Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
	908	368	1996 window replacement	\$ 400,000
Minnewashta Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
Scenic Heights Elementary	900	379	Painting per plan	\$ 7,000
	902	383	Roofing replacement per plan	\$ 280,000
	903	379	Carpet/VCT replacement	\$ 10,000
	908	368	1967 window replacement	\$ 400,000
	939	368	1967 stucco replacement	\$ 345,000
Minnetonka Middle School East	900	379	Painting per plan	\$ 14,000
	902	383	Roofing replacement per plan	\$ 380,000
	903	379	Carpet/VCT replacement	\$ 15,000
	905	380	Replace unit ventilators - 1958 section - 15 rooms	\$ 600,000
Minnetonka Middle School West	900	379	Painting per plan	\$ 14,000
	902	383	Roofing replacement per plan	\$ 330,000
	903	379	Carpet/VCT replacement	\$ 15,000
	905	380	Replace unit ventilators - 1958 section - 15 rooms	\$ 600,000
Minnetonka High School	900	379	Painting per plan	\$ 21,000
	901	384	Pavement rebuild per plan	\$ 300,000
	902	383	Roofing replacement per plan	\$ 350,000
	903	379	Carpet/VCT replacement	\$ 20,000
	977	380	1962-64-86 window replacement	\$ 800,000
Communty Education Center	900	379	Painting per plan	\$ 7,000
	901	384	Pavement rebuild per plan	\$ 300,000
Pagel Activity Center	900	379	Painting per plan	\$ 3,000
Highway 7 Education Center	901	384	Parking lot mill & overlay	\$ 1,000
Shorewood Education Center	900	379	Painting per plan	\$ 1,000
District Service Center	900	379	Painting per plan	\$ 1,000
Warehouse	900	379	Painting per plan	\$ 1,000
Total 30-31				\$ 5,600,000

Long Term Facilities Maintenance History And Projection

Eliminating Deferred Maintenance and Maintaining Buildings in a State of Good Repair for the Long Term



INFORMATION

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

Study Session Agenda Item #8

Title: Review of Policy #705: Investment of District Funds

Date: April 21, 2022

EXECUTIVE SUMMARY:

Policy #705: Investment of District Funds was established in September 2004. The purpose of the policy is to allow for the District to have an opportunity to earn additional interest income on its cash balance that is not immediately needed to pay payroll or accounts payable expenses. By earning interest on its cash balance, the District is able to generate additional revenue to ultimately use for classroom instruction.

The allowable investments for the District are listed in Section I of the Policy. The investments are all designed to be safe investments to insure preservation of the principal, which is appropriate.

The current allowable investments are all listed in Section 118.04 of the Minnesota Statutes.

However, there is one common, safe investment vehicle called a Guaranteed Investment Contract that is listed in Section 118.05 of the Minnesota Statutes as allowable to be a school district investment.

A Guaranteed Investment Contract is made using a bidding process between banks for the use of a portion of school district cash for a certain amount of time at a guaranteed interest rate. The banks allowed to bid are required to have very high credit ratings. The guaranteed interest rate results in a fixed amount of interest over the life of the guaranteed interest contract, which is usually 12 months.

This type of investment vehicle will typically result in an interest rate that is 50-75 basis points higher than what can be earned through the other investment instruments listed in the District's current version of Policy #705.

The proposed revision to Policy #705 would add two wording changes in Section I:

1. It would allow investments within the categories listed in Minnesota Statutes 118.04 and 118.05.
2. It would add guaranteed investment contracts as allowed in Minnesota Statutes 118.05 to the list of investments allowed by the District.

As interest rates are rising, there is an opportunity for the District to generate additional interest earnings revenue using a guaranteed interest contract for a portion of its investable cash.

ATTACHMENTS:

Policy #705: Investment of District Funds

RECOMMENDATION/FUTURE DIRECTION:

Policy #705: Investment of District Funds is presented for the School Board's review.

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

Concurrence: 
Dennis Peterson, Superintendent

MINNETONKA PUBLIC SCHOOLS

POLICY #705: INVESTMENT OF DISTRICT FUNDS

I. PURPOSE

The purpose of this policy is to establish guidelines for the investment of school District funds that are being held temporarily for District uses or in reserve for unappropriated uses.

II. GENERAL STATEMENT OF POLICY

The School Board believes that an effective investment program is important to the financial stability of the District, therefore a key component to attaining its Vision, Mission and Beliefs. Effective investment of District cash assets will enhance opportunities for leadership and staff to focus on building trusting relationships, personalizing services and continuous improvement of District operations.

It is the policy of the School Board that the District's investment portfolio be managed in a manner designed to attain a market rate of return throughout budgetary and economic cycles while preserving and protecting capital in the overall portfolio. Investments shall be made based on statutory constraints. The Board's primary investment criteria are listed in priority sequence.

- Safety
- Liquidity
- Yield

III. REQUIREMENT

A. Scope of Policy: The financial assets of all District funds as listed below.

- General Fund
- Special Revenue Funds (Food Service and Community Education)
- Building Construction Funds
- Debt Service Fund
- Trust Fund
- Student Activity Fund
- Internal Service Fund

B. Investment Officer: The Executive Director of Finance & Operations is designated as the Investment Officer of the School District and is responsible for investment decisions and activities. The Controller shall assist the Executive Director of Finance & Operations in the implementation of this policy.

- C. The Prudent Investor Rule: Circumstances then prevailing, which persons of prudence, discretion and intelligence exercise in the management of their own affairs, not for speculation, but for investment, considering the probable safety of their capital as well as the probable income to be derived.”
- D. Category I Securities: Investments that are insured or registered for which the securities are held by the District or its agent in the District’s name.
- E. Category II Securities: Uninsured and unregistered investments for which the securities are held by the counter party’s trust department or agent in the District’s name.
- F. Category III Securities: Uninsured and unregistered investments for which the securities are held by the counter party, or by its trust department or agent, but not in the District’s name.
- G. Collateral: Security pledged by the financial institution to guarantee assets equal to the value of the investment have been restricted and assigned to the District’s account.
- H. Collateralize: The securing of investments by the financial institution with collateral.
- I. Investments: The District’s investments will be limited to investments authorized under Minnesota Statutes 118.04 **and 118.05**, including the following:
 - 1. U.S. Treasury Obligations
 - 2. U.S. Government Agency Securities and Instrumentalities of Government Sponsored Corporations.
 - 3. Bankers’ Acceptance (BAs)
 - 4. Commercial Paper - Prime Double Rated (CP)
 - 5. Repurchase Agreements (Repos)
 - 6. Certificates of Deposit (CDs) Commercial Banks (Government Collateral above \$250,000 F.D.I.C. insurance level)
 - 7. Certificates of Deposit (CDs) Savings and Loans (Government Collateral above \$250,000 F.S.L.I.C. insurance level)
 - 8. Local Government Investment Pool
 - 9. Money Market Funds
 - 10. Minnetonka ISD 276 Bonds purchased in the secondary bond market
 - 11. Guaranteed Investment Contracts**
- J. Diversification: To the extent possible, the District will diversify its investment portfolio in order to limit its risks. The District will make every effort to reduce risk by maximizing investments in category I securities.
- K. Prudent Investments: The standard of prudence to be applied by the Investment Officer shall be the “prudent investor” defined above.

L. Limited Liability of Investment Officer: The District Investment Officer will not be held specifically responsible for a specific security's credit risk or market price changes.

M. Collateralization of Deposits: The District may not deposit funds which are at any time uninsured or under collateralized.

1. Deposits in excess of federal insurance limits will be collateralized as provided for in Minnesota Statute 118, as amended, with one exception. That exception is the first mortgage, which must be collateralized in an amount that is at least 140% of the excess of the deposit over insurance limits.
2. The collateral depository must furnish safekeeping of receipts to the District within three business days of receipt of collateral.
3. Substitutions of collateral will be permitted as long as the substitution does not lessen the collateralization requirements.
4. Releases of collateral may be made only with the approval of the District Investment Officer.
5. Those institutions with which the District makes repurchase agreements must be required to sign the Public Securities Association Master Repurchase Agreement prior to placement of funds. A Federal Reserve Collateral Account must be established for the safekeeping of securities pledged for repurchase agreements.
6. The District must attempt, as far as possible, to secure investments which are insured or registered or for which the securities are held by the District or its agent in the District's name.
7. At no time shall more than 25% of the District's total portfolio be invested in repurchase agreements.

N. Competitive Selection of Investment Instruments:

The District must conduct a competitive quote/bid process before it can invest any surplus funds. It must accept the bid which provides the highest rate of return net of fees while complying with all of the provisions of this policy. Domestic commercial paper will be given preference. The District will consider the aggregate rate of return on multiple investments bid simultaneously.

O. Maturity Dates:

Investment maturities for all funds will be scheduled to coincide with projected cash flow needs, taking into account large routine expenditures (payroll, bond payments) as well as considering sizable blocks of anticipated revenue (property tax and state aid payments).

P. Financial Institution Designations:

1. Any financial institution authorized to do business in Minnesota or any other state, and which can legally provide for investment in any instrument so permitted by Minnesota Statute 118.04, may be designated a depository of District funds.
 - a. There are two different processes through which the Board can designate financial institutions to be depositories of District funds.
 - i) Taking action at one of its regular meetings.
 - ii) Accepting as depositories those legally authorized institutions that may, from time to time, be utilized by a board-approved investment placement service such as the Minnesota School District Liquid Asset Fund PLUS (MSDLAF) or MNTrust Fund. The District does have the right to request the removal of any depository from the approved list.
 - b. Depositories must furnish confirmation documents to the District within seven business days of investment; including copies of any CD, safekeeping receipts, and/or wire transfer confirmations.
 - c. Depositories must provide the District with financial reports, as the District deems necessary and appropriate.
 - d. Prior to being designated as a depository of District funds, a financial institution must agree to all the terms and conditions outlined in this policy.
2. The District may not invest in any institution that, at the time of investment, is in a negative net worth position.
3. The District may not invest in securities with a capital asset ratio of less than 3%.

Q. Electronic Fund Transfer: The District will make use of electronic funds transfers and depository transfer check plans to the greatest extent possible in order to derive the following benefits.

- maximize interest revenue
- minimize excess cash balances
- minimize accounting and asset management costs

The District shall comply with the provisions of Minnesota Statute 471.38, Subdivision 3 with respect to electronic fund transfers.

IV. IMPLEMENTATION

- A. In order to optimize return on its investment, the District will allocate resources to operate an effective cash management program.

- B. The District Investment Officer will routinely monitor the contents of the District's investment portfolio, the available markets and the relative values of competing instruments.
- C. The District's Investment Officer will establish a system of internal controls to be reviewed annually by an independent auditor. The controls will be designed to prevent loss of public funds due to fraud, error, misrepresentation, unanticipated market changes or imprudent actions.
- D. Competitive Selection of Investment Instruments:
 - 1. When seeking bids for the investment of surplus funds, the District will specifically request instruments which meet fund maturity and/or cash flow guidelines.
 - 2. If no specific maturity is required, a market trend analysis will normally be used as a method to determine which maturities would be most advantageous.
 - 3. Generally, all bids will be on the basis of 360-day base yield.
- E. Reports: The District Investment Officer will generate a monthly report to the Board listing all investments as of the last day of the previous month.

Legal References: Minn. Stat. § 118A.01 (Public Funds; Depositories and Investments)
Minn. Stat. § 118A.02 (Authorization for Deposit and Investment)
Minn. Stat. § 118A.03 (Depositories and Collateral)
Minn. Stat. § 118A.04 (Investments)
Minn. Stat. § 118A.05 (Contracts and Agreements)
Minn. Stat. § 118A.06 (Delivery and Safekeeping)

Cross References: MSBA Service Manual, Chapter 9, Public School Finance,
Minnesota Legal Compliance Audit Guide Prepared by the Office of the
State Auditor

Adopted: September 16, 2004

Revised and Adopted: December 7, 2017

Revised and Adopted: March 7, 2019

Reviewed: April 21, 2022

INFORMATION

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

Study Session Agenda Item #9

Title: Review of Legislative Districts

Date: April 21, 2022

EXECUTIVE SUMMARY:

Minnesota State Senate districts and State Representative districts are reset every 10 years following the national census.

With the national census being completed in 2020, and reviewed and certified in 2021, new Senate and Representative districts have been drawn in 2022 for use in the 2022, 2024, 2026, 2028 and 2030 elections.

The new districts derived from the 2020 census will change the makeup of Senate and Representative districts that overlay Minnetonka Independent School District 276.

After the 2010 census, Minnetonka ISD 276 had 4 Senate districts and 4 Representative districts that overlaid parts of Minnetonka ISD 276 for the 2012, 2014, 2016, 2018, and 2020 elections as follows:

Senate District 33	Incumbent – Senator David Osmek
Senate District 44	Incumbent – Senator Ann Johnson Stewart
Senate District 47	Incumbent – Senator Julia Coleman
Senate District 48	Incumbent – Senator Steven Cwodzinski
House District 33B	Incumbent – Representative Kelly Morrison
House District 44B	Incumbent – Representative Patty Acomb
House District 47B	Incumbent – Representative Greg Boe
House District 48A	Incumbent – Representative Laurie Pryor

After the 2020 census, Minnetonka ISD 276 has 3 Senate districts and 5 Representative districts that overlay parts of Minnetonka ISD 276 for the 2022, 2024, 2026, 2028, and 2030 elections as follows:

Senate District 45
Senate District 48
Senate District 49
House District 45A
House District 45B
House District 48A
House District 48B
House District 49A

As these are new districts, there are no incumbents.

Maps of the Senate and House districts for both the 2010 census and the 2020 census will be reviewed at the Study Session.

ATTACHMENTS:

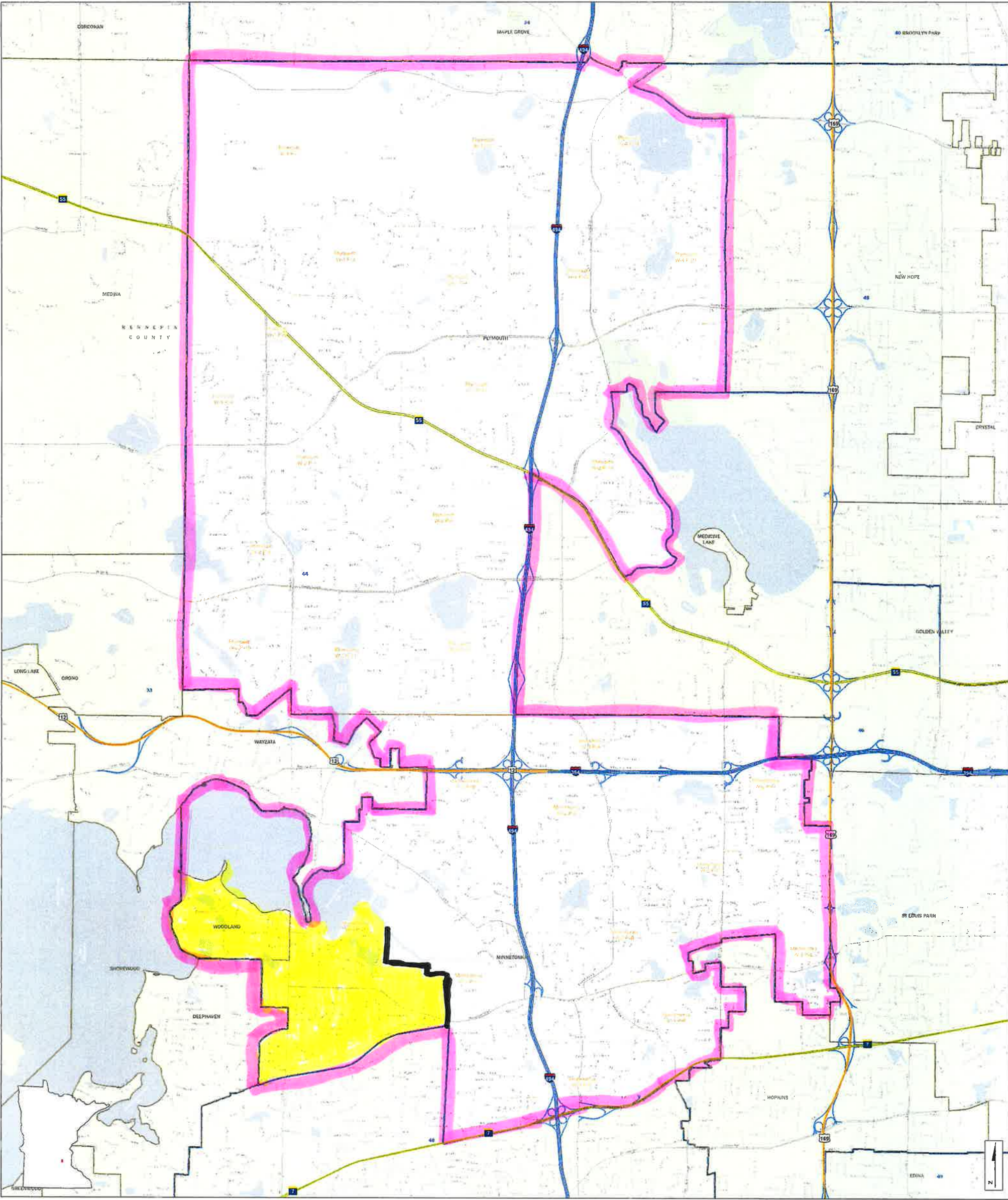
Legislative Maps

RECOMMENDATION/FUTURE DIRECTION:

This information is presented for the School Board's review.

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

Concurrence: 
Dennis Peterson, Superintendent



Senate District 44

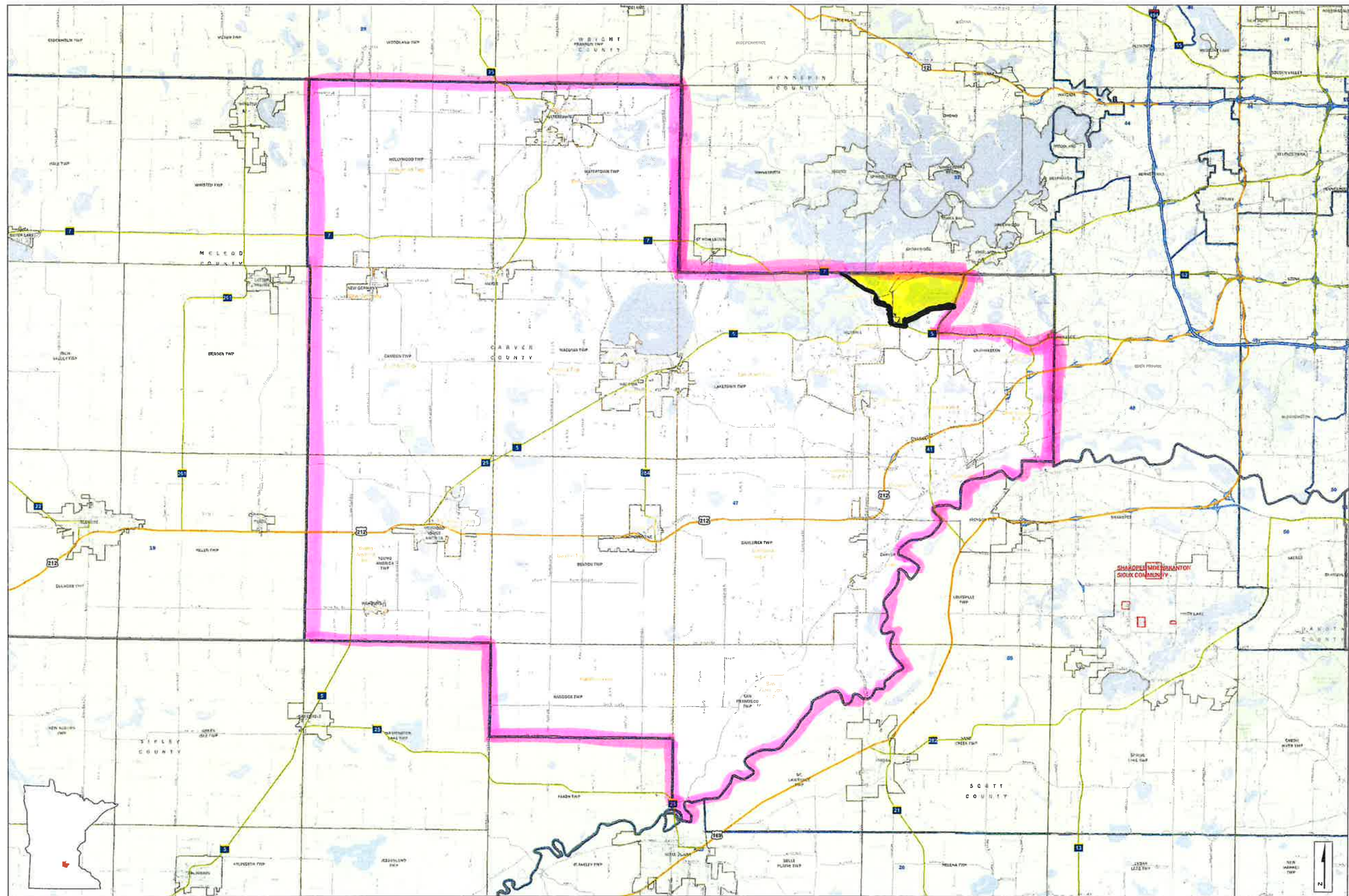
With Precincts (2020)

2010-JOHNSON STEWART

This map shows the Legislative Districts ordered by the Minnesota Supreme Court Special Redistricting Panel in the matter of Hippert v. Ritchie, case RA11-152, on February 21, 2012. Base data and features used on this map are derived from the 2010 TIGER files prepared by the U.S. Census Bureau.



January, 2021



Senate District 47

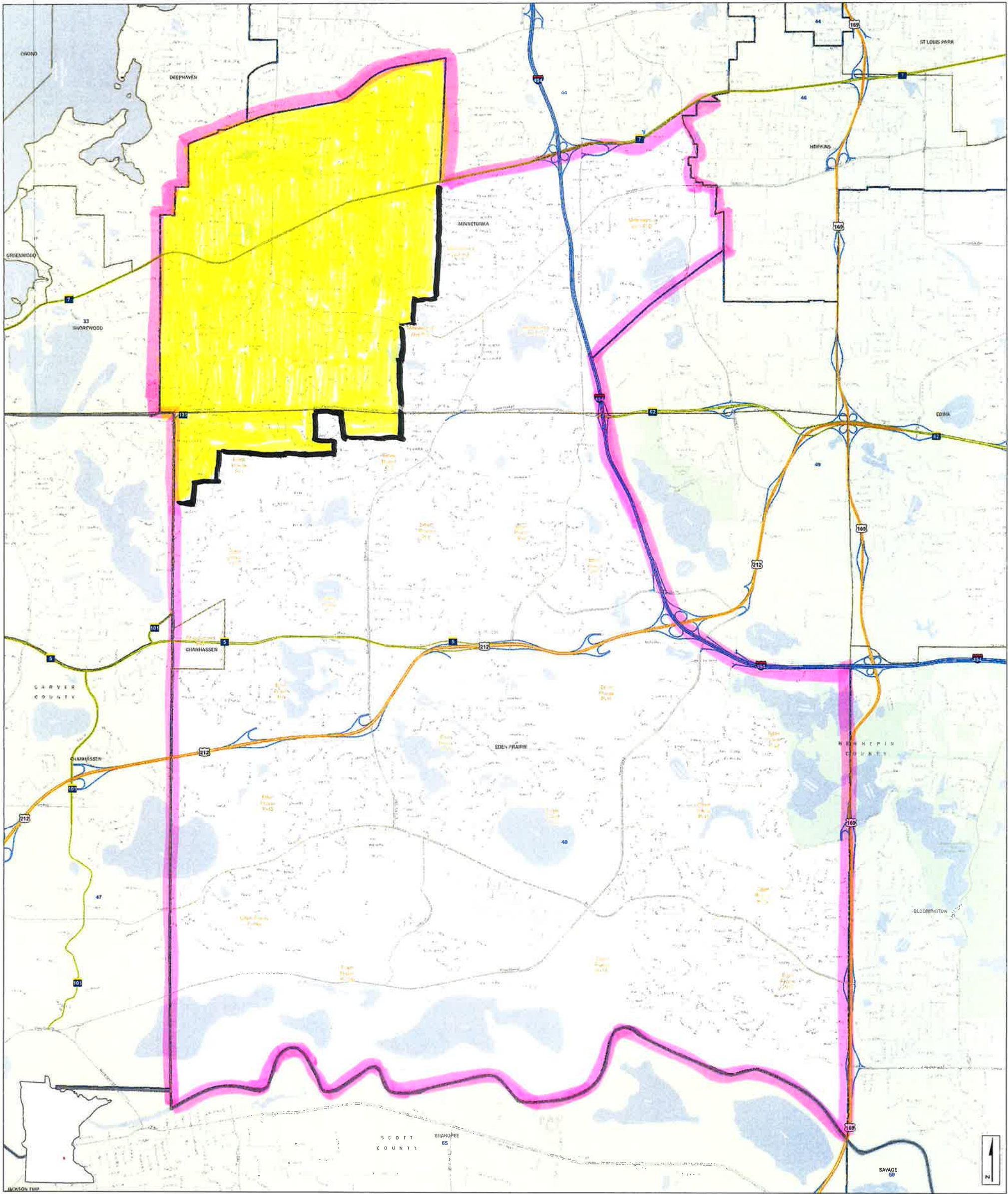
With Precincts (2020)

This map shows the Legislative Districts ordered by the Minnesota Supreme Court Special Redistricting Panel in the matter of Hippert v. Ritchie, case #A11-152, on February 21, 2012. Base date and features used on this map are derived from the 2010 TIGER files prepared by the U.S. Census Bureau.



2010-COLEMAN

- Interstate Hwy
- US Hwy
- State Hwy
- Ramps
- County Road
- Local Road
- Precincts (2020)
- Cities and Towns
- Senate Districts
- Counties
- American Indian Reservation
- Lakes & Streams
- Parks



- | | | |
|----------------|---|--|
| Interstate Hwy | Precincts (2020) | NAME American Indian Reservation |
| US Hwy | CITY/TOWN NAME Cities and Towns | LAKES & STREAMS Lakes & Streams |
| State Hwy | 48 Senate Districts | PARKS Parks |
| Ramps | COUNTIES Counties | |
| County Road | | |
| Local Road | | |

Senate District 48

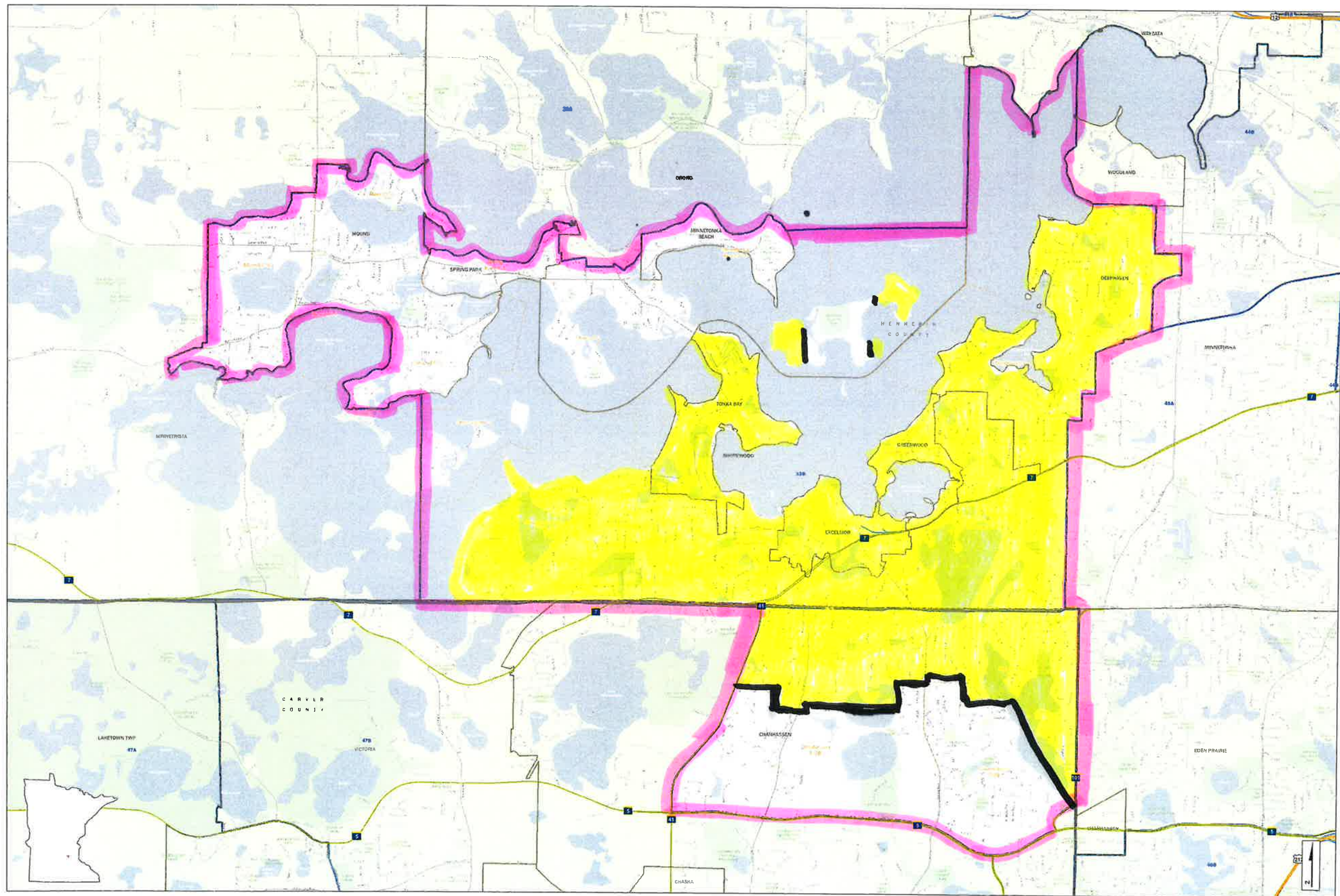
With Precincts (2020)

This map shows the Legislative Districts ordered by the Minnesota Supreme Court Special Redistricting Panel in the matter of Hippert v. Richie, case #SA11-152, on February 21, 2012. Base data and features used on this map are derived from the 2010 TIGER files prepared by the U.S. Census Bureau.



2010-CWODZINSKI



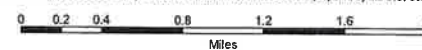


House District 33B

2010-MORRISON

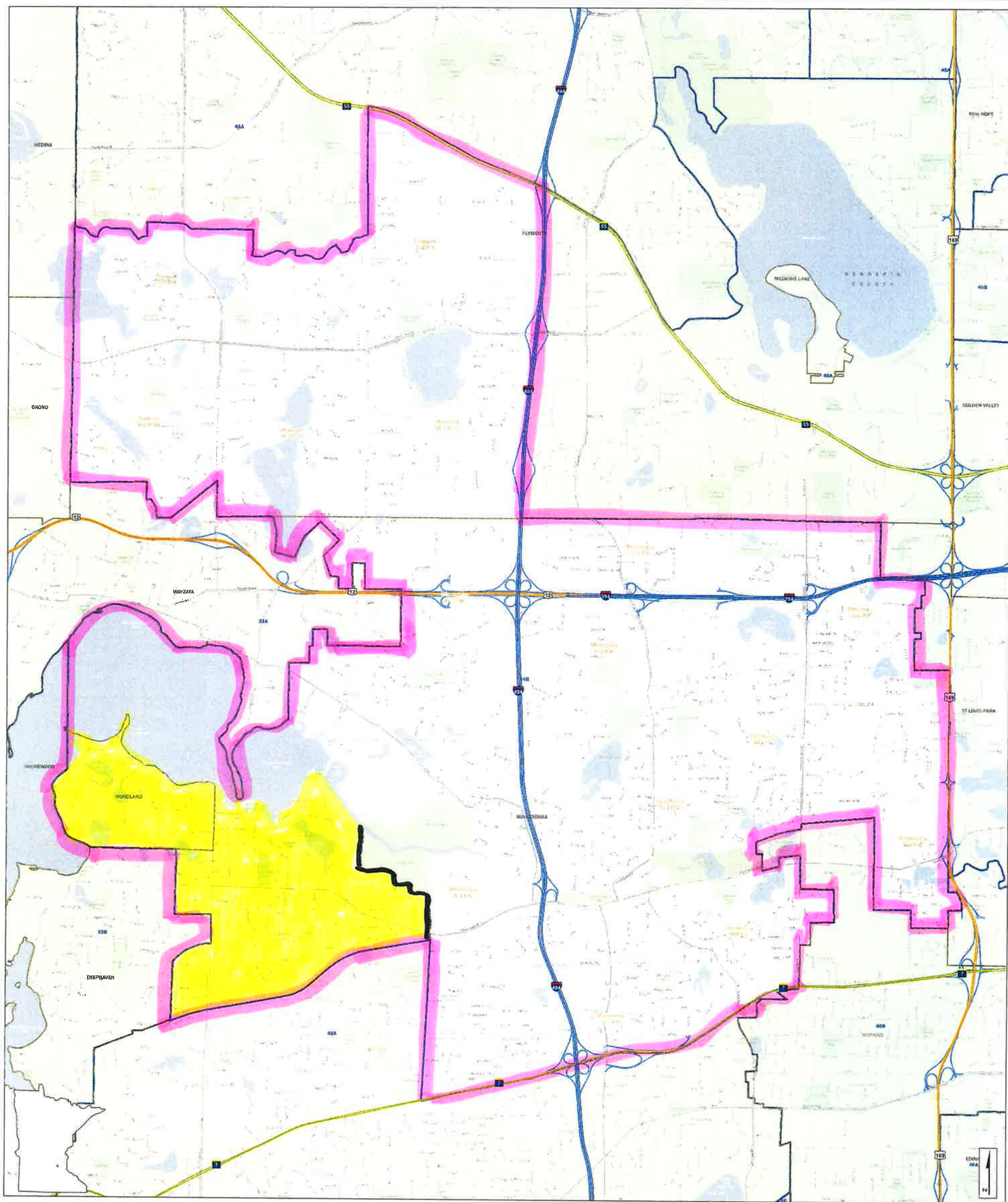
With Precincts (2020)

This map shows the Legislative Districts ordered by the Minnesota Supreme Court Special Redistricting Panel in the matter of Hight v. Riddle, case BA11-152, on February 21, 2012. Base data and features used on this map are derived from the 2010 TIGER files prepared by the U.S. Census Bureau.



- Interstate Hwy
- US Hwy
- State Hwy
- Ramps
- County Road
- Local Road
- PRECINCT Precincts (2020)
- CITY/TOWN Cities and Towns
- 33B House Districts
- COUNTY Counties
- NAME American Indian Reservation
- LAKE/STREAM Lakes & Streams
- PARK Parks





House District 44B 2010-ACOMB

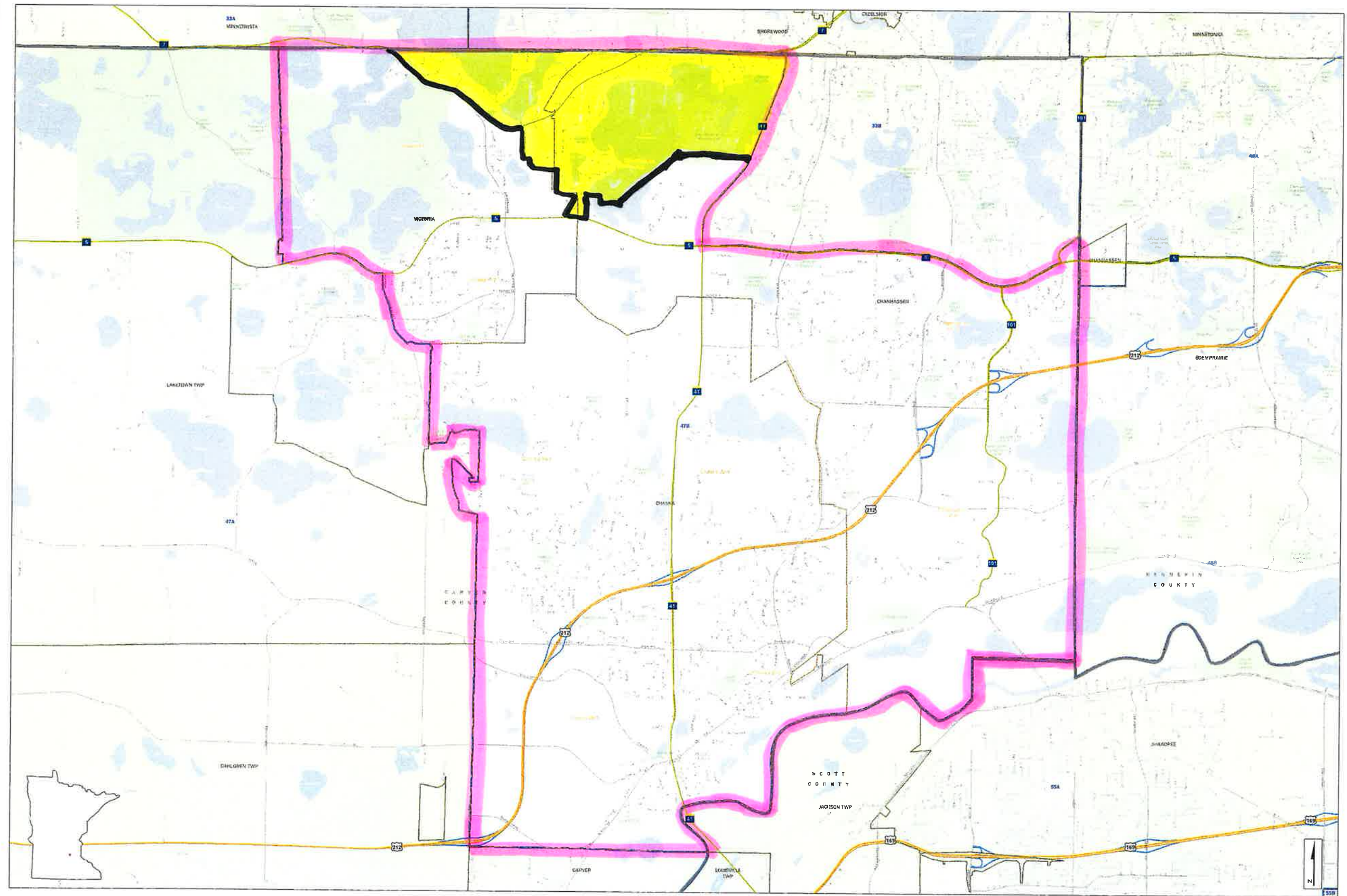
With Precincts (2020)

This map shows the Legislative Districts ordered by the Minnesota Supreme Court Special Redistricting Panel in the matter of Hippen v. Ritchie, case #A11-152, on February 21, 2012. Base data and features used on this map are derived from the 2010 TIGER files prepared by the U.S. Census Bureau.

0 0.15 0.3 0.6 0.9 1.2 1.5 Miles



- Interstate Hwy
- US Hwy
- State Hwy
- Ramps
- County Road
- Local Road
- Precincts (2020)
- Cities and Towns
- House Districts
- Counties
- American Indian Reservation
- Lakes & Streams
- Parks



House District 47B

With Precincts (2020)

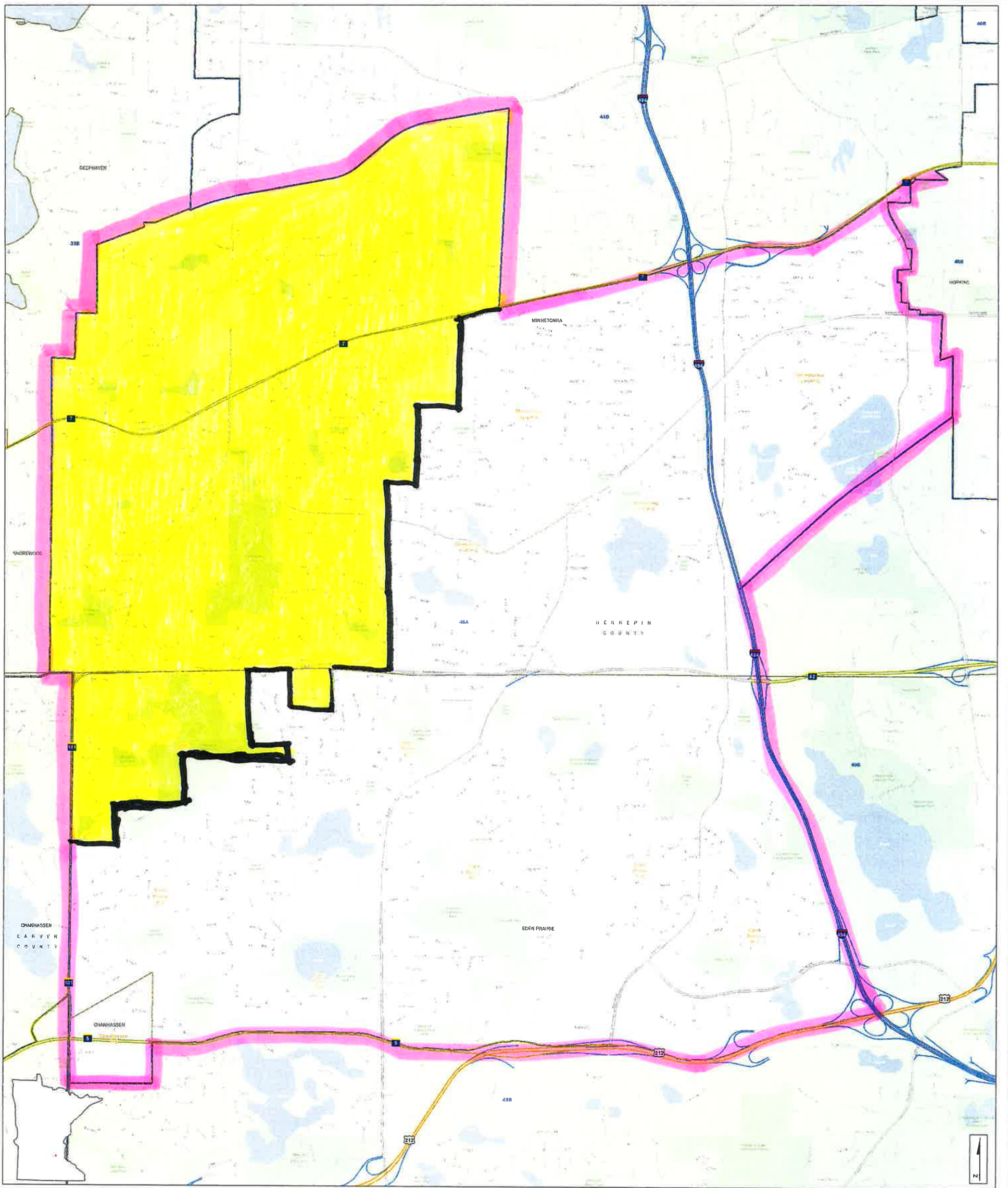
2010-B0E

This map shows the Legislative Districts ordered by the Minnesota Supreme Court Special Redistricting Panel in the matter of Hipert v. Ritchie, case #A11-152, on February 21, 2012. Base data and features used on this map are derived from the 2010 TIGER files prepared by the U.S. Census Bureau.

0 0.225 0.45 0.9 1.35 1.8 2.25
Miles



- Interstate Hwy
- US Hwy
- State Hwy
- Ramps
- County Road
- Local Road
- Precincts (2020)
- Cities and Towns
- House Districts
- Counties
- American Indian Reservation
- Lakes & Streams
- Parks



- Interstate Hwy
- US Hwy
- State Hwy
- Ramps
- County Road
- Local Road
- Precincts (2020)
- Cities and Towns
- House Districts
- Counties
- American Indian Reservation
- Lakes & Streams
- Parks

House District 48A

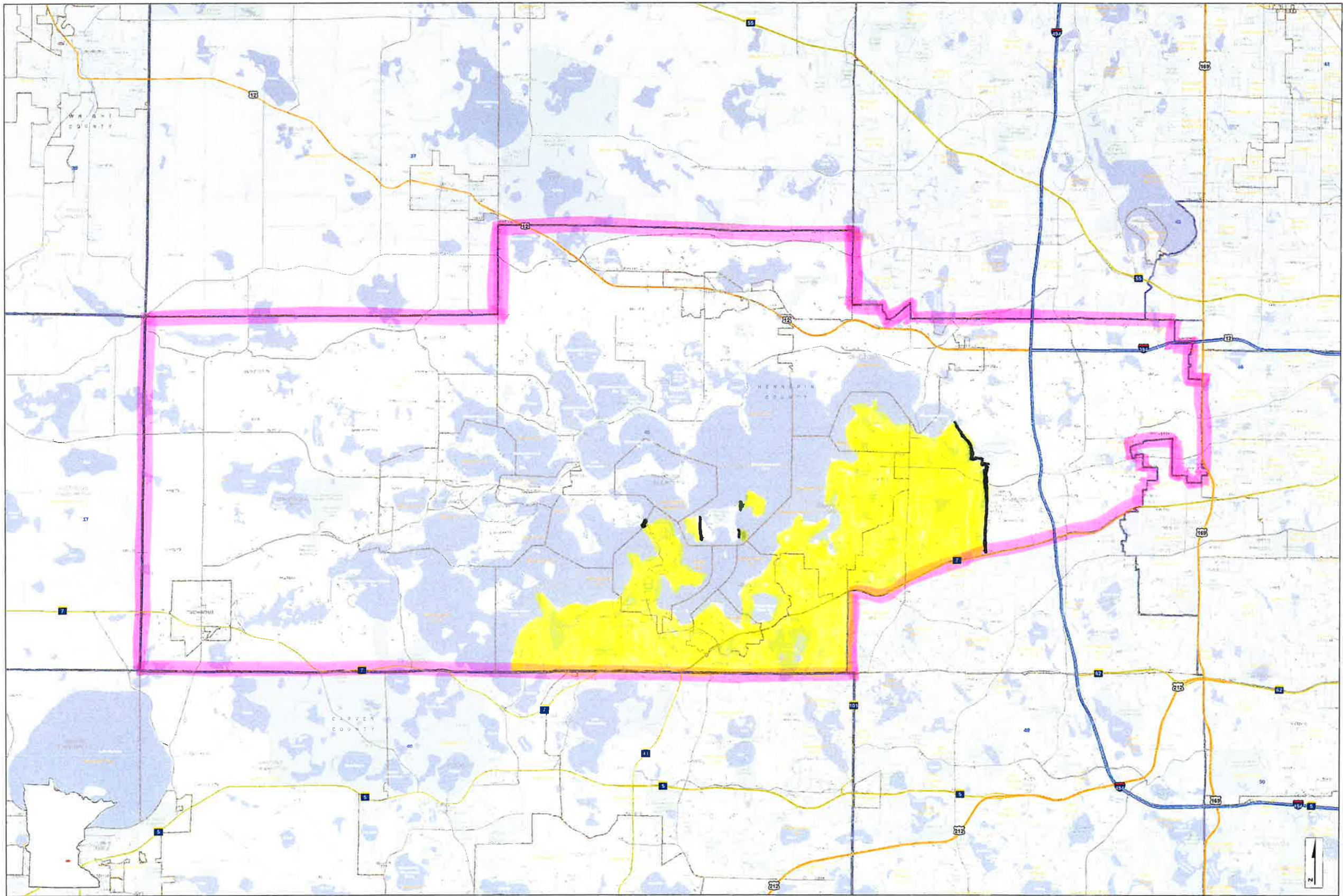
With Precincts (2020)

This map shows the Legislative Districts ordered by the Minnesota Supreme Court Special Redistricting Panel in the matter of Higert v. Roth, case #A15-152, on February 21, 2012. Base data and features used on this map are derived from the 2010 TIGER files prepared by the U.S. Census Bureau.

0 0.125 0.25 0.5 0.75 1 1.25
Miles

2010-PRYOR





Senate District 45

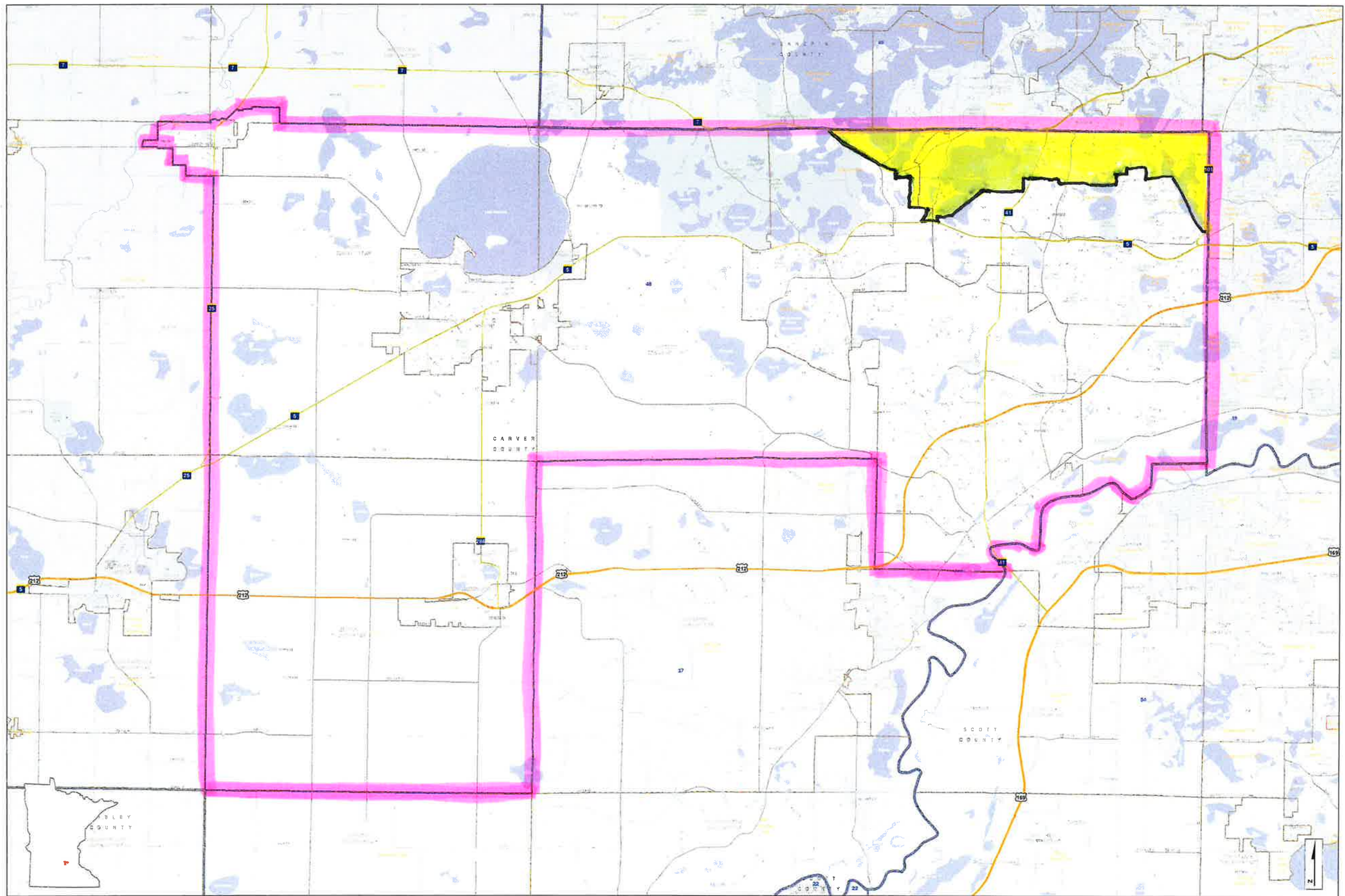
2020

With Precincts (2020)

This map shows the Legislative Districts ordered by the Minnesota Supreme Court Special Redistricting Panel in the matter of Watson, et al. v. Sachs, et al. v. Simon, et al. (A21-0243, A21-0546), on February 15, 2022. Base data and features used in this plan are derived from the 2020 TIGER files prepared by the U.S. Census Bureau.



- | | | |
|----------------|------------------|----------------------------------|
| Interstate Hwy | Precincts (2020) | NAME American Indian Reservation |
| US Hwy | Cities and Towns | Lakes & Streams |
| State Hwy | Senate Districts | Parks |
| Ramps | Counties | |
| County Road | | |
| Local Road | | |



Senate District 48

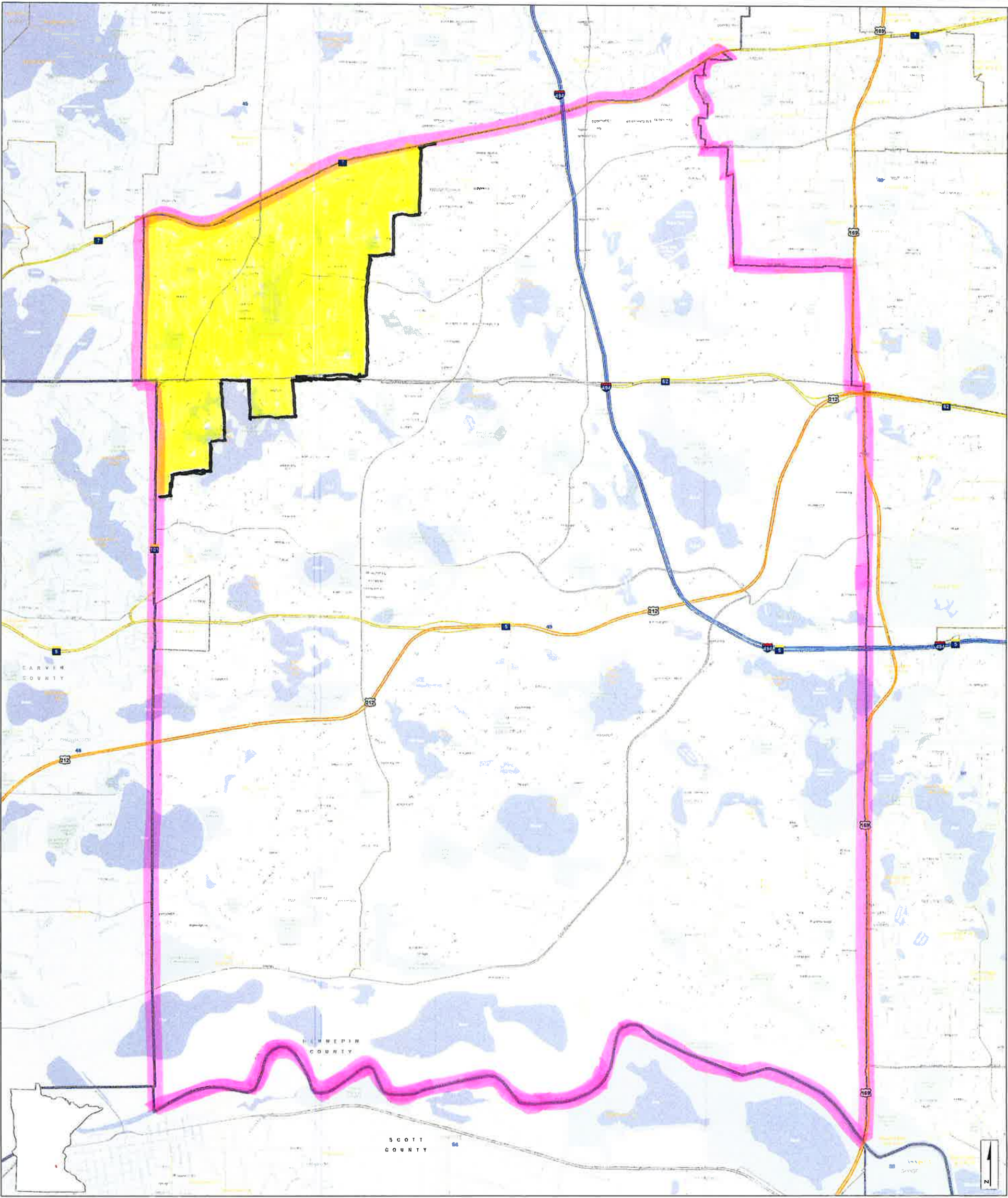
2020

With Precincts (2020)

This map shows the Legislative Districts ordered by the Minnesota Supreme Court Special Redistricting Panel in the matter of Watson, et al. v. Sachs, et al. v. Simon, et al. (A21-0243, A21-0245), on February 15, 2022. Base data and features used in this plan are derived from the 2020 TIGER files prepared by the U.S. Census Bureau.



- Interstate Hwy
- US Hwy
- State Hwy
- Ramps
- County Road
- Local Road
- PRECINCT NAME Precincts (2020)
- CITY/TOWN NAME Cities and Towns
- SENATE DISTRICT Senate Districts
- COUNTY NAME Counties
- NAME American Indian Reservation
- Lakes & Streams
- Parks



Senate District 49

2020

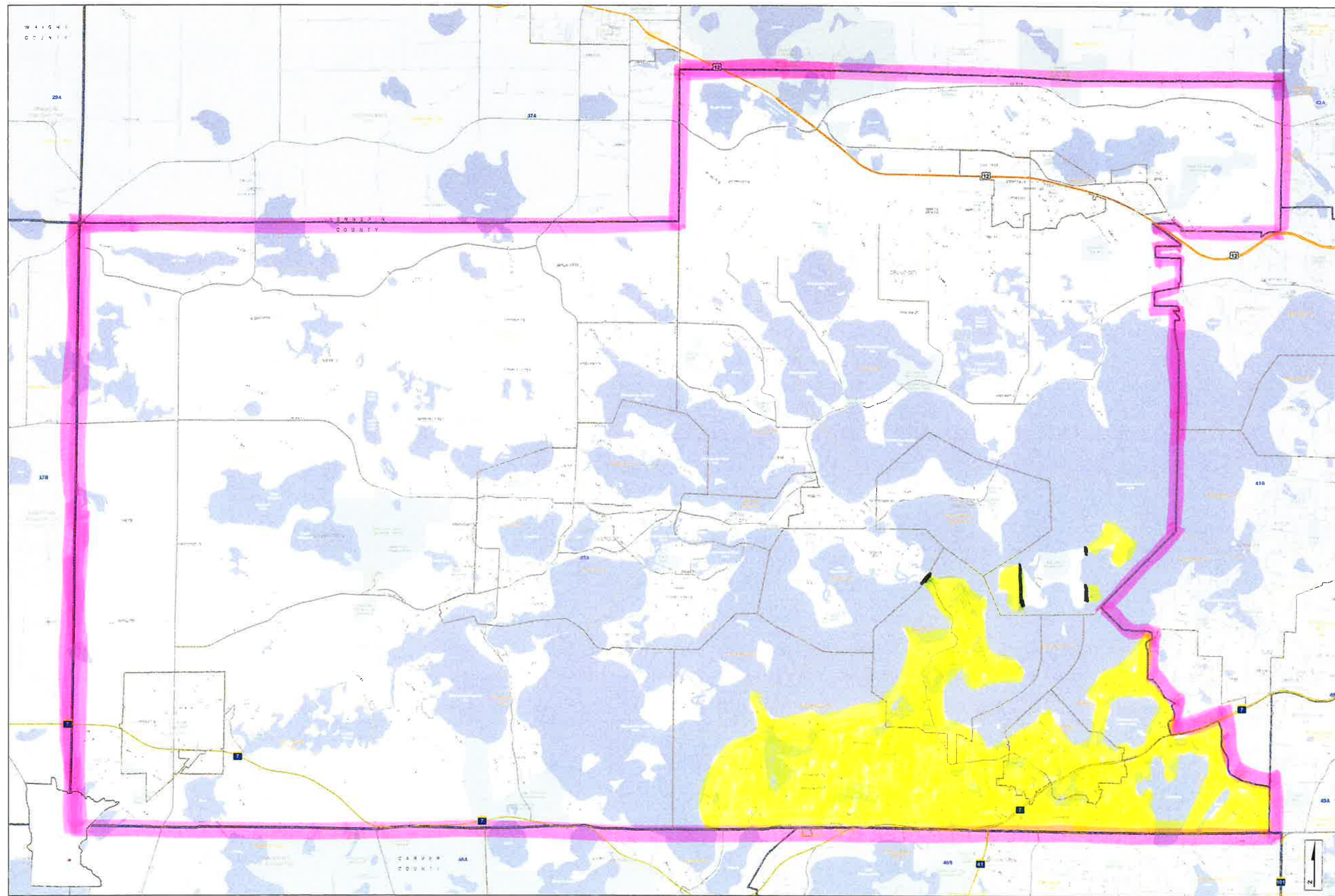
With Precincts (2020)

This map shows the Legislative Districts ordered by the Minnesota Supreme Court Special Redistricting Panel in the matter of Watkinson, et al, Sachs, et al v. Simon, et al (A21-0243, A21-0548), on February 16, 2022. Base data and features used in this plan are derived from the 2020 TIGER files prepared by the U.S. Census Bureau.



- | | | |
|----------------|------------------|-----------------------------|
| Interstate Hwy | Precincts (2020) | American Indian Reservation |
| US Hwy | Cities and Towns | Lakes & Streams |
| State Hwy | Senate Districts | Parks |
| Ramps | Counties | |
| County Road | | |
| Local Road | | |





House District 45A

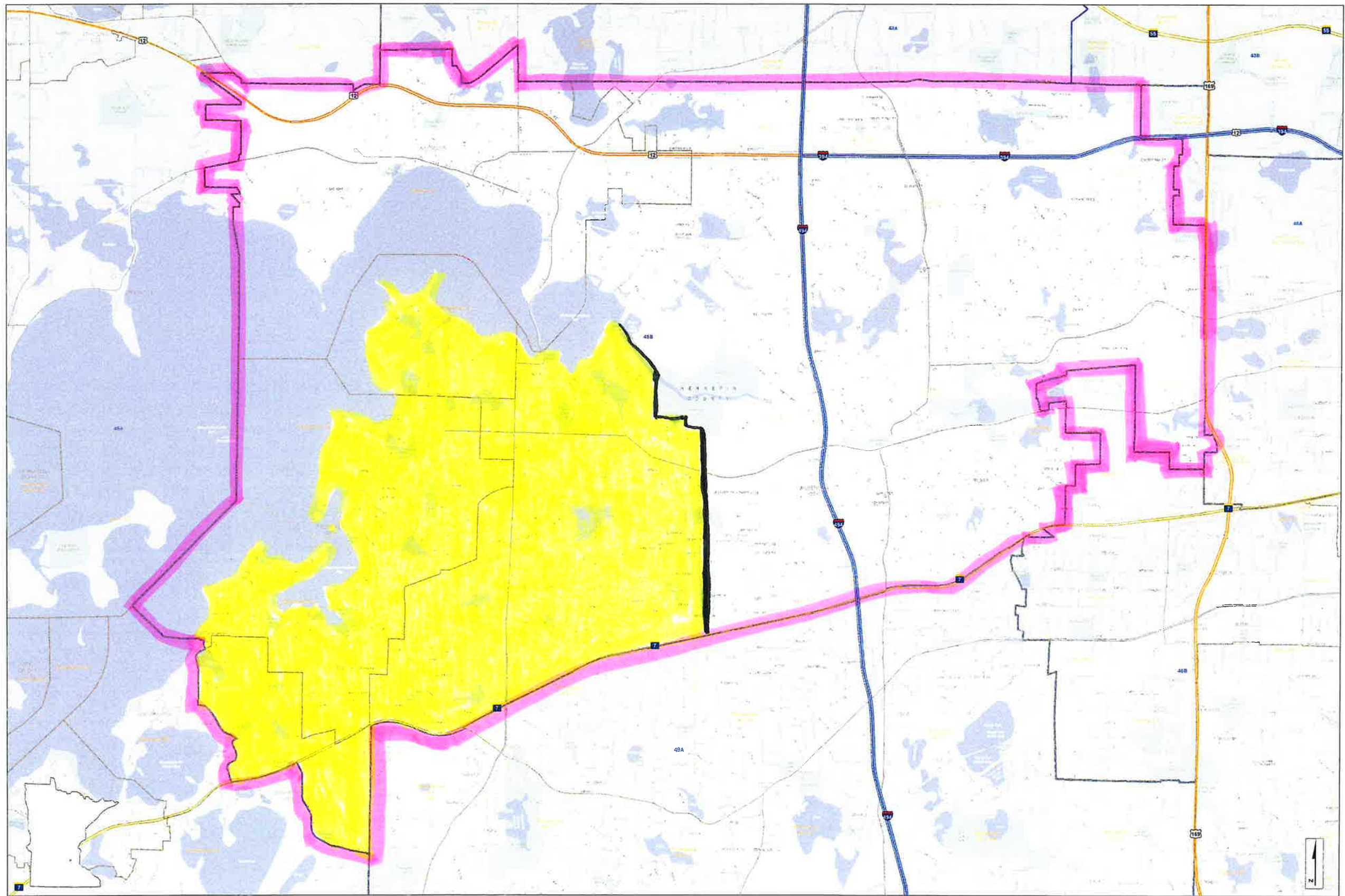
2020

With Precincts (2020)

This map shows the Legislative Districts ordered by the Minnesota Supreme Court Special Redistricting Panel in the matter of Watson, et al; Sachs, et al v. Simon, et al (A21-0243, A21-0548), on February 15, 2022. Base data and features used in this plan are derived from the 2020 TIGER files prepared by the U.S. Census Bureau.



- Interstate Hwy
- US Hwy
- State Hwy
- Ramps
- County Road
- Local Road
- PRECINCT Precincts (2020)
- CITY/TOWN Cities and Towns
- 45A House Districts
- COUNTY Counties
- NAME American Indian Reservation
- Lakes & Streams
- Parks



House District 45B

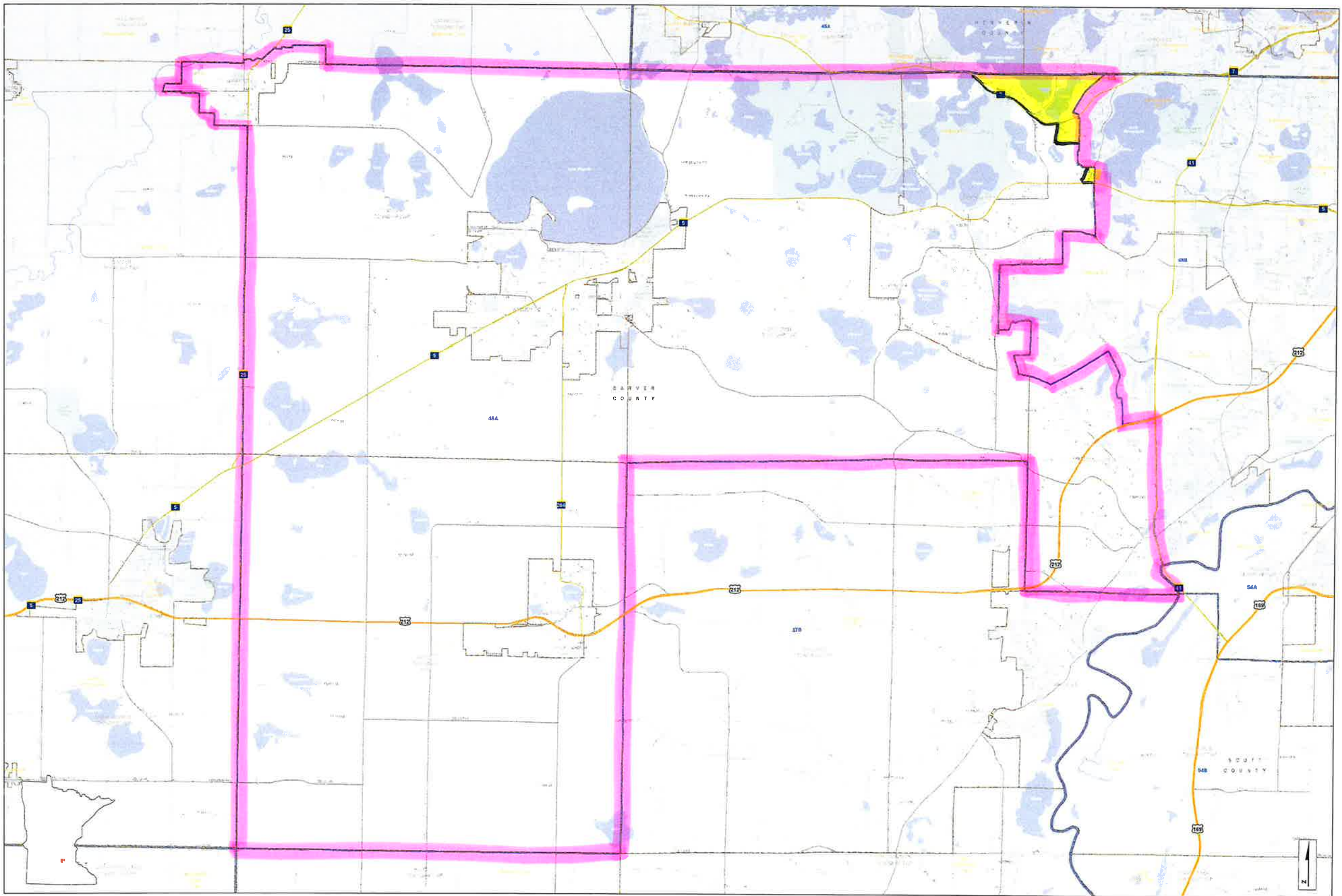
2020

With Precincts (2020)

This map shows the Legislative Districts ordered by the Minnesota Supreme Court Special Redistricting Panel in the matter of Watson, et al. v. Simon, et al. (A21-0243, A21-0546), on February 15, 2022. Base data and features used in this plan are derived from the 2020 TIGER files prepared by the U.S. Census Bureau.



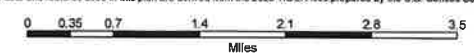
- | | | |
|------------------|---------------------------------|----------------------------------|
| — Interstate Hwy | — Precincts (2020) | NAME American Indian Reservation |
| — US Hwy | CITY/TOWN NAME Cities and Towns | Lakes & Streams |
| — State Hwy | 45B House Districts | Parks |
| — Ramps | Counties | |
| — County Road | | |
| — Local Road | | |



House District 48A 2020

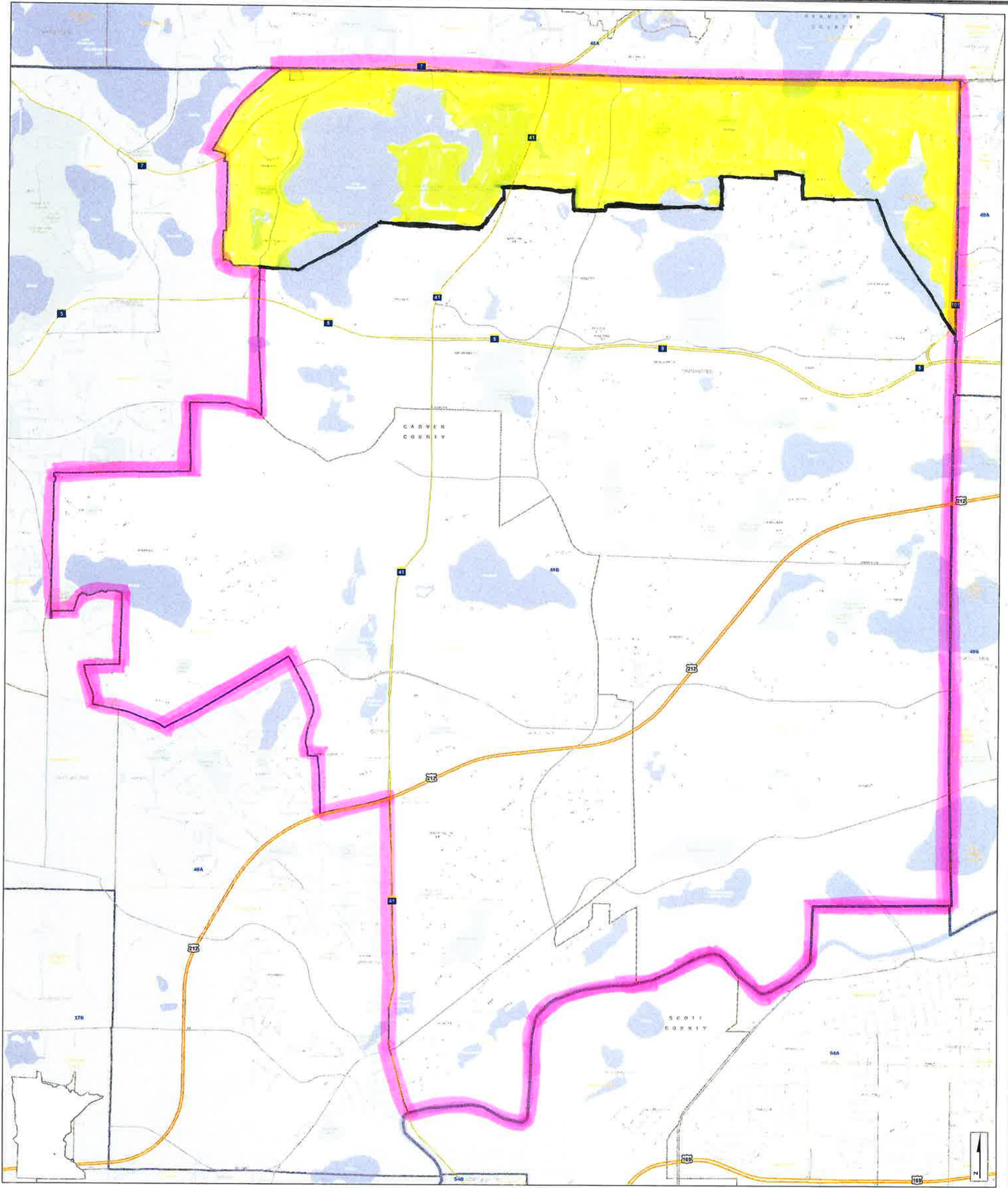
With Precincts (2020)

This map shows the Legislative Districts ordered by the Minnesota Supreme Court Special Redistricting Panel in the matter of Wiatson, et al. v. Simon, et al. (A21-0243, A21-0246), on February 15, 2022. Base data and features used in this plan are derived from the 2020 TIGER files prepared by the U.S. Census Bureau.



- Interstate Hwy
- US Hwy
- State Hwy
- Ramps
- County Road
- Local Road
- Precincts (2020)
- Cities and Towns
- House Districts
- Counties
- American Indian Reservation
- Lakes & Streams
- Parks





- | | | |
|----------------|---|--|
| Interstate Hwy | Precincts (2020) | NAME American Indian Reservation |
| US Hwy | CITY/TOWN NAME Cities and Towns | Lakes & Streams |
| State Hwy | 48B House Districts | Parks |
| Ramps | COUNTY Counties | |
| County Road | | |
| Local Road | | |

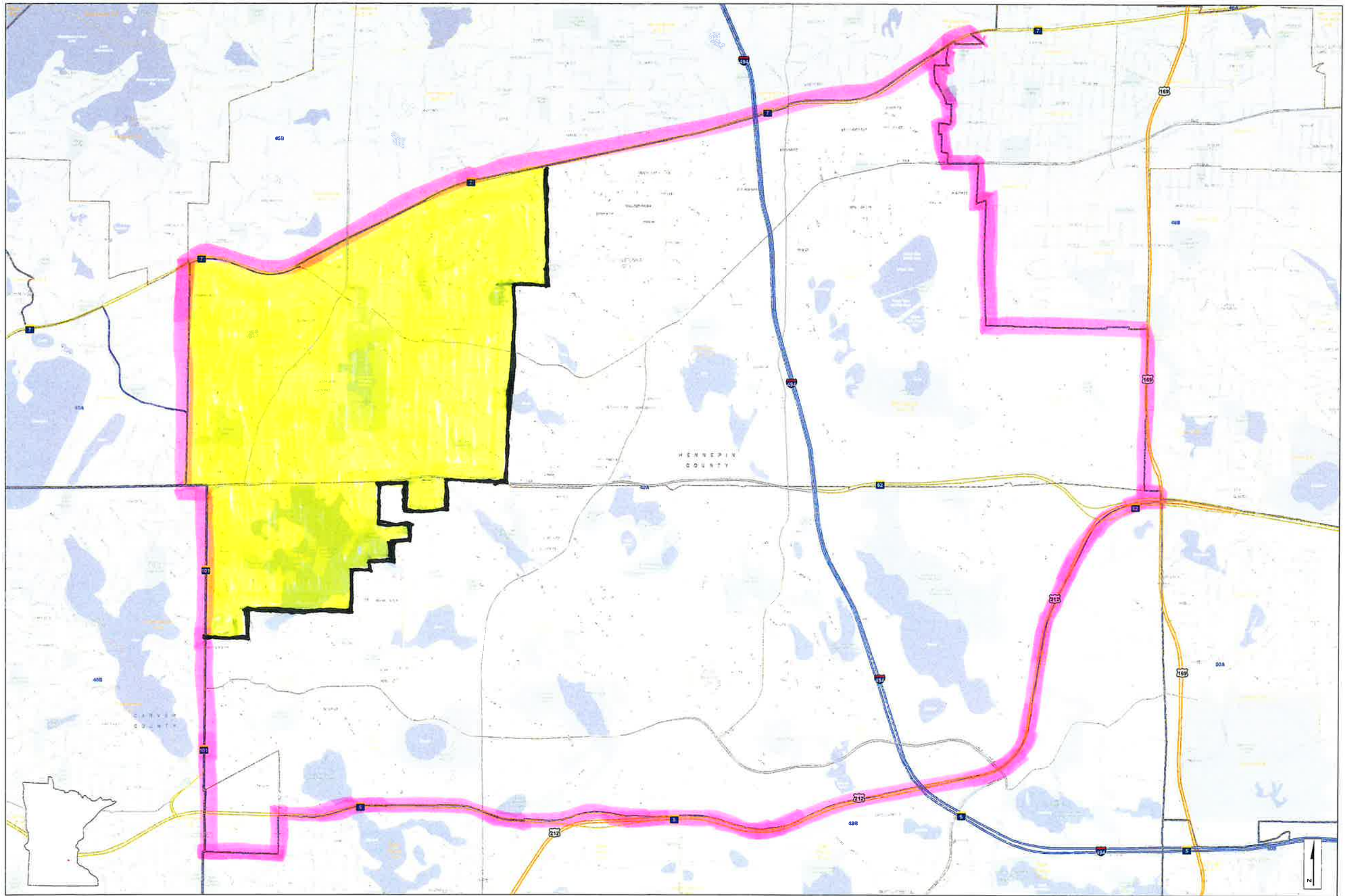
House District 48B

2020

With Precincts (2020)

This map shows the Legislative Districts ordered by the Minnesota Supreme Court Special Redistricting Panel in the matter of Watton, et al, Sachs, et al v. Simon, et al (A21-0243, A21-0546), on February 15, 2022. Base data and features used in this plan are derived from the 2020 TIGER files prepared by the U.S. Census Bureau.





House District 49A

2020

With Precincts (2020)

This map shows the Legislative Districts ordered by the Minnesota Supreme Court Special Redistricting Panel in the matter of *Watson, et al, Sachs, et al v. Simon, et al* (A21-0243, A21-0548), on February 15, 2022. Base data and features used in this plan are derived from the 2020 TIGER files prepared by the U.S. Census Bureau.



- Interstate Hwy
- US Hwy
- State Hwy
- Ramps
- County Road
- Local Road
- Precincts (2020)
- Cities and Towns
- House Districts
- Counties
- American Indian Reservation
- Lakes & Streams
- Parks



INFORMATION

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

Study Session Agenda Item #10

Title: Review of MMW Entrance Plan

Date: April 21, 2022

EXECUTIVE SUMMARY:

Minnetonka Middle School West is sited along State Highway 41 with a single entrance for buses and automobiles that opens up directly on to State Highway 41.

When the school was originally constructed, the area was largely rural and ex-urban in its makeup, but in the ensuing decades there has been significant residential growth around the school site, as well as business and industry locating along State Highway 41.

As a result, traffic has increased significantly over the years and the school has also grown, with an enrollment of 1,260 in FY22.

Over the years, the District has tried to develop other alternatives for the current intersection of the school site driveway with State Highway 41. The District has requested that a traffic light be installed on several occasions, with the Minnesota Department of Transportation (MnDOT) indicating that traffic at the location does not warrant a traffic light. The District has worked with MnDOT on restriping the lane lines in the vicinity of the MMW driveway to increase traffic safety, as well as having speed restrictions in place during school start times and end times to facilitate traffic to and from the school site being able to access State Highway 41.

All of these solutions have improved the traffic circumstances at MMW. However, there is continued dissatisfaction being expressed by parents and residents of Chanhassen about the traffic conditions at MMW start times and end times.

As a result, two years ago, the City of Chanhassen assumed the role of champion for improving the situation on behalf of Chanhassen residents and the traveling public. The city applied and was awarded \$2.2 million in MnDOT funding to construct a roundabout at the intersection of State Highway 41 and the MMW driveway.

The total cost of their proposed project is \$2.8 million, inclusive of \$2.2 million in MnDOT Funding and \$200,000 in City of Chanhassen funding, with \$400,000 remaining unfunded.

The City of Chanhassen inquired on April 11, 2022 as to whether the School District would consider funding the remaining \$400,000.

The City of Chanhassen PowerPoint is attached to the Board Item.

ATTACHMENTS:

Minnetonka Middle School West Intersection Improvements

RECOMMENDATION/FUTURE DIRECTION:

This information is being presented for the School Board's review and discussion.

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

Concurrence: 
Dennis Peterson, Superintendent

INFORMATIONAL UPDATE – not an action item

Minnetonka Middle School West (MMSW) Intersection Improvements

November 22, 2021

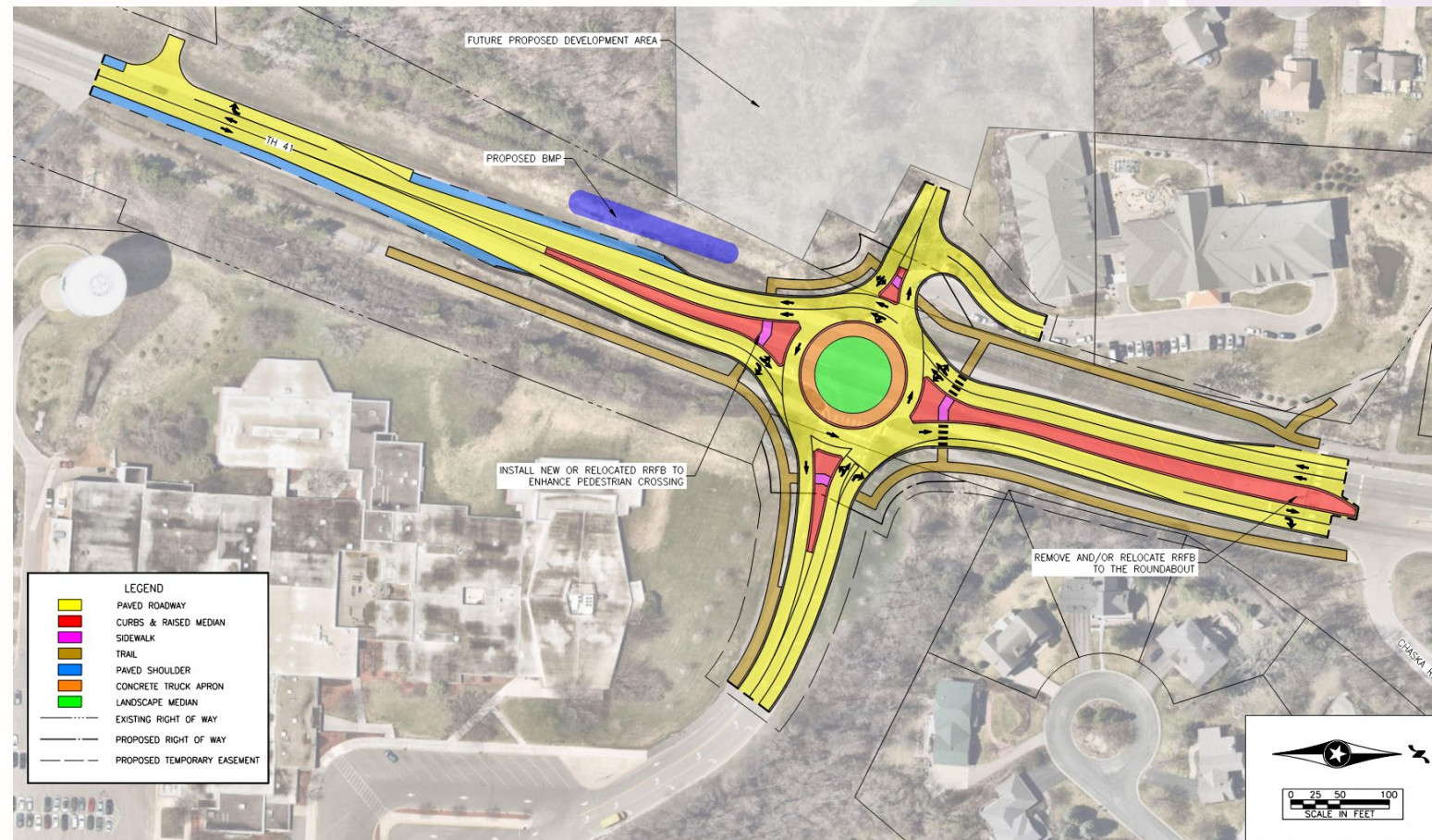


CITY OF CHANHASSEN

A Community For Life.
Providing for Today and Planning for Tomorrow.

The Project

- Improve congestion at the MMSW/TH41 intersection during peak times (AM drop off and PM pick up)
- Private driveway on TH (not public)
- Roundabout concept IS supported by MnDOT (signal is not)
- Overall project cost ~\$2.8M



What is our role

We've assumed the role of Champion for the improvement

- Acting on behalf of our residents and the traveling public

We would contribute staff time to lead and administer the project

We have included \$200k in our 5-yr financial plans to contribute

Value Adds

- Use the project as an opportunity to replace undersized trunk watermain to the west
- Setup the intersection to support future development to the west



Project Costs

Partner	Amount
MnDOT (LRIP Earmark)	\$ 1,500,000
MnDOT (LPP)	\$ 700,000
City (PMP)	\$ 100,000
City (SWMP)	\$ 100,000
Unfunded	\$ 400,000
TOTAL	\$ 2,800,000



Schedule

To Date:

- 2018 – Operational (traffic) analysis and intersection concept review (City funded)
- 2020 – Project received \$700k partnership grant (LPP) from MnDOT (City funded)
**ended up declining the grant due to funding gap*
- 2021 – Legislature apportioned a \$1.5M earmark for the project (LRIP)
- 2021 – Project added to Draft 2022-2026 CIP

Next Steps:

- 2022 – Fill funding gap (re-open communication with ISD 276, other private parties)
- 2022 – Meet with MCES
- 2022 – Submit LPP application to MnDOT (same one as previously awarded)
- 2023 -- Design
- 2024 -- Construction
- *LRIP Earmark funding expires on 6/30/2025*



Challenges

1. Fill the funding gap
2. Prioritizing this quazi private improvement project vs. Chanhassen public improvement projects
3. Access to MMSW and Beehive during construction
4. Proximity of MCES Interceptor Forcemain



Strategic Priorities

Development/Redevelopment

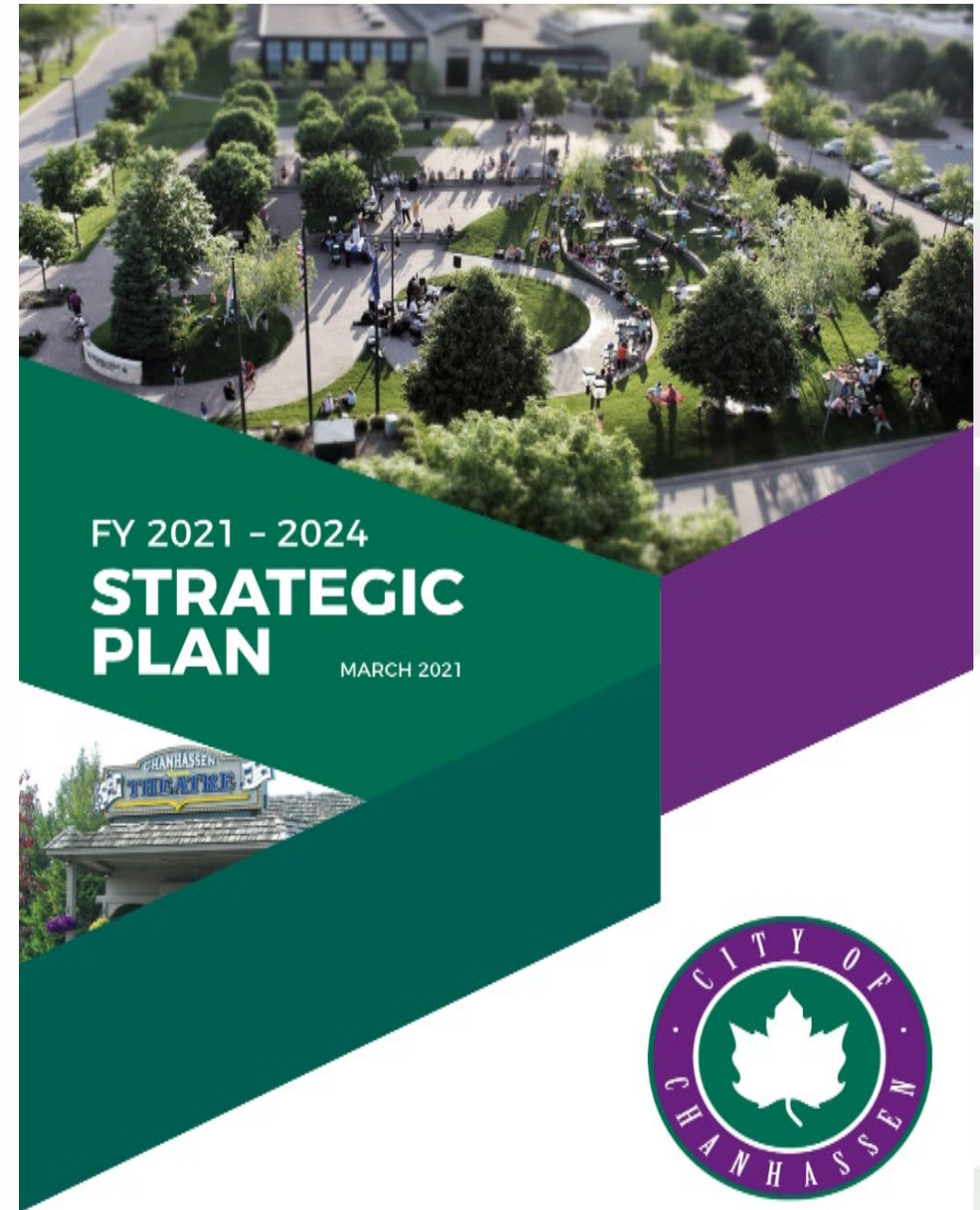
- Fiscally responsible (partnerships)
- Value-adds

Communications

- Engagement with external stakeholders

Operational Excellence

- Level of service for our residents and the traveling public



CITY OF CHANHASSEN

A Community For Life.
Providing for Today and Planning for Tomorrow.

Questions and Comments?

