

MINNETONKA SCHOOL BOARD STUDY SESSION

District Service Center
October 26, 2023
6:00 p.m.

AGENDA

- | | | |
|------|----|--|
| 6:00 | 1. | Report on NWEA Results |
| 6:30 | 2. | Report on Istation Results |
| 7:00 | 3. | Update on Other Post-Employee Benefits (OPEB) Trust Fund |

CITIZEN INPUT

6:00 p.m. Citizen Input is an opportunity for the public to address the School Board on any topic in accordance with the guidelines printed below.

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 an individual—during *Citizen Input* will be acknowledged by the Board Chair. When called upon to speak, please state your name, connection to the district, 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 who 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 clarifying questions of you in order to gain a thorough understanding of your concern, suggestion or request. If there is any response or follow-up to your comment or suggestion, you will be contacted via email or phone by a member of the Board or administration in a timely manner.
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 or executive director of the department, then to the Executive Director of Human Resources, then to the Superintendent and finally in writing to the Board.

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

Study Session Agenda Item #1

Title: NWEA 2023-24 Fall Report

Date: October 26, 2023

EXECUTIVE SUMMARY

NWEA is an adaptive test that measures what students are ready to learn in the areas of Math and Reading. This is the sixteenth year of district-wide implementation. The following are key summary points in the analysis of the Fall 2022 administration of the NWEA:

- According to Math non-cohort data, students surpassed average RIT performance on **4** out of **17** tested areas compared to **5** out of **17** last year
- With an average RIT score of **185.6 (down from 187.0)**, Minnetonka Fifth Grade LEP students are performing on a beginning of the year Third Grade level compared to the national average of all students in Reading
- In **11** out of **18** areas for comparison, Open Enrolled students outperformed their Resident counterparts on the Fall 2023 NWEA Test compared to **11** out of **18** areas last year
- There were significant increases in Math and Reading among Chinese Immersion Fifth Graders, increasing by an average RIT score of **5.6 points** in Math and **3.0 RIT points** in Reading
- According to Math non-cohort data, students surpassed their same grade counterparts from the Fall of 2022 in **16** of **27**, which is the same compared to a year ago
- The longer students are in Minnetonka Schools the more likely they are to make more than a year's worth of growth in one year. The acceleration becomes evident in Third and Fourth Grade and then accelerates after Fourth Grade
- More students are reaching the upper limits of the NWEA Test by middle school more than ever before ("Beyond Twelfth Grade"). The average Seventh Grader is performing at or beyond the Twelfth Grade level in Math and Reading

OVERVIEW

The NWEA assessments were completed in September and October with schools conducting grade level meetings and data discussions to review the data. Teachers use this information to guide instruction and set goals for the school year. This report focuses on Fall performance in the areas of Reading and Math and will discuss RIT performance which is the scale that NWEA uses to show growth. Regardless of the grade level, a student with a RIT score of 200 is ready to learn a specific set of skills; this makes NWEA very useful for instruction.

This is the tenth year that Grades 2-5 and middle school students took the NWEA MAP Reading Common Core State Standards (CCSS) Assessment. NWEA changed to the common core assessment due to Minnesota Department of Education's shift to the MCA III Reading. The MCA III Reading is aligned to the Common Core State Standards. Throughout this report, there are data indicating increases among certain grade level average RIT scores compared to the Fall of 2022, indicating a rebound from decreasing RIT scores due to the COVID pandemic that has impacted school districts since March of 2020. This is important to understand as there is clear evidence that the students return to school in a typical learning environment has positively impacted student performance.

The 2020 norms were created with student data from 2016-2019. Students testing this Fall will have percentiles that are compared to students from a norming group who tested under typical conditions during the latest NWEA norms study. It is predictable that students testing this Fall will have lower than typical percentiles, because current student performance during the COVID pandemic does not compare in the same manner as student performance has compared in the past.

The arrows in the table below provide examples for viewing the cohort data. For example, Kindergarteners in the Fall of 2020 earned an average of **153 RIT points** on the NWEA Math Test, while in First Grade, they reached **172 RIT points** and in Second Grade, they earned an average RIT score of **188 RIT Points**. According to the NWEA Fall-to-Fall Growth targets, the Minnetonka Kindergarten to First Grade cohort performed slightly below expected Fall-to-Fall Growth for Math. Average Fall-to-Fall growth from Kindergarten to First Grade is **20 RIT points** and this cohort improved by **19 RIT points**. In addition, as this cohort matriculated to Second Grade this year, they met expected Fall growth targets. Overall, seven of eight cohorts met Fall-to-Fall Growth targets this year in Math, which is the same as last year. In addition, six of seven cohorts met Fall-to-Fall growth targets in Reading, which was an increase from three of seven cohorts a year ago and five of seven cohorts two years ago. The data represented in this report will highlight the specific areas contributing to the improvement and opportunities for growth during the current school year.

NWEA Cohort Growth, Three-Year Trend Data

Gr	Subject	New Norms 2020	2021	2022	2023
K	Math	153	152	150	150
K	Read	148	146	145	144
1	Math	169	172	171	169
1	Read	165	165	164	163
2	Math	186	187	188	186
2	Read	180	182	180	178
3	Math	199	200	200	201
3	Read	195	196	194	194
4	Math	209	211	212	212
4	Read	206	207	207	207
5	Math	221	222	222	224
5	Read	214	215	215	215
6	Math	229	230	230	231
6	Read	222	221	221	221
7	Math	237	235	237	238
7	Read	227	225	226	225
8	Math	244	240	242	243

The middle schools changed to the Math 6+ Assessment in 2016 to utilize the Learning Continuum resources provided by NWEA. The Learning Continuum serves as an initial baseline for the school year to allow teachers to plan instruction more efficiently and effectively for individual and small groups of students based on their students' Fall RIT scores. These performances should serve as a starting point for teachers to reflect on the learning that needs to occur for their students followed up with formative and summative assessments administered throughout the year between standardized assessment administrations. In addition to the Math 6+ administration change in 2016, three years ago, NWEA shifted from the MAP for Primary Grades Language Arts K-1 Test to the MAP for Primary Grades Language Arts Common Core State Standards K-1 Test. Kindergarten and First Graders also took a different Math test aligning to the same strands tested for students in Grades 2-8. The expectation is that the newly aligned assessments will provide valuable feedback to teachers in years to come.

NWEA NORMS

NWEA publishes two sets of norms: *status norms* and *growth norms*. Status Norms refer to the average performance of all NWEA students on a particular test. For instance, the national norm performance on the Fifth Grade Math MAP test in the Fall of 2021 was a RIT score of 209. This is useful information, because if one knows the Fifth Grade child's score is 217, he knows that his child is achieving at a higher level than the average of hundreds of thousands of NWEA students.

Growth Norms refer to the average growth for NWEA students at a certain starting level between one season and another, usually between Fall and Spring of the same year. For instance, the norm growth for Fifth Graders who scored 209 on the Math MAP test between Fall and Spring was **10.0 RIT points**. This is helpful, because if one knows his Fifth Grader scored 209 in the Fall and 224 in the Spring, he knows that the growth was more than the average for thousands of other students. During the Fall of 2023, Minnetonka students surpassed average RIT performance on **4** out of **17** tested areas compared to **5** out of **17** last year and **10** of **17** during the Fall 2019 and Fall 2020 administration. All increases were in Math test. In a typical year, a drop or increase of three RIT points is considered statistically significant and a drop or increase of five RIT points is significant once RIT scores reach 240 or higher. According to the table below, there were no statistically significant decreases in Math or Reading this Fall and last Fall compared to **5** significant decreases during the height of the pandemic.

The NWEA norms typically change every three years except for five years for the most recent. The last revision of the norms was in 2020. Nationally, the Fall testing window runs between September and November. Typically, Minnetonka students who are compared to students nationally who take the assessment in late Fall will not exceed national norms at the same rate they are exceeded in the Spring. In the Spring, Minnetonka students take the NWEA assessment in the latter half of the testing window, creating a more accurate comparison of the Minnetonka level of performance compared to the nation. This is an explanation as to why Minnetonka Fifth Graders perform beyond the Eleventh or Twelfth Grade levels in the Spring and at the Seventh Grade level in the Fall. Many school districts test students once per year and use either Fall-to-Fall comparisons or Spring-to-Spring comparisons. Districts using the Fall-to-Fall growth model are more inclined to test their students during the latter part of the Fall testing window. Because Minnetonka staff use the NWEA assessment as a baseline in the Fall, students benefit from taking the assessment in the Fall and the Spring. Teachers use the Fall data to make informed decisions for students to begin the school year. In the Spring, the result is a summative reflection of the growth the students made throughout the course of the school year.

Fall Scores

Gr	Subject	2016	2017	2018	2019	New Norms 2020	2021	2022	2023	Mean Performance Compared to the Nation
K	Math	151	149	148	148	153	152	150	150	Mid-Year K
K	Read	148	148	148	147	148	146	145	144	Mid-Year K
1	Math	171	172	169	172	169	172	171	169	Mid-Year Gr 1
1	Read	167	167	167	168	165	165	164	163	Mid-Year Gr 1
2	Math	187	187	187	186	186	187	188	186	Mid-Year Gr 2
2	Read	182	181	181	180	180	182	180	178	Mid-Year Gr 2
3	Math	203	202	202	201	199	200	200	201	Beginning Gr 4
3	Read	198	196	196	195	195	196	194	194	Mid-Year 3
4	Math	214	214	214	214	209	211	212	212	Mid-Year Gr 5
4	Read	209	209	209	208	206	207	207	207	Mid-Year Gr 5
5	Math	227	225	226	225	221	222	222	224	Mid-Year Gr 7
5	Read	218	216	217	216	214	215	215	215	Beginning Gr 7
6	Math	235	234	232	231	229	230	230	231	Mid-Year Gr 10
6	Read	224	224	222	222	222	221	221	221	Beginning Gr 10
7	Math	241	242	242	241	237	235	237	238	Beyond Gr 12
7	Read	228	229	228	227	227	225	226	225	Beyond Gr 12
8	Math	247	249	251	250	244	240	242	243	Beyond Gr 12

SUMMARY OF RESULTS

- Minnetonka First through Eighth Grade students are coming to school ahead of grade level. Primary teachers lay the foundation and the intermediate teachers can build on it very quickly. For example, in the Fall, a Second Grade student is in the middle of the Second Grade year for Reading and Math. However, after students have been

exposed to the academic program over the course of several years and Immersion students begin their English language instruction, the performance of students truly begins to reflect the rigorous academic program in place within the District.

- According to Fall results, Fourth Grade student performance begins to increase at a faster pace compared to the nation, and Fifth Grade students are performing two years above grade level.
- As Minnetonka students move into the middle school the acceleration of the middle school student is evident. For example, a typical Minnetonka Seventh Grade student is performing “beyond the Twelfth Grade” level at the beginning of Grade Seven according to the NWEA results. If a student is on grade level and performing at the Seventh Grade he or she will notice a significant difference in performance when his or her peers are four grade levels ahead of that individual.

PRESENTATION OF NWEA DATA

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

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Note: The following tables compare different groups of students at each grade level.

- **Bold** indicates improvement and *Italics* indicates a decline for that group over the non-cohort group from the previous year.
- *= the cell size was less than ten or there was no immersion group at this grade level during that year.
- Spanish Immersion students do not take the Reading NWEA until they start English Reading Instruction in Grade Three.

**COMPARISONS BETWEEN ENGLISH, SPANISH, AND CHINESE STUDENT
PERFORMANCE ON THE FALL 2023 NWEA**

	Mathematics				Reading			
	Student Count	Fall 2021 Mean RIT	Fall 2022 Mean RIT	Fall 2023 Mean RIT	Student Count	Fall 2021 Mean RIT	Fall 2022 Mean RIT	Fall 2023 Mean RIT
Grade K		Math Primary Grades				Rdg Primary Grades		
English	396	149.8	148.0	147.6	395	144.9	142.9	143.0
Chinese Immersion	99	157.0	154.3	153.5	99	150.3	149.9	149.7
Spanish Immersion	335	153.5	150.4	152.3	*	*	*	*
Grade 1		Math Primary Grades				Rdg Primary Grades		
English	369	171.0	168.4	167.7	369	165.3	163.1	162.5
Chinese Immersion	117	176.1	176.3	174.0	117	164.6	167.6	163.7
Spanish Immersion	332	172.1	171.7	168.7	*	*	*	*
Grade 2		2-5 MN 2007				2-5 Common Core		
English	411	187.1	187.3	184.4	410	182.6	181.1	177.8
Chinese Immersion	100	188.6	191.7	192.7	100	175.7	176.8	176.9
Spanish Immersion	298	186.2	187.2	187.1	*	*	*	*
Grade 3		2-5 MN 2007				2-5 Common Core		
English	419	199.3	199.2	200.1	417	196.8	196.2	194.9
Chinese Immersion	107	207.7	205.5	206.3	107	196.9	193.5	194.5
Spanish Immersion	301	199.3	199.6	201.3	301	193.1	192.2	193.3
Grade 4		2-5 MN 2007				2-5 Common Core		
English	459	210.0	210.7	210.6	455	205.3	206.5	206.5
Chinese Immersion	104	214.9	221.0	219.1	104	208.2	210.1	205.7
Spanish Immersion	292	211.3	211.1	211.7	290	208.2	206.2	207.2
Grade 5		2-5 MN 2007				2-5 Common Core		
English	485	220.6	220.6	222.3	485	214.1	213.7	213.6
Chinese Immersion	107	230.8	228.4	236.0	107	215.7	216.1	219.1
Spanish Immersion	297	221.5	223.1	221.7	297	215.5	216.7	215.1
Grade 6		6 + Math				6 + Reading CCSS		
English	463	226.9	228.7	228.9	462	219.2	220.0	219.5
Chinese Immersion	93	235.5	237.6	238.4	93	221.3	221.3	224.2
Spanish Immersion	277	231.7	230.6	230.6	278	223.0	222.3	223.0
Grade 7		6 + Math				6 + Reading CCSS		
English	525	232.8	234.0	236.3	523	223.6	224.5	223.6
Chinese Immersion	90	242.7	243.8	244.4	90	226.9	226.9	225.2
Spanish Immersion	252	237.9	238.4	238.9	253	227.4	227.0	226.4
Grade 8		6 + Math				6 + Reading CCSS		
English	536	238.5	238.8	240.1	285	226.1	212.6	222.0
Chinese Immersion	95	245.9	249.8	250.9	63	*	*	229.7
Spanish Immersion	270	242.7	245.0	245.8	136	*	*	229.7

SUMMARY OF RESULTS

This section provides a summary of student results for English, Chinese Immersion, and Spanish Immersion programs. In many cases, students earned higher average RIT scores than their same grade counterparts last Fall, especially in Math. In addition, it is important to note that in almost every instance cohort data proves that drops in average RIT performance is limited to one year based on analysis of Fall NWEA National Norms.

First, according to Math non-cohort data, students surpassed their same grade counterparts from the Fall of 2022 in **16 of 27**, which is the same compared to a year ago. There were two areas where there was a statistically significant decrease. Second Grade English students saw a decrease of **3.9 RIT points** in Math, and First Grade Chinese Immersion students experienced a **3.9 RIT point** drop in Reading compared to their same grade counterparts from a year ago. For Chinese Immersion students, it is understandable that Reading scores would fluctuate from one year to the next due to the absence of direct English Reading instruction. This instruction begins in Third Grade for Immersion students. The drop among First Grade Chinese Immersion students in Math is something to know. This cohort also did not meet their Fall to Fall growth targets.

Overall, there were significant increases in Math and Reading among Chinese Immersion Fifth Graders, increasing by an average RIT score of **5.6 points** in Math and **3.0 RIT points** in Reading.

Minnetonka students surpassed national expectations in Math and Reading, and the Fall performance should be a positive sign for students and staff. However, there is still work to be done this year to help students make expected gains by the Spring and to continue to address unfinished or uneven learning created by the COVID pandemic. With the improvements made to the elementary Math assessments to start the year last year and continued improvements throughout the year, accompanied by consistent instructional delivery, Fall to Spring growth should continue to trend upward.

**COMPARISONS BETWEEN TONKA ONLINE, IN-PERSON,
AND OVERALL STUDENT PERFORMANCE ON THE FALL 2023 NWEA**

Grade Level	Mathematics						Reading					
	Tonka Online Mean RIT		In-Person Mean RIT		Overall Mean RIT		Tonka Online Mean RIT		In-Person Mean RIT		Overall Mean RIT	
	N	RIT	N	RIT	N	RIT	N	RIT	N	RIT	N	RIT
K	-	-	830	150.2	830	150.2	-	-	494	144.4	494	144.4
1	4	180.8	814	169.0	818	169.0	5	181.8	485	162.6	490	162.8
2	6	193.0	803	186.3	809	186.4	6	179.8	507	177.7	513	177.7
3	8	197.1	819	201.4	827	201.3	8	203.1	817	194.2	825	194.3
4	5	217.2	850	212.0	855	212.0	5	214.8	844	206.6	849	206.6
5	9	215.8	880	223.9	889	223.8	9	213.8	880	214.8	889	214.8
6	11	228.2	822	230.6	833	230.5	10	223.7	823	221.1	833	221.2
7	8	233.3	859	237.9	867	237.9	9	225.8	857	224.6	866	224.6
8	15	232.2	886	243.1	901	242.9	-	-	484	225.2	484	225.2

**COMPARISONS BETWEEN TONKA ONLINE, IN-PERSON,
AND OVERALL STUDENT PERFORMANCE ON THE FALL 2022 NWEA**

Grade Level	Mathematics						Reading					
	Tonka Online Mean RIT		In-Person Mean RIT		Overall Mean RIT		Tonka Online Mean RIT		In-Person Mean RIT		Overall Mean RIT	
	N	RIT	N	RIT	N	RIT	N	RIT	N	RIT	N	RIT
K	3	154.0	890	149.7	893	149.7	3	163.0	635	144.6	638	144.7
1	7	187.3	773	170.6	780	170.7	7	181.7	467	163.9	474	164.2
2	6	194.0	795	187.8	801	187.9	6	193.2	494	180.2	500	180.4
3	9	192.7	813	200.3	822	200.2	9	189.3	806	194.5	815	194.4
4	11	211.3	855	212.2	866	212.1	11	206.7	853	206.9	864	206.9
5	9	216.2	802	222.5	811	222.4	9	219.6	795	215.0	804	215.1
6	9	217.8	839	230.4	848	230.3	9	212.0	835	220.9	844	220.8
7	13	222.3	864	236.7	877	236.5	11	226.1	858	225.6	869	225.6
8	17	221.9	818	242.1	835	241.7	-	-	66	212.8	66	212.8

SUMMARY OF RESULTS

The tables above include results for Tonka Online and In-Person student performance. It is important to note that the number of students significantly impacts the overall average RIT scores. The purpose for providing these data is to ensure that Tonka Online student performance continues to be monitored and to highlight the significant difference in

number of students participating in the two learning models. It is difficult to draw conclusions about student performance in the Tonka Online program this year due to the low number of students tested. In several cases, few than 10 students completed testing, which also explains the fluctuation in results. As a result, it will be important for teachers in the Tonka Online program to study their individual student data to determine next steps for instruction. Students enrolled in the Tonka Online program improved among five grade levels compared to their same grade counterparts a year ago, and in Reading, there was increased average RIT scores among four grade levels.

COMPARISONS BETWEEN OPEN ENROLLED AND RESIDENT STUDENT PERFORMANCE ON THE 2023 NWEA

		Mathematics				Reading		
	Student Count	Fall 2021 Mean RIT	Fall 2022 Mean RIT	Fall 2023 Mean RIT	Student Count	Fall 2021 Mean RIT	Fall 2022 Mean RIT	Fall 2023 Mean RIT
Grade K		Math Primary Grades				Rdg Primary Grades		
Open Enrolled	307	152.4	150.2	149.0	189	147.4	145.2	143.7
Resident	523	151.8	149.5	150.9	305	145.1	144.5	144.7
Grade 1		Math Primary Grades				Rdg Primary Grades		
Open Enrolled	308	173.0	170.6	169.2	193	166.8	164.8	163.2
Resident	510	171.5	170.8	168.9	297	164.2	163.8	162.6
Grade 2		2-5 MN 2007				2-5 Common Core		
Open Enrolled	307	187.9	189.2	187.3	204	180.8	182.3	178.5
Resident	502	186.4	187.0	185.9	309	181.9	178.9	177.2
Grade 3		2-5 MN 2007				2-5 Common Core		
Open Enrolled	329	200.9	200.8	201.6	328	196.8	194.6	194.6
Resident	498	200.0	199.9	201.1	497	194.8	194.3	194.0
Grade 4		2-5 MN 2007				2-5 Common Core		
Open Enrolled	318	211.6	212.5	213.2	315	206.8	207.1	207.2
Resident	537	210.7	211.9	211.3	534	206.6	206.7	206.3
Grade 5		2-5 MN 2007				2-5 Common Core		
Open Enrolled	347	223.1	223.0	223.6	347	215.2	215.7	215.1
Resident	542	221.5	222.0	223.9	542	214.5	214.7	214.6
Grade 6		6 + Math				6 + Reading CCSS		
Open Enrolled	324	228.9	230.5	230.9	323	220.5	220.8	221.3
Resident	509	229.8	230.1	230.3	510	220.8	220.8	221.1
Grade 7		6 + Math				6 + Reading CCSS		
Open Enrolled	344	235.6	236.2	237.9	345	225.1	225.4	224.5
Resident	523	235.2	236.7	237.9	521	225.0	225.6	224.7
Grade 8		6 + Math				6 + Reading CCSS		
Open Enrolled	337	239.7	241.4	242.7	183	227.3	212.6	225.2
Resident	564	240.5	241.9	243.0	301	227.4	213.0	225.2

SUMMARY OF RESULTS

In 11 out of 18 areas for comparison, Open Enrolled students outperformed their Resident counterparts on the Fall 2023 NWEA Test compared to 11 out of 18 areas in 2021 and

13 out of **18** areas in 2020. For several years, with no exception in 2023, in all cases for both Reading and Math, the differences between the two groups' performances is not considered to be statistically significant. It is difficult to view cohort data in this category because students may open enroll at different grade levels each year. However, 2023 Kindergarten Open-Enrolled students performed within **1.9 RIT points** in Math and **1.0 RIT points** in Reading tests compared to Resident students during their Kindergarten year. Expected Fall-to-Fall growth from Kindergarten to First Grade is **20.5 RIT points**. At all grade levels, the mean RIT scores are similar for both Math and Reading. This is consistent with previous years. Due to the standard of error of +/-3.0 RIT points, the differences in performances between the two groups is virtually non-existent.

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

	Student Count	Mathematics			Student Count	Reading		
		Fall 2021 Mean RIT	Fall 2022 Mean RIT	Fall 2023 Mean RIT		Fall 2021 Mean RIT	Fall 2022 Mean RIT	Fall 2023 Mean RIT
Grade K		Math Primary Grades				Rdg Primary Grades		
English	380	150.0	148.3	147.8	378	145.1	143.2	143.4
LEP	19	146.1	143.1	144.6	18	140.0	137.3	136.4
Grade 1		Math Primary Grades				Rdg Primary Grades		
English	350	171.2	169.0	168.3	350	165.8	163.8	163.2
LEP	27	166.1	160.9	159.4	23	156.4	151.9	150.3
Grade 2		2-5 MN 2007				2-5 Common Core		
English	383	187.4	187.4	185.1	382	183.2	181.4	178.9
LEP	34	178.8	184.2	175.8	31	167.7	170.6	163.6
Grade 3		2-5 MN 2007				2-5 Common Core		
English	402	199.6	199.7	200.7	401	197.2	196.9	195.7
LEP	29	192.1	187.3	191.8	28	183.3	178.2	180.3
Grade 4		2-5 MN 2007				2-5 Common Core		
English	441	210.6	210.9	211.4	440	206.4	206.8	207.3
LEP	21	199.0	202.7	192.9	18	188.8	194.5	184.2
Grade 5		2-5 MN 2007				2-5 Common Core		
English	471	221.1	211.2	223.1	471	214.6	214.3	214.6
LEP	17	203.9	199.9	201.2	17	199.5	187.0	185.6
Grade 6		6 + Math				6 + Reading CCSS		
English	451	226.9	229.1	229.6	450	219.5	220.3	220.3
LEP	12	202.4	206.3	201.1	12	201.3	201.4	190.4
Grade 7		6 + Math				6 + Reading CCSS		
English	510	233.3	234.5	237.0	508	224.2	224.9	224.3
LEP	16	202.2	205.7	215.6	16	200.5	197.7	202.0
Grade 8		6 + Math				6 + Reading CCSS		
English	522	238.9	239.5	240.6	272	226.7	213.6	222.7
LEP	16	214.5	213.5	218.6	14	202.4	198.7	208.4

SUMMARY OF RESULTS

This Fall, scores increased with average RIT scores improving in **8** out of **18** areas with five areas showing improvement in both Math and three in Reading. A factor that contributes to these large swings in results is that there are so few LEP students in each of the grade levels. Any one student's performance can have a noticeably positive or negative affect on the group's overall results. Due to the low numbers of students, increases or decreases in performance are not to be considered statistically significant. However, it is important to note the individual student performances by classroom teachers and LEP staff.

It is difficult to study cohort data with the LEP population due to mobility. In addition, students frequently move in and out of the program. This is known as "exiting" or "reclassification." According to the Department Chair, between 20 and 30 percent of Minnetonka LEP students are exited each year. Because of this, there is no true cohort data. Important to note in the results, at a national level, beginning of the year Fifth Graders reach an average RIT score of **204.5** in Reading. With an average RIT score of **185.6 (down from 187.0)**, Minnetonka Fifth Grade LEP students are performing on a beginning of the year Third Grade level compared to the national average of all students in Reading. By Sixth Grade, with an average RIT score of **190.4**, Minnetonka LEP students are performing as a middle of the year Third Grader in Reading as well, although it is important to note that there were only **12** LEP students tested in Reading in Grade 6 and 17 in Grade 5. There was a noticeable decrease among Fourth Graders, decreasing to **184.2**, which compares to the performance of a middle of the year Second Grader, according to national averages. Last year, Fourth Graders showed an increase of **5.7 RIT points** improving to an average RIT score of **194.5**.

In recent years, NWEA has made a report available to staff to help measure individual classroom growth performance. Teachers can now track students with high achievement/high growth, low achievement/high growth, high achievement/low growth, and low achievement/low growth. In addition, ELL teachers can access the *Student Profile* to help students invest in their learning. All teachers are encouraged to use this tool for individual students on an as needed basis. This report will allow students to be part of the goal setting process. Goal setting should not be based on the number students hope to attain, but what they will do to help them continue to grow and learn as English Language Learners. The data systems are becoming more sophisticated allowing teachers to analyze student achievement at a more granular level to ensure that all student performance is tracked regardless of their performance level. Between the upgraded reporting and the Learning Continuum, teachers can identify individual student needs based on NWEA performance in conjunction with classroom formative and summative assessments.

ADVANCED LEARNING AND NAVIGATOR GROWTH COMPARED WITH ENGLISH STUDENTS ON THE FALL NWEA

	Mathematics				Reading			
	Student Count	Fall 2021 Mean RIT	Fall 2022 Mean RIT	Fall 2023 Mean RIT	Student Count	Fall 2021 Mean RIT	Fall 2022 Mean RIT	Fall 2023 Mean RIT
Grade 1		Math Primary Grades				Rdg Primary Grades		
English	353	169.5	167.0	166.2	353	164.1	161.8	161.4
Adv. Learn	33	192.7	196.3	193.3	26	187.0	187.9	182.3
Grade 2		2-5 MN 2007				2-5 Common Core		
English	361	185.1	183.8	181.7	360	179.8	176.7	174.6
Adv. Learn	86	199.4	201.4	201.0	51	198.7	197.7	195.3
Navigators	30	207.5	209.4	209.4	30	211.1	209.0	206.2
Grade 3						2-5 Common Core		
English	324	196.7	196.1	195.0	322	194.2	192.4	189.6
Adv. Learn	136	212.4	211.4	212.3	136	208.0	207.9	206.7
Navigators	60	221.0	220.8	223.5	60	218.3	220.3	215.9
Grade 4		2-5 MN 2007				2-5 Common Core		
English	373	206.5	207.8	206.8	369	202.2	203.8	202.5
Adv. Learn	106	224.1	223.7	223.4	106	219.6	217.8	218.9
Navigators	57	232.6	234.3	233.8	57	225.3	225.7	226.8
Grade 5		2-5 MN 2007				2-5 Common Core		
English	397	216.5	216.1	218.3	397	211.1	210.2	210.9
Adv. Learn	140	237.4	238.6	237.4	140	224.6	226.5	224.3
Navigators	52	244.6	246.2	250.0	52	231.0	233.3	232.4
Grade 6		6 + Math				6 + Reading CCSS		
English	380	222.7	223.7	224.5	379	216.0	216.5	216.3
Resident	415	225.0	225.0	226.0	415	217.3	217.5	218.0
Adv. Learn	164	246.2	250.0	248.5	165	233.2	233.6	233.6
Grade 7		6 + Math				6 + Reading CCSS		
Resident	407	229.8	231.6	232.8	405	221.3	222.5	221.4
Adv. Learn	184	253.8	254.6	257.4	184	237.2	237.2	236.1
Grade 8		6 + Math				6 + Reading CCSS		
Resident	438	233.7	236.2	237.9	238	223.1	213.0	221.3
Adv. Learn	188	259.4	261.8	262.0	96	*	*	239.9

SUMMARY OF RESULTS

The Advanced Learning staff begins servicing students in First Grade. In Reading, Advanced Learning students improved in **1** of **7** areas, and Navigator students improved in **1** of **4** areas measured compared to their same grade counterparts from a year ago. In Math, Advanced Learning students improved in **3** of **9** areas measured, while Navigator students improved in **2** of **4** areas. The Advanced Learning program saw no statistically significant increases or decreases in Math or Reading. Navigators students did not see any statistically significant increases or decrease in Math or Reading, except for Third

Graders in Reading. Third Graders experienced a **4.4 RIT point** decrease compared to Third Graders from a year ago. Also, important to note, is Second Grade Navigator performance showed a decrease in average RIT scores by **2.8 points**.

The Navigator program begins in Second Grade and is available to students through Fifth Grade. By the Fall of Fifth Grade, Navigator students are performing *Beyond the Twelfth Grade* level. This is due in large part to the Navigator program serving the needs of the students who need an entirely different learning experience. Once students are served in this program, within a relatively short amount of time, they make extreme growth. These students are being challenged in an appropriate manner and spending most of their classroom experience working at their true instructional level.

Once students reach the 240 RIT level in Math and the 230 RIT level in Reading, the standard of error increases to 5 RIT points, as opposed to 3 RIT points at the other levels. This means that scores can fluctuate up or down 5 RIT points without being considered statistically significant, according to NWEA staff.

Since most students are in the 90-99th percentile, there are many students who are not identified as Advanced Learning but have some similar needs. There is evidence that Advanced Learning students are growing due to the differentiated opportunities they are exposed to in the classroom by their homeroom teacher. In addition, enrichment opportunities afforded to Advanced Learning students help this profile of a student continue to grow, even though he or she is performing at the **95th percentile** level and above. The *Learning Continuum* software program is a tool from NWEA that can help identify what students are ready to learn if they are far above grade level. Teachers at the elementary level review their class data in eduCLIMBER following the release of the NWEA results and have become well-versed in understanding the data reports that the NWEA website has to offer as well. In addition to understanding trends among their students, they also had opportunities to set PLC goals and begin the discussion of how best to serve all students including those that belong to special populations such as Advanced Learning and Navigator.

Lastly, with this being the first year of implementation of the eduCLIMBER early warning system, teachers can view their students' data with an increased awareness. This system allows teachers to measure how their students are predicted to meet the state standards on the MCA tests when they are taken in Third through Eighth Grades. In addition to understanding if their students are on target, teachers can measure students accelerated growth beyond the NWEA National norms, which is beneficial for challenging students who are not only performing well below grade level but for students attaining the upper reaches of the NWEA RIT scale.

SPECIAL EDUCATION GROWTH ON THE FALL NWEA

	Mathematics				Reading			
	Student Count	Fall 2021 Mean RIT	Fall 2022 Mean RIT	Fall 2023 Mean RIT	Student Count	Fall 2021 Mean RIT	Fall 2022 Mean RIT	Fall 2023 Mean RIT
Grade 4		2-5 MN 2007				2-5 Common Core		
Non-Special Education	765	212.0	213.1	213.5	761	208.2	208.3	208.5
Special Education-No Speech	90	201.3	201.4	199.2	88	191.9	191.7	190.3
Grade 5		2-5 MN 2007				2-5 Common Core		
Non-Special Education	808	223.4	223.7	224.9	808	216.1	216.5	216.1
Special Education-No Speech	81	210.7	209.8	212.6	81	203.3	201.5	201.3
Grade 6		6 + Math				6 + Reading CCSS		
Non-Special Education	754	230.8	231.9	232.2	753	222.0	222.3	222.8
Special Education-No Speech	79	215.7	216.6	214.7	80	207.0	208.9	205.8
Grade 7		6 + Math				6 + Reading CCSS		
Non-Special Education	782	237.1	238.3	239.3	784	226.6	226.8	225.8
Special Education-No Speech	85	218.5	217.9	224.8	82	210.6	212.4	213.2
Grade 8		6 + Math				6 + Reading CCSS		
Non-Special Education	822	241.8	243.6	244.9	438	229.5	213.0	226.9
Special Education-No Speech	79	224.5	222.4	222.8	46	209.6	212.1	208.7

SUMMARY OF RESULTS

When reviewing the data for Special Education, it is important to note the lower number of students within this population. In addition, it is also important to study the growth students are making within cohorts. We measure cohort growth with the non-special education population compared to the special education population to monitor gaps in each of their growth from one year to the next. It is a goal for students in Special Education to grow at the same rate or better than students not receiving Special Education services to close the achievement gap.

First, Special Education students out-performed last year's counterparts in Math in **3** of **5** areas: Grades 5, 7, and 8. In Reading, Special Education students surpassed their same grade counterparts in Grade 7. Again, due to the lower number of students it is difficult to conclude if increases and decreases are statistically significant, however, there were no decreases that could be considered statistically significant for the second year in a row. By Fifth Grade, Special Education students are reaching the *Middle of Fourth Grade* level in Reading, and the *Middle of Fifth Grade* level in Math. By Fifth Grade, Special Education

students are performing at or above grade level compared to all students in Math and a half year behind all students nationally in Reading.

For the purposes of this analysis, the movement from one grade level to the next is to be considered a cohort, although some students may have exited or entered the program within any particular year. Despite this likelihood, it is still important to measure students as a cohort. For example, the Fourth to Fifth Grade cohort in Math shows non-Special Education students growing **11.8 RIT points** from last year, while the Special Education student group grew **11.2 RIT points**. In Reading, the non-Special Education Fourth to Fifth Grade cohort increased by **7.8 RIT points** compared to **9.6 RIT points** among the Special Education student group. The goal for teachers in Special Education is to help students work toward closing that gap, and the Fourth to Fifth Grade Special Education cohort surpassed Fall-to-Fall national growth targets for all students in Reading and in Math. In addition, there is encouraging news, with Special Education students in Grade 5 performing a half year below grade level nationally in Reading and on grade level in Math. It is typical for Special Education students to perform at least one grade level below compared to all students nationally.

ADVANCED LEARNING FALL MEAN RIT SCORES BY GRADE LEVEL

Bold and **green** indicates a significant improvement and *Italics* and underlining indicates a significant decline for that group over the non-cohort group from the previous year.

	2021 Adv Learn Math	2022 Adv Learn Math	2023 Adv Learn Math	2021 Adv Learn Rdg	2022 Adv Learn Rdg	2023 Adv Learn Rdg	2021 Non Adv Learn Math	2022 Non Adv Learn Math	2023 Non Adv Learn Math	2021 Non Adv Learn Rdg	2022 Non Adv Learn Rdg	2023 Non Adv Learn Rdg
KG	*	*	*	*	*	*	*	*	*	*	*	*
1	192.7	196.3	193.3	187.0	187.9	<u>182.3</u>	170.8	169.4	168.0	163.9	162.8	161.7
2	202.0	204.2	203.2	203.9	203.6	<u>199.3</u>	185.0	184.8	183.6	177.9	175.5	173.7
3	215.2	214.9	215.7	211.4	212.4	209.5	197.5	197.4	196.9	192.5	191.1	189.5
4	227.7	227.0	227.0	222.0	220.2	221.7	207.8	208.7	208.5	203.7	203.8	203.1
5	239.8	241.3	240.8	226.7	228.9	226.5	217.5	218.0	219.1	211.6	211.8	211.5
6	246.2	250.0	248.5	233.2	233.6	233.6	225.1	225.2	226.1	217.5	217.6	218.1
7	253.8	254.6	257.4	237.2	237.2	236.1	229.6	231.7	232.7	221.3	222.5	221.5
8	259.4	261.8	262.0	241.3	217.0	239.9	233.9	235.5	237.9	223.0	212.8	221.5

SUMMARY OF RESULTS

Students who receive Advanced Learning services showed a significant average RIT score decreases in Grades 1 and 2 in Reading, decreasing by more than 3 RIT points. There were several solid increases among Grades 4 and 8 in Reading with the Grade 8 increases being statistically significant. Advanced Learning students experienced RIT score increases in Math for Grades 3 and 7. Students identified as non-Advanced

Learning improved in Grades 5-8 in Math and in Grades 6 and 8 in Reading. There were no RIT score increases or decreases considered to be statistically significant. Most students do not take the Reading NWEA Test in Eighth Grade.

For Advanced Learning students, the average Math RIT score for a Fifth grader is **240.8 RIT points**, which is *Beyond the Twelfth Grade* level nationally. In addition, for Reading, the average Fifth Grade Advanced Learning student scored *Beyond the Twelfth Grade* level nationally, with an average RIT score of **226.5 points**. Overall, the average Advanced Learning student performed well beyond grade level, even during a time when students are still rebounding from the disruption the pandemic had on student learning.

GENDER FALL MEAN RIT COMPARISON FOR MATH AND READING

	2021 Math Males	2022 Math Males	2023 Math Males	2021 Math Females	2022 Math Females	2023 Math Females
KG	152.1	150.4	150.7	152.0	149.0	149.6
1	174.2	171.5	<i>171.0</i>	169.8	169.9	<i>167.0</i>
2	188.0	189.9	<i>187.0</i>	186.0	185.7	185.7
3	201.9	201.6	203.5	198.9	198.9	199.0
4	212.7	213.4	213.9	209.4	210.9	<i>210.3</i>
5	224.1	224.3	225.4	219.8	220.6	222.3
6	230.5	231.2	232.3	228.4	229.3	<i>228.8</i>
7	237.0	237.6	239.2	233.6	235.4	236.5
8	242.8	242.7	243.8	237.6	240.7	242.0
	2021 Rdg Males	2022 Rdg Males	2023 Rdg Males	2021 Rdg Females	2022 Rdg Females	2023 Rdg Females
KG	144.5	144.3	<i>143.6</i>	147.6	145.3	<i>145.1</i>
1	165.6	163.1	<i>162.9</i>	164.9	165.3	<i>162.6</i>
2	181.1	181.1	<i>176.1</i>	181.9	179.5	179.5
3	194.0	193.6	194.0	197.1	195.2	<i>194.6</i>
4	205.4	205.5	<i>205.1</i>	208.0	208.3	<i>208.0</i>
5	214.1	213.7	<i>213.5</i>	215.6	216.4	<i>216.0</i>
6	219.6	219.5	219.9	221.8	222.3	222.4
7	224.1	224.7	<i>222.9</i>	226.0	226.5	<i>226.4</i>
8	226.3	214.1	222.7	228.3	211.4	227.5

*35 males and 31 females in 8th grade took the Reading NWEA in Fall 2023

SUMMARY OF RESULTS

Overall, the fluctuations in Reading and Math average RIT scores this year had a similar impact on both Males and Females. Like typical years, Males out-performed Females in Math, and Females out-performed Males in Reading with one exception occurring in Reading among Third Graders. Last year, the same Second Grade Male cohort out-performed Females in Reading.

In Reading, the Male Kindergarten to First Grade cohort saw **18.6 RIT points** growth in 2023 compared to **18.6 RIT points** growth in 2022, which fell short of Fall-to-Fall growth norms by **1.9 RIT points**. For Females this Fall, the Kindergarten to First Grade cohort grew **17.3 RIT points** compared to **17.7 RIT points** in 2022 with expected growth being **20.5 RIT points**. Most cohorts made expected Fall-to-Fall growth, apart from the Kindergarten to First Grade cohorts. However, the Female cohort fell slightly behind the K-1 cohort from a year ago.

Growth norms for Kindergarten decreased in 2020 compared to the 2015 norms by 3-5 RIT points. In a typical year, this cohort would be likely expected to meet the new targets.

ETHNICITY FALL MEAN RIT COMPARISON - READING

Bold and **green** indicates a significant improvement and *Italics* and underlining indicates a significant decline for that group over the non-cohort group from the previous year. (*=Fewer than 10 Students per Grade Level)

	2022 Asian	2023 Asian	2022 African American	2023 African American	2022 Hispanic	2023 Hispanic	2022 Caucasian	2023 Caucasian
KG	151.3	<u>147.1</u>	139.8	141.0	140.8	<u>139.6</u>	144.3	144.3
1	168.1	169.5	156.8	<u>154.3</u>	161.1	<u>156.3</u>	164.5	<u>162.6</u>
2	188.5	<u>181.7</u>	177.3	<u>173.6</u>	187.1	<u>164.7</u>	179.2	<u>178.1</u>
3	203.1	<u>201.2</u>	185.2	187.0	193.5	<u>192.1</u>	193.9	194.1
4	212.3	212.4	203.0	<u>188.6</u>	201.8	207.6	206.8	<u>206.5</u>
5	221.0	221.0	200.6	205.6	211.6	<u>206.7</u>	215.2	<u>215.1</u>
6	223.9	225.4	212.2	<u>204.1</u>	213.2	219.2	221.2	221.6
7	231.9	<u>230.1</u>	214.3	216.0	218.4	220.0	225.7	<u>224.6</u>
8	221.8	233.9	205.2	209.9	211.6	217.9	213.2	225.4

*4 Asian/6 Black/7 Hispanic/49 Caucasian students took the NWEA Reading in Fall 2022 for Grade 8

*49 Asian/25 Black/19 Hispanic/388 Caucasian students took the NWEA Reading in Fall 2023 for Grade 8

SUMMARY OF RESULTS

When viewing results that contain lower numbers of students among student groups, it is important to understand that results can fluctuate from year to year. More importantly, the data explain more about student performance when focusing on cohort growth. Last year, among the African American student population, except for the Kindergarten to First Grade and Second to Third Grade cohorts, all students met the NWEA Fall-to-Fall national norm targets for Reading. In addition, compared to their same grade counterparts, African American students surpassed average RIT scores from 2022 among the following grade levels: 3, 5, 7, and 8. There were large increases among Grades 5 and 8 with a significant decrease among students in Grades 4 and 6. This grade level has shown decreases in average RIT scores the past two years. Due to the small number of students, it important to focus on the individual student data.

Among the Hispanic student population, most cohorts surpassed Fall-to-Fall National norm targets except for the K-1, 4-5, and 7-8 cohorts. This year and last year, four cohorts met the Fall National norm targets. Four grade levels surpassed their same grade counterparts from a year ago and those were Grades 4, 6, 7, and 8. There were solid increases and one significant increase among Grade 2.

NATIONAL AND MINNETONKA ETHNICITY FALL MEAN RIT COMPARISON - READING

Bold and **green** indicates a significantly higher Minnetonka result compared to the National Norm for that subgroup and *Italics* and underlining indicates a significantly lower Minnetonka result compared to the National Norm for that subgroup. (*=Fewer than 10 Students per Grade Level)

	National Norms Asian	2023 Asian	National Norms African American	2023 African American	National Norms Hispanic	2023 Hispanic	National Norms Caucasian	2023 Caucasian
K	NWEA does not have Asian Norms	147.1	Norms begin GR 3	141.0	Norms begin GR 3	139.6	Norms begin GR 3	144.3
1		169.5		154.3		156.3		162.6
2		181.7		173.6		164.7		178.1
3		201.2	185.0	187.0	182.7	192.1	192.9	194.1
4		212.4	193.8	188.6	191.8	207.6	202.0	206.5
5		221.0	200.5	205.6	198.2	206.7	208.6	215.1
6		225.4	204.5	<u>204.1</u>	203.1	219.2	213.8	221.6
7		230.1	208.3	216.0	206.6	220.0	217.8	224.6
8		233.9	212.3	209.9	209.7	217.9	221.8	225.4

*49 Asian/25 Black/19 Hispanic/389 Caucasian students took the NWEA Reading in Fall 2023 for Grade 8

SUMMARY OF RESULTS

With the new norms released in 2020, there were no updated norms available for the specific ethnic student groups. The norms displayed in the table above reflect norms from the 2011 NWEA Norms Study. In 2015 and 2020, with the new norms, the average RIT norms did not significantly change for all students, so it is reasonable to utilize the 2011 national norms for ethnic student groups to make comparisons among Minnetonka students. Across all grade levels the Minnetonka means are mostly significantly higher in every ethnic student group when compared to the national norms. Students are making more gains from one year to the next, compared to their student group counterparts nationally. Compared to the national norms, students in all grades, except for African American Sixth and Eighth Graders outperformed their peers on the Reading (CCSS) assessment.

Fifth Grade African American and Hispanic students performed at the *Middle of Fifth Grade* level compared to all students. Typically, these student groups are performing at least a year below the NWEA national norms. Sixth Grade African American students are

reaching the *Beginning of Fifth Grade* level compared to the national norms with Hispanic Sixth Graders reaching the *Beginning of Ninth Grade* level for all students as well. Due to the small populations in these student groups, it will be important that more analysis of specific student performance be conducted to meet individual student needs.

ETHNICITY FALL MEAN RIT COMPARISON - MATH

Bold and **green** indicates a significant improvement and *Italics* and underlining indicates a significant decline for that group over the non-cohort group from the previous year. (*=Fewer than 10 Students per Grade Level)

	2022 Asian	2023 Asian	2022 African American	2023 African American	2022 Hispanic	2023 Hispanic	2022 Caucasian	2023 Caucasian
KG	157.7	151.5	147.5	<i>142.8</i>	146.6	<i>145.6</i>	149.4	150.6
1	177.3	180.0	162.6	<i>160.4</i>	167.1	<i>164.9</i>	170.9	<i>168.6</i>
2	197.0	191.7	181.8	<i>177.2</i>	183.9	<i>180.7</i>	187.4	<i>186.8</i>
3	209.0	212.6	188.5	188.7	199.1	<i>197.2</i>	199.8	201.0
4	220.6	221.7	206.0	<i>191.1</i>	206.9	209.2	211.9	<i>211.8</i>
5	233.4	234.4	203.1	214.4	218.5	<i>215.4</i>	222.3	223.7
6	239.7	241.5	216.6	<i>210.9</i>	220.6	226.3	230.1	230.5
7	250.1	<i>247.7</i>	223.3	<i>221.6</i>	225.6	227.3	236.2	237.9
8	252.9	257.0	221.9	226.7	234.4	234.6	242.3	242.6

SUMMARY OF RESULTS

Results in Math on the Fall 2023 NWEA were strong. African American students surpassed their same grade counterparts in **3 of 9** areas, and Hispanic students outpaced their counterparts in **4 of 9** areas for the second year in a row. Among African American students, Fifth Graders made statistically significant gains, improving from **203.1** to **214.4 RIT points**. This cohort made significant gains as Fourth Graders last year as well. Grade 4 and 6 African American students showed a significant decrease in average RIT score with Fourth Graders showing a two year decreased dropping by **14.9 RIT points**. Sixth Grade Hispanic students made statistically significant gains compared to their same grade counterparts from a year ago as well with no statistically significant decreases to report.

Among the African American student population, the following three cohorts surpassed the NWEA Fall-to-Fall national norm targets in Math: Grades **1 to 2** and **5 to 6**. Last year, four cohorts surpassed the NWEA Fall-to-Fall National norm targets as well.

Among the Hispanic student population, three cohorts surpassed Fall-to-Fall National norm targets. Those cohorts were Grades **1 to 2**, **4 to 5**, **5 to 6** and **6 to 7**. Last year, four cohorts also surpassed the Fall-to-Fall national targets, and two years ago, three cohorts

surpassed the NWEA Fall-to-Fall National norm targets. It is encouraging to see that both African American and Hispanic student groups made positive gains from last Fall to this Fall and that most cohorts met the Fall-to-Fall targets, because two years ago so many fell short. Despite some strong gains, there is work to be done for students in Grades 4 and 6.

NATIONAL AND MINNETONKA ETHNICITY FALL MEAN RIT COMPARISON - MATH

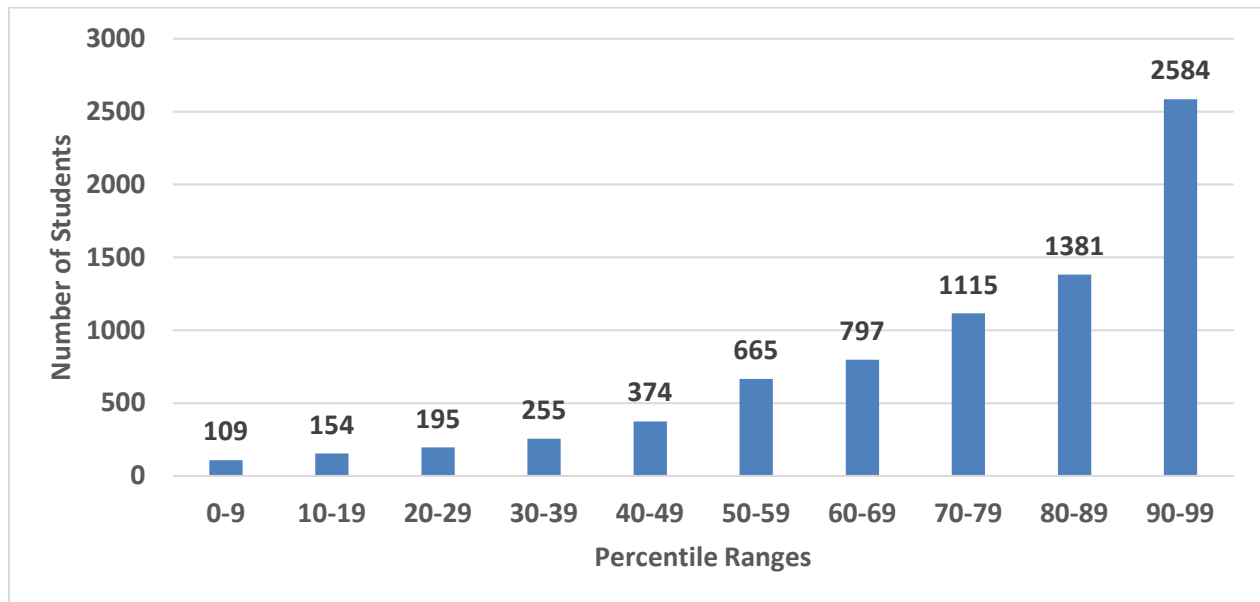
Bold and **green** indicates a significantly higher Minnetonka result compared to the National Norm for that subgroup and *Italics* and underlining indicates a significantly lower Minnetonka result compared to the National Norm for that subgroup. (*=Fewer than 10 Students per Grade Level)

	National Norms Asian	2023 Asian	National Norms African American	2023 African American	National Norms Hispanic	2023 Hispanic	National Norms Caucasian	2023 Caucasian
K	NWEA does not have Asian Norms	151.5	Norms begin GR 3	142.8	Norms begin GR 3	145.6	Norms begin GR 3	150.6
1		180.0		160.4		164.9		168.6
2		191.7		177.2		180.7		186.8
3		212.6	188.4	188.7	187.2	197.2	195.0	201.0
4		221.7	198.7	<u>191.1</u>	197.4	209.2	205.6	211.8
5		234.4	206.8	214.4	204.9	215.4	214.1	223.7
6		241.5	212.2	<u>210.9</u>	211.0	226.3	221.2	230.5
7		247.7	217.2	221.6	215.5	227.3	227.2	237.9
8		257.0	222.3	226.7	218.5	234.6	232.3	242.6

SUMMARY OF RESULTS

Minnetonka students in most grade levels outperformed their peers across the nation in Math by a significant margin in most cases, except for Grades 4 and 6 African American students. The Hispanic population outperformed the Caucasian population nationally among all grade levels. The Fifth Grade African American population outpaced the Caucasian population nationally. The Asian population outperformed the Caucasian population nationally, with Sixth Graders reaching *Beyond the Twelfth Grade* level according to national targets. The numbers of students in these populations are small compared to Caucasian students, so it is very likely that results will fluctuate from year to year either positively or negatively. Fifth Grade African American students are performing at the *Beginning of Sixth Grade* level nationally regardless of ethnicity. In addition, by Fifth Grade, Hispanic students are also performing at the *Beginning of Sixth Grade* level compared to the nation. Regardless of ethnicity, students receive differentiated instructional support designed to help them reach individual growth targets. It is important for us not to jump to conclusions based on positive or negative trends among populations with a small number of students, as it is most effective to monitor smaller student group performance over time.

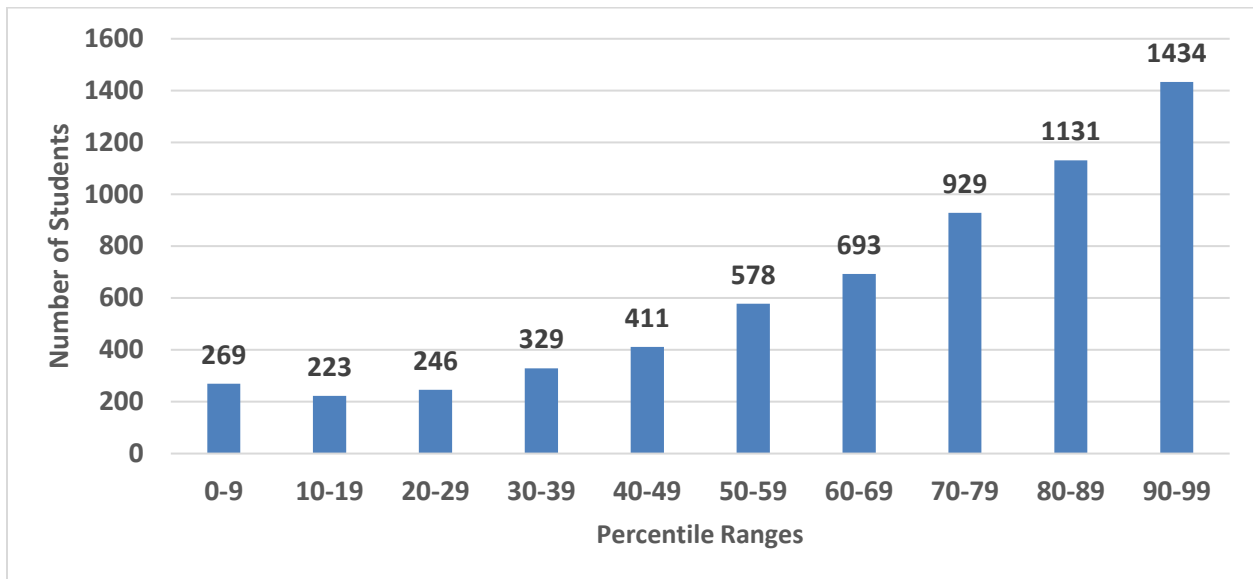
FALL MATH DECILE DISTRIBUTION FOR ALL STUDENTS



SUMMARY OF RESULTS

There were 7629 students who took an NWEA Math assessment this Fall compared to 7533 in 2022. 2584 students, or **33.9 percent**, reached the **90-99th percentile** in Math, which is up from **33.2 percent** in 2022 and up from **33.6 percent** in 2021. In addition, 1381 students, or **18.1 percent**, reached the **80-89th percentile**, which is the same from last Fall's total of **18.1 percent** and up from **17.4 percent** in 2021. Last year, **9.3 percent** of students performed below the **40th percentile** compared to **9.3 percent** this year. A slightly higher percentage of students (**increase of 0.7 percent**) performed at the upper levels (**80-99 percentile**) of the NWEA Math assessment, and the same percentage performed at the lowest levels compared to 2022, which at **9.3 percent** is an all-time best. Students performed solidly compared to the nation and surpassed the expectations for student Math performance based on NWEA research regarding the impact of COVID on national math results. In addition, the supplemental curriculum materials and staff development has added an extra emphasis in this subject area among the elementary schools. Finally, quarterly math meetings, focusing on the alignment of curriculum to standards and an analysis of strand data, informed math instruction at the middle school level throughout the year. There were **713 students** who performed below the **40th percentile**, and those students may qualify to receive additional services beyond the classroom. Last year there were **702 students** who performed below the **40th percentile**. Currently, school staff have finalized the groups who need additional support and will begin providing the necessary targeted support in the coming days.

FALL READING DECILE DISTRIBUTION FOR ALL STUDENTS



SUMMARY OF RESULTS

There were 6243 students that took an NWEA Reading assessment this Fall compared to 5874 in 2022. 1434 students, or **23.0 percent**, reached the **90-99th percentile** in Reading, which is lower than the **24.3 percent** and **25.0 percent** in 2021. In addition, 1131 students reached the **80-89th percentile (18.1 percent)**, which is a **0.5 percent** decrease compared to last Fall. **18.0 percent** reached this level in 2021. Last year, **16.3 percent** of students performed below the **40th percentile** compared to **17.0 percent** this year.

Overall, Reading results are strong, and the number of students performing below the **40th percentile** is 1067 compared to 958 a year ago. The number performing in the highest ranges is 2565 compared to 2518 from a year ago. The wide range of student performance illustrates the need for differentiation in classrooms as most students are ready for above grade level coursework. The language arts standards require students to understand complex texts and employ critical reading strategies. At both the elementary and secondary level, the language arts curriculum review is currently underway to review existing curriculum and assessments. In addition, five years ago several teachers implemented new materials that were designed to meet the increased rigor of the new standards. Also, the use of the Leveled Literacy Intervention (LLI) helped to serve students who were performing slightly below the grade level standard, but not as low performing as students needing more intense support.

FALL NWEA MATH SUB-TEST SCORES FOR KINDERGARTEN THROUGH EIGHTH GRADES

Beginning in the Fall of 2016, the middle schools changed to the Math 6+ Test, dropping the End of Course Assessments taken in Algebra I, Algebra II, and Geometry. By taking the Math 6+ Assessments, teachers can utilize NWEA resources, such as the Learning Continuum, Student Profile, and Khan Academy to provide targeted support for students based upon their RIT scores.

The chart below illustrates middle school sub-test performance results from the Fall of 2018-2023 using the NWEA Math 6+ assessment.

	2018	2019	2020	2021	2022	2023
Algebra	240.0	239.8	236.3	235.6	236.2	237.3
Geometry and Measurement	240.6	239.0	235.8	234.0	235.2	236.6
Number Sense	241.6	240.2	236.1	235.3	236.5	237.7
Stats and Probability	242.5	240.5	237.4	235.2	236.8	237.6

- * Note: In Fall 2012, different assessments were administered at the elementary and middle schools for Reading and the middle schools for Math. Elementary and middle school students took the NWEA MAP Reading Common Core State Standards (CCSS) Assessment. NWEA changed to the common core assessment due to the MCA changing this year to the MCA III Reading. The MCA III Reading is aligned to the Common Core State Standards. (Grades K-1 have different sub-tests)

The Math tables listed below display the *Combined District RIT* for the grade levels taking the assessment, and below those results are each of the grade levels that took the assessment and the *District Mean RIT* for that grade level. The Primary Grades K-1 Test was offered for the first time in 2016. This assessment, also named MAP for Primary Grades, measures four strands and is consistent with the strands measured for Grades 2-8. In addition, middle school students have all taken the Math 6+ assessment as opposed to taking the End of Course Assessments. The Math 6+ assessments allow teachers to utilize the Learning Continuum resource. This resource provides specific information about skills to teachers to help them plan instruction based on student RIT scores. Teachers can target a student's instructional level and foresee what content students will learn beyond their instructional level. This tool allows teachers to differentiate instruction based on students' needs.

FALL MATH SUB-TEST SCORES FOR KINDERGARTEN THROUGH EIGHTH GRADES

Math For Primary Grades K-1		Combined RIT 2022	Combined RIT 2023
Number and Operation		159.9	160.0
Algebra		156.8	156.6
Geometry and Measurement		161.2	161.3
Data Analysis		160.2	160.4
	Number of Students	Math Mean RIT	Math Mean RIT
Kindergarten	830	149.7	150.2
Grade 1	818	170.7	169.0

Math Grades 2-5		Combined RIT 2022	Combined RIT 2023
Number and Operation		205.1	205.3
Algebra		205.5	206.1
Geometry and Measurement		206.5	207.2
Data Analysis		206.1	206.8
	Number of Students	Math Mean RIT	Math Mean RIT
Grade 2	807	187.9	186.5
Grade 3	827	200.2	201.3
Grade 4	855	212.1	212.0
Grade 5	889	222.4	223.8

Math Grades 6+		Combined RIT 2022	Combined RIT 2023
Algebra		236.2	237.3
Geometry and Measurement		235.2	236.6
Number Sense		236.5	237.7
Stats and Probability		236.8	237.6
	Number of Students	Math Mean RIT	Math Mean RIT
Grade 6	833	230.3	230.5
Grade 7	867	236.5	237.9
Grade 8	901	241.7	242.9

SUMMARY OF RESULTS

Math for Primary Grades K-1

For students in Kindergarten and First Grade taking the NWEA Math for Primary Grades Assessment, there was an increase in three of four strands with Algebra showing a slight decrease of **0.2 RIT points**. In 2020, there was a decrease in performance across all strands. In most years, either Data Analysis or Algebra are areas identified for growth, which is common for the primary grades. Kindergarteners this year improved compared to Kindergartners from a year ago, increasing from an average RIT score of **149.7** to **150.2**. All Kindergarten data from the NWEA Tests serve as a baseline, or starting point, for students as they begin the school year. In addition, after First Graders experienced a significant increase two years ago year compared to their previous years' counterparts First Graders this year showed a slight drop of **1.7 RIT points**. Kindergarten students on average performed at the *Middle of Kindergarten* level nationally. First Graders performed at the *Middle of First Grade* nationally, which was the same level the last two years according to the 2020 norms. These levels are consistent with typical years; however, schools are strongly encouraged to focus on the strands that need attention based on NWEA Fall scores and classroom common assessment results.

Math Grades 2-5

On the NWEA Math 2-5 Assessment, students in Grades Two through Five showed a more typical performance compared to previous years prior to the impact of COVID. Among Grades 2-5, Grades 3 and 5 increased compared to last year, and all strands showed increased average RIT scores for the combined Grades 2-5 group. This is encouraging news, as there is now further evidence of students rebounding from the impact of the pandemic. In addition, by Fifth Grade, with an average RIT score of **223.8**, students are reaching the *Middle of Seventh Grade* level in Math.

Math 6+

Students in Grades 6-8 took the Math 6+ test this year. For the second year in a row, Grades 6-8 experienced increases compared to their same grade counterparts from a year ago. According to the average RIT score performance in the table, Grade 6 students performed at the *Beginning of Tenth Grade* level, and Grade 7 and 8 students performed *Beyond the Twelfth Grade* level. Teachers will be able to use the Learning Continuum based on the Math 6+ results as a baseline to identify specific skills in which students need support. This tool allows staff to view data at a granular level to provide students to skills in which they will be assessed again in the Spring.

The Reading tables listed below display the *Combined District RIT* for the grade levels taking the assessment, and below those results are each of the grade levels that took the assessment and the *District Mean RIT* for that grade level. (Grades K-1 have different sub-tests; most students in Grade Eight do not take the Reading Assessment). Grades 2-5 transitioned to taking the Reading Common Core State Standards assessment in 2012. Grades K-1 began taking the Reading Common Core State Standards assessment four years ago. The K-1 assessment will help all staff provide support for students as they transition from the MAP Primary Grades Test to the MAP 2-5 Test.

FALL READING SUB-TEST SCORES FOR KINDERGARTEN THROUGH SEVENTH GRADES

Reading For Primary Grades K-1		Combined RIT 2022	Combined RIT 2023
Foundational Skills		151.1	151.8
Vocabulary		155.4	155.9
Literature and Informational Text		154.9	155.0
Language and Writing		150.8	151.1
	Number of students	Reading Mean RIT	Reading Mean RIT
Kindergarten	494	144.7	144.4
Grade 1	490	164.2	162.8

Reading Grades 2-5 Common Core (CCSS)		Combined RIT 2022	Combined RIT 2023
Informational Text		200.9	200.6
Literature		201.3	201.2
Foundational Skills and Vocabulary		201.6	201.1
	Number of students	Reading Mean RIT	Reading Mean RIT
Grade 2	513	180.4	177.7
Grade 3	825	194.4	194.3
Grade 4	849	206.9	206.6
Grade 5	889	215.1	214.8

Reading Grades 6+ Common Core (CCSS)		Combined RIT 2022	Combined RIT 2023
Informational Text		223.3	223.4
Literature		222.6	222.7
Foundational Skills and Vocabulary		223.8	224.2
	Number of students	Reading Mean RIT	Reading Mean RIT
Grade 6	832	220.8	221.3
Grade 7	866	225.6	224.6

SUMMARY OF RESULTS

Reading For Primary Grades K-1

On the Primary Grades Tests, Kindergarteners and First Graders outpaced their same grade counterparts from a year ago on each of the four subtests. However, both Kindergarten and First Grade overall RIT scores showed a slight decrease compared to their same grade counterparts last Fall. Teachers at each of the elementary schools studied their data, and it is recommended that the focus be in the areas of Foundational Skills along with Language and Writing.

Reading Grades 2-5 Common Core (CCSS)

Grades 2-5 performances saw increases on each of the three subtests last year and a decrease this year on all three subtests. The decreases ranged from **0.1 – 0.5 points** and are not considered statistically significant. Additionally, all grade levels showed a decrease in average RIT score with the decrease among Second Graders showing the greatest decrease in average RIT score, dropping by **2.7 RIT points**. Although each of the decreases are not considered to be statistically significant, there is evidence that students need support in Informational Text. Second Graders are performing at the *Middle of Second Grade* level, Third Graders are reaching the *Middle of Third Grade* level, Fourth Graders are now at the *Middle of Fifth Grade* level, and Fifth Graders have reached the *Beginning of Seventh Grade* level. As students move through the Minnetonka academic program, there is evidence that growth begins to accelerate. After reviewing the data, most students should be focusing on *Informational Text*. In most years, the focus alternates between Literature and Informational Text, as the scores on the Reading Test are typically within close range of each other.

Reading Grades 6+ Common Core (CCSS)

Seventh Graders are performing *Beyond the Twelfth Grade* level in Reading and Sixth Graders are reaching the *Beginning of Tenth Grade* level. An area of growth among middle school students could be in *Literature*. *Literature* has been an area of growth the past three years.

RECOMMENDATIONS FOR ACTION

PREVIOUS FALL SCORES COMPARED TO CURRENT FALL SCORES

The NWEA Fall results are a snapshot in time of student performance, and the results should be used in conjunction with other formative assessments to make instructional decisions. Elementary and middle school staff used Oral Reading Fluency Assessments and Benchmarking Assessments to triangulate data to ensure ample data is used to help drive instruction. Utilizing the *Learning Continuum* (analysis software) information developed by NWEA, teachers will have tools to help them differentiate for their students.

Also, teachers have access to the eduCLIMBER early warning system and data warehouse to help provide deeper analysis of student performance and provide a predictor for MCA Reading and Math Test performance in the Spring. This will enable teachers to participate in differentiated professional development at their own pace or with their grade level teams. As shared previously in this report, there is ample evidence that scores have rebounded this Fall, and in many areas, student performances are like previous years.

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

With an average RIT score of **185.6 (down from 187.0)**, Minnetonka Fifth Grade LEP students are performing on a beginning of the year Third Grade level compared to the national average of all students in Reading. By Sixth Grade, with an average RIT score of **190.4**, Minnetonka LEP students are performing as a middle of the year Third Grader in Reading as well, although it is important to note that there were only **12** LEP students tested in Reading in Grade 6 and 17 in Grade 5.

SPECIAL EDUCATION

When reviewing the data for Special Education, it is important to note the lower number of students within this population. In addition, it is also important to study the growth students are making within cohorts. We measure cohort growth with the non-special education population compared to the special education population to monitor gaps in each of their growth from one year to the next. It is a goal for students in Special Education to grow at the same rate or better than students not receiving Special Education services to close the achievement gap.

First, Special Education students out-performed last year's counterparts in Math in **3 of 5** areas: Grades 5, 7, and 8. In Reading, Special Education students surpassed their same grade counterparts in Grade 7. Again, due to the lower number of students it is difficult to conclude if increases and decreases are statistically significant, however, there were no decreases that could be considered statistically significant for the second year in a row. By Fifth Grade, Special Education students are reaching the *Middle of Fourth Grade* level in Reading, and the *Middle of Fifth Grade* level in Math. By Fifth Grade, Special Education students are performing at or above grade level compared to all students in Math and a half year behind all students nationally in Reading.

DISTRICT PERFORMANCE COMPARED TO NATION

Minnetonka students surpassed national expectations in Math and Reading, and the Fall performance should be a positive sign for students and staff. However, there is still work to be done this year to help students make expected gains by the Spring. With the improvements made to the academic program prior to this Fall and continued improvements throughout the year, accompanied by consistent instructional delivery, Fall to Spring growth should be positively impacted.

By the time students reach Fifth Grade, Minnetonka growth accelerates. Students are reaching performance levels that are several years beyond their current grade level. By the Spring, it is likely that the average Fifth Grader is predicted to perform at or Beyond the Twelfth Grade level in Math and Reading.

IMMERSION

When students reach the Fourth and Fifth Grades, the performance gaps between English and Immersion that may have existed earlier disappear for both Reading and Math. There is a District Immersion Team in place that is focusing on this topic. The team is composed of Elementary and Middle School Teachers, Principals, and Teaching and Learning Staff.

Overall, there were significant increases in Math and Reading among Chinese Immersion Fifth Graders, increasing by an average RIT score of **5.6 points** in Math and **3.0 RIT points** in Reading.

Minnetonka students surpassed national expectations in Math and Reading, and the Fall performance should be a positive sign for students and staff. However, there is still work to be done this year to help students make expected gains by the Spring and to continue to address unfinished or uneven learning created by the COVID pandemic. With the improvements made to the elementary Math assessments to start the year last year and continued improvements throughout the year, accompanied by consistent instructional delivery, Fall to Spring growth should continue to trend upward.

ADVANCED LEARNING/NAVIGATOR PROGRAMS

Since most students are performing within the 90th-99th percentile, there are many students who are not identified as Advanced Learning but have some similar needs. The Learning Continuum is a tool from NWEA that can help identify what students are ready to learn if they are far above grade level. When students have exceeded the limits of the test other measures there is a plan in place to examine other assessment options. The Advanced Learning Program leadership and staff will look closely at any negative-trend data and will continue their work that was begun with the curriculum review where achievement gaps were addressed.

Lastly, the eduCLIMBER early warning system and data warehouse allows teachers to measure how their students are predicted to meet the state standards on the MCA tests when they are taken in Third through Eighth Grades. In addition to understanding if their students are on target, teachers can measure students' growth beyond the NWEA national norms, which is beneficial for challenging students who are not only performing well below grade level but for students reaching the upper reaches of the NWEA RIT scale. Coupled with the eduCLIMBER and NWEA sites, teachers have access to a comprehensive school data profile that contains several years of trend data to track grade levels, programs, and strand level data for individual sites. This file should be used to view standardized assessment data over time, as intended. Lastly, the *Student Profile*

offered by NWEA will help teachers set individual student goals with students to help involve students in the goal setting process.

GENDER

The results from the Reading assessment should be used to carefully monitor students' performance throughout the year. This assessment could serve as a predictor for the Spring MCA III Reading since that assessment is also aligned to the Common Core State Standards.

Most elementary schools and the middle schools have created building goals that were tied to Math in previous years. However, last year and this year, many buildings are focusing their efforts on Reading.

Overall, the fluctuations in Reading and Math average RIT scores this year had a similar impact on both Males and Females. Like typical years, Males out-performed Females in Math, and Females out-performed Males in Reading.

Most cohorts made expected Fall-to-Fall growth, apart from the Kindergarten to First Grade cohorts.

ETHNICITY

For Reading, African American students surpassed average RIT scores from 2022 among the following grade levels: 3, 5, 7, and 8. There were large increases among Grades 5 and 8 with a significant decrease among students in Grades 4 and 6.

Among the Hispanic student population, most cohorts surpassed Fall-to-Fall National norm targets except for the K-1, 4-5, and 7-8 cohorts.

For Math, Among the African American student population, the following three cohorts surpassed the NWEA Fall-to-Fall national norm targets in Math: Grades **1 to 2** and **5 to 6**. Last year, four cohorts surpassed the NWEA Fall-to-Fall National norm targets as well.

Among the Hispanic student population, three cohorts surpassed Fall-to-Fall National norm targets. Those cohorts were Grades **1 to 2**, **4 to 5**, **5 to 6** and **6 to 7**. Last year, four cohorts also surpassed the Fall-to-Fall national targets, and two years ago, three cohorts surpassed the NWEA Fall-to-Fall National norm targets.

Teachers can work to create common formative assessments to address the target skills necessary to increase performance among a particular strand. Assessments can be in the form of homework, quizzes, tests, and differentiated activities. Teachers now can assess students in an efficient manner that provides immediate feedback, resulting in a more effective way to differentiate for students.

Teachers should use the Learning Continuum tool to help them plan with the new strands and sub strands within the strands as all the NWEA information in addition to the eduCLIMBER software to disaggregate data by student groups.

OPEN ENROLLMENT

In **11** out of **18** areas for comparison, Open Enrolled students outperformed their Resident counterparts on the Fall 2023 NWEA Test compared to **11** out of **18** areas in 2021 and **13** out of **18** areas in 2020. For several years, with no exception in 2023, in all cases for both Reading and Math, the differences between the two groups' performances is not considered to be statistically significant.

The growth of Open Enrollment in Minnetonka benefits the District from the perspective of student achievement. As the District continues to attract families from outside the attendance boundaries, it should be noted that this influx of students not only brings revenue to the District, but it also raises the level of academic achievement across the District.

MATH

There is a need for differentiation in classrooms as most students are ready for above grade level coursework in Math. It is important that we address the needs of students who despite our best efforts are not succeeding as well as those students who already know the information that is typically provided in our curriculum. Teachers continue to identify differentiation for the highest performing students as one of their top priorities. With the implementation of supplemental math strategies and materials at the elementary level, teachers will be able to emphasize both the concrete and the abstract concepts needed to meet the range of learners. These strategies also introduce and reinforce algebraic reasoning. Middle school teachers will need to work to differentiate for their students within each of the courses by using collaborative common formative assessments throughout the year to help drive instruction. In addition, middle school teachers will utilize the *Road to Success* strategies they have developed to regularly monitor students who are receiving academic intervention.

READING

Students scoring below the 40th percentile on the NWEA Reading test, in addition to scoring below the 25th percentile on FastBridge early reading and ReadingCBM fluency assessments, will need support from a building Reading Specialist. The support provided to students through this model should be used to supplement instruction already occurring in the student's regular classroom. At the middle school level, it is important to tie in reading strategies across the curriculum regardless of the content area. In addition, middle school teachers can look more closely at the *Literature* strand along with corresponding state standards to identify specific areas of needs for their students.

Middle school departments should differentiate for students who are excelling among other strands identified by the assessment. They should continue to create collaborative common formative assessments to help them target the specific pre-requisite skills necessary to perform successfully on a given strand.

Teachers at the elementary level can address writing needs across all areas with the *Being a Writer* curriculum materials and comprehension needs with the *Making Meaning* materials. The proactive work and deeper analysis by teachers will enable them to have success with implementation of the new Reading curricular materials.

LEARNING CONTINUUM

Teachers that are working with struggling learners should use the NWEA Learning Continuum to help assist with determining appropriate interventions along with classroom common assessment data. The Learning Continuum was introduced to staff during data day discussions. All teachers were encouraged to use this information to help inform their work around differentiated instruction within the classroom. In addition, teachers will need to work through their Skyward resources to consult the Curriculum Maps for the grade levels below to provide support for struggling learners and for the grade levels above to provide support for learners who already know certain concepts.

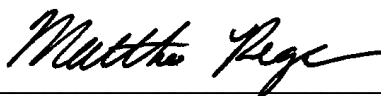
Multi-Tiered Systems of Supports (MTSS)

The District uses NWEA data and fluency data to identify students in need of additional Reading and Math support. In addition, targeted data analysis has become more refined to identify students who need Tier 1 classroom support, or Tier 1 prevention, related to the state standards. This process will continue to improve because of the recent MTSS review provided by the CAREI Institute from the University of Minnesota. This ensures that all students are identified consistently; previously students were not identified using multiple measures. Multiple measures need to be used for students who need extra services at all levels and should be used to exit students from these services as well.

RECOMMENDATION/FUTURE DIRECTION:

The information provided in this report is designed to update the School Board on the results of the Fall 2023 administration of the NWEA assessment.

Submitted by:



Matt Rega, Director of Assessment and Evaluation

Concurrence:



David Law, Superintendent

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

Study Session Agenda Item #2

Title: Istation Fall Update

Date: October 26, 2023

OVERVIEW

During the Fall of 2023, First and Second Grade Spanish Immersion students took the Istation's Indicators of Progress (ISIP) Test. This Winter, Kindergarten Spanish Immersion students will take the ISIP Test, and in the Spring, all K-2 Spanish Immersion students will take the test.

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

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

Aligned to the ISIP student assessment results, instructional resources in the Istation system are customized for individual students based on their benchmark assessment performance each season. In addition, teachers can administer monthly *On Demand Assessments* to track students' progress as they work through the instructional software. This system is not only supportive of early intervention strategies, but it also allows for

students who need to be challenged academically beyond their current levels of performance. Because there are three tiered levels, Minnetonka Spanish Immersion students have room to grow as they continue to strive toward the highest levels of the instructional and assessment program. Teachers will use the results to help plan for individual intervention with students depending on their performance. Student progress will be monitored on a regular basis, and some students will spend more time with the program each week depending on their needs. Istation staff recommend students spend 30-60 minutes per week in the supplemental instructional program depending on the needs of individual students. Students who need more intensive intervention will be assessed monthly with the Istation *On Demand Assessments*, as this is a form of progress monitoring for students who may be struggling with the language. It is important to note that the decrease in student performance is most likely due to the disruption to instruction during the COVID-19 pandemic. However, First and Second Grade student performance has rebounded in key areas such as Comprehension, Vocabulary, and Text Fluency. There is overall evidence of improvement as the school experience begins to be more typical than recent years. All data should be viewed cautiously, and growth will be monitored throughout the school year and reported to the school board in the Spring.

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

Definition of Terms

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

There are three levels or "Tiers" in which students are placed based on their ISIP "Ability Index" scores. The tiers range from Tier 1 (at or above grade level), Tier 2 (moderately below grade level), and Tier 3 (well below grade level). Students are placed into the different tiers based on their overall *Ability Index* for each of the subtests. The ability index score is a three-digit score, much like a RIT score from the NWEA test or the scale score from the MCAs. The ability index scores are totaled from each of the subtests to equal an

overall ability index, thus placing a student into a particular tier. As students are placed into tiers, the ability index scores are also used to calculate national percentile rank. For example, if a student is performing at the 85th percentile, then he is performing better than or equal to 85 percent of the students who took the test that month. In previous years, grade equivalency was calculated and included in teacher and parent reports. According to Istation, starting this year, the company will no longer include the grade level equivalency scores in their reports. According to the company literature, this update safeguards against any possible misreading or misunderstanding of information, and it ensures that teachers are equipped to make informative interventions and accurate placement decisions and provide differentiated instruction. This decision was made according to the latest educational research on this topic. Leading educational research cautions against and conveys concerns regarding the misuse of grade equivalents. According to Malbert Smith III, PhD, in his position paper “The Hippocratic Oath and Grade Equivalents,” organizations such as the American Educational Research Association (AERA), the American Psychological Association (APA), and the National Council for Measurement and Education (NCME) have documented misconceptions and misuse of grade equivalents. Istation’s reporting measures still include ability scores, percentile rankings, and tier levels to provide the very best snapshots of student growth.

The following sections of this report will show information regarding the ISIP scoring scale, highlights from the Fall, and District and school level results. Three years-worth of data are highlighted throughout the report.

Highlights from this year’s Fall assessment are listed below:

- First Graders in Minnetonka out-performed First Graders from a year ago on one of four subtests according to the average Ability Index score.
- District-wide, First Graders showed a decrease in Tier 1 performance for each of the four subtests.
- Second Graders out-performed last year’s Second Graders on all five measured subtests according to the average Ability Index score.
- Second Grade students surpassed the 50 percentile range in Written Communication and Text Fluency, indicating that most of our students are surpassing levels like those nationwide in this area.
- District-wide, Second Graders experienced a positive two-year trend in Comprehension, improving by 7.1 percent reaching the Tier 1 level since 2021.
- District-wide Second Graders improved the percentage of students reaching the Tier 1 level in Vocabulary over the past two years.

Explanation of Sub-Tests

ISIP assessments include six sub-tests. For the purposes of gaining a better understanding of student tier level performance, the tier levels have been expanded to the tenths place rather than rounding to the nearest whole number. This will allow staff to understand how close their students performed in relation to each of the tiers. For example, in the District data and individual school level data tables, a tier level may be reported as 1.4. Rather than round to the nearest whole number, the tenths place is used

to show that the average tier performance was closer to Tier 1 than Tier 2. The national target levels listed in table below display the tiers as Tier 1, Tier 2, or Tier 3.

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

Description of Instructional Tiers (ISIP National Targets)

Subtest	First Grade			Second Grade		
	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
CO	<188	188-194	>194	<205	205-219	>219
WC	<166	166-181	>181	<197	197-203	>203
VO	<171	171-181	>181	<202	202-211	>211
PA	<191	191-200	>200	<217	217-229	>229
TF	-	-	-	<0	0-6	>6

Data Analysis: Fall 2021-2023 Grades 1 and 2 District ISIP Mean Ability Index, Tier Level, and Percentile

The bar charts below display the tier levels, and the goal is to have a higher percentage of students reaching Tier Level 1. As the tier levels increase in number (Levels 1, 2, or 3), the percentile decreases. The tier levels are based on the *Ability Index* score. Each subtest has a different ability index target. For Second Grade, Although Comprehension has a higher ability index score, students showed a stronger performance in Written Communication and Text Fluency compared to their national peers according to the percentile scores. In addition, based on the ability index and percentile scores, First Graders in Minnetonka out-performed First Graders from a year ago on three of four subtests. The only exception was in Written Communication.

According to the table above, national targets indicate that students need a 194 ability index score to reach Tier 1 for Comprehension, while they need a lower ability index of 181 in Written Communication and Vocabulary to reach Tier 1 according to Istation's National Norms. Again, Tier 1 is the most desirable tier to achieve. According to the table below, Written Communication is the strongest area of performance according to First

Grade percentiles with Comprehension showing a slight decrease from **44.7 percent** to **43.3 percent** following an increase of **2.5 percent** a year ago. In addition, Vocabulary dipped below the **50 percent** mark after eclipsing this threshold the past two years. The bar charts below show a decrease at the Tier 1 level in each area after experiencing and increase at this level across all subtests last year. Performance is more closely aligned with the results from two years ago with strength areas observed in Written Communication and Phonics. Fall scores are considered baseline each year for students, because students take the Istation test in September when they log into the Istation system, shortly after returning from summer break. These results reflect what students have retained after not receiving explicit instruction in the target language for three months. Typically, the longer students learn in the second language, the more they will retain as they matriculate through the grade levels.

Second Grade students are also assessed in *Text Fluency* as indicated in the table below. According to the results, Second Graders out-paced Second Graders from 2022 in all five areas after showing increases in 1 of 5 areas the prior year. Strong percentile increases were seen in Comprehension, Vocabulary, and Text Fluency, with more modest increases in Written Communication and Phonics. According to the tier levels displayed in the bar charts, there was an increase in the percentage of students reaching the Tier 1 level in Comprehension, Written Communication, and Vocabulary. Although Phonics saw the same percent of students performing at the Tier 1 level (50 percent) compared to last year, there was an increase in the percentage of students performing within the Tier 2 level, marking a shift from Tier 3 to Tier 2. Again, the national norms are based on a combination of students who are both native and non-native speakers, and the impact the past several months has had on language learning is evident with the results this Fall.

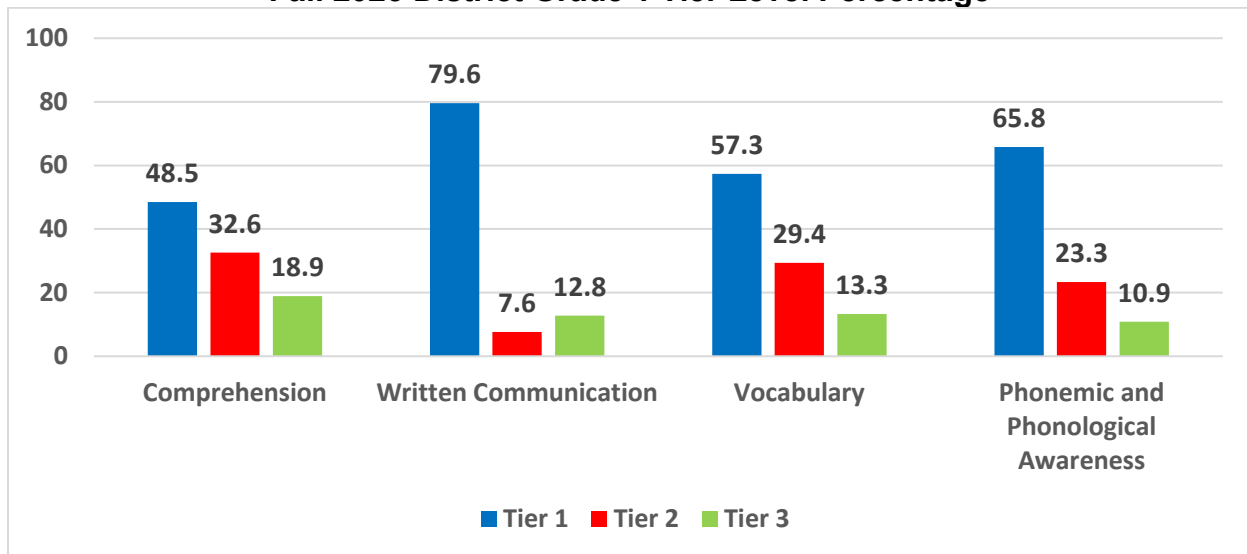
In a typical year, Fall results can be unpredictable, because Immersion students do not consistently practice the language throughout the Summer, and taking the test within the first two weeks of returning to school can result in unpredictable test performance. It will be important that students continue to work in the Istation system on a regularly scheduled basis throughout the year, and with consistent exposure to the system with regular monthly assessments, Spring scores should be positively impacted.

Fall 2021-2023 Grade 1 District ISIP Mean Ability Index, Tier Level, and Percentile

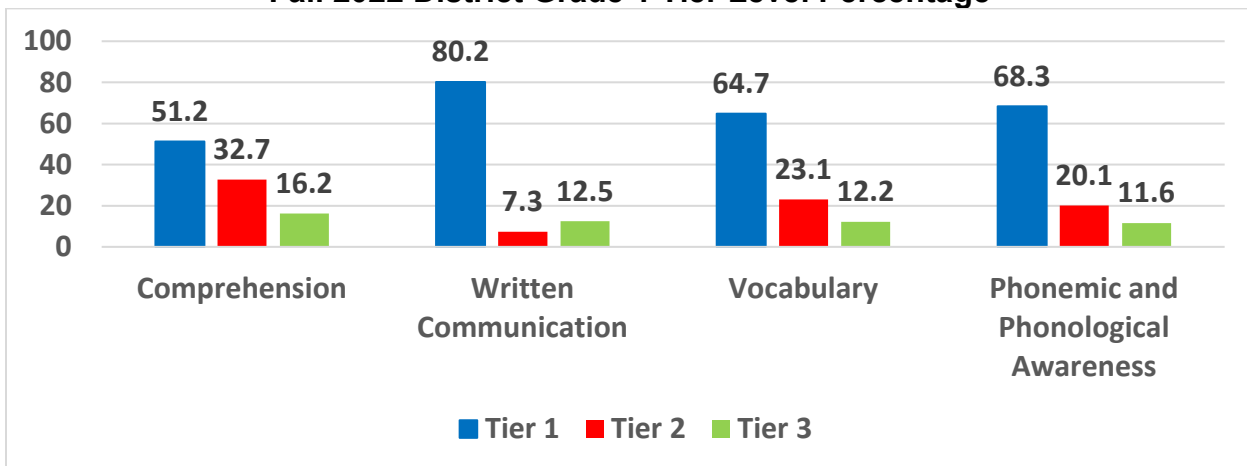
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Fall 2023 Subtest	Ability Index	Percentile
Comprehension	194.9	43.3
Written Communication	189.6	53.7
Vocabulary	185.1	49.7
Phonemic and Phonological Awareness	203.8	51.4
Fall 2022 Subtest	Ability Index	Percentile
Comprehension	195.6	44.7
Written Communication	189.4	53.3
Vocabulary	188.3	55.5
Phonemic and Phonological Awareness	204.8	53.2
Fall 2021 Subtest	Ability Index	Percentile
Comprehension	194.2	42.2
Written Communication	190.3	54.1
Vocabulary	186.9	52.5
Phonemic and Phonological Awareness	204.0	51.9

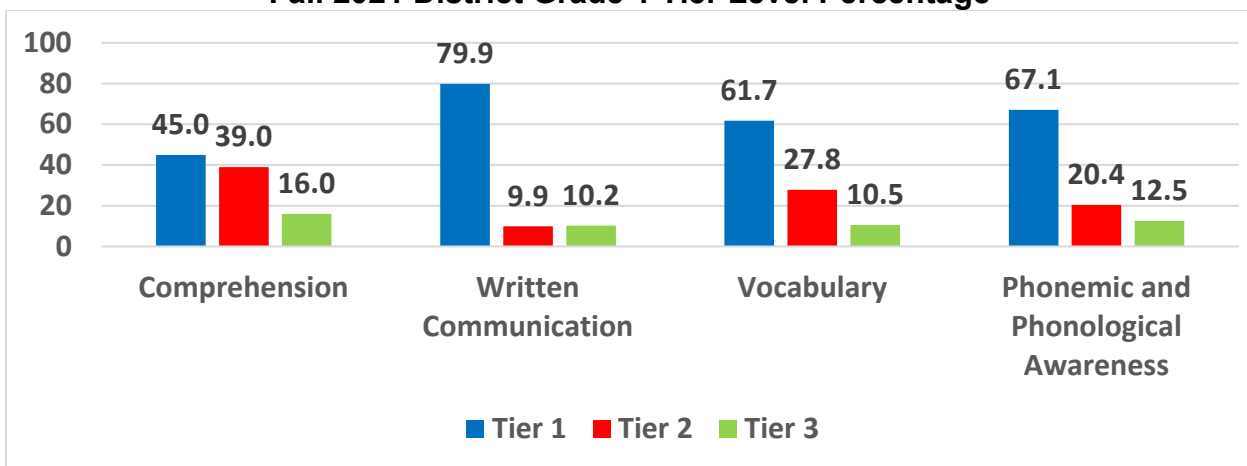
Fall 2023 District Grade 1 Tier Level Percentage



Fall 2022 District Grade 1 Tier Level Percentage



Fall 2021 District Grade 1 Tier Level Percentage

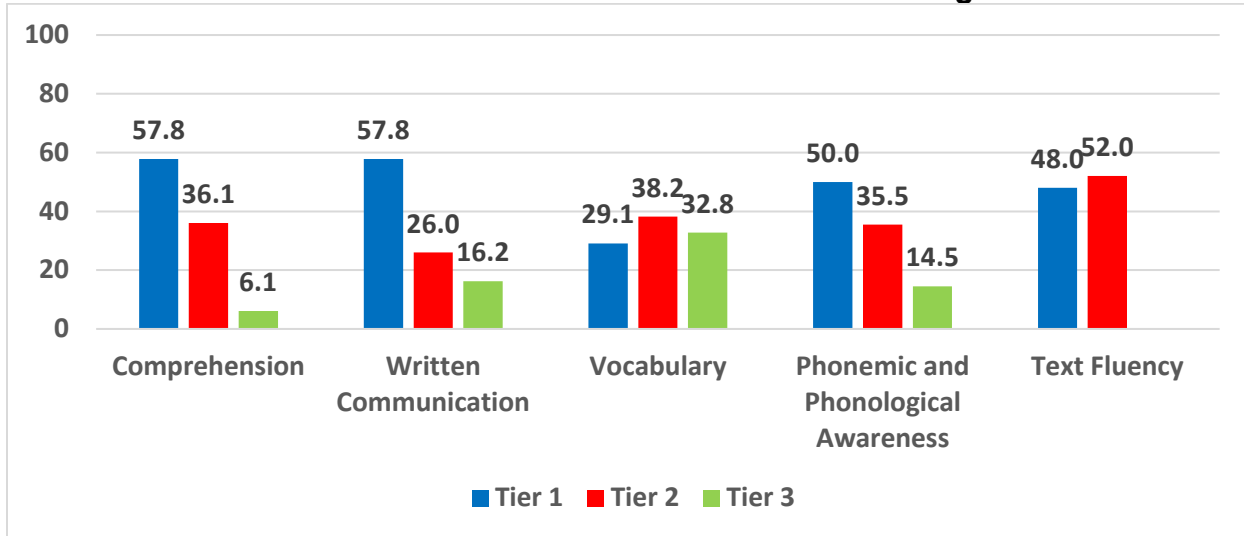


Fall 2021-2023 Grade 2 District ISIP Mean Ability Index, Tier Level, and Percentile

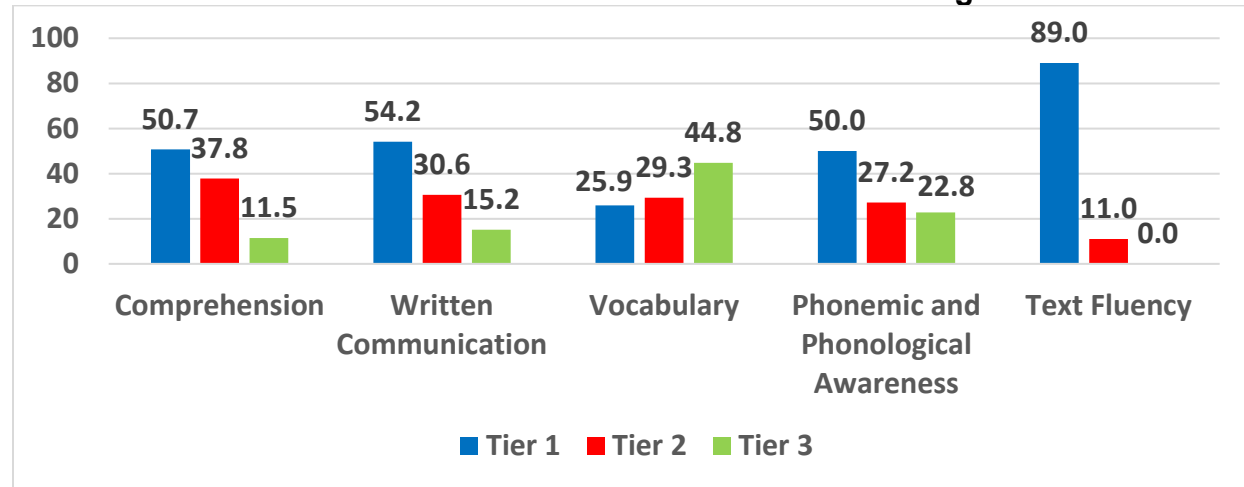
N=296

Fall 2023 Subtest	Ability Index	Percentile
Comprehension	223.6	48.6
Written Communication	208.7	58.2
Vocabulary	208.6	37.4
Phonemic and Phonological Awareness	230.8	46.9
Text Fluency	7.9	58.7
Fall 2022 Subtest	Ability Index	Percentile
Comprehension	221.4	45.6
Written Communication	208.3	56.8
Vocabulary	206.2	32.8
Phonemic and Phonological Awareness	228.6	44.0
Text Fluency	7.4	54.3
Fall 2021 Subtest	Ability Index	Percentile
Comprehension	221.6	45.8
Written Communication	209.0	58.9
Vocabulary	204.0	28.3
Phonemic and Phonological Awareness	229.8	45.7
Text Fluency	8.0	63.6

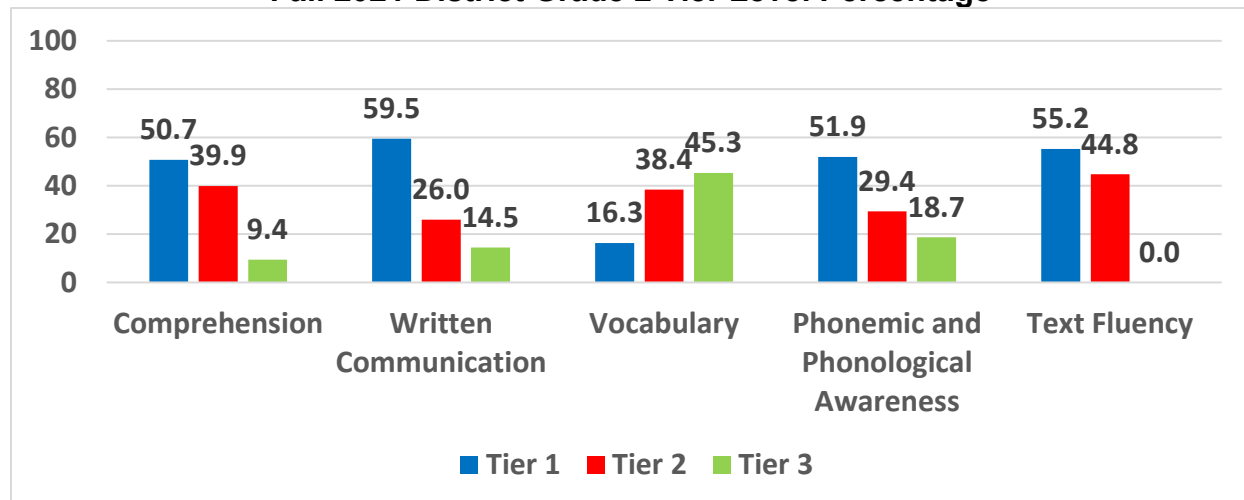
Fall 2023 District Grade 2 Tier Level Percentage



Fall 2022 District Grade 2 Tier Level Percentage



Fall 2021 District Grade 2 Tier Level Percentage



District Cohort Data Summary

The Grade 1 to Grade 2 District cohort data reveal increases among students moving from First to Second Grade in Written Communication and Comprehension. The Minnewashta First to Second Grade cohort growth made a significant impact on the overall district average in Comprehension, in which Minnewashta experienced an 11.1 percentile increase, improving from **40.9 percent** to **52.0 percent**. It is typical to see large drops in Vocabulary performance when comparing Fall to Fall results. Fall results are difficult to predict for Immersion students unable to access the language throughout the summer months. Using these results as baseline for the school year, Spring scores will be important to review to measure overall growth throughout the school year.

Recommendations: District Fall 2023 Grades 1 and 2

Although Fall results are considered baseline, the Fall administration of the ISIP Test in September is important, because the results allow Minnetonka Spanish Immersion staff to monitor student performance in key areas. Areas of focus for First Graders lie within Phonics and Comprehension and Vocabulary and Phonics among Second Graders.

District Fall Grade 1 2022 to Fall Grade 2 2023 Cohort by Percentile and Subtest

Sub-Test	Grade 1					Grade 2				
	CSE	DHE	GRV	MWA	DIST.	CSE	DHE	GRV	MWA	DIST.
CO	52.3	39.9	44.6	40.9	44.6	49.6	41.7	49.5	52.0	48.6
WC	55.0	51.3	50.6	55.6	53.4	58.1	49.2	62.1	61.7	58.2
VO	56.1	50.3	58.2	56.6	55.5	38.6	33.4	30.4	45.7	37.4
PA	58.1	49.8	53.8	50.5	53.2	51.0	39.0	47.1	48.8	46.9

Data Analysis: Fall 2021-2023 Grades 1 and 2 Clear Springs ISIP Mean Ability Index, Tier Level, and Percentile

According to First Grade results in the charts below, Tier 1 percentages for Clear Springs' First Graders increased in one of four areas compared to three of four areas the prior year. Written Communication has experienced a two year increase and most average scores are in close range of the Fall performance from two years ago. In the bar chart, both Phonics and Written Communication experienced a percentage increase compared to last year, with Vocabulary showing a slight decrease and Comprehension dropping back to levels from 2021. With the shift toward Tier 2, now at **38.2 percent**, an area of focus for Clear Springs First Graders is in Comprehension.

In the table below, Grade Two results for Clear Springs show increased percentile levels in three of five areas for the second year in a row. Tier 1 percentages increased in three of five areas as well. Written Communication experienced a slight drop after a two-year increase while Phonics rebounded after a significant drop in 2022. Typically, students in the Fall would experience decreases in Vocabulary and Comprehension due to the time

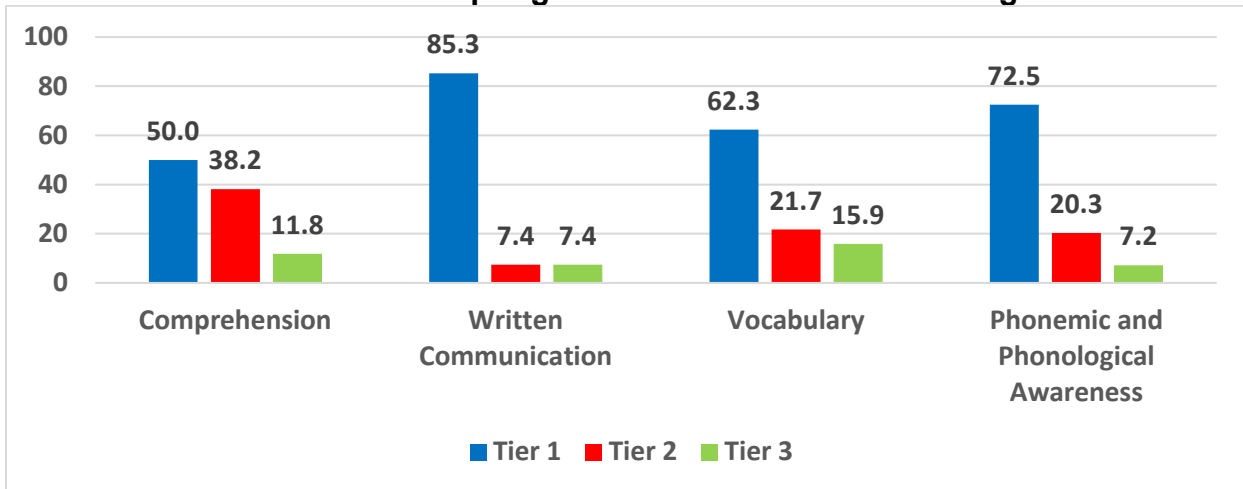
off from school in the Summer. There is encouraging news among Second Graders at Clear Springs, who experienced significant increased Tier 1 percentage results in both Comprehension and Vocabulary.

Fall 2021-2023 Grade 1 Clear Springs ISIP Mean Ability Index, Tier Level, and Percentile

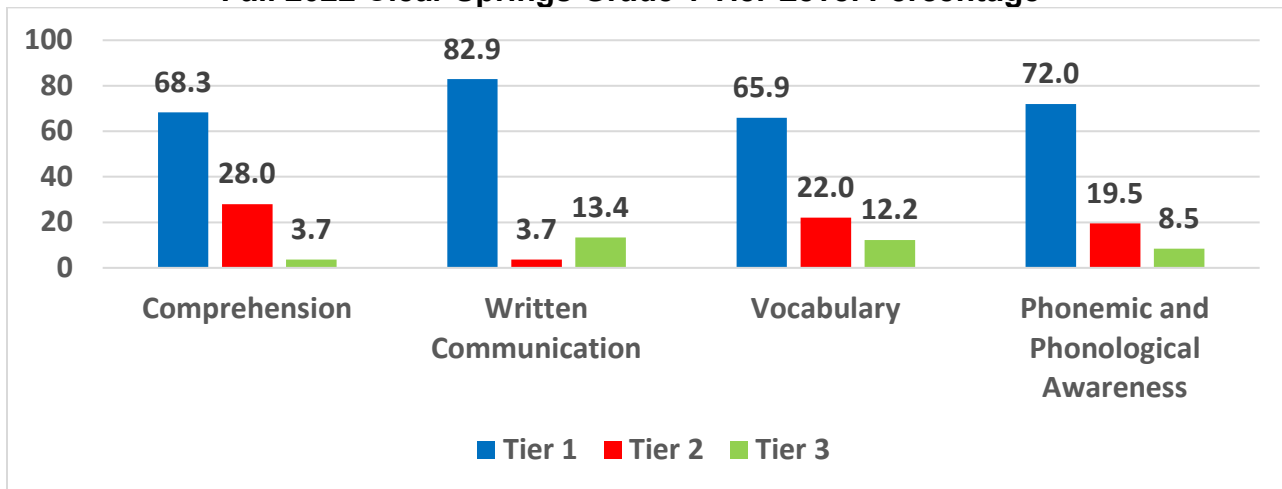
N=69

Fall 2023Subtest	Ability Index	Percentile
Comprehension	197.1	46.1
Written Communication	193.5	58.4
Vocabulary	185.4	50.5
Phonemic and Phonological Awareness	205.6	53.9
Fall 2022Subtest	Ability Index	Percentile
Comprehension	199.6	52.3
Written Communication	190.8	55.0
Vocabulary	188.8	56.1
Phonemic and Phonological Awareness	207.5	58.1
Fall 2021 Subtest	Ability Index	Percentile
Comprehension	195.1	44.1
Written Communication	190.5	54.2
Vocabulary	187.3	53.4
Phonemic and Phonological Awareness	205.6	54.8

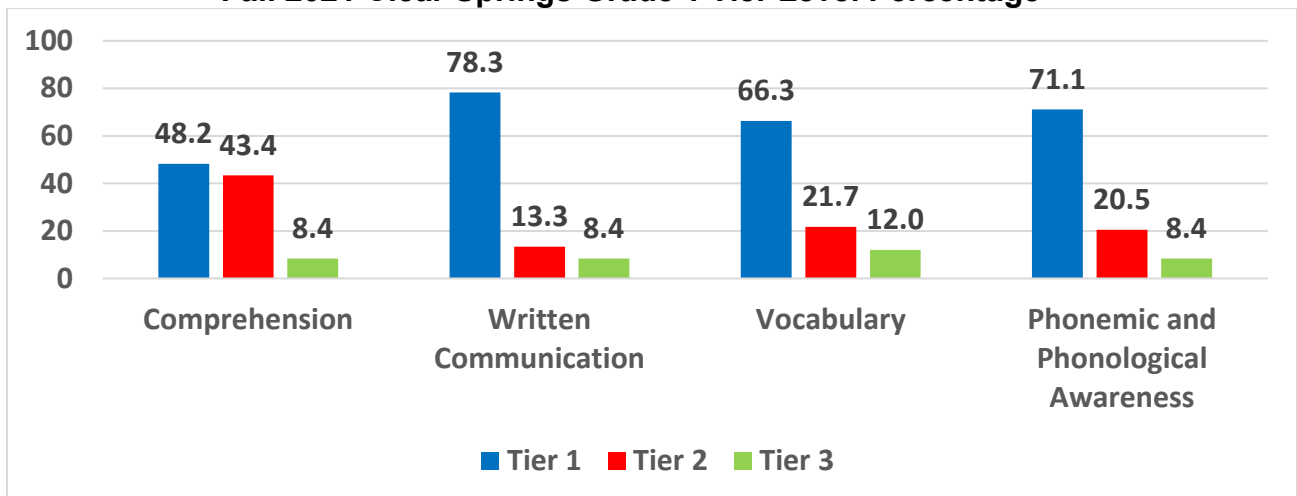
Fall 2023 Clear Springs Grade 1 Tier Level Percentage



Fall 2022 Clear Springs Grade 1 Tier Level Percentage



Fall 2021 Clear Springs Grade 1 Tier Level Percentage

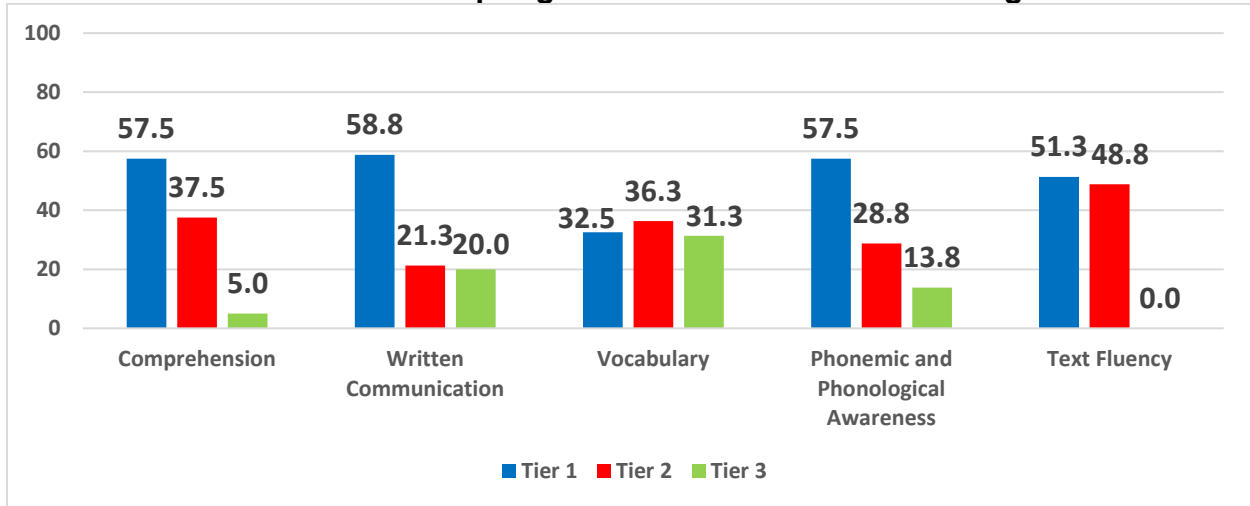


Fall 2021-2023 Grade 2 Clear Springs ISIP Mean Ability Index, Tier Level, and Percentile

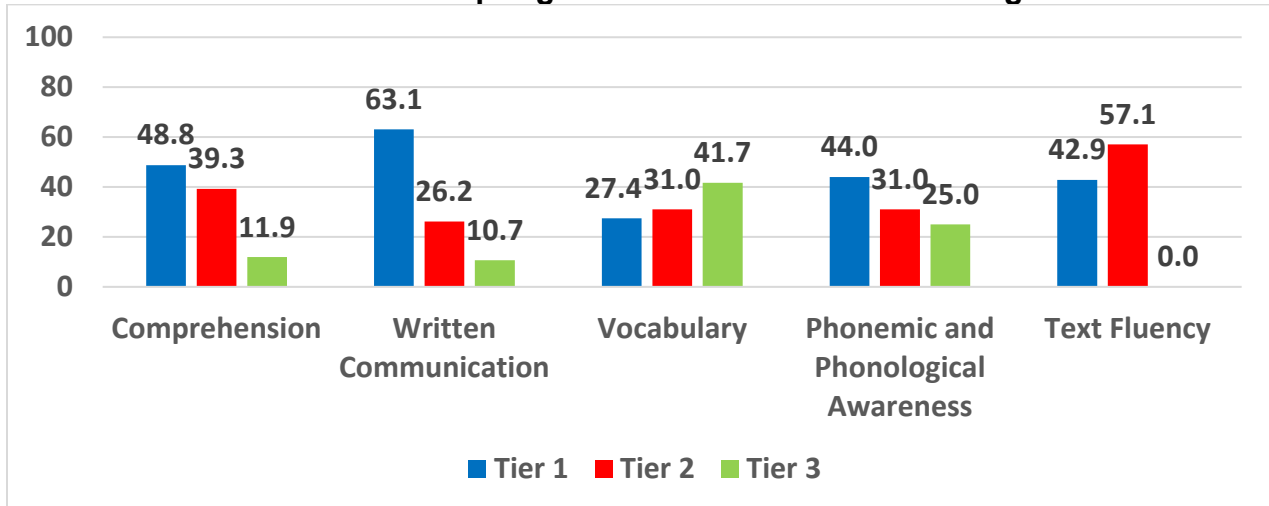
N=80

Fall 2023 Subtest	Ability Index	Percentile
Comprehension	224.2	49.6
Written Communication	<i>209.1</i>	<i>58.1</i>
Vocabulary	209.2	38.6
Phonemic and Phonological Awareness	233.1	51.0
Text Fluency	10.3	<i>62.5</i>
Fall 2022 Subtest	Ability Index	Percentile
Comprehension	220.1	43.7
Written Communication	210.1	61.7
Vocabulary	205.7	33.0
Phonemic and Phonological Awareness	226.6	40.4
Text Fluency	7.7	64.4
Fall 2021 Subtest	Ability Index	Percentile
Comprehension	219.1	41.8
Written Communication	209.8	61.0
Vocabulary	202.8	25.6
Phonemic and Phonological Awareness	229.9	46.0
Text Fluency	7.8	65.9

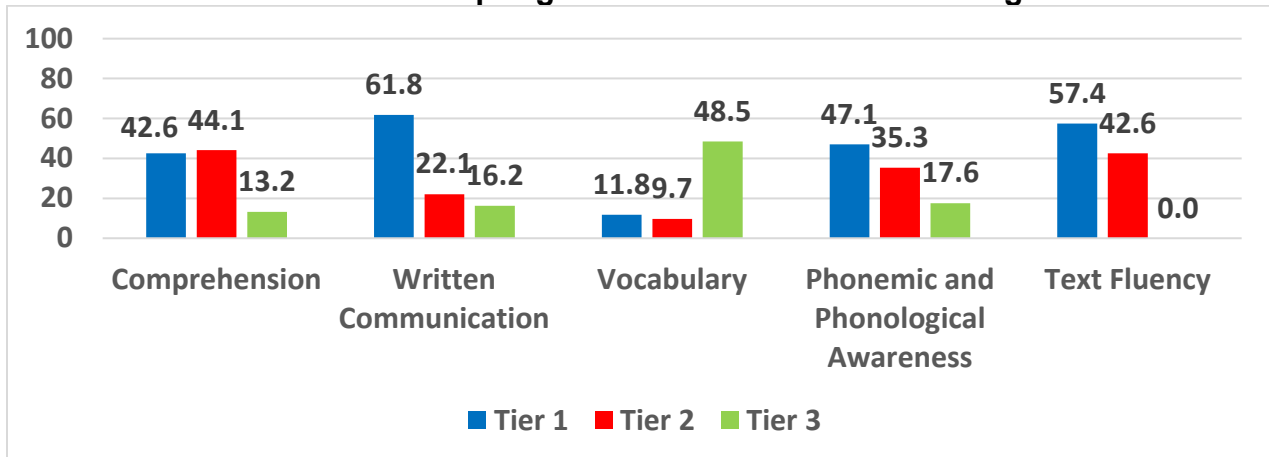
Fall 2023 Clear Springs Grade 2 Tier Level Percentage



Fall 2022 Clear Springs Grade 2 Tier Level Percentage



Fall 2021 Clear Springs Grade 2 Tier Level Percentage



Clear Springs Cohort Data Summary

When analyzing cohort data, First Graders from last year saw increased percentile results as Second Graders this Fall on one of four subtests, which is the same as the past four years. The Written Communication percentile for this cohort increased from **55.0 percent** to **58.1 percent**, with Vocabulary and Phonics experiencing significant drops, mirroring the District performance. Although the First to Second Grade cohort are the only cohort data available, it is important to note the decreased cohort performance for the current group of Second Graders. In addition, viewing these data in conjunction with non-cohort results over time are important to understand how Spanish Immersion students return to school in the Fall. Although much of the Fall results are out of the control of the classroom teacher, the response to the data is important in helping students continue to grow. As the grade level increases, the ability index targets also increase making it increasingly more difficult for students to reach the upper tiers without consistent practice within the ISIP system.

Recommendations: Clear Springs Fall 2023 Grades 1 and 2

It would be beneficial for First and Second Grade teachers to analyze student performance in Vocabulary and Phonics. These areas saw a drop in performance for the previous cohorts as well. They can compare performance on the ISIP Test with fluency results from the FAST system where students are benchmarked in the Fall, Winter, and Spring on their fluency skills. In addition, teachers can review student performance by each item on the ISIP test to collaborate on student performances across classrooms. Item analysis such as this can be beneficial in learning if students are missing similar types of questions. Lastly, for students who need it most, they may be given the opportunity to take their iPad home for extra practice on a limited basis.

Clear Springs Fall Grade 1 2022 to Fall Grade 2 2023 Cohort by Percentile and Subtest

Sub-Test	Grade 1					Grade 2				
	CSE	DHE	GRV	MWA	DIST.	CSE	DHE	GRV	MWA	DIST.
CO	52.3	39.9	44.6	40.9	44.6	49.6	41.7	49.5	52.0	48.6
WC	55.0	51.3	50.6	55.6	53.4	58.1	49.2	62.1	61.7	58.2
VO	56.1	50.3	58.2	56.6	55.5	38.6	33.4	30.4	45.7	37.4
PA	58.1	49.8	53.8	50.5	53.2	51.0	39.0	47.1	48.8	46.9

Data Analysis: Fall 2021-2023 Grades 1 and 2 Deephaven ISIP Mean Ability Index, Tier Level, and Percentile

According to the table below, Deephaven students experienced an increase on one of four subtests with regards to the *Ability Index Scores* and *Percentiles*. Deephaven First Grade results dropped after surpassing the 50 percentile mark the past two years. The decreases among Written Communication and Phonics should serve as a starting point

to focus on for students, as the drops are considered statistically significant. Tier levels results show an increase at the Tier 1 level for Comprehension and decreases in percentages at the Tier 1 level for the other three subtests. The subtest showing the greatest decrease in percentage at the Tier 1 level is Written Communication, which shows a need for the greatest area of focus for the beginning of the current school year.

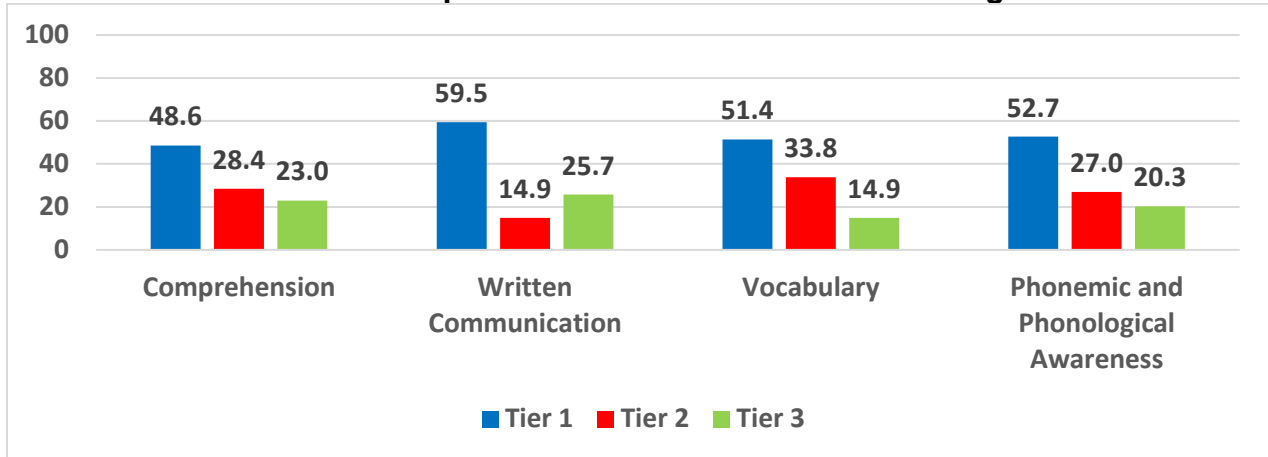
Deephaven Second Graders reached higher percentile levels in four of five areas with one decrease in Written Communication. Tier level results for Second Graders show that students rebounded after significant decreases last year. All five subtests showed an increase in the percentage of students reaching the Tier 1 level. Although there was a rebound in the percentage of students reaching the highest level, there is still work to be done to continue to improve student performance among each of the subtests. Typically, by the Spring, students can make notable gains in Second Grade after consistently being instructed in the target language. Again, Fall results in Istation are considered baseline, as the Summer break makes a significant impact on language retention for students. It will be important for teachers to use monthly On Demand assessments as a benchmark for students throughout the school year. These assessments help students invest in their learning and allow them to participate in supplemental learning activities at the appropriate language level to optimize growth throughout the school year.

Fall 2021-2023 Grade 1 Deephaven ISIP Mean Ability Index, Tier Level, and Percentile

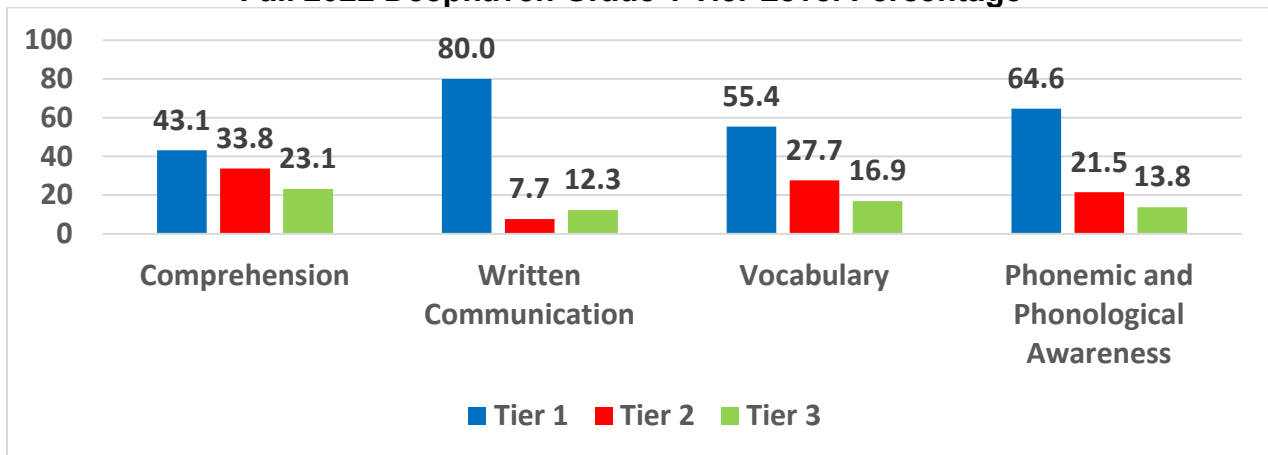
N=74

Fall 2023 Subtest	Ability Index	Percentile
Comprehension	193.3	40.6
Written Communication	179.7	41.8
Vocabulary	184.0	47.5
Phonemic and Phonological Awareness	198.6	42.2
Fall 2022 Subtest	Ability Index	Percentile
Comprehension	192.9	39.9
Written Communication	188.0	51.3
Vocabulary	185.3	50.3
Phonemic and Phonological Awareness	202.9	49.8
Fall 2021 Subtest	Ability Index	Percentile
Comprehension	190.8	35.9
Written Communication	188.9	52.6
Vocabulary	186.1	51.6
Phonemic and Phonological Awareness	200.2	45.1

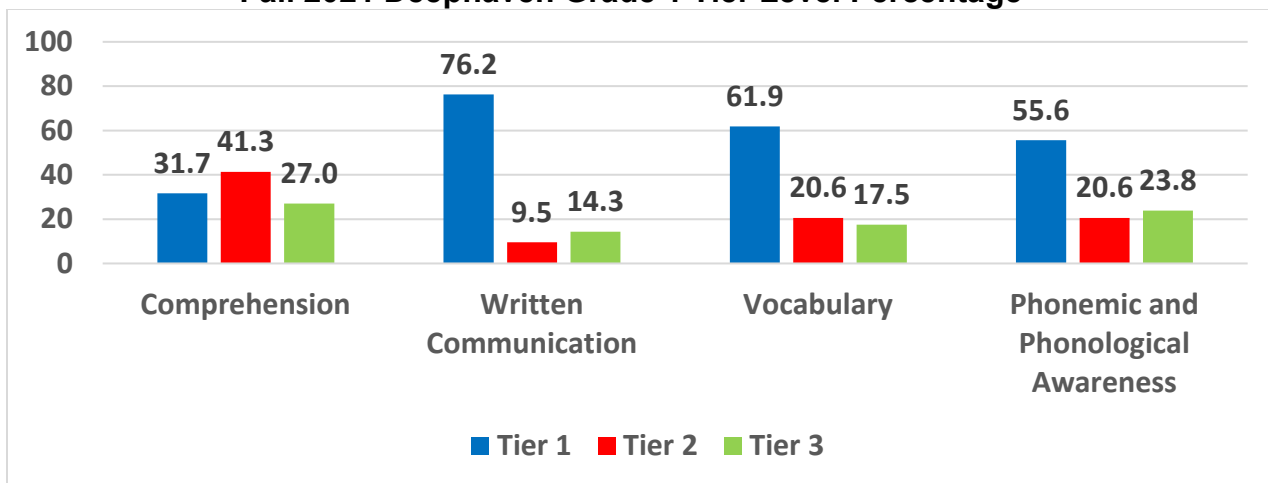
Fall 2023 Deephaven Grade 1 Tier Level Percentage



Fall 2022 Deephaven Grade 1 Tier Level Percentage



Fall 2021 Deephaven Grade 1 Tier Level Percentage

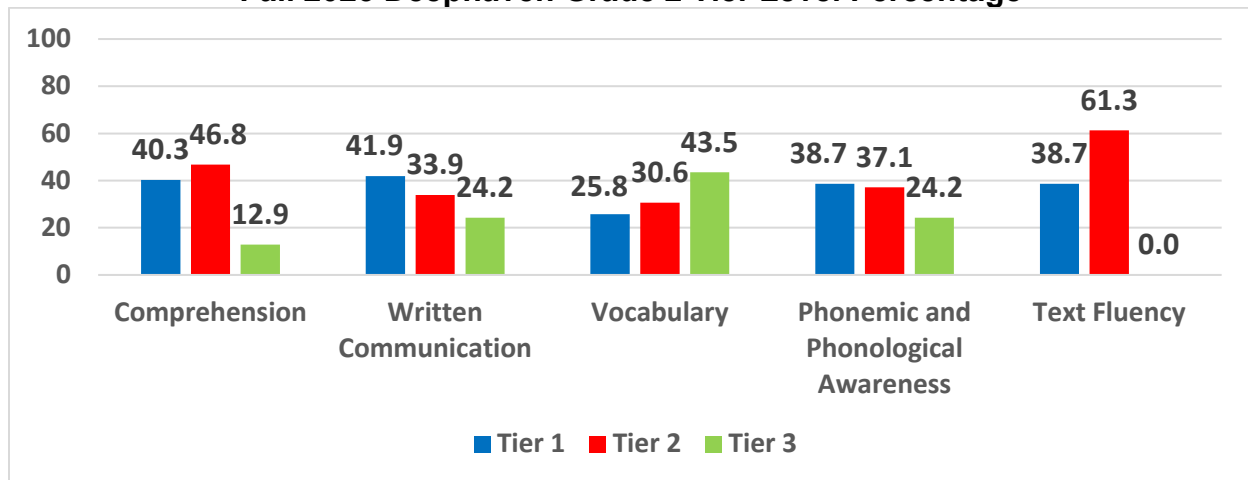


Fall 2021-2023 Grade 2 Deephaven ISIP Mean Ability Index, Tier Level, and Percentile

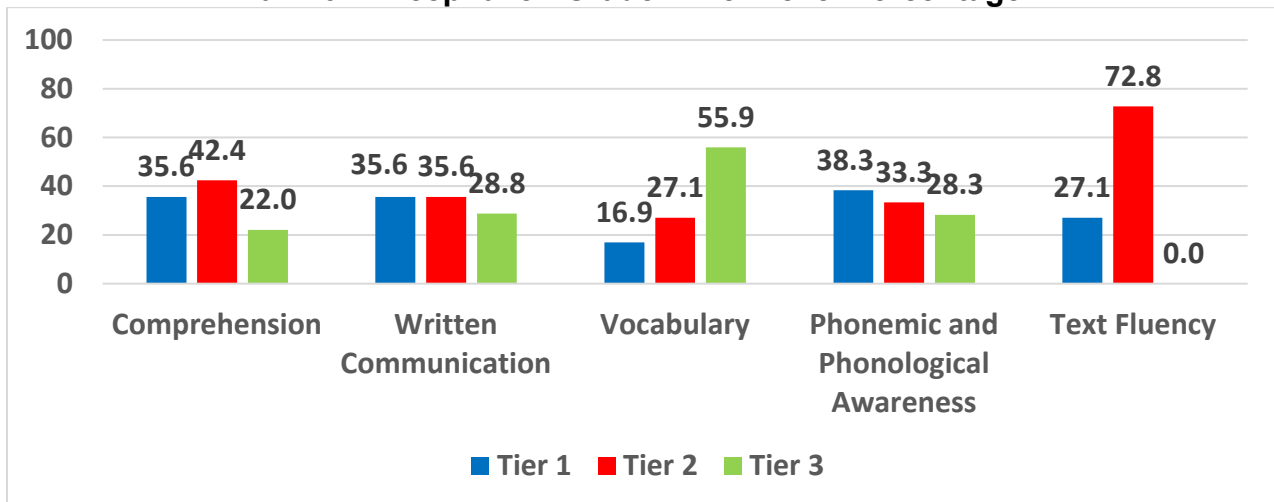
N=62

Fall 2023 Subtest	Ability Index	Percentile
Comprehension	218.3	41.7
Written Communication	205.4	49.2
Vocabulary	205.5	33.4
Phonemic and Phonological Awareness	226.0	39.0
Text Fluency	5.4	51.8
Fall 2022 Subtest	Ability Index	Percentile
Comprehension	213.8	35.6
Written Communication	208.3	54.1
Vocabulary	202.6	27.4
Phonemic and Phonological Awareness	222.7	34.6
Text Fluency	3.6	42.2
Fall 2021 Subtest	Ability Index	Percentile
Comprehension	220.1	44.0
Written Communication	206.3	51.5
Vocabulary	201.0	24.2
Phonemic and Phonological Awareness	228.8	44.3
Text Fluency	7.6	59.1

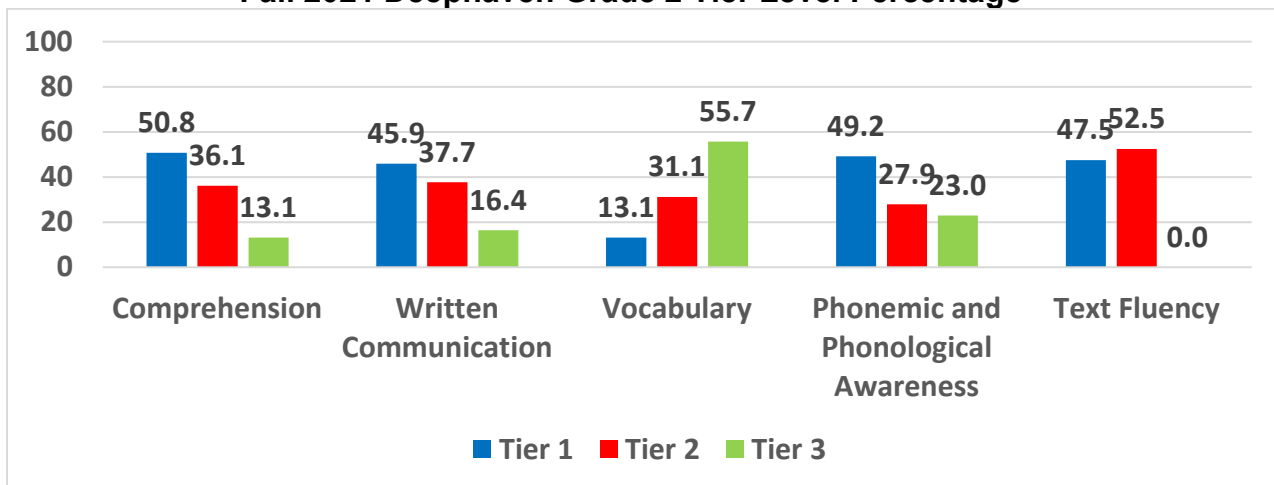
Fall 2023 Deephaven Grade 2 Tier Level Percentage



Fall 2022 Deephaven Grade 2 Tier Level Percentage



Fall 2021 Deephaven Grade 2 Tier Level Percentage



Deephaven Cohort Data Summary

When analyzing cohort performance, the data indicate a decrease in percentile scores across three of the four subtests in the table below except for Written Communication. In comparison to the District performance, Deephaven percentile scores showed a negative impact on the overall District averages except for Phonics. Although Summer loss can be expected for language learners, the results should be analyzed carefully.

Recommendations: Deephaven Fall 2023 Grades 1 and 2

It is recommended that both First and Second Grade teachers pay close attention to Comprehension and Written Communication. Second Grade students who are performing at lower levels in Comprehension may benefit from participating in the Istation instructional activities on a regular basis with follow up On-Demand assessments administered each month to monitor student progress in addition to small group instruction targeting specific Comprehension strategies. Some students should be encouraged to practice within the Istation system at home.

Deephaven Fall Grade 1 2022 to Fall Grade 2 2023 Cohort by Percentile and Subtest

Sub-Test	Grade 1					Grade 2				
	CSE	DHE	GRV	MWA	DIST.	CSE	DHE	GRV	MWA	DIST.
CO	52.3	39.9	44.6	40.9	44.6	49.6	41.7	49.5	52.0	48.6
WC	55.0	51.3	50.6	55.6	53.4	58.1	49.2	62.1	61.7	58.2
VO	56.1	50.3	58.2	56.6	55.5	38.6	33.4	30.4	45.7	37.4
PA	58.1	49.8	53.8	50.5	53.2	51.0	39.0	47.1	48.8	46.9

Data Analysis: Fall 2021-2023 Grades 1 and 2 Groveland ISIP Mean Ability Index, Tier Level, and Percentile

Groveland First Graders surpassed the 50 percentile in three of four areas, marking the third year in a row for this type of performance. The First Grade performance has been consistent the past three years and is in line with pre-pandemic results.

According to the bar charts below, Tier 1 performance decreased on three of- four subtests. However, Groveland students have a high percentage of students reaching the Tier 1 level and the percentages falling within this range exceed the percentages from the Fall of 2020, prior to the pandemic. Areas of strength are Phonics and Written Communication among First Graders.

Second Grade results in the table below show strengths in all areas, except for Vocabulary and Phonics, which is typical among Second Graders. Despite a drop in Text

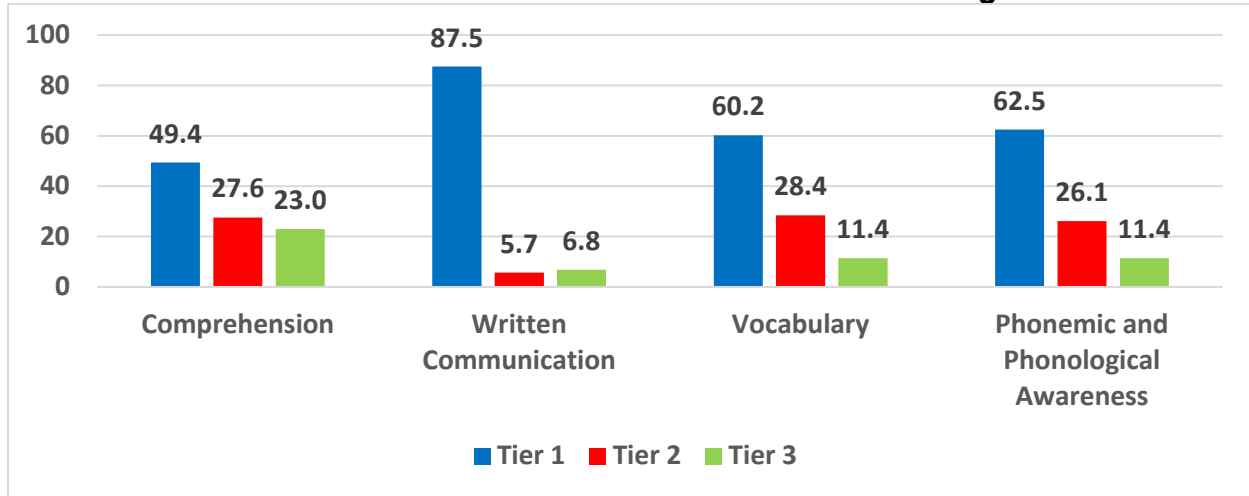
Fluency, Phonics, and Vocabulary, Groveland students are performing better than most students nationwide in Written Communication and Text Fluency. Tier level results show a strong improvement in Comprehension, improving from **54.1 percent** to **63.0 percent** in Tier 1. Written Communication showed a percentage increase in Tier 1 of **4.3 percent**, improving to **58.7 percent**. Although there has been some fluctuation in Tier 1 percentage, there does not appear to be a negative trend. Based on the tier level results, Vocabulary and Phonics are an area of focus for Groveland Second Graders.

Fall 2021-2023 Grade 1 Groveland ISIP Mean Ability Index, Tier Level, and Percentile

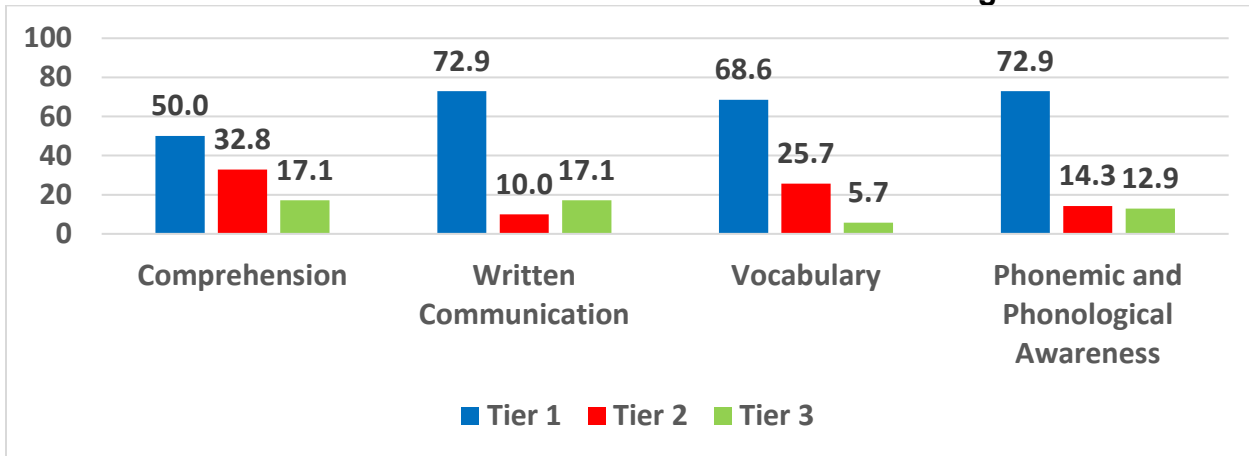
N=88

Fall 2023 Subtest	Ability Index	Percentile
Comprehension	194.6	43.2
Written Communication	194.0	59.1
Vocabulary	185.9	51.6
Phonemic and Phonological Awareness	204.7	52.9
Fall 2022 Subtest	Ability Index	Percentile
Comprehension	195.8	44.9
Written Communication	186.9	50.2
Vocabulary	190.0	58.4
Phonemic and Phonological Awareness	204.9	53.9
Fall 2021 Subtest	Ability Index	Percentile
Comprehension	197.2	47.3
Written Communication	192.9	57.5
Vocabulary	186.5	51.3
Phonemic and Phonological Awareness	205.7	55.3

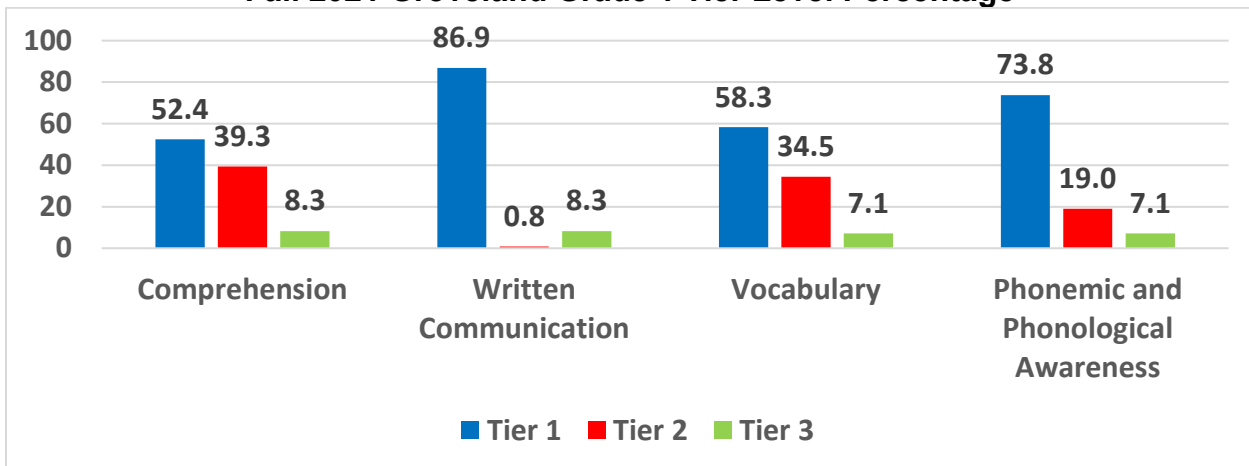
Fall 2023 Groveland Grade 1 Tier Level Percentage



Fall 2022 Groveland Grade 1 Tier Level Percentage



Fall 2021 Groveland Grade 1 Tier Level Percentage

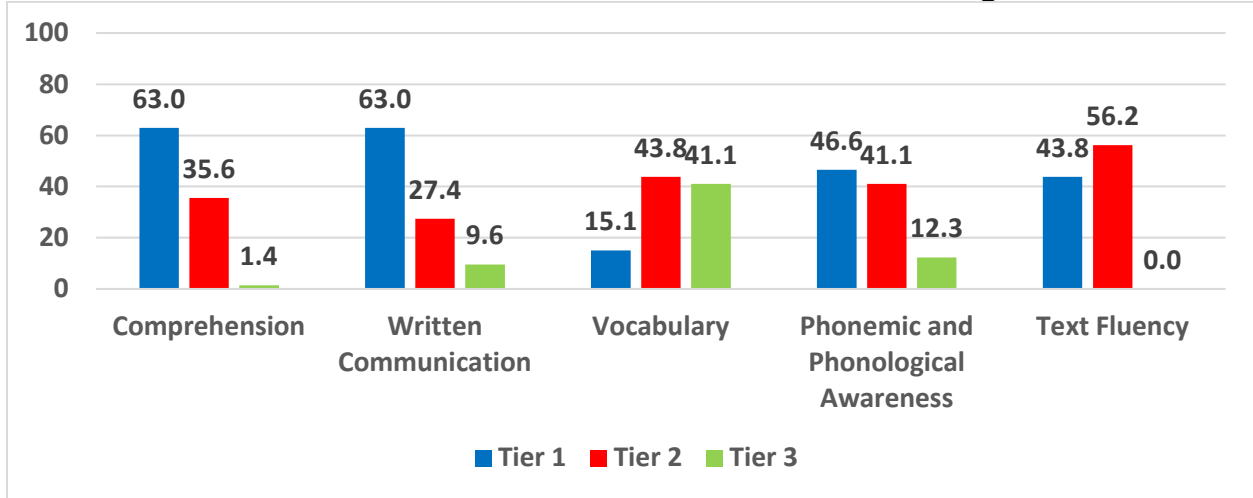


Fall 2021-2023 Grade 2 Groveland ISIP Mean Ability Index, Tier Level, and Percentile

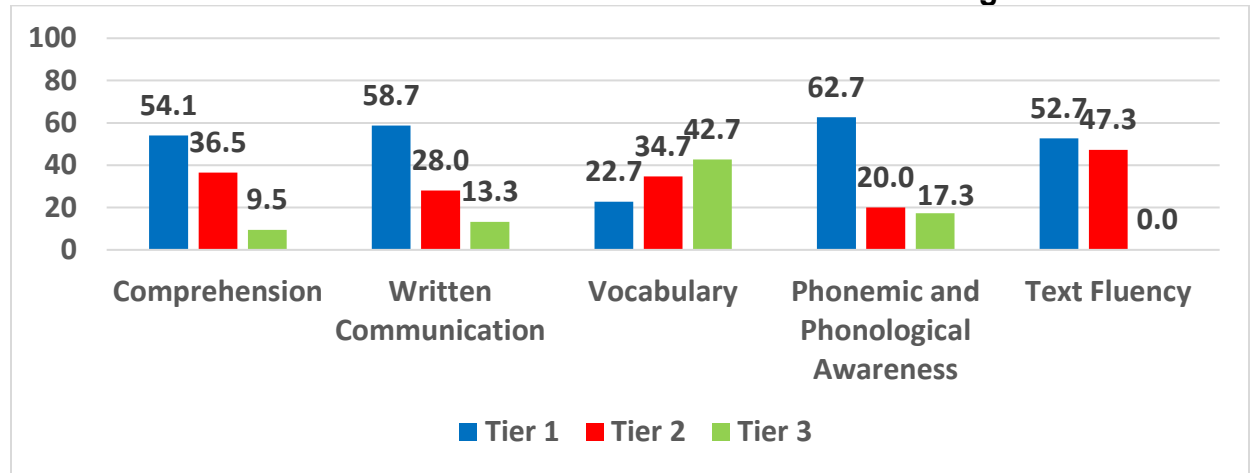
N=73

Fall 2023 Subtest	Ability Index	Percentile
Comprehension	224.6	49.5
Written Communication	209.9	62.1
Vocabulary	206.1	30.4
Phonemic and Phonological Awareness	231.1	47.1
Text Fluency	6.2	53.2
Fall 2022 Subtest	Ability Index	Percentile
Comprehension	222.7	47.5
Written Communication	210.1	60.8
Vocabulary	206.0	31.0
Phonemic and Phonological Awareness	233.3	51.8
Text Fluency	8.7	60.8
Fall 2021 Subtest	Ability Index	Percentile
Comprehension	225.8	51.9
Written Communication	210.9	63.3
Vocabulary	206.0	31.9
Phonemic and Phonological Awareness	229.7	45.4
Text Fluency	9.0	64.5

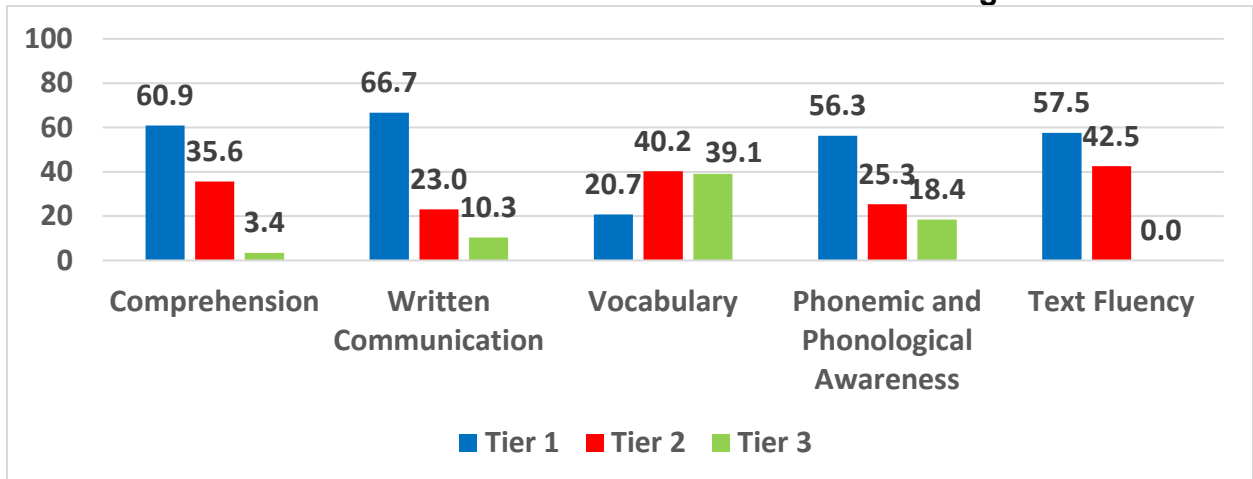
Fall 2023 Groveland Grade 2 Tier Level Percentage



Fall 2022 Groveland Grade 2 Tier Level Percentage



Fall 2021 Groveland Grade 2 Tier Level Percentage



Groveland Cohort Data Summary

When analyzing cohort performance, Groveland First Graders moving to Second Grade showed an increase in percentile levels among Comprehension and Written Communication. In Comprehension, there was a **4.9 percent** increase, meaning that there was minimal or no evidence of Summer learning loss. The cohort also experienced a **2.8 percent** increase in Written Communication, now eclipsing the 60 percentile. These are all positive signs of students rebounding toward pre-pandemic levels.

Recommendations: Groveland Fall 2022 Grades 1 and 2

It is recommended that Second Grade teachers continue to address Vocabulary, especially among the Second Grade cohort. Phonics should also be an area of focus, although students are approaching the 50 percentile mark.

Groveland Fall Grade 1 2022 to Fall Grade 2 2023 Cohort by Percentile and Subtest

Sub-Test	Grade 1					Grade 2				
	CSE	DHE	GRV	MWA	DIST.	CSE	DHE	GRV	MWA	DIST.
CO	52.3	39.9	44.6	40.9	44.6	49.6	41.7	49.5	52.0	48.6
WC	55.0	51.3	50.6	55.6	53.4	58.1	49.2	62.1	61.7	58.2
VO	56.1	50.3	58.2	56.6	55.5	38.6	33.4	30.4	45.7	37.4
PA	58.1	49.8	53.8	50.5	53.2	51.0	39.0	47.1	48.8	46.9

Data Analysis: Fall 2021-2023 Grades 1 and 2 Minnewashta ISIP Mean Ability Index, Tier Level, and Percentile

First Grade performance at Minnewashta showed students surpassing their same grade counterparts on two of four subtests, with a decrease occurring in Vocabulary and Written Communication. The performance in Comprehension has seen little fluctuation during the past two years and is like results from last year. By surpassing the 50 percentile, Minnewashta First Graders are outperforming the nation in Written Communication and Phonics

Grade 1 tier-level results show that First Graders showed an in Comprehension, Written Communication, and Phonics. The most notable improvement was seen in Phonics, which made slight drop last year and rebounded significantly this year.

Second Graders scored higher than the 50th percentile on three of five subtests for the second year in a row. An area of focus for Second Graders comes in Vocabulary and Phonics.

According to the bar charts below, Tier 1 percentages improved in all five areas with strong performances in all areas. An area of focus for Minnewashta Second Graders is in

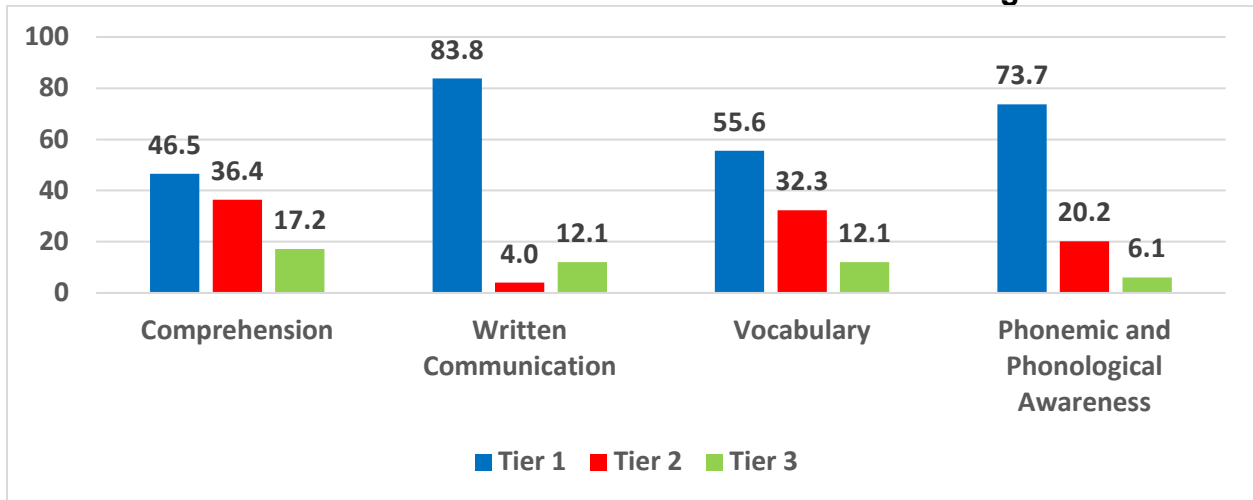
Vocabulary, which like Comprehension, has shown improvement over the past two years. Again, these are considered baseline scores for the school year and should serve as a starting point to measure growth throughout the year.

Fall 2021-2023 Grade 1 Minnewashta ISIP Mean Ability Index, Tier Level, and Percentile

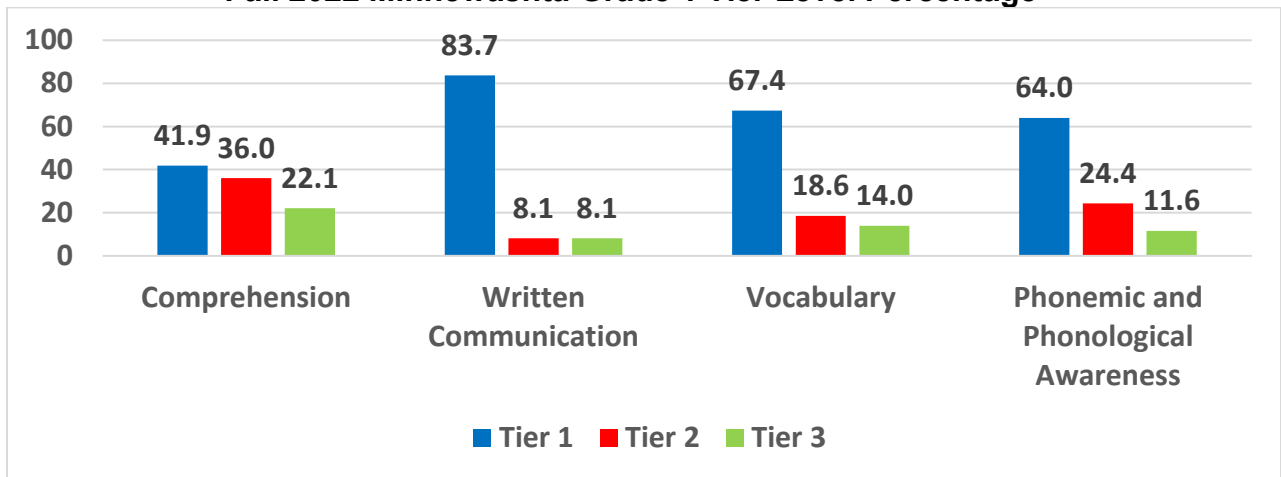
N=99

Fall 2023 Subtest	Ability Index	Percentile
Comprehension	194.7	43.4
Written Communication	190.6	54.6
Vocabulary	184.9	48.9
Phonemic and Phonological Awareness	205.5	55.2
Fall 2022 Subtest	Ability Index	Percentile
Comprehension	193.5	40.9
Written Communication	191.3	55.6
Vocabulary	188.6	56.6
Phonemic and Phonological Awareness	203.4	50.5
Fall 2021 Subtest	Ability Index	Percentile
Comprehension	193.0	40.0
Written Communication	188.4	51.8
Vocabulary	187.5	53.6
Phonemic and Phonological Awareness	203.6	51.0

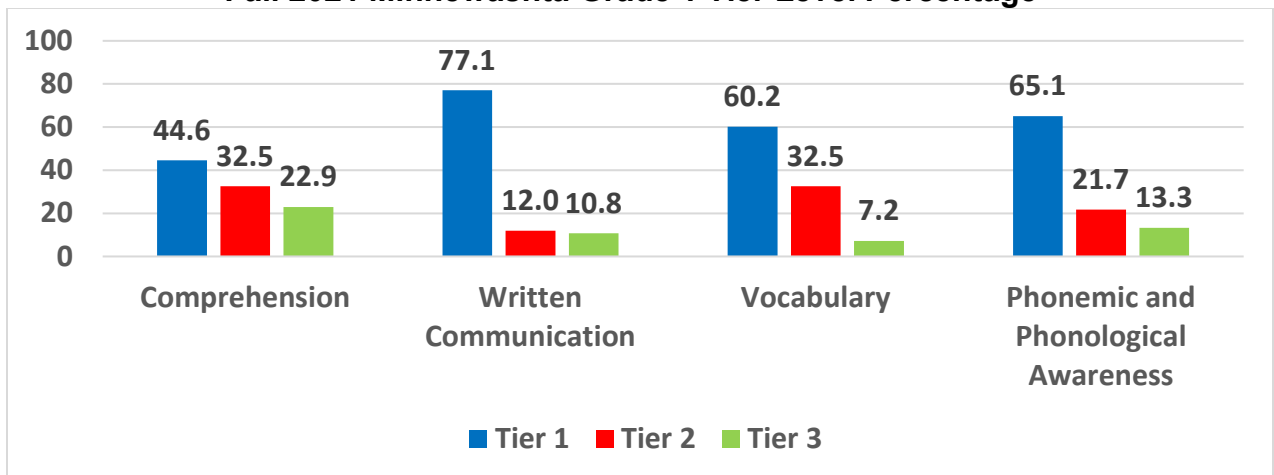
Fall 2023 Minnewashta Grade 1 Tier Level Percentage



Fall 2022 Minnewashta Grade 1 Tier Level Percentage



Fall 2021 Minnewashta Grade 1 Tier Level Percentage

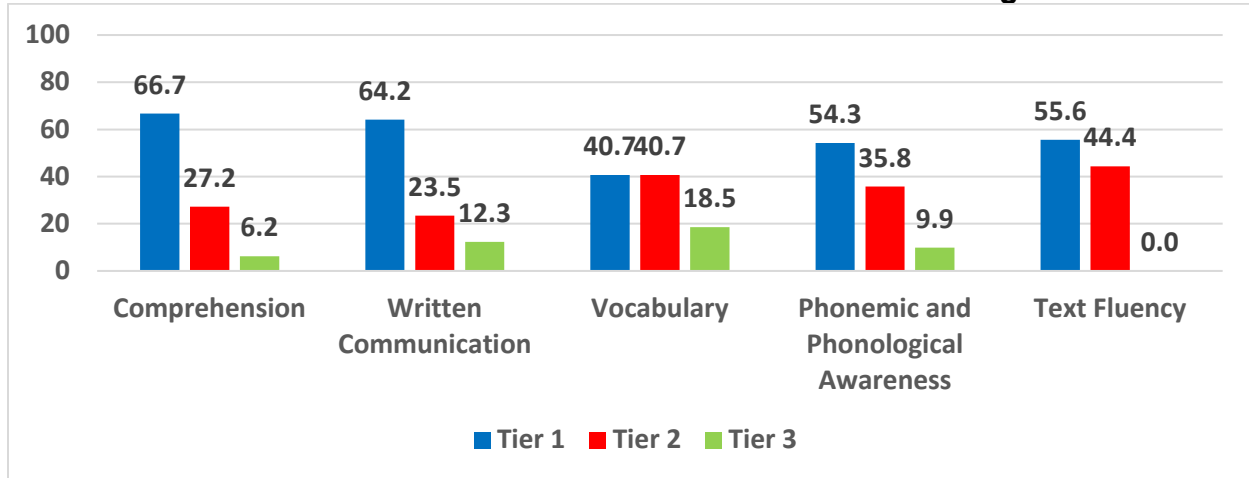


Fall 2021-2023 Grade 2 Minnewashta ISIP Mean Ability Index, Tier Level, and Percentile

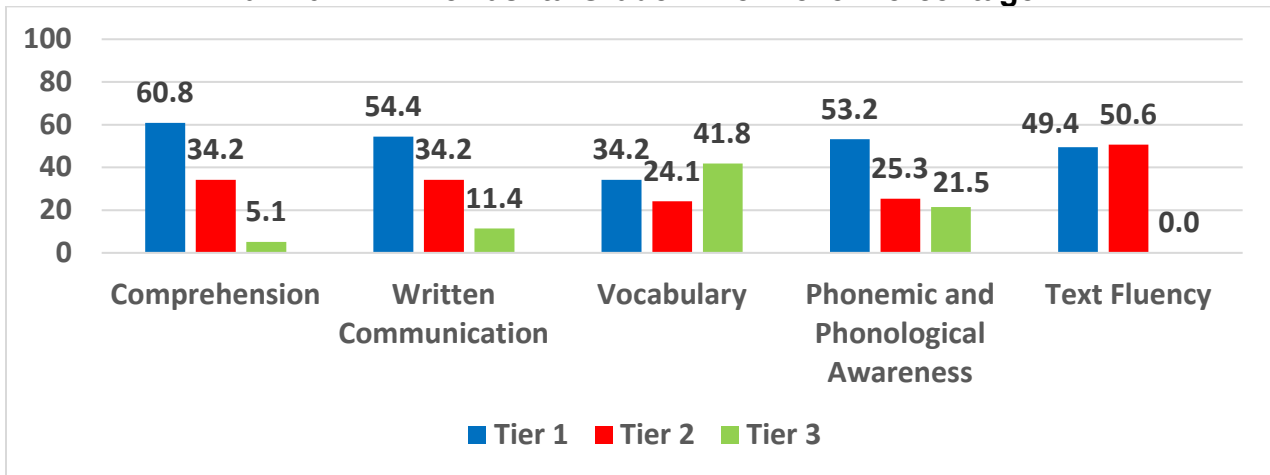
N=81

Fall 2022 Subtest	Ability Index	Percentile
Comprehension	<i>226.1</i>	<i>52.0</i>
Written Communication	209.6	61.7
Vocabulary	212.9	45.7
Phonemic and Phonological Awareness	231.9	48.8
Text Fluency	8.9	65.1
Fall 2022 Subtest	Ability Index	Percentile
Comprehension	227.2	53.1
Written Communication	208.1	57.3
Vocabulary	209.4	38.2
Phonemic and Phonological Awareness	230.8	47.7
Text Fluency	8.6	56.5
Fall 2021 Subtest	Ability Index	Percentile
Comprehension	220.2	43.9
Written Communication	209.0	57.8
Vocabulary	205.2	30.2
Phonemic and Phonological Awareness	230.6	46.9
Text Fluency	7.5	64.1

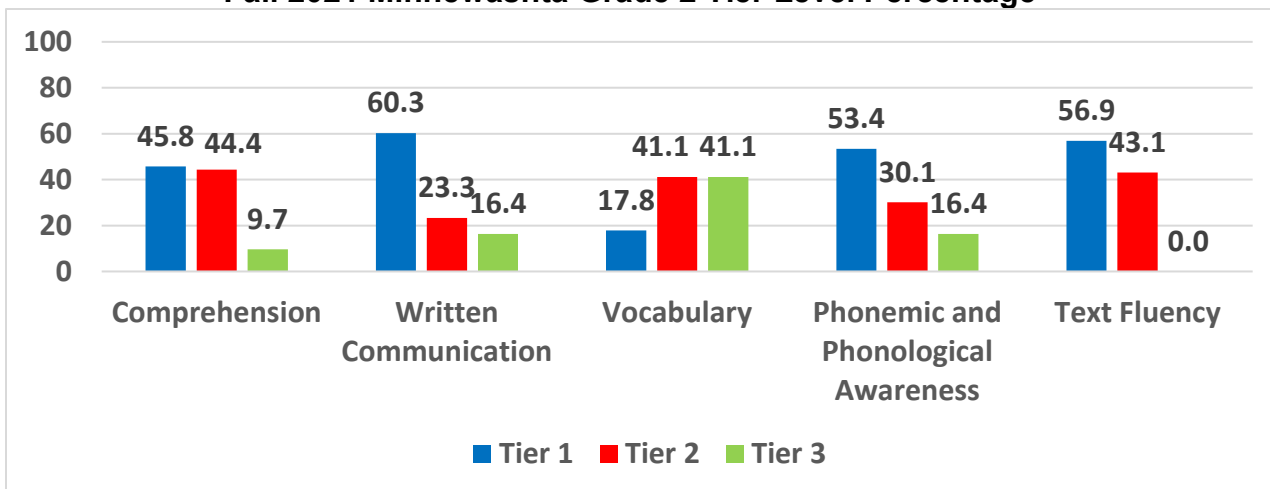
Fall 2023 Minnewashta Grade 2 Tier Level Percentage



Fall 2022 Minnewashta Grade 2 Tier Level Percentage



Fall 2021 Minnewashta Grade 2 Tier Level Percentage



Minnewashta Cohort Data Summary

When analyzing cohort performance, the First to Second Grade cohort showed a solid increase this year compared to last year, improving from **40.9 percent** to **52.0 percent** in Comprehension and improving from **55.6 percent** to **61.7 percent** in Written Communication. Minnewashta Second Graders showed increased percentile results in two of four areas compared to last year as First Graders.

Recommendations: Minnewashta Fall 2023 Grades 1 and 2

It is recommended that Second Grade teachers focus on Vocabulary and Phonics performance among their students. Vocabulary is a skill that is typically developed as emerging readers become more experienced, especially as students are learning a second language. At **45.7 percent**, this group of students scored above the District average in Vocabulary, which was **37.4 percent**. For Phonics, Minnewashta scored above the percentage level as the District, which was **46.9 percent**. Minnewashta has often performed at the highest levels on the Istation Test District-wide, and before Istation, Minnewashta students performed consistently at the highest levels on the DORA Test. Any drops in performances in recent were clearly due to the unique situation created by the COVID pandemic, and as stated previously, staff can be optimistic about this year's results, as student performance is becoming like typical years.

Minnewashta Fall Grade 1 2022 to Fall Grade 2 2023 Cohort by Percentile and Subtest

Sub-Test	Grade 1					Grade 2				
	CSE	DHE	GRV	MWA	DIST.	CSE	DHE	GRV	MWA	DIST.
CO	52.3	39.9	44.6	40.9	44.6	49.6	41.7	49.5	52.0	48.6
WC	55.0	51.3	50.6	55.6	53.4	58.1	49.2	62.1	61.7	58.2
VO	56.1	50.3	58.2	56.6	55.5	38.6	33.4	30.4	45.7	37.4
PA	58.1	49.8	53.8	50.5	53.2	51.0	39.0	47.1	48.8	46.9

CONCLUSIONS AND RECOMMENDATIONS

It is important to note that the Fall scores should be considered with caution for the purposes of getting students re-acquainted with the assessment and the target language. It is also important to understand that 50 percent is the national average, and the national average is made up of native speakers and non-native speakers. When one considers that most Language Immersion students do not practice using the language throughout the Summer in a way that native speakers practice the language, it is encouraging to observe the frequency in which Minnetonka students out-perform the national norm in many areas in the Fall. For language learners especially, it is predictable that student performance would in many cases decline on most subtests without the consistent face


to face interaction with their instructors over the course of several months. Teachers will use the results along with classroom assessment data to help plan instruction with students depending on their performance. Student progress will be monitored on a regular basis, and some students will spend more time with the program each week depending on their needs. Students who need more intensive intervention will be assessed monthly with the Istation *On Demand Assessments*, as this is a form of progress monitoring for students who may be struggling with the language.

Schools will need to focus on Vocabulary and Comprehension. In some cases, school staff will need to work with students on Phonics instruction among their Second Graders. The use of On-Demand assessments for students who are well behind their peers will be key. 60 minutes of practice a week using the Istation software is recommended for students to show significant growth. Students can practice at home when possible to reinforce learning from the school day. Although it is not regular practice to have Kindergarten through Second Grade students take home an iPad, should there be a need for extra practice with the Istation instructional activities, arrangements will be made with the student and their family.

RECOMMENDATION/FUTURE DIRECTION:

The information provided in this report is designed to update the School Board on the results of the Fall 2023 administration of the Istation assessment.

Submitted by: 
Matt Rega, Director of Assessment and Evaluation

Concurrence: 
David Law, Superintendent

INFORMATION

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

Study Session Agenda Item #3

Title: Update on OPEB Trust Fund

Date: October 26, 2022

EXECUTIVE SUMMARY:

At the School Board Meeting of August 7, 2008, the School Board established the Minnetonka Independent School District 276 Other Post-Employment Benefits (OPEB) Revocable Trust to provide assets for the payment of lifelong post-employment benefits for health insurance owed to employees who had been working under contracts with those provisions prior to July 1, 2002.

The School Board specifically chose to establish a revocable trust, as the statutes authorizing such trusts allowed for the trusts to be either irrevocable or revocable. Under the statutes governing the revocable trust option, there is a provision that allows for any excess assets over the actuarial accrued liability to be withdrawn by the School Board and used for any District purpose.

In the ensuing approximately 13 years, OPEB Trust assets grew from their original amount of \$17,742,555 in August 2008 to \$28,051,349 as of June 20, 2021, while the OPEB Liability decreased from \$17,742,555 in August 2008 to \$10,985,427 as of June 30, 2021.


During Fiscal Year 2022, the School Board decided to withdraw \$9,850,000 of OPEB Trust Excess Assets so that they could be invested in the construction of the VANTAGE MOMENTUM Building, which will be a 100-year asset for the District.

A little more than one year after that withdrawal of excess assets, it is appropriate to review the status of the OPEB Trust and review a projection of the future assets, liabilities and withdrawals with actual results through June 30, 2023 and a projection going forward from that point in time.

RECOMMENDATION/FUTURE DIRECTION:

The OPEB Trust Update is being presented for the School Board's information and potential use in decisions.

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

Concurrence: 
David Law, Superintendent



MINNETONKA
PUBLIC SCHOOLS

Other Post Employment Benefits Revocable Trust History Through FY23

October 26, 2023

OPEB Revocable Trust History And Purpose (1)

- 2008 Legislature passed Minnesota Statutes 471.6175 allowing public entities to fund a trust for Other Post Employment Benefits (OPEB)
 - OPEB liabilities were primarily lifetime health insurance benefits paid to retirees that had been negotiated in bargaining unit contracts
 - To establish a trust, the participation in these types of benefits had to have been capped by July 1, 2002
 - The trust could be funded by the issuance of General Obligation Bonds
- The Legislature allowed the choice of two types of trust
 - An irrevocable trust locks in the funds for paying retiree benefits into perpetuity
 - A revocable trust allows more flexibility to utilize funds if the investment of the funds produced more assets over the liability

OPEB Revocable Trust History And Purpose (2)

- Minnetonka ISD 276 chose to establish a revocable trust because we knew excess assets were likely to accrue for several reasons
 - The actuaries were directed to use a conservative 3.00% discount rate to calculate the initial liability
 - We wanted to make sure there were going to be sufficient funds in the trust so that we would never be short of funds even in an economic downturn
 - At the time, 3.00% was what the District could earn on its own with its cash investments
 - We knew that with a fixed set of participants receiving benefits that over time normal mortality would result in the liability decreasing significantly

OPEB Revocable Trust History And Purpose (3)

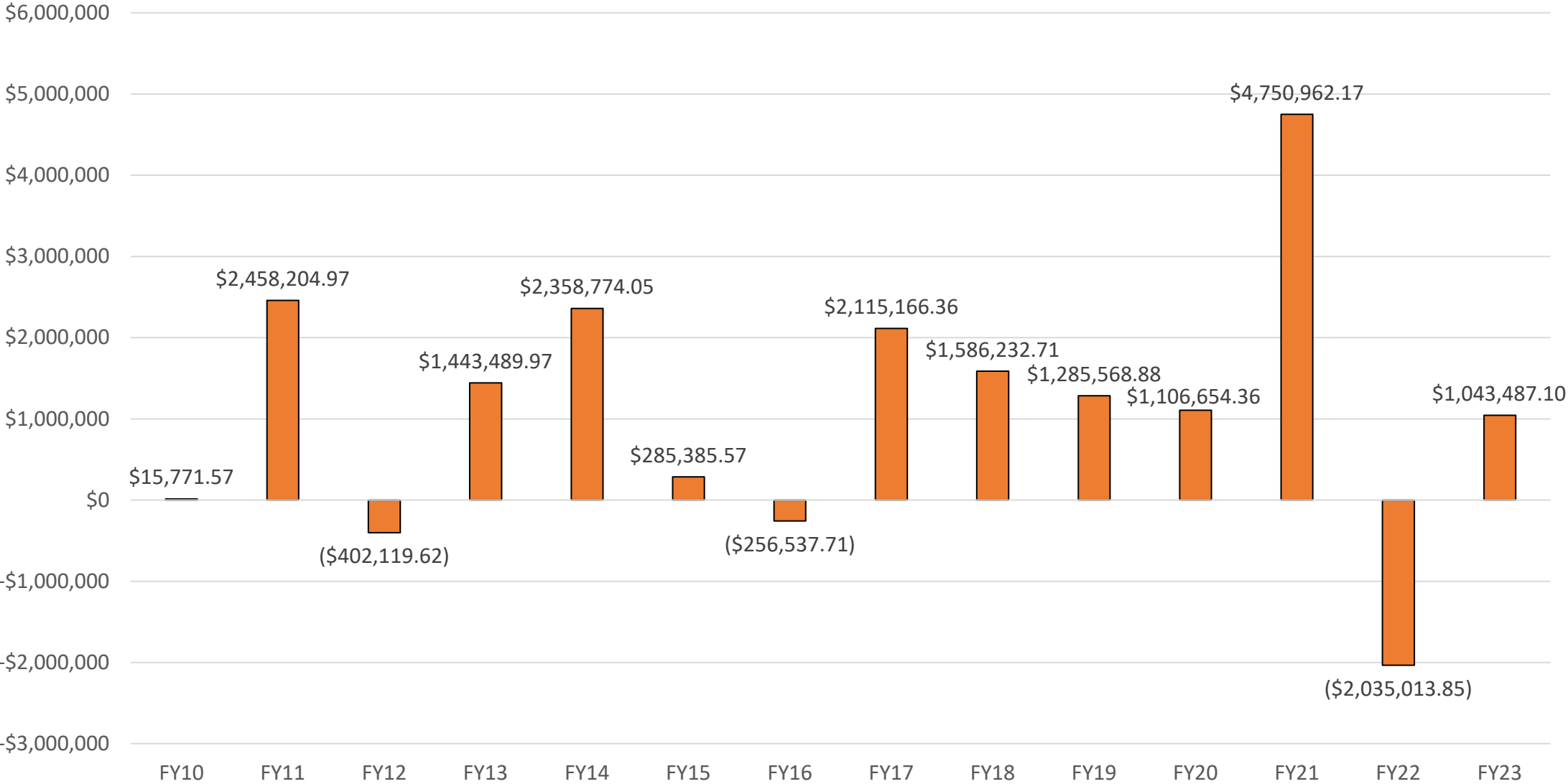
- Because of those three reasons, we knew the chance of excess assets accruing over time was significant.
- The OPEB Revocable Trust was established in 2008 with a liability of \$17,742,555 for 615 participants
- Wells Fargo Private Wealth Management was selected as the investment manager for the OPEB Revocable Trust
- From FY2008 through FY2023, \$8,315,306 has been disbursed to the General Fund to pay for retiree benefits expenditures
 - Without the OPEB Trust, the General Fund Unassigned Fund Balance would be \$8,315,306 lower at \$15,771,390 rather than the actual \$24,086,696 at the end of FY21

OPEB Revocable Trust History And Purpose (4)

- June 30, 2021 Status
 - The OPEB Trust Assets had grown to \$28,051,380
 - The OPEB Liability had declined from \$17,742,555 in 2008 down to \$10,985,427
 - Participants had declined from 615 in 2008 down to 209
- MS Statutes 471.6175 Subd. 7(a) reads in part:
 - *“any amount in excess of 100 percent of that political subdivision’s or public entity’s actuarially determined liabilities for post employment benefits, as determined under standards of the Government Accounting Standards Board, may be withdrawn and used for any purpose”*
- On October 7, 2021 the School Board approved the use of \$7,000,000 in excess assets from the OPEB Revocable Trust for use to construct the strategic asset of the VANTAGE MOMENTUM building
- On June 2, 2022, after bids came in higher than estimated due to construction inflation the School Board approved the use of an additional \$2,850,000 in excess assets from the OPEB Revocable Trust for completion of th VANTAGE MOMENTUM building

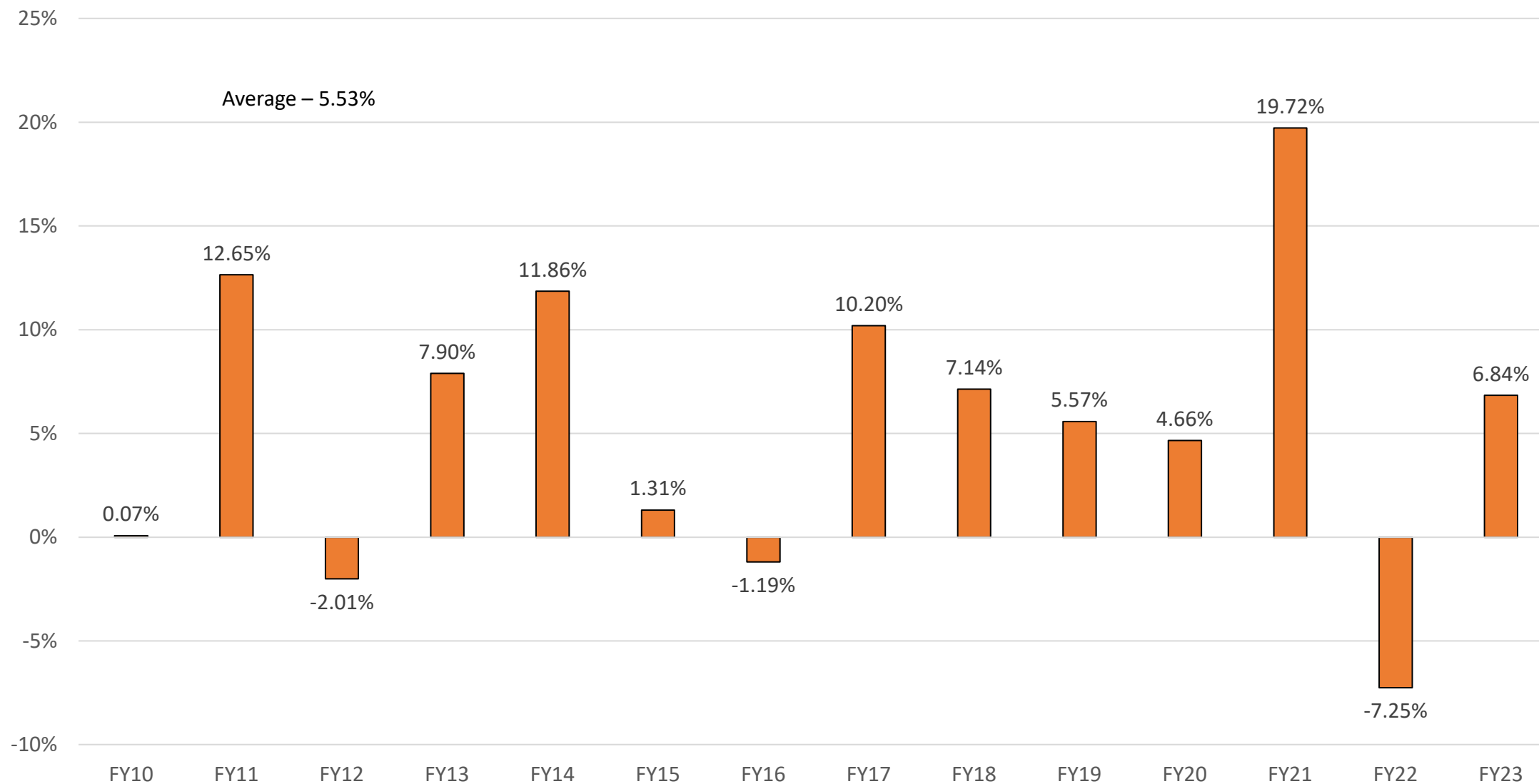
Minnetonka ISD 276 OPEB Revocable Trust Fund

Fiscal Year Investment Return Amount

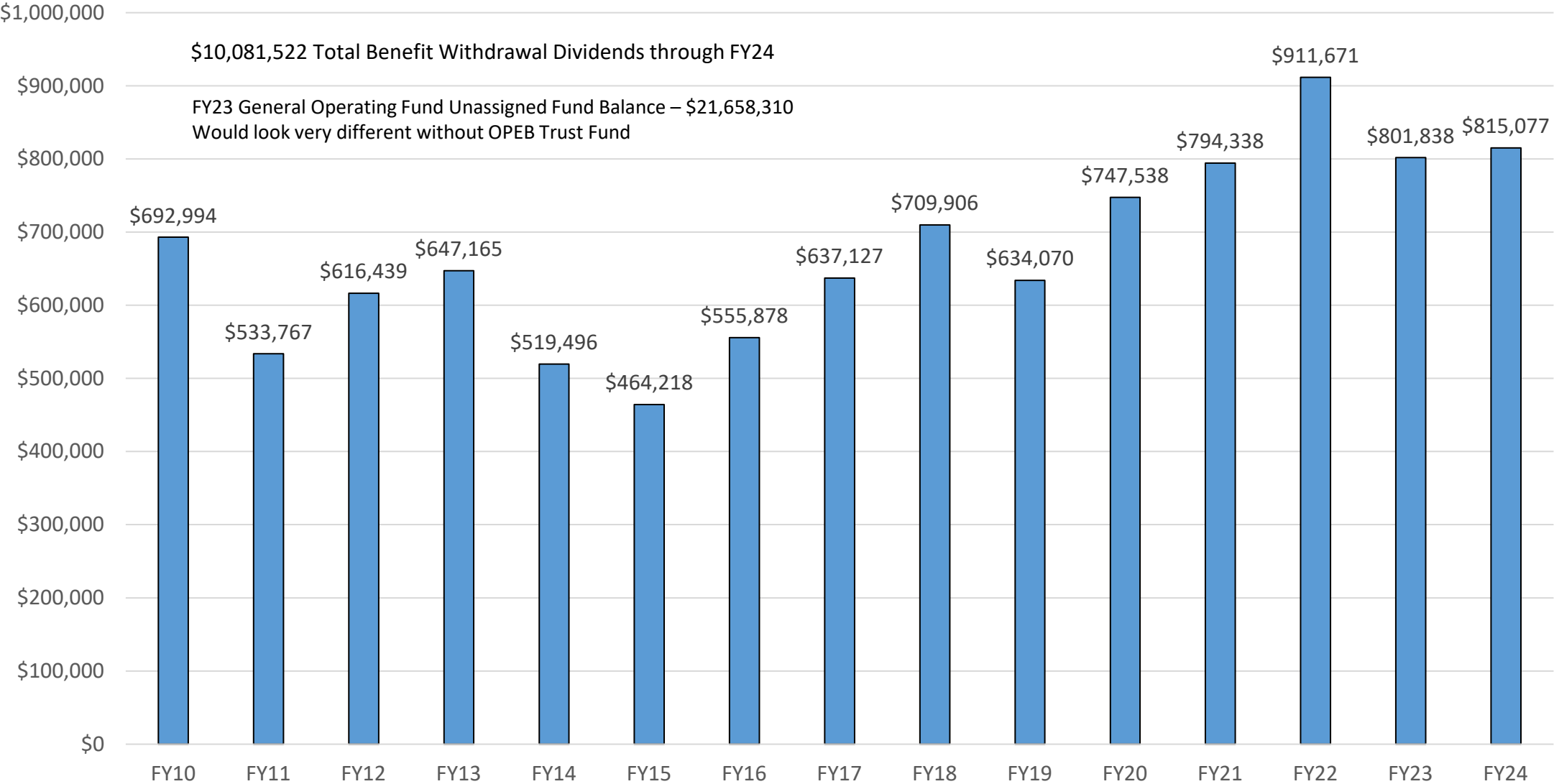


Minnetonka ISD 276 OPEB Revocable Trust Fund

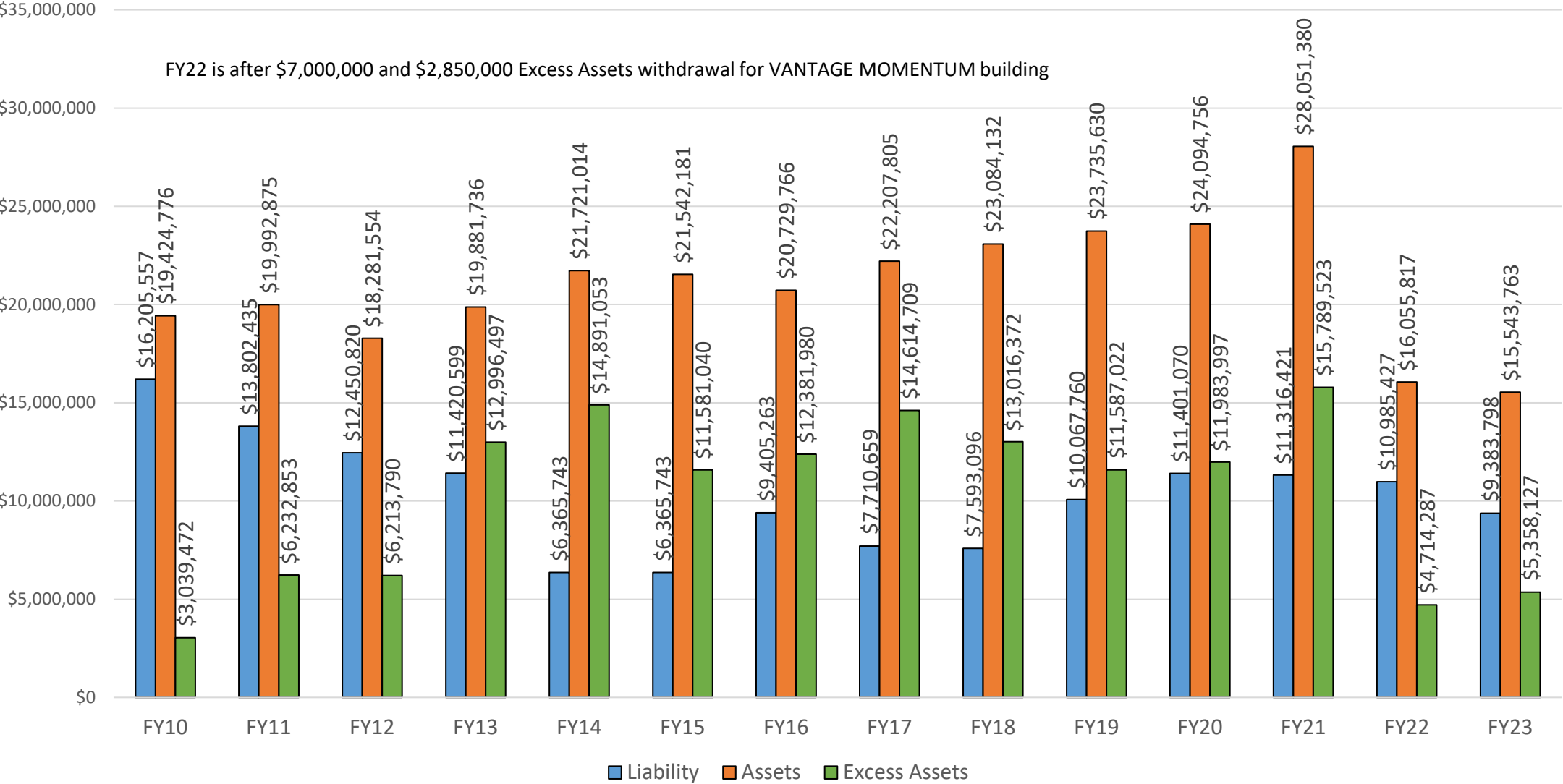
Fiscal Year Investment Return Percentage



Minnetonka ISD 276 OPEB Revocable Trust Fund Withdrawals For Benefit Payments

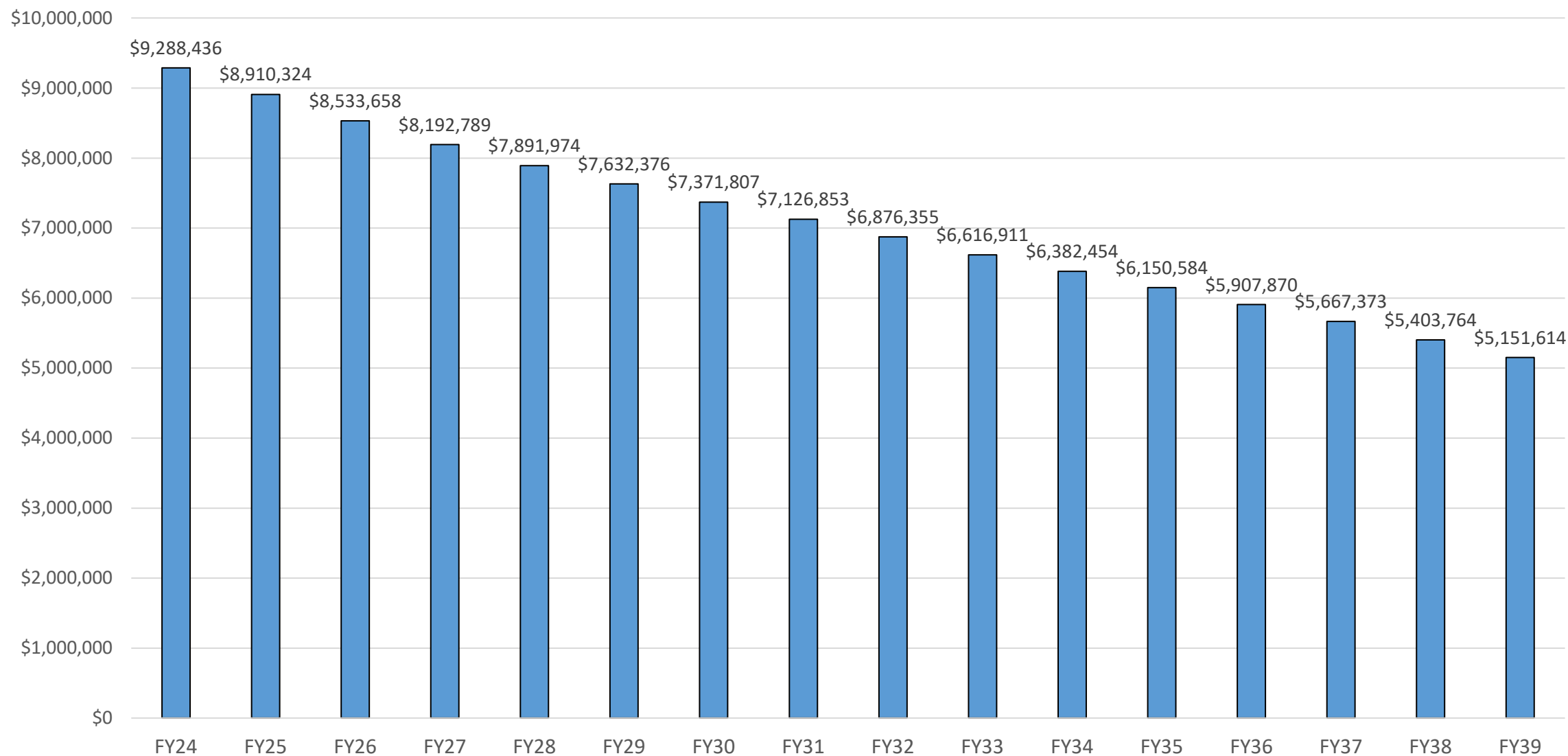


Minnetonka ISD 276 OPEB Revocable Trust Fund Liability, Total Assets & Excess Assets



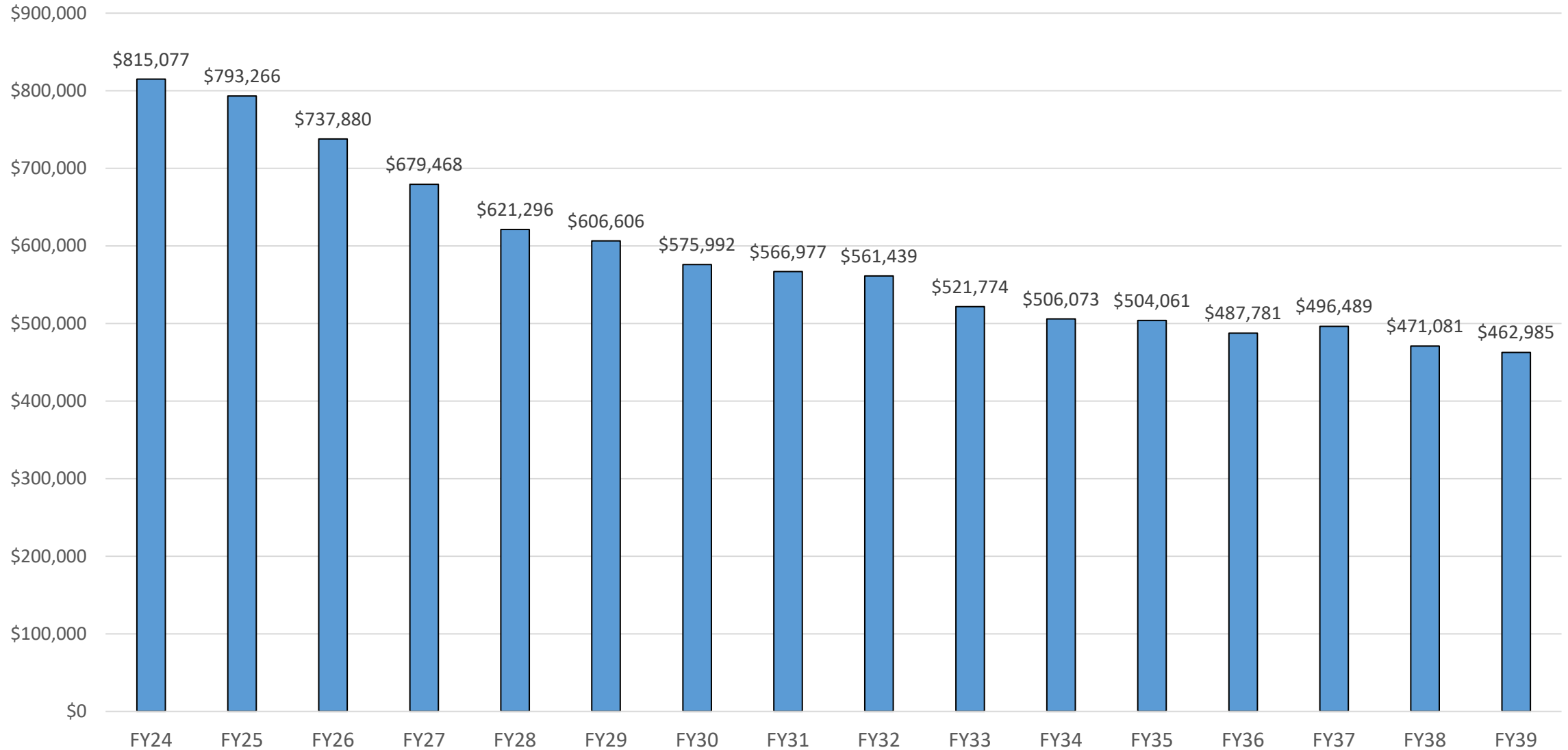
Minnetonka ISD 276 OPEB Revocable Trust Fund

Actuarially-Projected Future Liability Calculated To Explicit Liability Amortization Year



Minnetonka ISD 276 OPEB Revocable Trust Fund

Actuarially-Projected Future Benefit Withdrawals



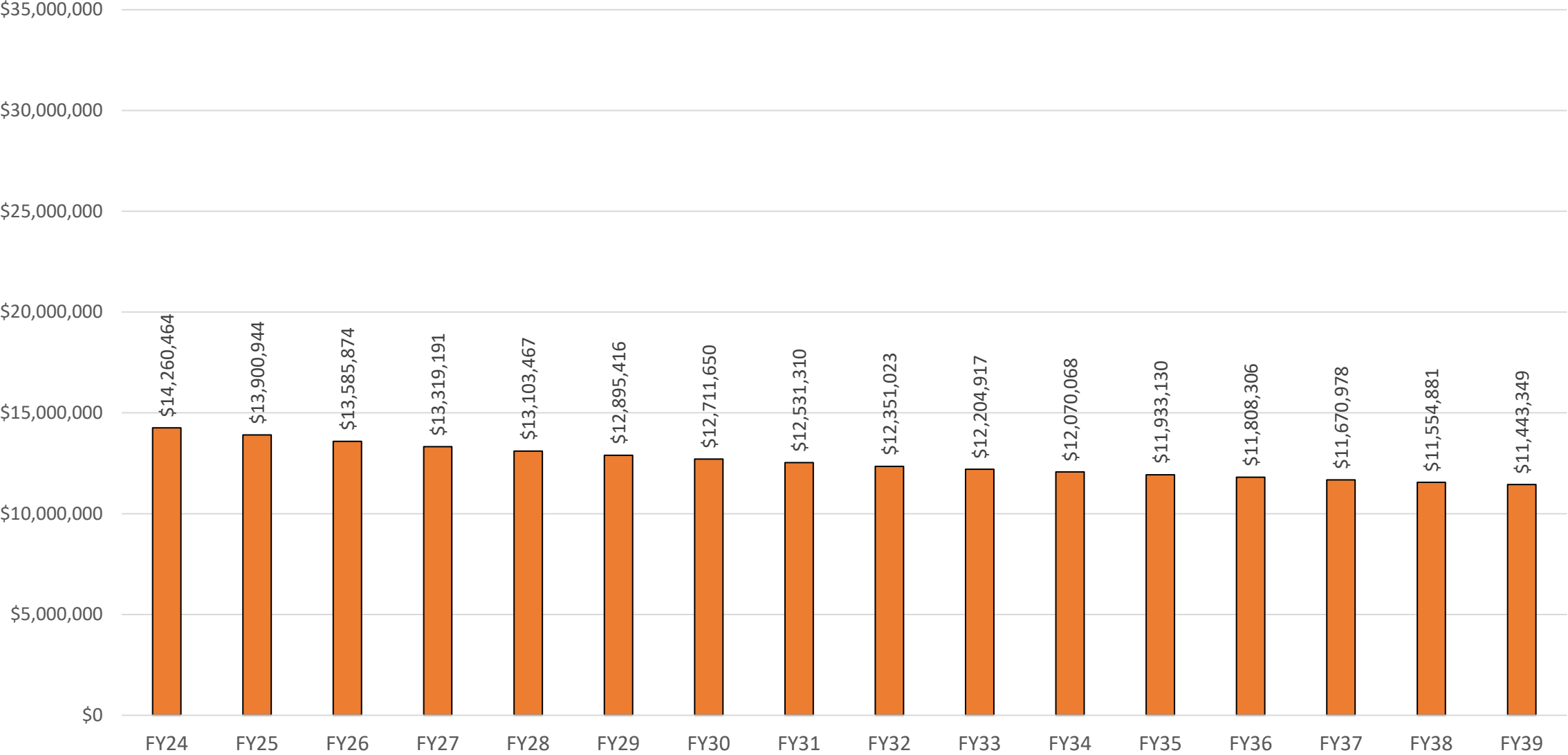
Minnetonka ISD 276 OPEB Revocable Trust Fund

Projected Future Investment Earnings-3.00% Annual Returns



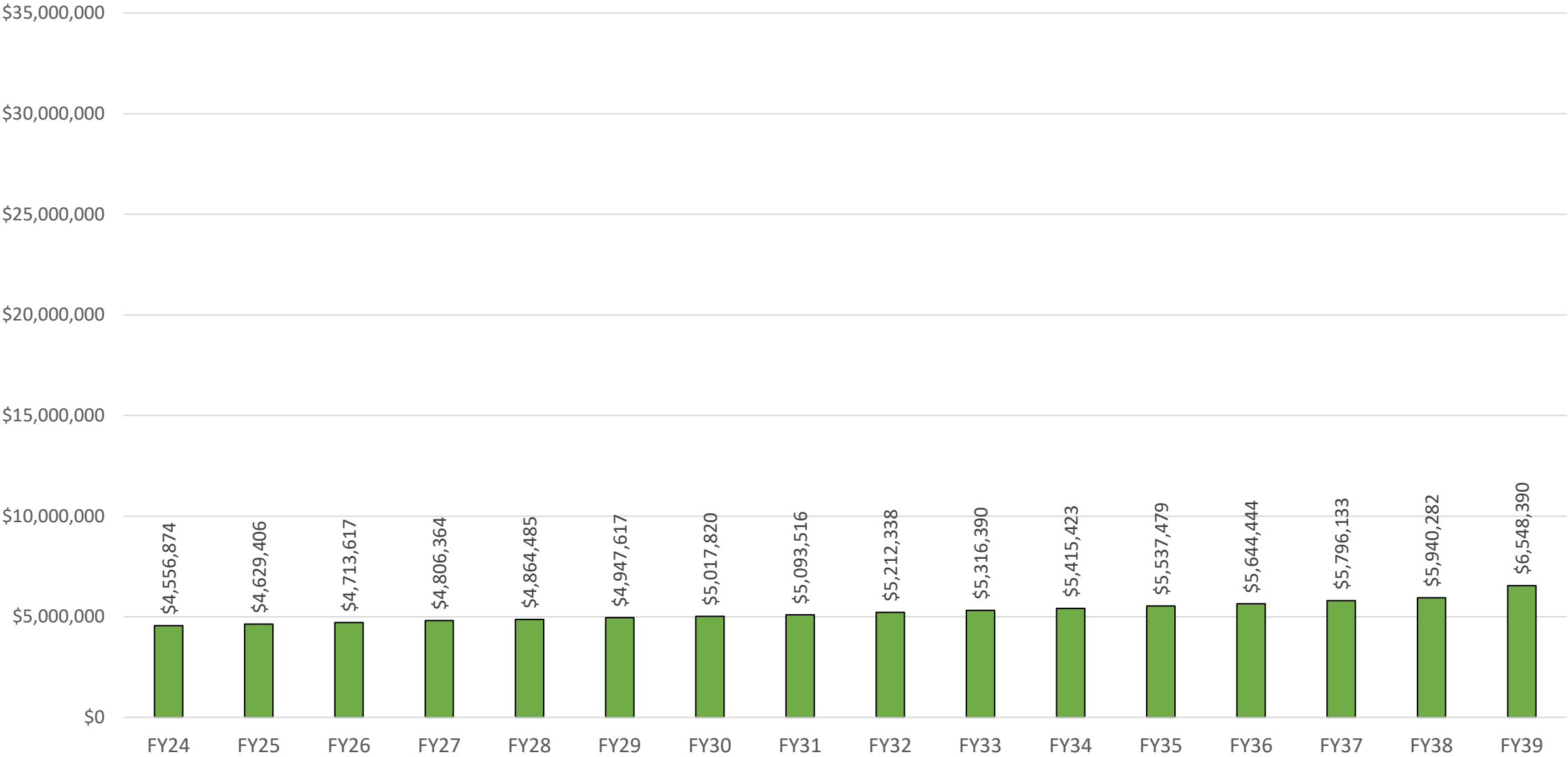
Minnetonka ISD 276 OPEB Revocable Trust Fund

Projected Future Asset Balance-3.00% Annual Returns



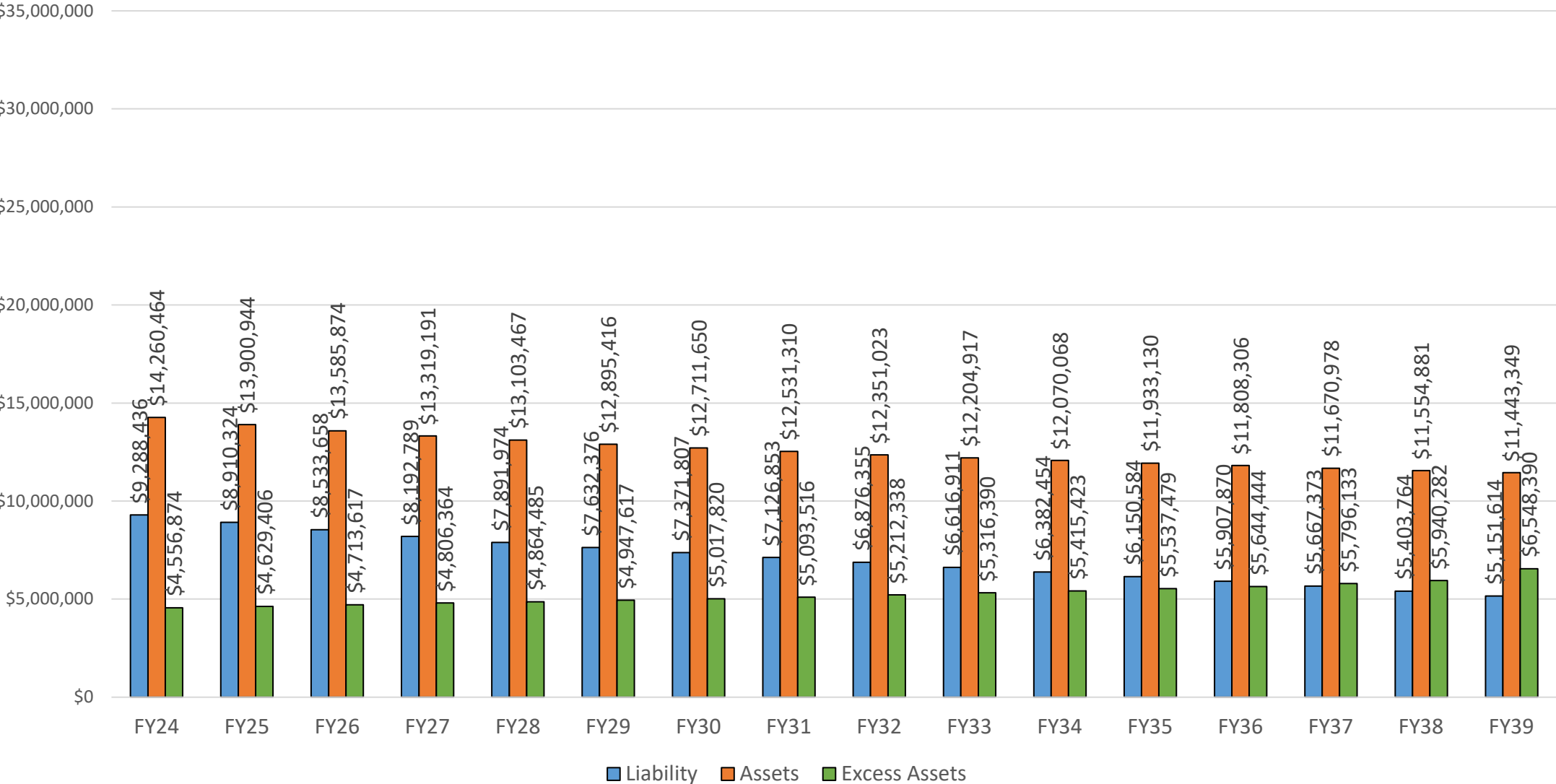
Minnetonka ISD 276 OPEB Revocable Trust Fund

Projected Future Excess Assets Balance-3.00% Annual Returns



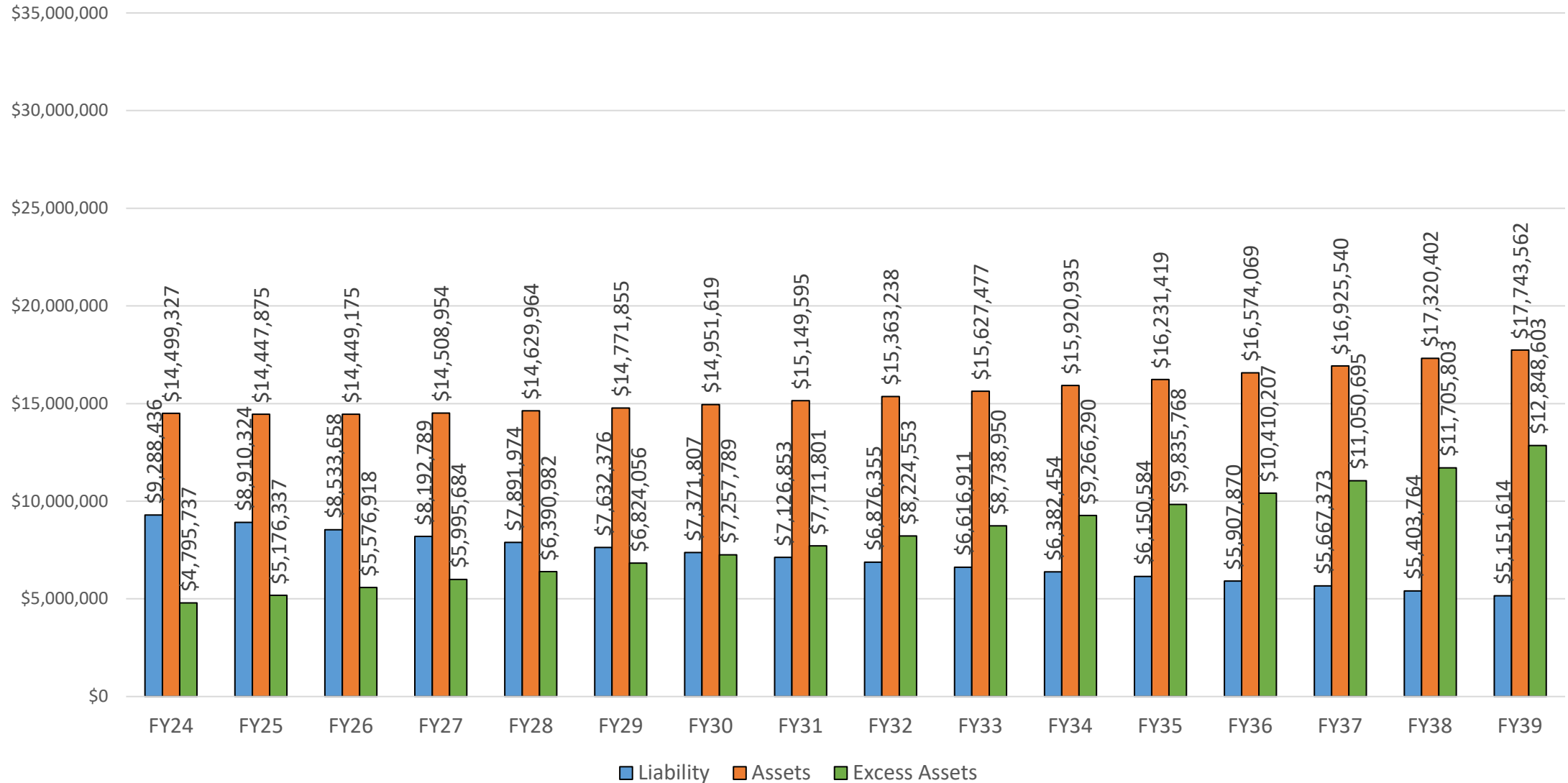
Minnetonka ISD 276 OPEB Revocable Trust Fund

Liability, Total Assets & Excess Assets – 3.00% Annual Returns



Minnetonka ISD 276 OPEB Revocable Trust Fund

Liability, Total Assets & Excess Assets – What If 5.00% Annual Returns



OPEB Revocable Trust Net Result After 15 Years FY2009-FY2023

- \$17,742,555 invested
- \$19,931,522 cumulative dividends paid
 - \$10,081,522 in Benefit Withdrawal dividends
 - Positive impact on General Operating Fund Unassigned Balance
 - \$ 9,850,000 in Excess Asset dividends paid for VAN MO
 - 100-year asset
- \$15,545,763 in assets remaining June 30, 2023

- Next 15 Years At 3.00% Annual Returns
- \$6,109,967



OPEB Revocable Trust Net Result After Next 15 Years FY2024-FY2039

- Next 15 Years At 3.00% Annual Returns
- \$ 6,109,967 in Benefit Withdrawal dividends
- \$11,443,349 Net Assets on June 30, 2039
 - \$ 6,548,390 Excess Assets

- Next 15 Years At 5.00% Annual Returns
- \$ 6,109,967 in Benefit Withdrawal dividends
- \$17,743,562 Net Assets on June 30, 2039
 - \$12,648,603 Excess Assets