

**MINNETONKA SCHOOL BOARD SPECIAL MEETING AND STUDY SESSION**  
**District Service Center**  
**June 15, 2023 – 6:00 p.m.**  
**AGENDA**

**SPECIAL MEETING**

- 6:00 I. Call to Order and Pledge to the Flag
- II. Adoption of Agenda
- 6:00 III. Approval of Professional Learning Plan
- 6:15 IV. Approval of FY24 Budget
- 6:35 V. Consent Agenda
  - a. Minutes of June 1 Regular Meeting and Closed Sessions
  - b. Study Session Summary of May 25, 2023
  - c. Personnel Changes
  - d. Proposal to Place Teacher on Unrequested Leave of Absence
  - e. Sale of Used iPads
  - f. Designation of Identified Official with Authority (IOWA) for MDE
  - g. MDE Format Long-Term Facilities Maintenance and Health and Safety Plan and Statement of Assurance
- 6:35 VI. Adjournment to Study Session

**STUDY SESSION**

- 6:40 1. Review of AP, IB, Supplemental and New Course Materials
- 6:50 2. Update on Open Positions and Recruiting Efforts
- 7:20 3. Review of Istation Results
- 7:40 4. Review of Spring NWEA Results

**CITIZEN INPUT**

**6:50 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.

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

**Board Agenda Item III.**

**Title: Approval of Professional Learning Plan**

**Date: June 15, 2023**

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**EXECUTIVE SUMMARY**

As a learning organization, Minnetonka Public Schools is committed to embedding professional learning for the adults in its system. This has been identified as a high priority and area of need during the current school year. As a District that has also been highly committed to Innovation, there have also been efforts toward establishing the next iteration of the Innovation process being designed to focus on Board Goals and District challenges. To that end, a small-scale test of the Request for Ideas (RFI) pathway of the Innovation process was used to identify possible solutions for this district need, how to best provide staff with more professional learning time.

Three proposals to modify the 2023-2024 school calendar were provided for consideration at the April School Board study session and stakeholder feedback was gathered and shared at the May School Board study session. Each proposal addressed the high-priority need to best position teachers to successfully meet the needs of all students through the School Board goals and priorities, specifically related to the Multi-tiered System of Support (MTSS) framework and literacy.

The purpose for this report is to provide a recommendation for a calendar change to support the pilot of this professional learning plan.

**CONTEXT/BACKGROUND**

**Identified Needs**

Based on the School Board's goals and the evolving needs of students, significant adult learning needs have been identified. Additional professional learning will be aligned across sites and will focus on key District goals and priorities, including:

- Structured literacy and disciplinary literacy
- English Language Arts standards, curriculum, and strategies
- MTSS processes and responses, including and not limited to
  - Designing and responding to formative assessments
  - Data literacy

- Tier 1 evidence-based instructional practices
- Tier 1 intervention and extension
- Refining and realigning PLC practices

Many of these learning needs are universal. In addition to common foundational learning, targeted professional learning will be identified for non-instructional educators such as school counselors, school psychologists, social workers, therapeutic specialists, and nurses.

In addition to the identified needs by the School Board, the District will also begin implementation of the new "Reading to Ensure Academic Development Act" also known as "The READ Act."

## **Professional Learning**

Historically referred to as staff development, there has been an intentional shift to framing this as professional learning. Improving schools is about learning: adult collaborative learning (organizational learning), individual teacher and leader learning, and ultimately student learning.

Growing staff's skill sets and understandings through targeted professional development has been identified as an essential element of school and district improvement throughout educational literature. Further this aligns with the District theme, championed by the superintendent, *Excellence in How We Live, Lead and Learn*.

Professional learning in Minnetonka Public Schools is designed so that educators may better serve the academic, emotional, and social needs of students. As an organization, Minnetonka believes:

- Professional learning that improves educator effectiveness is fundamental to student learning.
- Professional learning should be modeled after best practice and research in the field of education.
- Professional learning to improve their practice is an obligation for all educators.
- Professional learning is best when it is sustained over time and is collaborative in nature.
- Professional learning will focus on District priorities and values.

Currently, eight hours of professional learning time are provided through two late starts and two early releases. In addition to this time, principals embed professional learning into their existing structures such as fall workshop and staff meetings.

## **Proposal**

Three proposals were shared for initial consideration for the 2023-2024 school year. After gathering stakeholder feedback and working collaboratively with the Minnetonka Teacher

Association (MTA) the following is the preferred option.

Table 1: Recommended Proposal

Student Calendar Changes	Staff Calendar Changes
	Aug 22 or 28 for professional learning
October 23: no school K-5, practice elearning, and required <b>elearning 6-12</b> <i>October 23 is the Monday after MEA.</i>	October 23: 7 hours of professional learning K-5; 6 hours of professional learning 6-12
November 22: no school K-12 <i>November 22 is the Wednesday before Thanksgiving.</i>	November 22: no school if teachers participated in an August professional learning day; teachers who did not participate in August will report to school for professional learning
January 2: no school K-12 <i>January 2 is the Tuesday after winter break.</i>	January 2: full day of professional learning
March 4: no school for K-5; <b>elearning 6-12</b> <i>March 4 is the Monday after spring parent-teacher conferences.</i>	March 4: full day of professional learning K-5; 6 hours of professional learning 6-12

#### Key Features of this recommendation

The key feature of this recommendation is to increase the number of teacher days that occur prior to the start of the school from three to four in exchange for the day before Thanksgiving. Teachers unable to participate in the August learning will be expected to participate in the learning on the Wednesday before Thanksgiving. Three additional days of professional learning are added to the calendar at times advantageous to families and staff. The proposal results in approximately one day of professional learning each quarter. Students at the elementary level would have a practice asynchronous learning day October 23rd rather than a formal required elearning day. Secondary students will have asynchronous learning for two of the days.

This option also includes these features:

- Elimination of late starts and early releases in the 2023-24 calendar.
- A combination of no school for students and asynchronous e-learning.
- A “practice” e-learning day is embedded in the event that the District needs to provide e-learning due to weather-related or other emergency building closures.
- Professional learning is aligned to priority District goals, required, and largely directed.

- Absent teachers expected to make-up the missed learning.

All professional learning sessions will be designed to encompass best practice for adult learning by including a combination of direct instruction, active engagement, reflection, time to plan for application, collaboration with PLC colleagues, and time to share across teams.

The Minnetonka Teachers Association (MTA) has indicated that teachers are supportive of the proposal to add additional professional learning time embedded into the calendar. As the calendar, related to the number of student days, is a part of the teacher bargaining unit agreement, the District is working collaboratively with the MTA to finalize the implementation details for the pilot calendar change.

## **SUMMARY**

Three proposals were developed that modify the 2023-24 calendar to create additional professional learning time. Special consideration was given to minimizing the impact on instructional time while maximizing professional learning on days that will be advantageous to families and also valuable to staff. Collaboration on implementation details to ensure there is a great plan to support teachers professional learning time and implementation of asynchronous elearning days is ongoing. It is probable that a final proposal for a calendar change to support professional learning will come before the board for approval in June.

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## **ATTACHMENT:**

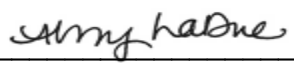
- Proposed Calendar for 2023-2024 School Year

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## **RECOMMENDATION/FUTURE DIRECTION:**

It is recommended that the School Board approve this pilot calendar change for the 2023-2024 school year to support professional learning for teachers.

**Submitted by:** \_\_\_\_\_

  
Amy LaDue, Associate Superintendent for Instruction

**Concurrence:** \_\_\_\_\_

  
David Law, Superintendent



# 23-24 CALENDAR

August 14-25 ..... New Teacher Workshops (tentative)  
 August 29-31..... Teacher Workshop & Planning (K-12)  
 September 1 ..... No School, K-12  
 September 4 ... No School K-12, Labor Day, District Office Closed  
 September 5 ... School Begins, Full Day (1-12), Begin 1<sup>st</sup> Quarter  
 September 5-6 ..... Kindergarten Assessments  
 September 7 ..... School Begins, Kindergarten  
 October 12 ..... P/T Conferences 4-8pm  
 October 13 ..... No School K-12, P/T Conferences 8am-4pm  
 (4 additional hours will be scheduled by site for P/T conferences  
 the weeks of October 9 and/or October 16)  
 October 23 ..... K-5 No School (Practice E-Learning),  
 6-12 E-Learning  
 October 19-20... No School K-12, Teacher Statewide Meetings  
 November 9..... End of 1<sup>st</sup> Quarter  
 November 10 ..No School K-12, Planning and Grading/PLC  
 November 13 .....Begin 2<sup>nd</sup> Quarter  
 November 22 ..... No School K-12,  
 Staff Professional Learning Option  
 November 23-24 .....No School K-12, District Office Closed  
 Thanksgiving Break  
 December 21-January 1 .....No School K-12, Winter Break  
 December 25-26 .....District Office Closed  
 January 1 ....District Office Closed, New Year's Day Observed  
 January 2 ..... No School K-12, Staff Professional Learning  
 January 3..... Classes Resume  
 January 15 ... No School K-12/District Office Closed, MLK Jr. Day  
 January 25 ..... End of 2<sup>nd</sup> Quarter, End of 1<sup>st</sup> Semester  
 January 26 .....No School K-12, Planning and Grading/PLC  
 January 29 ..... Begin 3<sup>rd</sup> Quarter, Begin 2<sup>nd</sup> Semester  
 February 19..... No School K-12, District Office Closed,  
 Presidents Day  
 February 29..... P/T Conferences, 4-8pm  
 March 1 ..... No School K-12, P/T Conferences 8am-4pm  
 (4 additional hours will be scheduled by site for P/T  
 conferences the weeks of February 26 and/or March 4)  
 March 4 ..... K-5 No School,  
 6-12 E-Learning, Staff Professional Learning  
 March 28 .....End 3<sup>rd</sup> Quarter  
 March 29... ..No School K-12, District Office Closed  
 April 1-5.....No School K-12, Spring Break  
 April 8.....No School K-12, Planning and Grading/PLC  
 April 9..... Classes Resume, Begin 4<sup>th</sup> Quarter  
 May 27...No School K-12, District Office Closed, Memorial Day  
 June 7.....Last Day of School K-12, 2-Hour Early-Release,  
 End 4<sup>th</sup> Quarter, End 2<sup>nd</sup> Semester  
 June 10 .....Full Day Teacher Workshop

<b>AUGUST</b>							<b>FEBRUARY</b>						
s	m	t	w	th	f	s	s	m	t	w	th	f	s
		1	2	3	4	5					1	2	3
6	7	8	9	10	11	12	4	5	6	7	8	9	10
13	14	15	16	17	18	19	11	12	13	14	15	16	17
20	21	22	23	24	25	26	18	19	20	21	22	23	24
27	28	29	30	31			25	26	27	28	29		

<b>SEPTEMBER</b>							<b>MARCH</b>						
s	m	t	w	th	f	s	s	m	t	w	th	f	s
					1	2						1	2
3	4	5	6	7	8	9	3	4	5	6	7	8	9
10	11	12	13	14	15	16	10	11	12	13	14	15	16
17	18	19	20	21	22	23	17	18	19	20	21	22	23
24	25	26	27	28	29	30	24	25	26	27	28	29	30
							31						

<b>OCTOBER</b>							<b>APRIL</b>						
s	m	t	w	th	f	s	s	m	t	w	th	f	s
1	2	3	4	5	6	7		1	2	3	4	5	6
8	9	10	11	12	13	14	7	8	9	10	11	12	13
15	16	17	18	19	20	21	14	15	16	17	18	19	20
22	23	24	25	26	27	28	21	22	23	24	25	26	27
29	30	31					28	29	30				

<b>NOVEMBER</b>							<b>MAY</b>						
s	m	t	w	th	f	s	s	m	t	w	th	f	s
			1	2	3	4				1	2	3	4
5	6	7	8	9	10	11	5	6	7	8	9	10	11
12	13	14	15	16	17	18	12	13	14	15	16	17	18
19	20	21	22	23	24	25	19	20	21	22	23	24	25
26	27	28	29	30			26	27	28	29	30	31	

<b>DECEMBER</b>							<b>JUNE</b>						
s	m	t	w	th	f	s	s	m	t	w	th	f	s
					1	2							1
3	4	5	6	7	8	9	2	3	4	5	6	7	8
10	11	12	13	14	15	16	9	10	11	12	13	14	15
17	18	19	20	21	22	23	16	17	18	19	20	21	22
24	25	26	27	28	29	30	23	24	25	26	27	28	29
31							30						

<b>JANUARY</b>							<b>JULY</b>						
s	m	t	w	th	f	s	s	m	t	w	th	f	s
	1	2	3	4	5	6		1	2	3	4	5	6
7	8	9	10	11	12	13	7	8	9	10	11	12	13
14	15	16	17	18	19	20	14	15	16	17	18	19	20
21	22	23	24	25	26	27	21	22	23	24	25	26	27
28	29	30	31				28	29	30	31			

<b>KEY</b>	● First/last day of school; New Quarter Begins	■ All district offices and schools closed
● First day of school for Kindergarten	■ No school for staff and students - School Closed	
□ Parent/Teacher Conferences after school	■ No School K-12, Planning and Grading/PLC	
▨ No school for students - Parent/Teacher Conferences	△ K-5 No School; 6-12 E-Learning	
● Religious or cultural observance that may impact student learning (see Page 2)		

## Holidays and Observances

Minnetonka Public Schools encompasses a diverse community that celebrates many different religious and cultural holidays. As the District strives to promote our students' sense of belonging, it is important to recall the observances people may have. Please be mindful of the days below as these occasions are observed by a meaningful proportion of our community. It is advisable to avoid scheduling important assessments or academic deadlines on these dates or immediately following them when they are on non-school days. Absences around major observances may be greater than normal. Please note that this is not an exhaustive list of all holidays or observances, nor active religious communities in the Minnetonka Public Schools community.

Date (2023-2024)	Day of Week	Holiday
September 16/17	Saturday, Sunday	Rosh Hashanah, First Day*/Second Day
September 19	Tuesday	Ganesha Chaturthi
September 25	Monday	Yom Kippur*
September 27	Wednesday	Birthday of the Prophet Mohammed (Mawlid)
September 29-October 6	Friday-Friday	Sukkot
October 9	Monday	Columbus Day/Indigenous Peoples' Day
November 11	Saturday	Veterans' Day
November 12	Sunday	Diwali / Deepavali*
November 23	Thursday	Thanksgiving Day/Hmong New Year Celebration*
December 8/15	Friday/Friday	First and Last Day of Hanukkah
December 25	Monday	Christmas Day*
December 26	Tuesday	Kwanzaa, First Day
January 1	Monday	New Year's Day/Last Day of Kwanzaa
January 7	Sunday	Orthodox Christmas*
February 10	Saturday	Lunar New Year*
March 11	Monday	First Day of Ramadan*
March 21	Thursday	Nowruz/Persian New Year
March 29, 31	Friday/Sunday	Good Friday/Easter (Western Christian)
April 5	Friday	Lailat al-Qadr
April 10	Wednesday	Eid al-Fitr*+
April 23, 24, 30	Tues/Wed/Tue	First, Second, and Last Day of Passover*
May 3,5	Friday/Sunday	Orthodox Good Friday/Easter
May 5	Sunday	Cinco de Mayo – Battle of Puebla Commemoration
June 11-13	Tuesday-Thursday	Shavuot

\* major celebrations/observances

+ estimated date, observationally determined

■ observances on non-school days

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

**Board Agenda Item IV.**

**Title: Approval of Fiscal Year 2024 Budget**

**Date: June 15, 2023**

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**EXECUTIVE SUMMARY:**

Minnetonka Independent School District 276 is required by statute to adopt a budget for each fiscal year prior to July 1 of that fiscal year. District administration has been working with staff on the development of the Fiscal Year 2024 (FY24) Budget. Attached for School Board review are the summary pages for FY24 budgets for the various funds of the District.

The General Operating Fund that includes Transportation and Activities is projected to operate at a surplus of \$2,065,125 of revenues to ongoing expenditures for FY 2024.

This surplus is driven primarily by a larger-than normal \$2,957,147 inflation increase in Operating Referendum Revenue, \$2,184,946 in a one-time makeup levy for Operating Referendum Revenue from FY23 due to a higher actual inflation increase for Operating Referendum Revenue than the original estimated levy for FY23, and \$1,500,000 in Investment Revenue from investing District cash because interest rates have risen over 5.0% in the last 12 months. The total increase for Operating Referendum Revenue is approximately 8.5 times the historical annual increase for Operating Referendum Revenue, and the total increase for Investment Revenue is approximately 2.5 times the historical annual Investment Revenue.

The Minnesota Legislature increased the Basic Revenue Formula by 4% or \$275 per Adjusted Pupil Unit for FY24. This is an increase from the 2.0% increase received for FY23. It is the first 4.0% increase in the Basic Revenue Formula since the State of Minnesota gave increases of 4.0% in FY06 and 4.0% in FY07. The Basic Revenue Formula is the largest single revenue component for the General Operating Fund, accounting for 54% of all revenues. With inflation in the Minneapolis-St. Paul-Bloomington Metropolitan Area running at 5.8% in Calendar 2021 and 8.0% in Calendar 2022, every additional percentage increase in the Basic Revenue Formula is much needed.

The Minnesota Legislature provided additional funding through a change in the Special Education Cross Subsidy Revenue formula, increasing it from 6.43% of the Special Education Cross Subsidy Amount to 44% of the Cross Subsidy. This one-time boost in the percentage of Special Education costs covered by State revenues reduces the need to spend local revenues to pay for the shortfall of State revenues to pay for Special Education.

Targeted enrollment for October 2023 is projected at 11,200 K-12 students, inclusive of 11,100 in-person students and 100 e-learning students. The Minnetonka School Board set an enrollment cap of 11,100 in-person K-12 students on October 3, 2019 in FY20. The 11,100 K-12 in-person cap remains in place. FY24 is the fifth year of small-to-no in-person student growth.



Total FY24 Revenues in the General Operating Fund are estimated at \$161,022,727, which is an increase of \$11,029,331 over FY23 Revenues of \$149,993,396.

Total FY24 Expenditures in the General Operating fund are estimated at \$158,957,602, which is an increase of \$9,338,515 over FY23 Expenditures of \$149,619,087.

The General Operating Fund Unassigned Balance at the end of FY24 is projected to be \$25,056,801. This amounts to 15.8% of budgeted expenditures and is above the School Board Policy 703 minimum-allowed Unassigned Balance of 6.0% of budgeted expenditures.

The combination of tightly monitored expense controls plus the additional revenue provided from enrollment growth in past years has allowed the District to continue to maintain very stable finances while maintaining and selectively expanding opportunities for students. Additional Operating Referendum Revenue, which is in place through the 2024 Pay 2025 levy to fund Fiscal Year 2026, gives the District a stable base of revenue from which to maintain the high quality programs that are being delivered to students. At this time, the District does not have the Statutory Authority to ask voters of the District for an additional amount of funding per pupil from the Operating Referendum, as the District is at the State-mandated Operating Referendum cap of \$2,110.97 per student. It will require action by the Legislature to increase the State-mandated Operating Referendum cap in order for the District to be able to run an election for additional Operating Referendum revenue per pupil.

Summary pages of each fund of the District are attached, along with the major assumptions for revenues and expenses used to formulate the General Fund Budget.

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**ATTACHMENTS:**

FY2023 General Fund Budget and FY24-FY28 Updated Projection  
Projected FY23-FY28 General Fund Budget Assumptions  
Summary of Budgets – All Governmental Fund Types

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**RECOMMENDATION/FUTURE DIRECTION:**


The FY2024 Budget is being presented for the School Board's approval.

***RECOMMENDED MOTION***

***Resolution to Adopt the Fiscal Year 2024 Budget***

*BE IT RESOLVED, that the School Board of Minnetonka Independent School District 276 does hereby adopt the Fiscal Year 2024 Budget as presented in the Summary of Budgets – All Governmental Fund Types in accordance with Governmental Accounting Standards Board standards, including projected revenues and other sources of \$243,698,621 for all funds, projected expenditures and other uses of \$249,110,515 for all funds and a projected fund balance at the end of Fiscal Year 2024 of \$69,267,826 for all funds.*

**Submitted by:**



Paul Bourgeois, Executive Director of Finance & Operations

**Concurrence:**



David Law, Superintendent

**MINNETONKA INDEPENDENT SCHOOL DISTRICT 276**  
**FY2024 ADOPTED GENERAL OPERATING FUND BUDGET AND PROJECTION FOR FY2025 THROUGH FY2029**

General (01), Transportation (03), & Extra Curricular (11) Funds		+36.86 Tchr FTE	+5.05 Tchr FTE*	+15.38 Tchr FTE	+3.09 Tchr FTE	+0 Tchr FTE	+0 Tchr FTE	+0 Tchr FTE	+0 Tchr FTE	+0 Tchr FTE
K-12 Student Growth Oct Target Numbers (Actuals Thru FY23)		3	36	-23	0	0	0	0	0	0
October 1 K-12 Enrollment Target (Actuals Thru FY23)		11,050	11,223	11,200	11,200	11,200	11,200	11,200	11,200	11,200
Definitions		Actual 2020-2021	Actual 2021-2022	Amended 2022-2023	Adopted 2023-2024	Projected 2024-2025	Projected 2025-2026	Projected 2026-2027	Projected 2027-2028	Projected 2028-2029
<b>SOURCES OF REVENUE:</b>	Gen Ed Rev - Resident	\$52,510,901	\$54,087,221	\$53,792,352	\$55,936,099	\$57,096,002	\$58,571,312	\$59,825,201	\$61,119,140	\$62,436,551
	Gen Ed Rev - Open Enroll	27,301,085	\$28,762,422	\$30,405,024	\$31,616,732	\$32,272,343	\$33,106,233	\$33,814,968	\$34,546,340	\$35,290,980
	Categorical	21,521,800	22,125,490	24,805,714	29,181,854	29,300,405	30,011,216	31,081,322	31,770,512	31,984,819
	Miscellaneous	2,586,547	3,472,364	4,365,326	4,253,840	3,663,277	3,363,277	3,263,277	3,163,277	3,063,277
	Federal	<u>5,147,599</u>	<u>4,244,490</u>	<u>4,998,248</u>	<u>3,003,053</u>	<u>2,895,087</u>	<u>2,895,087</u>	<u>2,895,087</u>	<u>2,895,087</u>	<u>2,895,087</u>
	Revenue Before Ref.	109,067,932	112,691,987	118,366,664	123,991,578	125,227,115	127,947,124	130,879,855	133,494,355	135,670,714
	Total Voter Approved Referendum Rev	22,694,451	23,007,370	22,917,435	28,059,527	26,773,026	27,332,547	27,928,392	28,531,625	29,147,911
	Local Option Revenue Tier 1	5,129,722	5,292,763	5,163,642	5,429,663	5,220,882	5,220,882	5,220,882	5,220,882	5,220,882
	Local Option Revenue Tier 2	<u>3,553,519</u>	<u>3,489,811</u>	<u>3,545,655</u>	<u>3,541,958</u>	<u>3,592,681</u>	<u>3,592,681</u>	<u>3,592,681</u>	<u>3,592,681</u>	<u>3,592,681</u>
	Total Revenue	\$140,445,624	\$144,481,932	\$149,993,396	\$161,022,727	\$160,813,703	\$164,093,233	\$167,621,809	\$170,839,543	\$173,632,188
<b>USES OF REVENUE:</b>	Salaries & Wages	\$95,528,645	\$98,311,029	\$101,114,527	\$106,519,637	\$110,624,566	\$114,547,029	\$118,605,504	\$122,804,571	\$127,148,956
	Benefits	29,942,724	30,769,754	31,644,605	33,468,615	34,628,861	35,712,518	36,850,037	38,030,435	39,297,146
	Purchased Serv.	5,986,769	7,234,495	6,766,180	7,015,105	6,842,709	6,959,996	7,078,718	7,198,909	7,320,602
	Supplies	5,620,744	4,534,112	4,428,048	4,926,418	4,950,050	4,999,051	5,048,541	5,098,527	4,893,241
	Transportation	5,217,071	6,004,090	5,824,112	7,192,749	7,728,925	8,094,681	8,478,257	8,728,179	8,985,535
	Transfers	554,482	591,230	626,562	650,155	669,660	689,749	710,442	731,755	753,708
	Transfer from OPEB Trust	<u>(750,607)</u>	<u>(754,419)</u>	<u>(784,947)</u>	<u>(815,077)</u>	<u>(793,266)</u>	<u>(737,880)</u>	<u>(679,468)</u>	<u>(621,296)</u>	<u>(606,606)</u>
	Total Expenses	\$142,099,827	\$146,690,293	\$149,619,087	\$158,957,602	\$164,651,506	\$170,265,145	\$176,092,032	\$181,971,080	\$187,792,582
<b>BOTTOM LINE:</b>	Ongoing Revenue Over (Under) Expenditures	<b>(\$1,654,204)</b>	<b>(\$2,208,361)</b>	<b>\$374,309</b>	<b>\$2,065,125</b>	<b>(\$3,837,803)</b>	<b>(\$6,171,911)</b>	<b>(\$8,470,223)</b>	<b>(\$11,131,537)</b>	<b>(\$14,160,394)</b>
<b>FUND BALANCE:</b>	Beginning	\$27,398,932	\$25,744,728	\$23,536,367	\$23,910,676	\$25,975,801	\$22,137,998	\$15,966,087	\$7,495,864	(\$3,635,673)
	Ongoing Revenue Over (Under) Expenditures	(\$1,654,204)	(\$2,208,361)	\$374,309	\$2,065,125	(\$3,837,803)	(\$6,171,911)	(\$8,470,223)	(\$11,131,537)	(\$14,160,394)
	One-Time Transfer from OPEB Fund (VANTAGE/MOMENTUM)	\$0	\$9,850,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	One-Time Transfer to Operating Capital/Construction Fund	<u>\$0</u>	<u>(\$9,850,000)</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
	Ending	25,744,728	23,536,367	23,910,676	25,975,801	22,137,998	15,966,087	7,495,864	(3,635,673)	(17,796,067)
<b>RECON. OF ENDING FUND BALANCE:</b>										
<b>Assigned Fund Balance</b>	Op Cap Deferred Use	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Assigned Fund Balance</b>	Q-Comp	\$296,986	\$436,430	\$300,000	\$300,000	\$300,000	\$300,000	\$300,000	\$300,000	\$300,000
<b>Restricted Fund Balance</b>	3rd Party Billing	\$135,058	\$111,162	\$60,000	\$60,000	\$60,000	\$60,000	\$60,000	\$60,000	\$60,000
<b>Non Spendable Fd Bal</b>	Prepays & Inventories	\$1,225,989	\$1,133,240	\$550,000	\$550,000	\$550,000	\$550,000	\$550,000	\$550,000	\$550,000
<b>Total Assigned, Non Spendable or Restricted Fd Bal</b>		<u>\$1,658,033</u>	<u>\$1,680,833</u>	<u>\$910,000</u>	<u>\$910,000</u>	<u>\$910,000</u>	<u>\$910,000</u>	<u>\$910,000</u>	<u>\$910,000</u>	<u>\$910,000</u>
<b>Total Unassigned Fund Balance</b>		<u>\$24,086,696</u>	<u>\$21,855,534</u>	<u>\$23,000,676</u>	<u>\$25,065,801</u>	<u>\$21,227,998</u>	<u>\$15,056,087</u>	<u>\$6,585,864</u>	<u>-\$4,545,673</u>	<u>-\$18,706,067</u>
<b>Total Fund Balance as % of Expenditures</b>		18.1%	16.0%	16.0%	16.3%	13.4%	9.4%	4.3%	-2.0%	-9.5%
<b>Unassigned as a % of Expenditures</b>		17.0%	14.9%	15.4%	15.8%	12.9%	8.8%	3.7%	-2.5%	-10.0%
*9.97 FTE Teacher staff are assigned to the Tonka Online Comprehensive eLearning Program										

Adopted Budget Six-Year Projection Assumptions  
FY24-FY29  
June 15th, 2023

Projected FY24-FY29 Major Budget Assumptions  
Under Current Statutes through FY23 Legislature

The following major assumptions and factors are included in the Adopted Budget Projected FY24 through FY29 Budget Projections:

- Enrollment
  - FY24 through FY29 K-12 students set at 11,200 K-12 based on 11,100 FY23 In-Person enrollment target plus 100 FY23 Tonka On-line Comprehensive enrolled students continuing as Tonka On-Line Comprehensive or In-Person students in FY24.
- Total Revenues for FY24 of \$161,022,727 which is a \$11,029,331 increase over FY23 Amended Budget Revenues of \$149,993,396.
- General Education Formula Per Pupil FY24 – assumes 4.0% increase of \$275 to \$7,138 based on state statute.
  - General Education Formula Per Pupil FY25 – assumes 2.0% increase of \$143 to \$7,281 based on state statute.
  - General Education Formula Per Pupil FY26 – assumes 2.58% increase of \$188 to \$7,469 based on MDE calculation of projected inflation.
  - General Education Formula Per Pupil FY27 – assumes 2.14% increase of \$160 to \$7,629 based on MDE calculation of projected inflation.
  - General Education Formula Per Pupil FY28 – assumes 2.16% increase of \$165 to \$7,794 based on MDE calculation of projected inflation.
  - General Education Formula Per Pupil FY29 – assumes 2.16% increase of \$168 to \$7,962 based on MDE calculation of projected inflation.
- Local Option Revenue Tier 1 for FY24 and later remains at \$424 per Adjusted Pupil Unit which generates \$5,429,663 in FY24 – this is local levy so additional students above the estimate generate revenue in a subsequent year with a make-up levy.
- Local Option Revenue Tier 2 for FY24 at \$300 and adjusted for inflation through FY26 at Operating Referendum Inflation Rate – generates \$3,541,958 in FY24
- Categorical Programs revenue (Q-Comp, Equity, etc.) FY24 – includes new funding for Student Support Personnel Aid of \$11.94 per pupil, new funding for Library Aid of \$16.11 per pupil, and an enhanced Compensatory Revenue funding formula which will hold harmless due to the enactment of Universal Meals program.
  - Student Support Services Aid = +\$147,022
  - Library Aid = +\$198,369
  - Compensatory Revenue = +\$350,320

- English Learner Cross Subsidy Reduction Aid increase which increases the EL Revenue per pupil from \$704 to \$1,228 along with the EL Concentration Revenue per pupil from \$250 to \$436.
  - EL Revenue = +\$115,804
  - EL Concentration Revenue = +\$7,096
- Special Education (SPED) Cross Subsidy Reduction Aid increase which reduces the cross-subsidy by 44% in FY24 (previously at 6% in FY23)
  - SPED Cross Subsidy Reduction Aid = +\$3,022,465
- FY24 Federal Revenue (as well as offsetting expenditures) set at estimated grant levels per grant awards including estimated carryover revenue from FY23 for Regular Federal fund (Title/IDEA)
  - FY24 no longer includes any new or carryover COVID Federal Relief funds (projected to be fully utilized in FY23)
  - Any permanent positions funded by COVID Federal Relief funds are now funded out of the General Operating Fund.
- Operating Referendum Revenue – \$2,110.97 per Adjusted Pupil Unit levied for FY24
  - Larger than normal inflation factor adjustment calculated by MDE and MMB of 12.18% generated a \$229.16 per Adjusted Pupil Unit increase totaling \$2,957,146.58 – normal inflation adjustments are between \$40 and \$60 per Adjusted Pupil Unit
  - One-time prior year adjustment of \$2,184,946 due to increased CPI inflation above original estimate calculated by MDE and MMB
  - Subsequent years increased by inflation factors per MDE Referendum Revenue estimates
  - \$2,174.30 per Adjusted Pupil Unit in FY25 (3.00% inflation based on trajectory of economy as of May 2023 when inflation is at 4.90% on an annualized basis)
  - \$2,219.74 per Adjusted Pupil Unit in FY26 (Based on MDE Inflation Estimates at 2.09%)
  - \$2,268.13 per Adjusted Pupil Unit in FY27 (Based on MDE Inflation Estimates at 2.18%)
  - \$2,317.12 per Adjusted Pupil Unit in FY28 (Based on MDE Inflation Estimates at 2.16%)
    - District is at the Operating Referendum Cap starting in FY20 and future years – only annual increase is for inflation as approved by the voters of the District. The District does not have the option of asking the voters of the District for additional revenue.
- Miscellaneous Revenue - Includes \$370,000 in Tonka On-Line gross revenue from increased participation in additional course offerings and interest earnings of approximately \$1,500,000 based on current interest rates and locked in investments.
- Total Expenditures for FY24 of \$158,957,602 which is an increase of \$9,338,515 over FY23 Amended Budget Expenditures of \$149,619,087

- Salaries – Salaries are 67.0% of the General Operating Fund Budget – together with Benefits at 20.6%, they make up 87.6% of the General Operating Fund Budget
  - Teachers (Fund 01)
    - FY24 Adopted Budget K-12 teaching staff at 838.25 FTE through the 04/14/23 staffing document from Human Resources. 3.09 FTE teachers have been added compared to the FY23 Amended Budget. The FY24 Adopted Budget includes 9.97 FTE eLearning Comprehensive Tonka Online program teachers.
      - FY25 through FY29 assumes no teacher growth over FY24.
    - FY24 assumes a Total Compensation Package increase of 4.0% Salary and benefit package increases for Minnetonka Teachers Association (MTA).
    - FY24 New Hire estimated Teacher Salary is estimated at \$68,785 with a total position cost of \$91,610 including benefits.
    - FY24 Average Teacher Salary is \$87,798 with a total position cost of \$115,226 including benefits.
    - Together, Teacher Salary and Benefit costs are 65.65% of the General Operating Fund Budget. FY24 Teacher Salaries and payments are 50.50% of the General Operating Fund Budget (\$80,272,778) - Teacher Benefits are 15.15% of the General Operating Fund Budget (\$24,082,021)
    - FY25 assumes a Total Compensation Package increase of 4.0% salary and benefit package increases for MTA.
    - FY26 through FY29 assumes a Total Compensation Package increase of 3.0% salary and benefit package increases for MTA.
  - Other Staff
    - FY24 assumes actual contracts for FY24 for all other bargaining unit contracts per Board approved contracts.
    - Assumes an increase in contract amounts from FY23 for all unsettled contracts.
    - Actual salary and benefit agreements for FY23 Board approved contracts
    - 1.41 FTE non-teaching staff increase from FY23 Amended Budget to FY24 Adopted Budget
      - + 1.00 FTE Director of Special Education
      - + 0.25 FTE Assistant Principal @ MMW (FY23 was partially filled as of 10/3/22)
      - + 0.75 FTE Custodian for VANTAGE MOMENTUM Building (FY24 projected start date of 10/1/23)
    - FY25 assumes 4.0% future salary and benefit increases.
    - FY26 through FY29 assumes 3.0% future salary and benefit increases.

- Benefits – Benefits inclusive of the OPEB Retirement Benefits transfer reduction are 20.6% of the General Operating Fund Budget – together with Salaries they make up 87.6% of the General Operating Fund Budget
  - Actual fringe benefit contribution increases for FY24 are included for MTA with a 4.0% salary and benefit package increase for FY25, followed by a 3.0% on-going salary and benefit package increase for FY26 through FY29
  - Teachers Retirement Association (TRA) pension contributions at 8.75% in FY24 and thereafter:
    - 2018 Pension Bill increased the TRA contribution rate in future years but State Aid revenue will be provided to offset the increase
  - Public Employees Retirement Association pension contributions at 7.50% in FY24 through FY29
  - OPEB Trust transfer of \$815,077 is calculated by CBIZ actuaries and reduces benefit expenditures in the General Operating Fund
- Total Salaries and Benefits of \$139,173,175 are 87.6% of Total General Operating Fund Expenditures of \$158,957,602
- Purchased Services
  - From FY23 Amended Budget, line items increased by 1% for all cost center budgets unless an additional increase was approved by the Superintendent for the FY24 Adopted Budget, then increased by 1% inflation for FY25-FY29 for all cost center budgets.
  - Contracted student placements for Early Childhood Special Education (ECSE) slots for tentative projection increase of \$103,719; Projected costs at West Metro Learning Connections for Setting 4 SPED Services per IEPs increased by \$180,000
  - Contracted tuition for two behavior language consultants/analysts increased by \$181,000
  - Utilities for new VANTAGE MOMENTUM building are estimated to be 1/3 the cost of Clear Springs increased by \$34,817
  - Property and Liability Insurance projected rate increase of \$86,099 or 15%
- Purchased Services are 4.4% of General Operating Fund Budget
  - Includes line items such as electricity, water and sewer, gas for appliances, refuse removal, recycling, snow removal, repair and preventive maintenance costs of building systems, property insurance, legal counsel, Special Education tuition at various care facilities, and professional consultants.
- Supplies
  - Increased by 1% From FY23 Amended Budget for all cost center budgets unless an additional increase was approved by the Superintendent for FY24 Adopted Budget, then increased by 1% inflation for FY25-FY29 for all cost centers budgets.

- Buildings and Grounds Maintenance budget increased by \$54,000 to provide free pads, tampons, and/or other menstrual products to students in all restrooms used by Grades 4<sup>th</sup> through 12<sup>th</sup> per Minnesota Statute.
  - MOMENTUM Program budget increased by \$80,650 for new CTE strands – Aviation and Transportation Careers (Previously included Maker-Bay and Auto-Bay)
  - Textbook budget increased by \$247,263 to reflect projected costs for existing instructional resources, as well as new resources to support science implementation and high school social studies replacement texts. (Additional Textbook budgets of \$1,100,000 are assigned to the Capital Projects-Tech Levy Fund)
  - VANTAGE Program budget increased by \$61,450 aligned with increasing participation.
- Supplies are 3.1% of General Operating Fund Budget
    - Includes line items such as instructional, restroom and cleaning supplies, maintenance repair supplies such as HVAC system filters, and grounds supplies such as fuel for the maintenance vehicles and replacement parts for the snow removal and grass mowing equipment.
- Transportation
    - Increase of \$1,368,637 or 23.5% from FY23 Amended Budget to FY24 Adopted Budget with the amended 4-year contract with First Student
      - Includes an increase of 19.88% in FY24, an increase of 8.00% in FY25, and an increase of 5% in both FY26 and FY27.
    - Bus routes in FY24 are at the same number as in FY23.
    - \$350,000 added for shuttles to transport students to and from MHS and VANTAGE MOMENTUM
- Transportation is 4.5% of the General Operating Fund Budget
- Transfers – This is the transfer to the Arts Center operations budget in the amount of \$614,193 to fund the operating expenditures of the Arts Center that are not paid for out of play ticket receipts and facility rental revenue. Additionally, beginning in FY21, the FY24 Adopted Budget includes a transfer to the Community Education Fund 04 (PRG 583) in the amount of \$35,962 to pay for expenditures over revenues related to pre-school screening. UFARS accounting changes now considers pre-school screening to be a General Operating Fund cost.
- Transfers are 0.4% of the General Operating Fund Budget



MINNETONKA SCHOOL DISTRICT

**Capital Expenditures Budget**

*For Fiscal Year 2023-24, with Comparative Information for Years 2019-20 Through 2022-23*

**Fund Expenditures by Category**

	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Amended Budget	2023-24 Budget
Revenues and Other Sources:					
Local Property Tax Levies	\$ 3,509,851	\$ 3,769,283	\$ 4,052,425	\$ 4,207,418	\$ 3,951,696
Other Local and County Revenues	398,141	262,553	434,662	13,766	14,178
Interest on Investments	3,356	104	279	-	-
State of Minnesota	1,809,399	1,742,405	1,694,513	1,634,478	1,576,550
Federal Government	-	-	-	-	-
Transfer from Operating Capital to H&S	373,663	3,198	10,276	-	-
Total Revenues and Other Sources	<u>6,094,411</u>	<u>5,777,543</u>	<u>6,192,154</u>	<u>5,855,662</u>	<u>5,542,424</u>
Expenditures and Other Uses:					
Equipment	655,961	551,165	220,219	375,000	398,000
Facilities	3,504,433	4,977,674	2,763,877	2,774,354	2,225,689
Health and Safety	501,835	579,444	467,097	590,000	600,000
Instructional Lease Levy	1,963,641	2,201,689	2,514,129	2,439,991	2,554,555
Total Expenditures and Other Uses	<u>6,625,870</u>	<u>8,309,971</u>	<u>5,965,323</u>	<u>6,179,345</u>	<u>5,778,244</u>
Excess of Revenues and Other Sources Over (Under) Expenditures and Other Uses	(531,460)	(2,532,428)	226,832	(323,683)	(235,820)
Other Changes in Reserved and Designated Fund Balances	219,483	-	-	-	-
Fund Balance at the Beginning of Year	<u>3,893,514</u>	<u>3,581,537</u>	<u>1,049,110</u>	<u>1,275,943</u>	<u>952,260</u>
Fund Balance at End of Year	<u>\$ 3,581,537</u>	<u>\$ 1,049,110</u>	<u>\$ 1,275,943</u>	<u>\$ 952,260</u>	<u>\$ 716,442</u>

**Allocation of Fund Balance:**

	2019-20	2020-21	2021-22	2022-23	2023-24
<b>Reserved Fund Balance</b>					
Operating Capital	3,102,872	546,375	750,272	432,823	676,399
Cell Tower Revenue Reserve	55,138	68,179	80,497	74,264	29,425
Lease Levy	423,527	434,556	445,174	445,174	10,618
Health & Safety	-	-	-	-	-
<b>Total Reserved Fund Balance</b>	<u>\$ 3,581,537</u>	<u>\$ 1,049,110</u>	<u>\$ 1,275,943</u>	<u>\$ 952,260</u>	<u>\$ 716,442</u>

MINNETONKA SCHOOL DISTRICT

**Athletic Equipment Budget**

*For Fiscal Year 2023-24, with Comparative Information for Years 2019-20 Through 2022-23*

**Fund Expenditures by Site**

	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Amended Budget	2023-24 Budget
Revenues and Other Sources:					
Local Property Tax Levies	\$ -	\$ -	\$ -	\$ -	\$ -
Other Local and County Revenues	163,492	215,846	294,502	489,391	240,000
Interest on Investments	-	-	-	-	-
State of Minnesota	-	-	-	-	-
Federal Government	-	-	-	-	-
Sales and Other Conversion of Assets	-	-	-	-	-
Total Revenues and Other Sources	<u>163,492</u>	<u>215,846</u>	<u>294,502</u>	<u>489,391</u>	<u>240,000</u>
Expenditures and Other Uses:					
Minnetonka Middle School East	1,640	2,855	947	119,137	55,000
Minnetonka Middle School West	22,466	3,396	1,612	61,941	55,000
Minnetonka High School	<u>197,057</u>	<u>157,845</u>	<u>185,086</u>	<u>308,313</u>	<u>110,000</u>
Total Expenditures and Other Uses	<u>221,163</u>	<u>164,096</u>	<u>187,645</u>	<u>489,391</u>	<u>220,000</u>
Excess of Revenues and Other Sources Over (Under) Expenditures and Other Uses	(57,672)	51,751	106,857	-	20,000
Other Changes in Reserved and Designated Fund Balances					
Fund Balance at the Beginning of Year	<u>388,449</u>	<u>330,777</u>	<u>382,521</u>	<u>489,378</u>	<u>489,378</u>
Fund Balance at End of Year	<u>\$ 330,777</u>	<u>\$ 382,521</u>	<u>\$ 489,378</u>	<u>\$ 489,378</u>	<u>\$ 509,378</u>

MINNETONKA SCHOOL DISTRICT

**Arts Center on 7 Budget**

*For Fiscal Year 2023-24, with Comparative Information for Years 2019-20 Through 2022-23*

**Fund Expenditures by Object**

	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Amended Budget	2023-24 Budget
Revenues and Other Sources:					
Local Property Tax Levies	\$ -	\$ -	\$ -	\$ -	\$ -
Other Local and County Revenues	331,271	168,238	471,141	377,600	377,600
Interest on Investments	-	-	-	-	-
State of Minnesota	-	-	-	-	-
Federal Government	-	-	-	-	-
Transfer from General Fund	510,256	521,339	551,460	573,721	614,193
Total Revenues and Other Sources	<u>841,527</u>	<u>689,577</u>	<u>1,022,601</u>	<u>951,321</u>	<u>991,793</u>
Expenditures and Other Uses:					
Salaries	410,745	397,939	430,871	407,760	426,120
Employee Benefits	138,866	141,129	150,805	156,698	165,786
Purchased Services	213,878	137,409	266,742	367,250	367,250
Supplies and Materials	7,152	400	7,468	3,865	12,189
Equipment	18,040	53,430	11,933	15,398	20,098
Miscellaneous	52,846	(40,730)	154,782	350	350
Total Expenditures and Other Uses	<u>841,527</u>	<u>689,577</u>	<u>1,022,601</u>	<u>951,321</u>	<u>991,793</u>
Excess of Revenues and Other Sources Over (Under) Expenditures and Other Uses	-	-	-	-	-
Other Changes in Reserved and Designated Fund Balances					
Fund Balance at the Beginning of Year	-	-	-	-	-
Fund Balance at End of Year	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

Note: Net Profit (Loss) in Plays Will Be Transferred to Trust Account

<b><u>Art Center Trust Account</u></b>					
Beginning Balance	158,333	184,557	131,199	239,768	239,768
Plays Profit (Loss)	26,224	(53,358)	108,569	-	-
Ending Balance	<u>\$ 184,557</u>	<u>\$ 131,199</u>	<u>\$ 239,768</u>	<u>\$ 239,768</u>	<u>\$ 239,768</u>

MINNETONKA SCHOOL DISTRICT

**Dome Operations Budget**

*For Fiscal Year 2023-24, with Comparative Information for Years 2019-20 Through 2022-23*

**Fund Expenditures by Object**

	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Amended Budget	2023-24 Budget
Revenues and Other Sources:					
Rental Revenue	\$ 300,774	\$ 253,320	\$ 367,988	\$ 331,929	\$ 367,980
Annual Pledges	-	-	-	-	-
Interest on Investments					
Transfer (to)/from Trust	\$ 127,805	\$ 36,696	\$ (13,297)	\$ -	\$ -
Transfer from General Fund	\$ -	\$ 24,293	\$ -	\$ -	\$ -
Total Revenues and Other Sources	428,579	314,310	354,691	331,929	367,980
Expenditures and Other Uses:					
Salaries/Benefits	65,913	78,779	83,656	72,000	94,876
Management Services	-	-	-	-	-
Postage	-	-	-	-	-
Advertising	-	-	-	300	300
Repairs & Maintenance	-	-	-	700	700
Utilities	95,693	84,961	118,138	105,852	117,231
Custodial Supplies	-	-	-	1,000	1,000
Equipment Purchased	103,000	-	-	-	-
Miscellaneous	11,440	229	-	2,000	2,000
Total Expenditures and Other Uses	276,046	163,968	201,794	181,852	216,107
Excess of Revenues and Other Sources Over (Under) Expenditures and Other Uses	152,533	150,341	152,897	150,077	151,873
Annual Debt Payment	(152,533)	(150,341)	(152,897)	(150,077)	(151,873)
Fund Balance at the Beginning of Year	-	-	-	-	-
Fund Balance at End of Year	\$ -	\$ -	\$ -	\$ -	\$ -

**Turf and Dome Trust Account**

	2019-20	2020-21	2021-22	2022-23	2023-24
Beginning Balance	164,502	36,697	(0)	13,297	13,297
Pledges and Donations	-	-	-	-	-
Transfer (from)/to Operating Budget	(127,805)	(36,697)	13,297	-	-
Ending Balance	\$ 36,697	\$ (0)	\$ 13,297	\$ 13,297	\$ 13,297

**Debt Outstanding Balance 2016K**

	2019-20	2020-21	2021-22	2022-23	2023-24
Beginning Debt Outstanding Balance	1,390,000	1,280,000	1,165,000	1,045,000	925,000
Less Principal Payment	(110,000)	(115,000)	(120,000)	(120,000)	(125,000)
Ending Debt Outstanding Balance	\$ 1,280,000	\$ 1,165,000	\$ 1,045,000	\$ 925,000	\$ 800,000
Final Payoff 02/01/2029					

MINNETONKA SCHOOL DISTRICT

**Page Center Operations Budget**

*For Fiscal Year 2023-24, with Comparative Information for Years 2019-20 Through 2022-23*

**Fund Expenditures by Object**

	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Amended Budget	2023-24 Budget
Revenues and Other Sources:					
Local Property Tax Levies	\$ 433,806	\$ 522,249	\$ 484,878	\$ 532,048	\$ 477,440
Rental Revenue	100,000	100,000	100,000	100,000	100,000
Miscellaneous Revenue	-	-	-	-	-
Total Revenues and Other Sources	<u>533,806</u>	<u>622,249</u>	<u>584,878</u>	<u>632,048</u>	<u>577,440</u>
Expenditures and Other Uses:					
Salaries	167,823	201,005	141,430	186,438	196,681
Employee Benefits	53,534	63,574	50,866	69,886	72,653
Purchased Services	339,067	304,298	338,550	316,082	320,722
Supplies and Materials	24,454	58,395	48,039	52,537	52,537
Equipment	-	17,865	-	4,000	4,000
Miscellaneous	-	-	-	-	-
Total Expenditures and Other Uses	<u>584,878</u>	<u>645,137</u>	<u>578,885</u>	<u>628,943</u>	<u>646,593</u>
Excess of Revenues and Other Sources Over (Under) Expenditures and Other Uses	(51,073)	(22,888)	5,994	3,105	(69,153)
Fund Balance at the Beginning of Year	<u>(966,568)</u>	<u>(1,017,641)</u>	<u>(1,040,529)</u>	<u>(1,034,535)</u>	<u>(1,031,430)</u>
Fund Balance at End of Year	<u>\$ (1,017,641)</u>	<u>\$ (1,040,529)</u>	<u>\$ (1,034,535)</u>	<u>\$ (1,031,430)</u>	<u>\$ (1,100,583)</u>

**Debt Outstanding Balance 2016L**

	2019-20	2020-21	2021-22	2022-23	2023-24
Beginning Debt Outstanding Balance	1,885,000	1,805,000	1,725,000	1,640,000	1,555,000
Less Principal Payment	(80,000)	(80,000)	(85,000)	(85,000)	(90,000)
Ending Debt Outstanding Balance	<u>\$ 1,805,000</u>	<u>\$ 1,725,000</u>	<u>\$ 1,640,000</u>	<u>\$ 1,555,000</u>	<u>\$ 1,465,000</u>
Final Payoff 03/01/2036					

MINNETONKA SCHOOL DISTRICT

**Long-Term Facilities Maintenance (LTFM) Budget**

*For Fiscal Year 2023-24, with Comparative Information for Years 2019-20 Through 2022-23*

**Fund Expenditures by Project**

	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Amended Budget	2023-24 Budget
Revenues and Other Sources:					
Local Property Tax Levies	\$ -	\$ -	\$ -	\$ -	\$ -
Other Local and County Revenues	-	-	-	-	-
Interest on Investments	-	-	-	-	215,196
State of Minnesota	-	-	-	-	-
Federal Government	-	-	-	-	-
Sales and Other Conversion of Assets	4,922,961	7,202,963	6,472,727	9,533,258	10,785,000
Total Revenues and Other Sources	<u>4,922,961</u>	<u>7,202,963</u>	<u>6,472,727</u>	<u>9,533,258</u>	<u>11,000,196</u>
Expenditures and Other Uses:					
Alternative Facilities	6,255,901	3,546,790	5,728,118	6,456,196	9,693,078
Total Expenditures and Other Uses	<u>6,255,901</u>	<u>3,546,790</u>	<u>5,728,118</u>	<u>6,456,196</u>	<u>9,693,078</u>
Excess of Revenues and Other Sources Over (Under) Expenditures and Other Uses	(1,332,940)	3,656,174	744,609	3,077,062	1,307,118
Other Changes in Reserved and Designated Fund Balances-Reclass Construction					
Fund Balance at the Beginning of Year	<u>2,269,164</u>	<u>936,224</u>	<u>4,592,398</u>	<u>5,337,007</u>	<u>8,414,069</u>
Fund Balance at End of Year	<u>\$ 936,224</u>	<u>\$ 4,592,398</u>	<u>\$ 5,337,007</u>	<u>\$ 8,414,069</u>	<u>\$ 9,721,187</u>

Note: Beginning in 2022-23, Fund 46 LTFM has been moved from UFARS Fund 06 Building Construction Fund to UFARS Fund 01 General Fund

## MINNETONKA SCHOOL DISTRICT

**Fiduciary Funds Budget***For Fiscal Year 2023-24, with Comparative Information for Years 2019-20 Through 2022-23***Fund Expenditures by Object**

	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Amended Budget	2023-24 Budget
Revenues and Other Sources:					
Donations	\$ -	\$ -	\$ -	\$ -	\$ -
Miscellaneous Revenue	<u>1,439,774</u>	<u>552,807</u>	<u>1,615,210</u>	<u>1,800,106</u>	<u>1,591,285</u>
Total Revenues and Other Sources	<u>1,439,774</u>	<u>552,807</u>	<u>1,615,210</u>	<u>1,800,106</u>	<u>1,591,285</u>
Expenditures and Other Uses:					
Salaries	-	-	-	-	-
Employee Benefits	-	-	-	-	-
Purchased Services	-	-	-	-	-
Supplies and Materials	-	-	-	-	-
Equipment	-	-	-	-	-
Miscellaneous	<u>1,389,420</u>	<u>636,490</u>	<u>1,358,242</u>	<u>1,800,106</u>	<u>1,484,200</u>
Total Expenditures and Other Uses	<u>1,389,420</u>	<u>636,490</u>	<u>1,358,242</u>	<u>1,800,106</u>	<u>1,484,200</u>
Excess of Revenues and Other Sources Over (Under) Expenditures and Other Uses	50,354	(83,683)	256,968	-	107,085
Other Changes in Reserved and Designated Fund Balances					
Fund Balance at the Beginning of Year	<u>1,566,401</u>	<u>1,616,755</u>	<u>1,533,072</u>	<u>1,790,041</u>	<u>1,790,041</u>
Fund Balance at End of Year	<u>\$ 1,616,755</u>	<u>\$ 1,533,072</u>	<u>\$ 1,790,041</u>	<u>\$ 1,790,041</u>	<u>\$ 1,897,126</u>

MINNETONKA SCHOOL DISTRICT

**Capital Projects (Technology) Budget**

*For Fiscal Year 2023-24, with Comparative Information for Years 2019-20 Through 2022-23*

**Fund Expenditures by Project**

	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Amended Budget	2023-24 Budget
Revenues and Other Sources:					
Local Property Tax Levies	\$ 6,217,092	\$ 6,586,282	\$ 6,916,127	\$ 7,275,915	\$ 7,609,670
Other Local and County Revenues	171,686	224,186	256,550	153,000	153,000
Interest on Investments	-	-	-	-	-
State of Minnesota	53,539	-	-	-	84,000
Federal Government	-	-	344,960	-	-
Sales and Other Conversion of Assets	547,000	215,901	978,959	-	250,000
Rebates	-	-	-	-	-
Total Revenues and Other Sources	<u>6,989,316</u>	<u>7,026,369</u>	<u>8,496,596</u>	<u>7,428,915</u>	<u>8,096,670</u>
Expenditures and Other Uses:					
Continuing Commitments	2,432,782	2,690,083	2,703,117	2,886,794	2,998,161
Hardware Rotation	61,815	24,947	85,763	50,000	50,000
Hardware-Instructional	196,829	333,214	363,598	300,000	300,000
Hardware-iPad Project	1,372,879	1,002,118	1,447,044	1,443,938	1,521,955
Classroom Equipment	205,839	194,803	528,061	556,065	455,917
Textbooks	463,912	770,664	1,059,615	1,100,000	1,100,000
Instructional Staff Development	734,447	774,480	658,358	866,900	890,760
Instructional Staff Development iPad K-3	-	-	-	114,645	119,231
Software iPad K-3	-	-	-	37,000	37,000
Hardware-Network	-	-	62,976	120,000	120,000
Infrastructure-Network	118,291	699,891	176,513	205,000	205,000
Infrastructure-Telecom	-	410	23,915	30,061	30,963
Rebates	-	-	-	-	-
Software	450,933	470,765	524,441	500,000	500,000
Infrastructure-Security Barriers	274,439	143,543	166,750	100,000	-
SAN Loan Payment	-	116,153	114,597	119,383	115,390
Total Expenditures and Other Uses	<u>6,312,167</u>	<u>7,221,070</u>	<u>7,914,748</u>	<u>8,429,786</u>	<u>8,444,377</u>
Excess of Revenues and Other Sources Over (Under) Expenditures and Other Uses	677,150	(194,701)	581,848	(1,000,871)	(347,707)
Other Changes in Reserved and Designated Fund Balances					
Fund Balance at the Beginning of Year	<u>367,760</u>	<u>1,044,909</u>	<u>850,208</u>	<u>1,432,056</u>	<u>431,185</u>
Fund Balance at End of Year	<u>\$ 1,044,909</u>	<u>\$ 850,208</u>	<u>\$ 1,432,056</u>	<u>\$ 431,185</u>	<u>\$ 83,478</u>



MINNETONKA SCHOOL DISTRICT  
Summary of Budget - General Fund (UFARS)  
Fiscal Year 2023-24 Budget

	Funds 01, 03, 11	Fund 05	Fund 05	Fund 12	Fund 40	Fund 41	Fund 43	Fund 46	Fund 09	Fund 66	Total
	Operating	Operating	Lease	Athletic	Arts	Dome	Pagel Center	LTFM	Fiduciary	Technology	General
		Capital	Levy	Equipment	Center	Operations	Operations	Fund	Funds	Fund	Fund
Revenues and Other Sources:											
Local Property Tax Levies	\$ 39,892,594	\$ 1,831,697	\$ 2,119,999	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 7,609,670	\$ 51,453,960
Other Local and County Revenues	2,517,498	14,178	-	240,000	377,600	367,980	577,440	-	1,591,285	153,000	\$ 5,838,981
Interest on Investments	1,500,000	-	-	-	-	-	-	215,196	-	-	\$ 1,715,196
State of Minnesota	114,109,582	1,576,550	-	-	-	-	-	-	-	84,000	\$ 115,770,132
Federal Government	3,003,053	-	-	-	-	-	-	-	-	-	\$ 3,003,053
Sales and Other Conversion of Assets	-	-	-	-	614,193	-	-	10,785,000	-	250,000	\$ 11,649,193
Rebates								-		-	\$ -
Total Revenues and Other Sources	<u>161,022,727</u>	<u>3,422,425</u>	<u>2,119,999</u>	<u>240,000</u>	<u>991,793</u>	<u>367,980</u>	<u>577,440</u>	<u>11,000,196</u>	<u>1,591,285</u>	<u>8,096,670</u>	<u>189,430,515</u>
Expenditures:											
District and School Administration	5,759,472				991,793						\$ 6,751,265
District Support Services	4,875,899								1,484,200		\$ 6,360,099
Regular Instruction	86,805,877			220,000			646,593				\$ 87,672,470
Extra-Curricular	3,488,183										\$ 3,488,183
Vocational Instruction	1,527,389										\$ 1,527,389
Special Education Instruction	26,031,893										\$ 26,031,893
Instructional Support Services	7,536,677										\$ 7,536,677
Pupil Support Services	6,139,114										\$ 6,139,114
Site, Building, and Equipment	8,204,303					367,980					\$ 8,572,283
Fiscal and Other Fixed Cost Programs	1,396,046										\$ 1,396,046
Construction								9,693,078			\$ 9,693,078
Capital Purchases		3,223,689	2,554,555							8,444,377	\$ 14,222,621
Transportation	7,192,749										\$ 7,192,749
Total Expenditures	<u>158,957,602</u>	<u>3,223,689</u>	<u>2,554,555</u>	<u>220,000</u>	<u>991,793</u>	<u>367,980</u>	<u>646,593</u>	<u>9,693,078</u>	<u>1,484,200</u>	<u>8,444,377</u>	<u>186,583,867</u>
Excess of Revenues and Other Sources											
Over (Under) Expenditures	2,065,125	198,736	(434,556)	20,000	-	-	(69,153)	1,307,118	107,085	(347,707)	\$ 2,846,648
Other Financing Sources:											
Operating Transfers In											
Operating Transfers Out											
Fund Balance at the Beginning of Year	<u>23,910,676</u>	<u>507,086</u>	<u>445,174</u>	<u>489,378</u>	<u>-</u>	<u>-</u>	<u>(1,031,430)</u>	<u>8,414,069</u>	<u>1,790,041</u>	<u>431,185</u>	<u>34,956,180</u>
Fund Balance at End of Year	<u>\$ 25,975,801</u>	<u>\$ 705,822</u>	<u>\$ 10,618</u>	<u>\$ 509,378</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ (1,100,583)</u>	<u>\$ 9,721,187</u>	<u>\$ 1,897,126</u>	<u>\$ 83,478</u>	<u>\$ 37,802,828</u>

Note: Beginning in 2022-23, Fund 46 Long-Term Facilities Maintenance (LTFM) has been moved from UFARS Fund 06 Building Construction Fund to UFARS Fund 01 General Fund

## MINNETONKA SCHOOL DISTRICT

**Food Service Budget***For Fiscal Year 2023-24, with Comparative Information for Years 2019-20 Through 2022-23***Fund Expenditures by Object**

	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Amended Budget	2023-24 Budget
Revenues and Other Sources:					
Local Property Tax Levies	\$ -	\$ -	\$ -	\$ -	\$ -
Other Local and County Revenues	3,707,819	440,048	1,295,025	4,801,612	2,435,605
Interest on Investments	33,993	14,630	7,192	5,000	10,000
State of Minnesota	104,728	-	169,552	146,130	5,238,508
Federal Government	918,101	2,929,869	5,262,260	1,154,059	2,250,770
Sales and Other Conversion of Assets	-	-	-	-	-
Total Revenues and Other Sources	<u>4,764,641</u>	<u>3,384,546</u>	<u>6,734,028</u>	<u>6,106,801</u>	<u>9,934,883</u>
Expenditures and Other Uses:					
Salaries	1,458,730	961,635	1,098,097	1,424,312	1,802,702
Employee Benefits	456,875	366,654	422,750	469,464	858,242
Purchased Services	409,705	329,058	356,463	399,621	456,851
Supplies and Materials	2,173,625	1,465,726	2,797,683	3,559,724	4,210,075
Equipment	226,655	126,705	19,825	626,800	1,414,000
Miscellaneous	379,240	256,900	291,857	409,471	346,590
Total Expenditures and Other Uses	<u>5,104,829</u>	<u>3,506,678</u>	<u>4,986,676</u>	<u>6,889,392</u>	<u>9,088,460</u>
Excess of Revenues and Other Sources Over (Under) Expenditures and Other Uses	(340,188)	(122,132)	1,747,352	(782,591)	846,423
Other Changes in Reserved and Designated Fund Balances					
Fund Balance at the Beginning of Year	<u>1,896,101</u>	<u>1,555,913</u>	<u>1,433,781</u>	<u>3,181,134</u>	<u>2,398,543</u>
Fund Balance at End of Year	<u>\$ 1,555,913</u>	<u>\$ 1,433,781</u>	<u>\$ 3,181,134</u>	<u>\$ 2,398,543</u>	<u>\$ 3,244,966</u>

## MINNETONKA SCHOOL DISTRICT

**Community Education Budget***For Fiscal Year 2023-24, with Comparative Information for Years 2019-20 Through 2022-23***Fund Expenditures by Program**

	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Amended Budget	2023-24 Budget
Revenues and Other Sources:					
Local Property Tax Levies	\$ 942,001	\$ 923,222	\$ 967,570	\$ 980,049	\$ 1,012,042
Other Local and County Revenues	8,825,107	6,434,585	10,181,982	11,105,748	11,436,292
Interest on Investments	55,655	16,060	13,602	14,000	40,000
State of Minnesota	519,006	547,428	491,568	509,854	592,763
Federal Government	-	224,505	397,878	300,000	-
Sales and Other Conversion of Assets	-	8,849	39,770	31,921	37,501
Total Revenues and Other Sources	<u>10,341,768</u>	<u>8,154,649</u>	<u>12,092,371</u>	<u>12,941,572</u>	<u>13,118,598</u>
Expenditures and Other Uses:					
Administration	1,124,675	829,972	1,164,222	1,288,489	1,202,786
Community Involvement	290,878	248,859	251,968	275,480	305,805
Youth Programs	7,862,304	5,584,562	6,893,277	9,279,741	9,513,633
Family Education	1,718,393	1,618,149	1,731,295	2,148,382	2,148,481
Total Expenditures and Other Uses	<u>10,996,250</u>	<u>8,281,542</u>	<u>10,040,762</u>	<u>12,992,092</u>	<u>13,170,705</u>
Excess of Revenues and Other Sources Over (Under) Expenditures and Other Uses	(654,482)	(126,893)	2,051,609	(50,520)	(52,107)
Other Changes in Reserved and Designated Fund Balances					
Fund Balance at the Beginning of Year	<u>2,034,315</u>	<u>1,379,833</u>	<u>1,252,941</u>	<u>3,304,549</u>	<u>3,254,029</u>
Fund Balance at End of Year	<u>\$ 1,379,833</u>	<u>\$ 1,252,941</u>	<u>\$ 3,304,549</u>	<u>\$ 3,254,029</u>	<u>\$ 3,201,922</u>

MINNETONKA SCHOOL DISTRICT

**Aquatics Program Budget**

*For Fiscal Year 2023-24, with Comparative Information for Years 2019-20 Through 2022-23*

**Fund Expenditures by Object**

	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Amended Budget	2023-24 Budget
Revenues and Other Sources:					
Fees From Patrons	\$ 622,637	\$ 648,393	\$ 733,575	\$ 828,500	\$ 841,554
Rental Revenue	6,600	4,097	6,313	5,000	5,000
Gifts & Donations				-	-
Miscellaneous Income	247,101	173,948	308,899	324,200	324,200
Total Revenues and Other Sources	<u>876,338</u>	<u>826,437</u>	<u>1,048,787</u>	<u>1,157,700</u>	<u>1,170,754</u>
Operating Expenditures and Other Uses:					
Salaries	607,570	601,698	623,820	602,382	621,619
Employee Benefits	131,771	132,275	124,388	155,614	151,263
Purchased Services	133,995	88,089	214,509	144,300	144,300
Supplies and Materials	32,501	31,441	35,966	35,750	35,750
Equipment	2,736	5,129	3,207	3,000	3,000
Miscellaneous	74,091	68,416	103,540	82,019	82,587
Total Operating Expenditures and Other Uses	<u>982,663</u>	<u>927,046</u>	<u>1,105,430</u>	<u>1,023,065</u>	<u>1,038,519</u>
Excess of Revenues and Other Sources Over (Under) Operating Expenditures and Other Uses	(106,325)	(100,609)	(56,642)	134,635	132,235
Chargeback (To) From General Fund For Partial Contribution to Bond Payment	(134,885)	-	(131,885)	(134,635)	(132,235)
Fund Balance at the Beginning of Year	<u>-</u>	<u>(241,210)</u>	<u>(341,819)</u>	<u>(530,346)</u>	<u>(530,346)</u>
Fund Balance at End of Year	<u>\$ (241,210)</u>	<u>\$ (341,819)</u>	<u>\$ (530,346)</u>	<u>\$ (530,346)</u>	<u>\$ (530,346)</u>

Note: Fund Balance at End of Year Will Be Transferred to Trust Account

<b>Aquatics Trust Account</b>	2019-20	2020-21	2021-22	2022-23	2023-24
Beginning Balance	2,437	-	-	-	-
Transfer (from)/to Operating Budget	(2,437)	-	-	-	-
Ending Balance	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

<b>Debt Outstanding Balance 2016C</b>	2019-20	2020-21	2021-22	2022-23	2023-24
Beginning Debt Outstanding Balance	1,870,000	1,795,000	1,720,000	1,645,000	1,565,000
Less Principal Payment	(75,000)	(75,000)	(75,000)	(80,000)	(80,000)
Ending Debt Outstanding Balance	<u>\$ 1,795,000</u>	<u>\$ 1,720,000</u>	<u>\$ 1,645,000</u>	<u>\$ 1,565,000</u>	<u>\$ 1,485,000</u>
Final Payoff 02/01/2038					

## MINNETONKA SCHOOL DISTRICT

**Capital Projects (Construction) Budget***For Fiscal Year 2023-24, with Comparative Information for Years 2019-20 Through 2022-23***Fund Expenditures by Project**

	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Amended Budget	2023-24 Budget
Revenues and Other Sources:					
Local Property Tax Levies	\$ -	\$ -	\$ -	\$ -	\$ -
Other Local and County Revenues	37,500	20,000	20,820	-	-
Interest on Investments	9,940	70	3,070	-	150,000
State of Minnesota	-	-	-	-	-
Federal Government	-	-	-	-	-
Sales and Other Conversion of Assets	1,312,542	3,672,193	10,564,403	1,850,000	-
Total Revenues and Other Sources	<u>1,359,982</u>	<u>3,692,263</u>	<u>10,588,293</u>	<u>1,850,000</u>	<u>150,000</u>
Expenditures and Other Uses:					
Elementary Classroom Additions	-	-	-	-	-
MHS North Parking Lot	-	-	-	-	-
MHS Science Lab	-	-	-	-	-
TSP Building Purchase	-	-	-	-	-
Groveland Gym Addition	-	-	-	-	-
Groveland Classroom	-	-	-	-	-
Groveland KDGK Classroom Addition	-	-	-	-	-
Groveland Parking Lot	-	-	-	-	-
Groveland Purchase	-	-	-	-	-
CS Gym Addition	58,332	-	-	-	-
SH Gym Addition	476,924	-	-	-	-
MHS Loft	(442,485)	-	-	-	-
Elementary Classroom Additions	-	-	-	-	-
Upper South Synthetic Turf	643,158	-	-	-	-
Vantage/Momentum Land & Construction	990,242	70,879	1,102,820	10,000,000	6,740,100
Momentum	-	847,178	3,303,115	-	-
Shorewood Education Center	-	2,089,708	500,447	-	-
Classrooms and Parking	-	-	-	370,000	1,480,000
Total Expenditures and Other Uses	<u>1,726,171</u>	<u>3,007,766</u>	<u>4,906,382</u>	<u>10,370,000</u>	<u>8,220,100</u>
Excess of Revenues and Other Sources Over (Under) Expenditures and Other Uses	(366,189)	684,497	5,681,911	(8,520,000)	(8,070,100)
Other Changes in Reserved and Designated One-time transfer In from General Fund			9,850,000		
Fund Balance at the Beginning of Year	<u>739,882</u>	<u>373,694</u>	<u>1,058,190</u>	<u>16,590,100</u>	<u>8,070,100</u>
Fund Balance at End of Year	<u>\$ 373,694</u>	<u>\$ 1,058,190</u>	<u>\$ 16,590,100</u>	<u>\$ 8,070,100</u>	<u>\$ 0</u>

MINNETONKA SCHOOL DISTRICT

**Debt Service Budget**

*For Fiscal Year 2023-24, with Comparative Information for Years 2019-20 Through 2022-23*

**Fund Expenditures by Object**

	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Amended Budget	2023-24 Budget
Revenues and Other Sources:					
Local Property Tax Levies	\$ 6,738,497	\$ 6,779,748	\$ 7,324,844	\$ 7,882,500	\$ 8,200,110
Other Local and County Revenues	4,500	263,231	1,986	-	-
Interest on Investments	39,446	13,837	16,816	27,775	49,598
State of Minnesota	578,661	654,549	752,945	758,225	837,181
Federal Government	-	-	-	-	-
Sales and Other Conversion of Assets	14,970,809	6,708,629	43,272,797	-	-
Total Revenues and Other Sources	<u>22,331,913</u>	<u>14,419,995</u>	<u>51,369,388</u>	<u>8,668,500</u>	<u>9,086,889</u>
Expenditures and Other Uses:					
Capital Lease Interest	-	-	-	-	-
Redemption of Bond Principal	19,360,026	11,638,838	48,270,821	6,010,000	5,990,000
Interest on Bonds	2,881,701	2,970,971	2,670,389	3,013,967	3,103,154
Redemption of Loans	-	-	-	-	-
Interest on Loans	-	-	-	-	-
Other Debt Service	397,727	243,084	786,283	-	-
Permanent Transfers	373,663	3,198	10,276	-	-
Miscellaneous Fees	-	-	-	-	-
Total Expenditures and Other Uses	<u>23,013,117</u>	<u>14,856,091</u>	<u>51,737,769</u>	<u>9,023,967</u>	<u>9,093,154</u>
Excess of Revenues and Other Sources					
Over (Under) Expenditures and Other Uses	(681,204)	(436,096)	(368,381)	(355,467)	(6,265)
Other Changes in Reserved and Designated Fund Balances					
Fund Balance at the Beginning of Year	<u>2,863,028</u>	<u>2,181,824</u>	<u>1,745,730</u>	<u>1,377,350</u>	<u>1,021,883</u>
Fund Balance at End of Year	<u>\$ 2,181,824</u>	<u>\$ 1,745,730</u>	<u>\$ 1,377,350</u>	<u>\$ 1,021,883</u>	<u>\$ 1,015,618</u>

**Allocation of Fund Balance:**

	2019-20	2020-21	2021-22	2022-23	2023-24
Escrow Account 2008A	-	-	-	-	-
Escrow Account 2008D	-	-	-	-	-
Escrow Account 2012D	-	-	-	-	-
Escrow Account 2017C	-	-	-	-	-
Restricted	2,181,824	1,745,730	1,377,350	1,021,883	1,015,618
<b>Total Reserved Fund Balance</b>	<u>\$ 2,181,824</u>	<u>\$ 1,745,730</u>	<u>\$ 1,377,350</u>	<u>\$ 1,021,883</u>	<u>\$ 1,015,618</u>

MINNETONKA SCHOOL DISTRICT  
**Internal Service (Self Insurance) Budget**

*For Fiscal Year 2023-24, with Comparative Information for Years 2019-20 Through 2022-23*

**Fund Expenditures by Object**

	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Amended Budget	2023-24 Budget
Revenues and Other Sources:					
Local Property Tax Levies	\$ -	\$ -	\$ -	\$ -	\$ -
Other Local and County Revenues	16,045,825	16,824,429	16,914,219	16,861,309	18,456,964
Interest on Investments	138,436	122,599	45,209	190,663	168,139
State of Minnesota	-	-	-	-	-
Federal Government	-	-	-	-	-
Sales and Other Conversion of Assets	-	-	-	-	-
Total Revenues and Other Sources	<u>16,184,261</u>	<u>16,947,029</u>	<u>16,959,428</u>	<u>17,051,972</u>	<u>18,625,103</u>
Expenditures and Other Uses:					
Salaries	71,352	78,508	84,638	90,537	89,297
Employee Benefits	33,007	35,355	36,900	39,229	41,766
Claims Paid	11,054,172	12,766,907	13,890,459	14,494,323	16,952,527
Claims Contingency	(29,600)	71,400	8,300	-	-
Administrative Fee	814,453	894,489	920,834	945,571	947,222
Reinsurance	-	-	-	-	-
Consulting Fee	45,720	47,626	50,845	47,600	50,496
IBNR	(29,600)	339,866	(260,166)	-	-
VEBA Contribution	1,074,754	1,225,802	1,265,263	1,261,677	1,315,801
Wellness	40,830	42,060	42,870	43,322	81,840
VEBA Fee	-	-	-	-	-
Transitional Reinsurance Fees	-	-	-	-	-
PCOR Fees	5,387	13,115	7,853	7,089	8,403
Miscellaneous	3,929	3,577	2,042	2,059	2,950
Total Expenditures and Other Uses	<u>13,084,406</u>	<u>15,518,704</u>	<u>16,049,838</u>	<u>16,931,407</u>	<u>19,490,302</u>
Excess of Revenues and Other Sources Over (Under) Expenditures and Other Uses	3,099,856	1,428,325	909,590	120,565	(865,199)
Other Changes in Reserved and Designated Fund Balances					
Fund Balance at the Beginning of Year	<u>5,205,695</u>	<u>8,305,551</u>	<u>9,733,876</u>	<u>10,643,466</u>	<u>10,764,031</u>
Fund Balance at End of Year	<u>\$ 8,305,551</u>	<u>\$ 9,733,876</u>	<u>\$ 10,643,466</u>	<u>\$ 10,764,031</u>	<u>\$ 9,898,832</u>

MINNETONKA SCHOOL DISTRICT

**Internal Service (OPEB) Budget**

*For Fiscal Year 2023-24, with Comparative Information for Years 2019-20 Through 2022-23*

**Fund Expenditures by Object**

	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Amended Budget	2023-24 Budget
Revenues and Other Sources:					
Local Property Tax Levies	\$ -	\$ -	\$ -	\$ -	\$ -
Other Local and County Revenues	-	-	-	-	-
Interest on Investments	1,066,763	4,750,962	(2,196,078)	450,000	803,571
State of Minnesota	-	-	-	-	-
Federal Government	-	-	-	-	-
Sales and Other Conversion of Assets	-	-	-	-	-
Total Revenues and Other Sources	<u>1,066,763</u>	<u>4,750,962</u>	<u>(2,196,078)</u>	<u>450,000</u>	<u>803,571</u>
Expenditures and Other Uses:					
Employee Benefits	786,338	742,607	746,419	776,947	807,077
Purchased Services	8,000	8,000	8,000	8,000	8,000
Transfer to OPEB Debt Service	-	-	9,850,000	-	-
Total Expenditures and Other Uses	<u>794,338</u>	<u>750,607</u>	<u>10,604,419</u>	<u>784,947</u>	<u>815,077</u>
Excess of Revenues and Other Sources Over (Under) Expenditures and Other Uses	272,425	4,000,355	(12,800,497)	(334,947)	(11,506)
Other Changes in Reserved and Designated Fund Balances					
Fund Balance at the Beginning of Year	<u>23,027,993</u>	<u>23,300,418</u>	<u>27,300,773</u>	<u>14,500,276</u>	<u>14,165,329</u>
Fund Balance at End of Year	<u>\$ 23,300,418</u>	<u>\$ 27,300,773</u>	<u>\$ 14,500,276</u>	<u>\$ 14,165,329</u>	<u>\$ 14,153,823</u>



MINNETONKA SCHOOL DISTRICT  
**Debt Service - OPEB Bonds Budget**

*For Fiscal Year 2023-24, with Comparative Information for Years 2019-20 Through 2022-23*

**Fund Expenditures by Object**

	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Amended Budget	2023-24 Budget
Revenues and Other Sources:					
Local Property Tax Levies	\$ 1,583,702	\$ 1,632,825	\$ 1,694,498	\$ 1,551,342	\$ 1,378,308
Other Local and County Revenues	1,022	60,883	485	-	-
Interest on Investments	-	-	1,795	-	-
State of Minnesota	2	10	9	-	-
Federal Government	-	-	-	-	-
Transfer from OPEB Internal Service Fund	-	20,233,609	-	-	-
Total Revenues and Other Sources	<u>1,584,726</u>	<u>21,927,327</u>	<u>1,696,788</u>	<u>1,551,342</u>	<u>1,378,308</u>
Expenditures and Other Uses:					
Redemption of Bond Principal	965,000	985,000	1,255,000	1,120,000	1,145,000
Interest on Bonds	643,660	610,524	351,660	355,746	333,096
Miscellaneous Fees	495	271,180	-	-	-
Bond Refunding Payment	-	19,960,540	-	-	-
Total Expenditures and Other Uses	<u>1,609,155</u>	<u>21,827,244</u>	<u>1,606,660</u>	<u>1,475,746</u>	<u>1,478,096</u>
Excess of Revenues and Other Sources Over (Under) Expenditures and Other Uses	(24,429)	100,084	90,128	75,596	(99,788)
Other Changes in Reserved and Designated Fund Balances					
Fund Balance at the Beginning of Year	<u>338,593</u>	<u>314,164</u>	<u>414,247</u>	<u>504,375</u>	<u>579,971</u>
Fund Balance at End of Year	<u>\$ 314,164</u>	<u>\$ 414,247</u>	<u>\$ 504,375</u>	<u>\$ 579,971</u>	<u>\$ 480,183</u>

**Allocation of Fund Balance:**

	2019-20	2020-21	2021-22	2022-23	2023-24
Escrow Account 2013E	-	-	-	-	-
Escrow Account 2016J	-	-	-	-	-
Unreserved	314,164	414,247	504,375	579,971	480,183
<b>Total Reserved Fund Balance</b>	<u>\$ 314,164</u>	<u>\$ 414,247</u>	<u>\$ 504,375</u>	<u>\$ 579,971</u>	<u>\$ 480,183</u>

**Debt Outstanding Balance 2013E, 2016J, 2021A (refunded 2013E in 20-21)**

	2019-20	2020-21	2021-22	2022-23	2023-24
Beginning Debt Outstanding Balance	22,455,000	21,490,000	20,975,000	19,720,000	18,600,000
2021A Refunded 2013E		470,000			
Less Principal Payment	(965,000)	(985,000)	(1,255,000)	(1,120,000)	(1,145,000)
Ending Debt Outstanding Balance	<u>\$ 21,490,000</u>	<u>\$ 20,975,000</u>	<u>\$ 19,720,000</u>	<u>\$ 18,600,000</u>	<u>\$ 17,455,000</u>
Final Payoff 01/01/2038					

MINNETONKA SCHOOL DISTRICT  
**Summary of Budgets - All Governmental Fund Types (UFARS)**  
Fiscal Year 2023-24 Budget

	General Fund	Food Service Fund	Community Service Fund	Aquatics Program	Capital Projects Construction Fund	Debt Service Fund	Internal Service Self-Insurance Fund	Internal Service OPEB Fund	Debt Service OPEB Fund	Total All Governmental Funds
Revenues:										
Local Property Tax Levies	\$ 51,453,960	\$ -	\$ 1,012,042	\$ -	\$ -	\$ 8,200,110	\$ -	\$ -	\$ 1,378,308	\$ 62,044,420
Other Local and County Revenues	5,838,981	2,435,605	11,436,292	1,170,754	-	-	18,456,964	-	-	39,338,596
Interest on Investments	1,715,196	10,000	40,000	-	150,000	49,598	168,139	803,571	-	2,936,504
State of Minnesota	115,770,132	5,238,508	592,763	-	-	837,181	-	-	-	122,438,584
Federal Government	3,003,053	2,250,770	-	-	-	-	-	-	-	5,253,823
Sales and Other Conversion of Assets	11,649,193	-	37,501	-	-	-	-	-	-	11,686,694
Rebates	-	-	-	-	-	-	-	-	-	-
Total Revenues	<u>189,430,515</u>	<u>9,934,883</u>	<u>13,118,598</u>	<u>1,170,754</u>	<u>150,000</u>	<u>9,086,889</u>	<u>18,625,103</u>	<u>803,571</u>	<u>1,378,308</u>	<u>243,698,621</u>
Expenditures:										
District and School Administration	6,751,265									6,751,265
District Support Services	6,360,099									6,360,099
Regular Instruction	87,672,470									87,672,470
Extra-Curricular	3,488,183									3,488,183
Vocational Instruction	1,527,389									1,527,389
Special Education Instruction	26,031,893									26,031,893
Community Education and Services			13,170,705	1,170,754						14,341,459
Instructional Support Services	7,536,677									7,536,677
Pupil Support Services	6,139,114									6,139,114
Site, Building, and Equipment	8,572,283									8,572,283
Fiscal and Other Fixed Cost Programs	1,396,046	9,088,460				9,093,154	19,490,302	815,077	1,478,096	41,361,135
Transportation	7,192,749									7,192,749
Technology	8,444,377									8,444,377
Construction	9,693,078				8,220,100					17,913,178
Capital	5,778,244									5,778,244
Total Expenditures	<u>186,583,867</u>	<u>9,088,460</u>	<u>13,170,705</u>	<u>1,170,754</u>	<u>8,220,100</u>	<u>9,093,154</u>	<u>19,490,302</u>	<u>815,077</u>	<u>1,478,096</u>	<u>249,110,515</u>
Other Financing Sources (Uses):										
Operating Transfers In	-	-	-		-	-	-	-	-	-
Operating Transfers Out	-	-	-		-	-	-	-	-	-
Total Other Financing Sources (Uses):	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Excess of Revenues and Other Sources Over (Under) Expenditures and Other Uses	2,846,648	846,423	(52,107)	-	(8,070,100)	(6,265)	(865,199)	(11,506)	(99,788)	(5,411,894)
Fund Balance at the Beginning of Year	<u>34,956,180</u>	<u>2,398,543</u>	<u>3,254,029</u>	<u>(530,346)</u>	<u>8,070,100</u>	<u>1,021,883</u>	<u>10,764,031</u>	<u>14,165,329</u>	<u>579,971</u>	<u>74,679,720</u>
Fund Balance at End of Year	<u>\$ 37,802,828</u>	<u>\$ 3,244,966</u>	<u>\$ 3,201,922</u>	<u>\$ (530,346)</u>	<u>\$ 0</u>	<u>\$ 1,015,618</u>	<u>\$ 9,898,832</u>	<u>\$ 14,153,823</u>	<u>\$ 480,183</u>	<u>\$ 69,267,826</u>

Note: Beginning in 2022-23, Fund 46 Long-Term Facilities Maintenance (LTFM) has been moved from UFARS Fund 06 Building Construction Fund to UFARS Fund 01 General Fund

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

Board Agenda Item V.

Title: Resolution Pertaining to Consent Agenda

Date: June 15, 2023

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**OVERVIEW:**

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

The following are the recommendations included within the Consent Agenda for June 15, 2023:

- a. Minutes of June 1 Regular Meeting and Closed Sessions
- b. Study Session Summary of May 25, 2023
- c. Personnel Changes
- d. Proposal to Place Teacher on Unrequested Leave of Absence
- e. Sale of Used iPads
- f. Designation of Identified Official with Authority (IOWA) for MN Dept of Education
- g. MDE Format Long-Term Facilities Maintenance and Health and Safety Plan and Statement of Assurance

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**RECOMMENDATION/FUTURE DIRECTION:**

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

Submitted by: \_\_\_\_\_



David Law, Superintendent

CONSENT

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

Board Agenda Item V. a

Title: Meeting Minutes

Date: June 15, 2023

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**OVERVIEW:**

The minutes of the proceedings of the Minnetonka School Board's following meetings are attached:

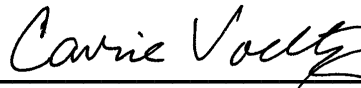
1. June 1 Regular Meeting
2. June 1 Closed Session 1
3. June 1 Closed Session 2

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**RECOMMENDATION/FUTURE DIRECTION:**

It is recommended that the School Board approve these minutes, as presented.

Submitted by: \_\_\_\_\_



Carrie Voeltz, Executive Assistant  
to the Superintendent and School Board

## **MINNETONKA INDEPENDENT SCHOOL DISTRICT #276**

**District Service Center  
5621 County Road 101  
Minnetonka, Minnesota**

### **Minutes of June 1, 2023 Regular Board Meeting**

The School Board of Minnetonka Independent School District #276 met in regular session at 7:00 p.m. on Thursday, June 1, 2023 in the Community Room at the District Service Center, 5621 County Road 101, Minnetonka, Minnesota. Chairperson Lisa Wagner presided. Other Board members present were: Mark Ambrosen, Katie Becker, Patrick Lee-O'Halloran, Michael Remucal, Meghan Selinger, Chris Vitale and Superintendent David Law, ex officio. The meeting was also livestreamed on the District's YouTube channel.

Prior to the meeting, Board members recognized, via a video, the following groups and individuals: Adapted Bowling Team and State Qualifiers; Robotics Team State and National Qualifiers; Archery National Qualifiers; Middle School Science Bowl National Competition Participants (4<sup>th</sup> Place); Le Grand Concours Medal Recipients; ACDA Honors Choir Participants; High School All-State Music/Honors Ensemble qualifiers from Band, Orchestra and Choir; Best Community for Music Education from the NAMM Foundation; National Board Certified Teachers; and Best Buddies State-Level Outstanding Elementary Chapter of the Year for Excelsior Elementary.

Chairperson Wagner called the meeting to order and asked that everyone stand and recite the Pledge of Allegiance to the flag.

#### **1. AGENDA**

Becker moved, Selinger seconded, that the School Board approve the agenda, as presented. Upon vote being taken thereon, the motion carried unanimously.

#### **2. SCHOOL REPORTS: CLEAR SPRINGS AND MINNEWASHTA**

Clear Springs Principal Curt Carpenter and four members of his staff presented around the theme "A First Year in Minnetonka." The employees talked about their experiences as first-year educators in Minnetonka and at Clear Springs. Board member Becker thanked the team for their great presentation and for sharing their experiences with the Board and the community.

Minnewashta Elementary Principal Cindy Andress and Assistant Principal Jenny van Aalsburg reflected on the 2022-23 school year. Their presentation highlighted Minnewashta's purposeful work that supports the district's board goal centered around student well-being and belonging. Board member Remucal thanked Ms. Van Aalsburg for the presentation and said he looks forward to future presentations from her.

3. **COMMUNITY COMMENTS**

Chairperson Wagner noted that this opportunity for comment was available to community members who wished to address the Board on any item on that night's agenda. No one responded to this invitation to speak.

4. **APPROVAL OF WAIVERS OF PHYSICAL EDUCATION REQUIREMENTS**

Superintendent Law noted that in December of 2007, the School Board had approved a Physical Education waiver provided students met certain requirements. MHS Principal Jeff Erickson has certified that the students have met the requirements in order to be granted a waiver.

Vitale moved, Becker seconded, that the Board approve the list of students. Upon vote being taken thereon, the motion carried unanimously.

5. **ACCEPTANCE OF MHS CLASS OF 2023 GRADUATES**

Ambrosen moved, Becker seconded, that the Board approve the list of MHS Class of 2023 graduates. Upon vote being taken thereon, the motion carried unanimously.

6. **PREVIEW OF TOUR DE TONKA**

Executive Director of Community Education Tim Litfin and Assistant Director Jenny Bodurka presented information regarding the 2023 Tour de Tonka bike ride event, set for Saturday, August 5.

7. **FIRST READ OF 2023-24 SCHOOL BOARD GOALS**

Each year, the Minnetonka School Board meets with the Superintendent to set goals for the school year. In previous years, this goal-setting process happened in early fall. For the 2023-2024 school year, the School Board and Superintendent Law have made the decision to set goals earlier. This process included a review of the current school year goals, a review of student data on standardized assessments and graduation, a review of survey data from students and parents and input from District staff. The goal-setting meeting was held on Monday, May 8.

Executive Director of Communications JacQui Getty recapped for the public the process the Board and Superintendent followed and the draft goals for 2023-24 for a first read. The goals, which remain: Excellence in Well-being, Connection and Belonging, Excellence in Student Learning and Support, and Excellence in Leadership and Organizational Support, will be brought back to the Board again in August for approval.

In the discussion that followed, Vice Chairperson Selinger noted that the Board had spent several hours revising the goals, that all voices were heard and that the Board had added

specific measurables to the goals. Chairperson Wagner thanked Superintendent Law for his leadership in moving the process forward.

## **8. APPROVAL OF PROGRAM SPACE FOR MOMENTUM AVIATION STRAND**

Minnetonka Schools is in the process of starting up MOMENTUM Aviation I and II Strands for FY24. A total of 278 students have signed up for those strands, making these two classes the highest in MHS student interest for the first year of any new program the District has developed since the initial strands of the VANTAGE program in 2011.

The District Administration has outlined the equipment and designed the space it feels would ensure the MOMENTUM Aviation program is the premier aviation program in Minnesota and the region. As Paul Bourgeois, Executive Director of Finance and Operations, explained, Minnetonka Schools has the financial capacity to construct a premier space and facilities for the Tonka Flight School strand and Tonka Drone Academy strand, as well as the instructional program human resources capacity to develop the program for these strands to have them available for students for the start of school on September 3, 2024.

Mr. Bourgeois, Associate Superintendent Amy LaDue and MHS Principal Jeff Erickson then presented on the aviation program, talking through how and why the District decided to launch the aviation strand of MOMENTUM, how it would impact the student experience to expand such an option and to provide a tailored space for learning for the program and why experiential learning like this is so important. They also spoke about the potential future offerings in the program, which, in addition to Private Plane Licensure and UAS (Drone) Operation, may include Aviation Maintenance and Air Traffic Control Operation.

Ambrosen moved, Becker seconded, that the Board approve the following motion:

*BE IT RESOLVED that the School Board of Minnetonka Independent School District 276 does hereby approve the commencing of design work for the infill of the MOMENTUM Wing of the VANTAGE MOMENTUM Building to provide space for MOMENTUM Aviation Strands and directs Administration to continue the educational design work of the MOMENTUM Aviation Strands.*

The Board asked the presenters questions about bonding, the timing for incurring costs of the simulators and construction, how the program will be staffed, demographics of students who have signed up for Aviation I and II, the make-up of the MOMENTUM Advisory Board, possible future growth of the program, and whether the program would have mentors. All questions were answered fully, and the complete recording of the discussion can be found on the *School Board Meetings* page on the District website.

Several Board members also expressed their strong support for the further development of the MOMENTUM aviation strand. Vice Chairperson Selinger stated that this is a great opportunity for students who may not intend to pursue college but who could go on to a very successful and productive career in aviation. Board members also said that it was

wonderful that students participating in this will have up to \$2,000 of their flight time paid for by logging hours in the simulators and that this opens doors to aviation career paths for students.

Upon vote being taken on the foregoing motion, the motion carried unanimously.

9. **APPROVAL OF SUBMISSION OF REVIEW AND COMMENT TO MDE FOR POTENTIAL CAPITAL PROJECTS REFERENDUM RENEWAL**

Mr. Bourgeois presented this item to the Board. He began by stating that the current Capital Projects Referendum authority of 6.569% of net tax capacity runs through the December 2024 property tax levy. The levy set in December 2024 will be collected in calendar year 2025 to fund Fiscal Year 2026, which runs from July 1, 2025 through June 30, 2026.

It is prudent for the School Board to consider revoking and renewing the Capital Projects Referendum authority prior to its expiration. Capital Projects Referendum questions are required by statute to be run on the General Election in November. As a result, at this time the School Board has two opportunities to renew the Capital Projects Referendum before the authority expires – either on the November 7, 2023 election or on the November 5, 2024 election.

While the School Board has not determined if they will call an election to revoke and renew the Capital Projects Referendum on November 7, 2023, it is prudent for the School Board to keep open the option of either a November 7, 2023 or November 5, 2024 election at this time. In order to keep the option open of a November 7, 2023 Capital Projects Referendum renewal election, there is a significant requirement that must be undertaken at this time due to the various associated statutory timelines.

Specifically, Minnesota Statute 123B.71 requires that a school district submit a request to the Minnesota Department of Education (MDE) for review and comment on a proposed Capital Projects Referendum Levy. The submission consists of a cover letter from the Superintendent giving various pieces of information about the proposed Capital Projects Referendum. The submission must also include information related to criteria set out in MS123.71 Subdivision 9. The School Board must adopt a resolution authorizing administration to submit the Capital Projects Referendum for review and comment and include the board resolution with the submission packet. The Commissioner of MDE then has 60 calendar days from receiving the submission for review and comment to respond to the District. This timeline can impact the School Board's ability to call a Capital Projects Referendum. A school board must pass a resolution to call an election no later than August 25, 2023 in order to have a question on the ballot for November 7, 2023 election. Receiving Commissioner's review and comment by August 1, 2023 or before would preserve the School Board's ability to further deliberate whether to call a Capital Projects Referendum renewal election by no later than August 25, 2023.

Lee-O'Halloran moved, Remucal seconded, that the Board approve the following motion:



*BE IT RESOLVED that the School Board of Minnetonka Independent School District 276 does hereby approve the Request for Review and Comment for a Capital Projects Referendum Renewal at the same 6.569% of Net Tax Capacity as is currently levied and authorizes Administration to submit the Request for Review and Comment to the Minnesota Department of Education.*

Upon vote being taken thereon, the motion carried unanimously.

#### 10. **REVIEW OF FY24 BUDGET**

Mr. Bourgeois presented this item to the Board. He noted that the district is required by statute to adopt a budget for each fiscal year prior to July 1 of that fiscal year. District administration has been working with staff on the development of the Fiscal Year 2024 (FY24) Budget.

The General Operating Fund that includes Transportation and Activities is projected to operate at a surplus of \$2,065,125 of revenues to ongoing expenditures for FY 2024. This surplus is driven primarily by a larger-than normal \$2,957,147 inflation increase in Operating Referendum Revenue, \$2,184,946 in a one-time makeup levy for Operating Referendum Revenue from FY23 due to a higher actual inflation increase for Operating Referendum Revenue than the original estimated levy for FY23, and \$1,500,000 in Investment Revenue from investing District cash because interest rates have risen over 5.0% in the last 12 months. The total increase for Operating Referendum Revenue is approximately 8.5 times the historical annual increase for Operating Referendum Revenue, and the total increase for Investment Revenue is approximately 2.5 times the historical annual Investment Revenue.

The Minnesota Legislature increased the Basic Revenue Formula by 4% or \$275 per Adjusted Pupil Unit for FY24. This is an increase from the 2.0% increase received for FY23. It is the first 4.0% increase in the Basic Revenue Formula since the State of Minnesota gave increases of 4.0% in FY06 and 4.0% in FY07. The Basic Revenue Formula is the largest single revenue component for the General Operating Fund, accounting for 54% of all revenues. With inflation in the Minneapolis-St. Paul-Bloomington Metropolitan Area running at 5.8% in Calendar 2021 and 8.0% in Calendar 2022, every additional percentage increase in the Basic Revenue Formula is much needed.

The Minnesota Legislature provided additional funding through a change in the Special Education Cross Subsidy Revenue formula, increasing it from 6.43% of the Special Education Cross Subsidy Amount to 44% of the Cross Subsidy. This one-time boost in the percentage of Special Education costs covered by State revenues reduces the need to spend local revenues to pay for the shortfall of State revenues to pay for Special Education.

Targeted enrollment for October 2023 is projected at 11,200 K-12 students, inclusive of 11,100 in-person students and 100 e-learning students. The Minnetonka School Board set an enrollment cap of 11,100 in-person K-12 students on October 3, 2019 in FY20. The

11,100 K-12 in-person cap remains in place. FY24 is the fifth year of small-to-no in-person student growth.

Total FY24 Revenues in the General Operating Fund are estimated at \$161,022,727, which is an increase of \$11,029,331 over FY23 Revenues of \$149,993,396. Total FY24 Expenditures in the General Operating fund are estimated at \$158,957,602, which is an increase of \$9,338,515 over FY23 Expenditures of \$149,619,087.

The General Operating Fund Unassigned Balance at the end of FY24 is projected to be \$25,056,801. This amounts to 15.8% of budgeted expenditures and is above the School Board Policy 703 minimum-allowed Unassigned Balance of 6.0% of budgeted expenditures.

The combination of tightly monitored expense controls plus the additional revenue provided from enrollment growth in past years has allowed the District to continue to maintain very stable finances while maintaining and selectively expanding opportunities for students. Additional Operating Referendum Revenue, which is in place through the 2024 Pay 2025 levy to fund Fiscal Year 2026, gives the District a stable base of revenue from which to maintain the high quality programs that are being delivered to students. At this time, the District does not have the Statutory Authority to ask voters of the District for an additional amount of funding per pupil from the Operating Referendum, as the District is at the State-mandated Operating Referendum cap of \$2,110.97 per student. It will require action by the Legislature to increase the State-mandated Operating Referendum cap in order for the District to be able to run an election for additional Operating Referendum revenue per pupil.

Mr. Bourgeois then walked the Board through the District's various funds, explaining the revenues and expenses for each. In the discussion that followed, Board Treasurer Lee-O'Halloran asked how the budget sheets reflected state funding. Mr. Bourgeois responded by saying that the information is not called out on each budget line but if a constituent has a question about a budget line, he's happy to get them the information.

Chairperson Wagner thanked Mr. Bourgeois for the detailed presentation and noted that the budget would be brought back to the June 15 special meeting for approval.

#### **11. APPROVAL OF POLICY #707: TRANSPORTATION OF PUBLIC SCHOOL STUDENTS**

A revision of the District's Policy 707: Transportation of Public School Students was presented by Executive Director of Special Education Christine Breen for the School Board's review and consideration at the May 25 study session and again at this meeting. The revised elements are related to the placement of students at care and treatment facilities with the purpose of aligning Policy 707 with Minnesota statutes and the recent Minnesota 8th Circuit Court ruling in the case of *[Student] v. Eveleth-Gilbert Public Schools* regarding the transportation of Open-enrolled Special Education Students.

Vice Chairperson Selinger noted that during study session a question came up about whether this policy applies only to special education students or to all students and it applies

to all students. Board member Ambrosen asked whether the policy will impact any current students' situations, and Executive Director Breen said no current students who are receiving transportation under this policy will be impacted.

Becker moved, Ambrosen seconded, that the Board approve Policy #707: Transportation of Public School Students, as presented. Upon vote being taken thereon, the motion carried unanimously.

## **12. APPROVAL OF MMW ROUNDABOUT FUNDING**

Minnetonka Middle School West is sited along State Highway 41 with a single entrance for buses and automobiles that opens up directly on to State Highway 41. When the school was originally constructed, the area was largely rural and ex-urban in its makeup, but in the ensuing decades there has been significant residential growth around the school site, as well as business and industry locating along State Highway 41. As a result, traffic has increased significantly over the years and the school has also grown, with an enrollment of 1,260 in FY22.

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

All of these solutions have improved the traffic circumstances at MMW. However, there is continued dissatisfaction being expressed by parents and residents of Chanhassen about the traffic conditions at MMW start times and end times. As a result, two years ago, the City of Chanhassen assumed the role of champion for improving the situation on behalf of Chanhassen residents and the traveling public. The city applied and was awarded \$2.2 million in MnDOT funding to construct a roundabout at the intersection of State Highway 41 and the MMW driveway. The total cost of their proposed project is \$2.8 million, inclusive of \$2.2 million in MnDOT Funding and \$200,000 in City of Chanhassen funding, with \$400,000 remaining unfunded. The City of Chanhassen initially inquired on April 11, 2022 as to whether the School District would consider funding the remaining \$400,000.

Mr. Bourgeois recommended that the Board approve \$400,000 from the FY25 Operating Capital Budget for the District to participate in the funding of a roundabout at Minnetonka Middle School West because it will improve vehicle and pedestrian safety and traffic flow at the Minnetonka Middle School West driveway.

Becker moved, Remucal seconded, that the Board approve the following motion:

*BE IT RESOLVED that the School Board of Minnetonka Independent School District 276 does hereby approve \$400,000 from the FY25 Operating Capital Budget for the District to participate in the funding of a roundabout at Minnetonka Middle School West because it will improve vehicle and pedestrian safety and traffic flow at the Minnetonka Middle School West driveway.*

In the discussion that followed, Board member Ambrosen wanted to confirm that the District's contribution would not exceed \$400,000. Mr. Bourgeois confirmed that is correct. Board member Becker said there has been much discussion on this and on the efforts to increase safety. She also said she also appreciates the work on the parking lot to route the traffic better, and that the District has landed in a good spot.

Upon vote being taken on the foregoing motion, the motion carried unanimously.

### 13. **CONSENT AGENDA**

Vitale moved, Selinger seconded, that the School Board approve the following recommendations included within the following Consent Agenda items:

- Minutes of May 4, 2023 Regular Meeting and May 25, 2023 Closed Sessions
- Payment of Bills – in the sum of \$5,438,919.64.
- Recommended Personnel Items
- Gifts and Donations for May 2023: \$50.00 from Charities Aid Foundation of America c/o CyberGrants, LLC and \$20.00 from Target c/o CyberGrants, LLC; both to be placed in the Deephaven Elementary School Principal Discretionary Fund. \$75.00 from Kurt Hoddinot to be placed in the Scenic Heights Elementary Principal Discretionary Fund. \$75.00 from the Blackbaud Giving Fund and \$85.10 from Box Tops for Education; both to be placed in the MME Principal Discretionary Fund. \$1,000.00 from TEL FSI, Inc to be placed in the MHS Robotics Team Fund & Program. \$95,131.00 from the Minnetonka Public Schools Foundation to be placed in the Minnetonka Public Schools General Fund for Teacher Grants. \$30.00 from Kay Heley & William Roust to be placed in the Excelsior Elementary School Principal Discretionary Fund. \$440.00 from the Blackbaud Giving Fund to be placed in the MHS Principal Discretionary Fund. \$250.00 from the Minnetonka Skippers Booster Club to be given to each of the following clubs/organizations: MHS Robotics Club, MHS Bowling Club, MHS Ultimate Frisbee, MHS Jewish Student Union, MHS National Art Honor Society. \$2,000.00 from MN Swimming, Inc. to be placed in the Minnetonka Aquatics Fund for ISCA National Travel. \$2,311.20 from Northwest Designs Ink to be placed in the Minnetonka Aquatics Fund for 2023 MN Regional Championships. An Ammo 8500 Drum Brake Micrometer from Luther Automotive Group to be placed in the MHS VANTAGE Program. \$2,953.38 from the Clear Springs Elementary School PTO and \$81.20 from Box Tops for Education; both to be placed in the Clear Springs Elementary School Principal Discretionary Fund. \$200.00 from Minnetonka Preschool and ECCE PTO to be placed in the Minnetonka Preschool & ECCE Teacher Appreciation Fund. \$1,000.00 from Royal Credit Union/Fox 9 Top Teacher Award (Kimberly Smith) to be placed in the MME Principal Discretionary Fund. \$2,000.00 from Wendy Lulavy to be placed in the MHS Jani

Pankoff Scholarship Account. \$5,000.00 from Tonka United Soccer Association, Inc. to be placed in the MHS Upper Turf Fund. \$5,000.00 from Brian and Susan Mark to be placed in the MHS Boys Hockey Program Fund. Total Gifts and Donations thus far for 2022-23: \$655,260.45.

- Electronic Fund Transfers
- MOMENTUM/Diamond Club Partnership Agreement
- Individual Contracts
- Individual Pay Changes
- Easement Extension for Met Council at Excelsior Elementary
- Nonpublic School Transportation Reimbursement
- Resolution for Membership in the MSHSL
- 2022-23 Q-Comp Report
- Sale of Used MacBooks
- Policy #432: Confidential Support Staff
- Policy #440: Handbook for MCE and/or Aquatics Employees
- iPad Lease Purchase for Grades K-3
- Authorizing & Reimbursement Resolution for 2023B Long-Term Facilities Maintenance Bonds

Upon vote being taken on the foregoing Consent Agenda items, the motion carried unanimously.

#### 14. **BOARD REPORTS**

Vice Chairperson Selinger noted she had attended a recent meeting of the Preschool/ECFE PTO, and they wanted the community to know there is an opening for a Spanish Immersion preschool teacher. More information can be found on the District website. She also noted there is still some space available for children this fall in the District's ECFE and Preschool programs.

#### 15. **SUPERINTENDENT'S REPORT**

Superintendent Law said that as we close out the school year, we want all students to finish strong! We've spent the past several weeks celebrating students and staff and their accomplishments. The culminating event, MHS Graduation, is coming up on June 8 at US Bank Stadium.

#### 16. **ANNOUNCEMENTS**

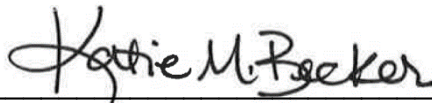
Board member Remucal said he had attended the Minnetonka Research Symposium and was impressed with the research topics and process and wanted to congratulate students and teachers in that program.

Board Clerk Becker said that not only are seniors about to graduate but they are signing up for Senior Serve, where they give back to the community as they get ready to graduate.

She also noted that graduation will be livestreamed on the District's website and YouTube channel. Chairperson Wagner said she wished to thank Schmitt Music for its great partnership over the years and for helping to make music achievement possible for students in the District.

17. **ADJOURNMENT**

Becker moved, Remucal seconded, adjournment to closed session at 9:55 p.m. Upon vote being taken thereon, the motion carried unanimously.

A handwritten signature in black ink, reading "Katie M. Becker". The signature is written in a cursive style with a large initial "K".

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Katie Becker, Clerk

**MINNETONKA INDEPENDENT SCHOOL DISTRICT #276**  
**Service Center**  
**5621 County Road 101**  
**Minnetonka, Minnesota**

**Minutes of June 1, 2023 Closed Session**

The School Board of Minnetonka Independent School District #276 met in closed session at 10:00 p.m. on Thursday, June 1 in the Community Room at the District Service Center, 5621 County Road 101, Minnetonka, Minnesota. Chairperson Lisa Wagner presided. Other Board members present were: Mark Ambrosen, Katie Becker, Patrick Lee-O'Halloran, Mike Remucal, Meghan Selinger, Chris Vitale and Superintendent David Law, ex officio.

Also present in the room were Executive Director of Human Resources Anjie Flowers, Executive Director of Finance and Operations Paul Bourgeois, and Associate Superintendent Amy LaDue.

Chairperson Wagner called the meeting to order and announced that in accordance with Minnesota Statutes 13D.03, the meeting would be closed to the public in order to discuss the status of negotiations with the MTA. Chairperson Wagner said in keeping with District Policy #205: Open and Closed Meetings, the proceedings would be recorded.

At 10:16 p.m., Vitale moved, Ambrosen seconded, that the School Board adjourn the closed session. Upon vote being taken thereon, the motion carried unanimously.



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Katie Becker, Clerk

**MINNETONKA INDEPENDENT SCHOOL DISTRICT #276**  
**Service Center**  
**5621 County Road 101**  
**Minnetonka, Minnesota**

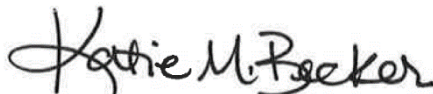
**Minutes of June 1, 2023 Closed Session**

The School Board of Minnetonka Independent School District #276 met in closed session at 10:17 p.m. on Thursday, June 1 in the Community Room at the District Service Center, 5621 County Road 101, Minnetonka, Minnesota. Chairperson Lisa Wagner presided. Other Board members present were: Mark Ambrosen, Katie Becker, Patrick Lee-O'Halloran, Mike Remucal, Meghan Selinger, Chris Vitale and Superintendent David Law, ex officio.

Also present in the room were Executive Director of Human Resources Anjie Flowers, MHS Principal Jeff Erickson, and Activities Director Ted Schultz.

Chairperson Wagner called the meeting to order and announced that in accordance with Minnesota Statutes 13D.05, the meeting would be closed to the public in order to discuss an attorney client privileged matter.

At 10:48 p.m., Vitale moved, Ambrosen seconded, that the School Board adjourn the closed session. Upon vote being taken thereon, the motion carried unanimously.

A handwritten signature in black ink that reads "Katie M. Becker". The signature is written in a cursive style with a horizontal line underneath it.

Katie Becker, Clerk



CONSENT

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

Board Agenda Item V. b

Title: Study Session Summary

Date: June 15, 2023

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**OVERVIEW:**

The summary of the proceedings of the Minnetonka School Board's May 25 study session is attached.

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**RECOMMENDATION/FUTURE DIRECTION:**

It is recommended that the School Board approve this summary as presented.

Submitted by: \_\_\_\_\_



Carrie Voeltz, Executive Assistant  
to the Superintendent and School Board

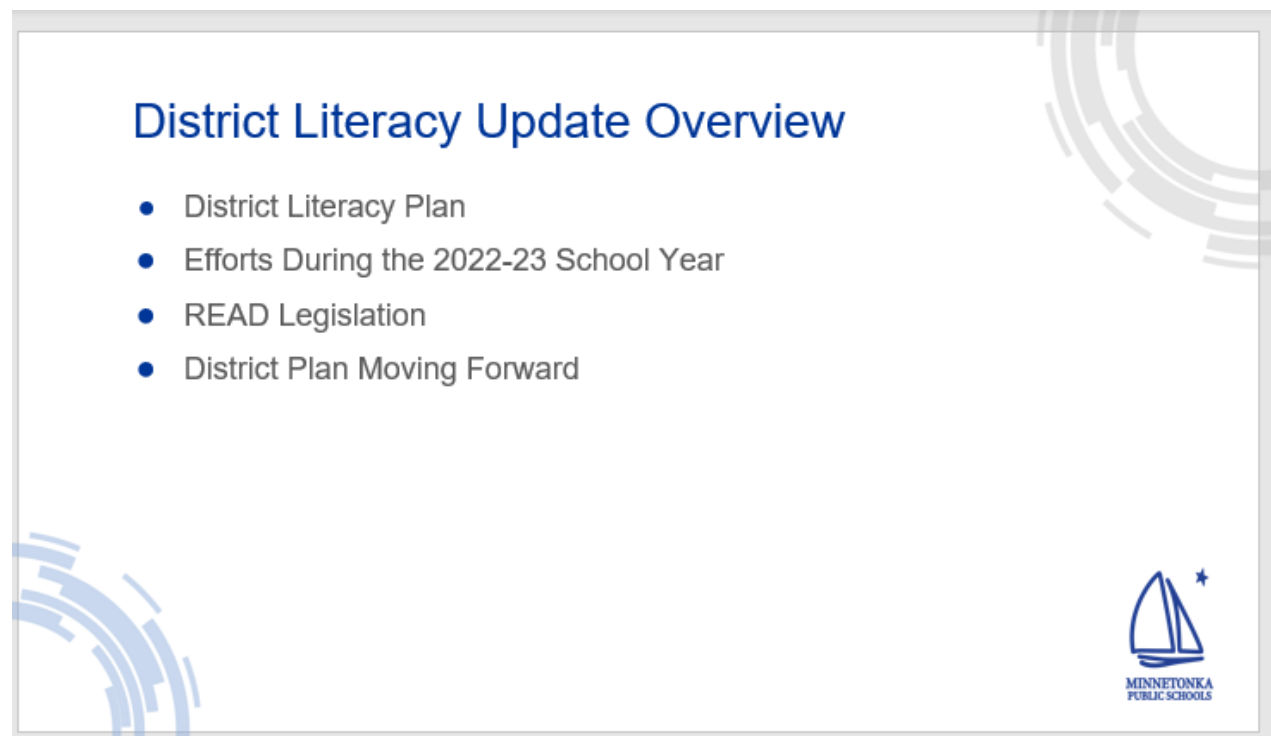
**MINNETONKA INDEPENDENT SCHOOL DISTRICT #276**  
**District Service Center**  
**5621 County Road 101**  
**Minnetonka, Minnesota**

**Summary of May 25, 2023 Study Session**

The School Board of Minnetonka Independent School District #276 met in study session at 6:00 p.m. on Thursday, May 25, 2023 in the Community Room at the District Service Center, 5621 County Road 101, Minnetonka, Minnesota. Chairperson Lisa Wagner presided. Other Board members present were Mark Ambrosen, Katie Becker, Patrick Lee-O'Halloran, Michael Remucal, Meghan Selinger, Chris Vitale and Superintendent David Law, ex officio.


**LITERACY UPDATE**

Associate Superintendent for Instruction Dr. Amy LaDue and Director of Curriculum Steve Urbanski led the discussion. Dr. LaDue noted that the purpose of tonight's report was to update the Board on the District's literacy efforts to date and the next steps for development and implementation of an updated E-12 literacy plan. Highlights of the presentation included the following:

A presentation slide titled "District Literacy Update Overview" in blue text. Below the title is a bulleted list with four items: "District Literacy Plan", "Efforts During the 2022-23 School Year", "READ Legislation", and "District Plan Moving Forward". The slide features decorative blue curved lines in the top right and bottom left corners. In the bottom right corner is the Minnetonka Public Schools logo, which includes a stylized sailboat and the text "MINNETONKA PUBLIC SCHOOLS".

**District Literacy Update Overview**

- District Literacy Plan
- Efforts During the 2022-23 School Year
- READ Legislation
- District Plan Moving Forward



## District Literacy Plan

- Each school district in Minnesota is required to develop and implement a local literacy plan
- Plan aligned to and in support of World's Best Workforce
  - All third grade students can read at grade level
- District literacy plans are required to include multiple components:
  - Assessment
  - Progress monitoring
  - Intervention identification and implementation
  - Parent notification
  - Professional learning



## Assessment

- Benchmark Assessments/Universal Screening
  - FastBridge Early Reading - Kindergarten (Fall, Winter, Spring)
  - FastBridge CBM Reading - Grades 1-5 (Fall, Winter, Spring)
  - NWEA MAP Reading (Fall, Spring)
- Diagnostic
  - WIST - Word Identification and Spelling
  - WADE - Decoding and Encoding (Spelling)
- Progress Monitoring
  - FastBridge Early Reading - Kindergarten (Weekly)
  - FastBridge CBM Reading - Grades 1-5 (Weekly)



## Instruction

- Academic Standards for English Language Arts
  - Phonemic awareness, phonics, fluency, vocabulary, comprehension
  - Writing, spelling
  - Listening, speaking and viewing
- Instruction is designed to meet these grade level standards.
  - All aspects of literacy
  - Instructional structures and practices that adapt to students' needs and skill development
  - Instructional resources meet the needs of learner and teachers



## "The Big 5"



National Reading Panel (U.S.) & National Institute of Child Health and Human Development (U.S.). (2000). Report of the National Reading Panel: Teaching children to read : an evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. U.S. Dept. of Health and Human Services, Public Health Service, National Institutes of Health, National Institute of Child Health and Human Development. <https://www.nichd.nih.gov/sites/default/files/publications/pubs/nrp/Documents/report.pdf>

Image from AZ



## Efforts During the 2022-23 School Year

### New Roles to Support Literacy

- Literacy Coordinator
- Expanded Chairs
- Wilson Credentialed Trainer



## Efforts During the 2022-23 School Year

### Curriculum Review Process: Needs Assessment Phase

- Data review, surveys, focus groups
- Identifying essential learnings for each grade level
  - Based on the 2020 K-12 MN ELA Academic Standards
  - To be implemented in 2025-2026
- Members of the ELA curriculum review team are receiving additional literacy training at all phases of the review



## Efforts During the 2022-23 School Year

### Professional Learning

- Administrators
  - Literacy foundation
  - Code-based Literacy Instruction
  - Meaning-based Literacy Instruction
- Teachers
  - ELA Department and Expanded Chairs
  - Wilson Level I and II
  - Site and District



## READ Legislation...

HF629 FIRST ENGROSSMENT

REVISOR

CM

H0629-1

This Document can be made available  
in alternative formats upon request

State of Minnesota

### HOUSE OF REPRESENTATIVES

NINETY-THIRD SESSION

H. F. No. **629**

01/19/2023 Authored by Edelson, Hicks, Clardy, Norris, Tabke and others  
The bill was read for the first time and referred to the Committee on Education Policy  
03/08/2023 Adoption of Report: Amended and re-referred to the Committee on Education Finance

- 1.1 A bill for an act
- 1.2 relating to education; establishing the Read Act; requiring schools to use approved
- 1.3 literacy curriculum; requiring literacy specialists; requiring a report; appropriating
- 1.4 money; amending Minnesota Statutes 2022, sections 120B.11, subdivisions 1, 2;
- 1.5 120B.12, subdivisions 1, 2, 3, 4a, 5; 122A.06, subdivision 4; 124D.98, by adding
- 1.6 a subdivision; proposing coding for new law in Minnesota Statutes, chapter 120B.

1.7 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

1.8 Section 1. Minnesota Statutes 2022, section 120B.11, subdivision 1, is amended to read:

<https://wdoc.house.leg.state.mn.us/leg/LS93/HF0629.1.pdf>



## READ Legislation...

### Modifies Literacy requirements

- Replaces the Read Well by Third Grade legislation
- New literacy goal: Every Child Reading at or above Grade Level Every Year
- Update local literacy plan to reflect legislation
- Staff training on evidence-based reading instruction
- State approved assessments and evidence-based curricular resources
- Literacy Lead



## District Plan Moving Forward

- School Board Goal maintaining a focus on literacy
- Develop and implement updated District Literacy Plan
  - READ legislation
  - ELA curriculum review
- Provide professional learning in evidence-based reading instruction
- Continue ELA curriculum review process
- Deepen implementation of the District MTSS framework



The Board also received the following information, in written form, prior to the Study Session:

### **Current District Literacy Plan**

Each school district in Minnesota is required to develop and implement a local literacy plan in support of the World's Best Workforce goal of all students reading at grade level by third grade, also known as Read Well by Third grade. District literacy plans are required to include multiple components encompassing assessment, progress monitoring, intervention identification and implementation, parent notification and professional learning.

### **Assessments**

Currently, Minnetonka Schools utilize multiple assessments as universal screeners and to determine student reading progress. As outlined in the District Literacy Plan, there is a process to assess students' level of reading proficiency and data to support the effectiveness of the assessment. Additionally, there is a process to notify parents along with a process for determining reading intervention strategies. First, parents are notified of their child's reading fluency and NWEA-MAP reading assessment performance each fall during parent/teacher conferences. Additionally, parents receive communication about their child's NWEA-MAP Reading and MCA Reading performance after student results are uploaded to Skyward. Utilizing standardized assessment data, school staff follow the District criteria to determine if a student needs additional reading support beyond what is taught in the general classroom. These supports are largely provided by the building reading interventionist. Communication regarding student reading progress is shared by classroom teachers and building interventionists regularly throughout the school year throughout the duration of the intervention(s).

In order to measure the effectiveness of the intervention(s), data are compiled for each student and provided to each site in a data dashboard to help staff view all pertinent standardized assessment history. The review of these data occurs during Student Support Team (SST) meetings that are scheduled regularly at each site. Additionally, teachers who serve each student receiving reading intervention are able to monitor the progress of students through the District data warehouse. The data warehouse provides an individual student profile for all students in addition to data visualizations that track the progress a student makes with each intervention provided. All teachers who are assigned to this student have the ability to track students' progress in the data warehouse and are expected to communicate the students' progress with families as needed. The District utilizes the assessments below to measure student performance, inform instruction and to help identify students with characteristics of dyslexia, per the Read Well by Third Grade state legislation. District selected assessments follow.

**NWEA-MAP Reading:** This assessment is administered in the Fall and Spring to all Kindergarten through grade 7 students in Minnetonka. Students receiving intensive intervention will also take the NWEA-MAP Reading Test in the Winter. The NWEA-MAP



Test provides an overall score known as a RIT (Rasch Unit) score as well as a RIT score for each sub-test. Additionally, NWEA provides a percentile score, which provides a national comparison of student performance to their same grade level counterparts. In addition to percentile ranking of student achievement or indicating grade level performance, NWEA Tests also measure academic growth over time, independent of grade level or age. Educators use NWEA test scores to identify the skills and concepts students know and what they need to learn next in order to keep growing. With accurate, timely information on an individual student's needs, educators can target instruction so every student is learning and growing. NWEA assessments are aligned to Minnesota Standards and are often used as an indicator of preparedness for state assessments.

**FastBridge Early Reading:** This assessment is administered to Kindergarten students in the Fall, Winter, and Spring to help teachers identify student needs in the areas of Concepts of Print, Onset Sounds, Letter Names, and Letter Sounds. Additionally, starting in Winter, students are assessed on the skills of Word Segmenting, and Nonsense Words.

**FastBridge CBM Reading:** First through Fifth Graders complete the Reading CBM Fluency Benchmark assessment in Fall, Winter, and Spring. With this assessment, students read out loud for one minute while the teacher tracks words read and records any errors.

To ensure parents are notified per state statute, FastBridge Fluency results, along with NWEA results are shared with elementary school families during parent teacher conferences each year in October. Additionally, the assessment results are loaded into the Skyward Student Information System (SIS) for parents and teachers to view.

After students complete the FastBridge and NWEA-MAP assessments in the Fall, the data are analyzed by staff during their annual district-led data retreats. Interventionists review the data closely to identify students who may be at risk in Reading. For Reading, students identified as at risk may be assessed further with diagnostic assessments such as the WIST or the WADE assessments completed typically by a school reading interventionist. The WIST and the WADE are assessments specific to the Wilson Reading Program and the following information is found on their website.

The WIST (Word Identification and Spelling Test) meets teachers' need for detailed information that can be used to identify the areas in which students are having difficulty with reading and/or spelling and to develop appropriate instructional interventions. It includes both norm-referenced and informal assessments. The WIST specifically targets those aspects of reading that are most important for the identification and treatment of poor and disabled readers.

The WIST is a nationally standardized, individually administered diagnostic test that assesses students' fundamental literacy skills. It can be used by anyone who has training in standardized test administration. It was normed on a representative sample of 1520 children and adolescents ranging in age from 7 to 18 years who resided in 16 states.

The WIST has three subtests which can be used in either the Norm-Referenced or Informal assessment. The Norm-Referenced assessment has two "core" subtests (Word

Identification and Spelling) and one "supplemental" subtest (Sound-Symbol Knowledge) and a composite score (called the Fundamental Literacy Index). On the Informal assessment, the scores are used for clinical and instructional purposes. The three subtests of the WIST are:

1. Word Identification: Word Identification measures word reading accuracy which includes (a) students' sight recognition of familiar words and their ability to apply word attack skills in order to decode unfamiliar words and (b) their sight recognition or orthographic memory of high frequency words with one or more irregularities.
2. Spelling: The spelling subtest assesses students' ability to spell words correctly from dictation. Specifically, it measures students' (a) recall of correct letter sequences for familiar words or one's ability to apply sound/symbol relationships and rules of English orthography in order to spell unfamiliar words and (b) their recall of letter order in high-frequency words with one or more irregularities.
3. Sound-Symbol Knowledge: This subtest assesses a student's ability to associate sounds (i.e., phonemes) with specific letters (i.e., graphemes).

The WADE is aligned to the scope and sequence of the Wilson Reading System in order to both guide instruction and determine mastery. This assessment is a curriculum-based measure which specifically assesses a student's decoding and encoding (spelling) skills correlated to word structures taught in the Wilson Reading System.

Each of the assessments described in this section help to inform staff and families about K-3 student performance. Additionally, students in Third through Fifth Grades are assessed on the MCA Reading Test, where students are tested each spring on the skills learned against their current grade level state standards.

**Progress Monitoring:** Progress monitoring is a means for teachers to measure the impact of an assigned intervention specific to a student's academic need. One way reading interventionists monitor student progress is through the use of the FastBridge system. In addition to benchmark assessments in the Fall, Winter, and Spring, the FastBridge system also houses progress monitoring assessments aligned to FastBridge interventions to measure student growth with fidelity.

Furthermore, the more intensive the intervention, the more often a student's progress is monitored by reading interventionists. For example, for students receiving additional support by participating in the Wilson Intensive Reading System, progress monitoring occurs on a daily basis. Student progress is also monitored if they are being served through the Wilson Foundations and Just Words programs. Progress monitoring with these interventions occurs on a weekly or bi-weekly basis. All interventionists who provide FastBridge and Wilson reading interventions undergo training in order to deliver the support with fidelity.

## Instruction

Literacy instruction in Minnetonka Schools is informed by Minnesota Academic Standards and best practices in literacy. Academic Standards for English Language Arts address areas of literacy, such as phonemic awareness, phonics, fluency, vocabulary, comprehension, writing, spelling, listening, speaking and viewing, and instruction is designed to meet these grade level standards.

The District has employed a comprehensive approach to literacy instruction and intervention, which moving forward will also be informed by the MTSS framework. In the past, the District has used the term Balanced Literacy to frame literacy instruction. This term, like many in education, has different meanings in different contexts. During this past year, one of the definitions of balanced literacy has been heavily discussed in public and professional settings. This single definition does not describe the way the term has been defined or used in the District. Instead, the use of the term in the District's literacy plan describes a comprehensive approach to literacy instruction, addressing essential foundational elements including phonemic awareness and phonics, as well as vocabulary, fluency, and comprehension. This also describes the structures and instructional practices that should be included in a literacy block. These structures and practices include a variety of literacy tasks consisting of a modeled focus lesson, shared reading and writing, flexible small group instruction and independent literacy tasks. In addition, the nurturing of a classroom literacy community that promotes motivation and engagement with reading and writing is a component of balanced literacy. The word "balanced" has also been used in order to ensure there is proportional focus on all of these aspects of literacy as well as instructional structures and practices based on each students' ever-changing skill development and literacy needs. Classroom instruction and instructional resources support each of these areas of literacy.

During the previous elementary portion of the English Language Arts curriculum review process, the District identified essential learnings based on state standards, revised common assessments and instructional plans to align to those standards, and adopted new programs to support literacy instruction. Houghton Mifflin *Journeys/Senderos* was implemented as the primary resource at the Kindergarten and First Grade levels. This program includes literature and informational text, as well as instructional resources to support foundational skills, speaking, listening and writing. The Collaborative Classroom resource, *Making Meaning*, was implemented at the Second through Fifth Grade levels, which supports reading comprehension and vocabulary instruction. The Collaborative Classroom resource, *Being a Writer*, was implemented at the First Through Fifth Grade levels to support writing instruction.

Following the previous English Language Arts curriculum review process, the District introduced Wilson instructional resources and training to support research-based reading instruction and intervention using a multisensory, structured approach. Wilson *Foundations* addresses prevention and early intervention, Wilson *Just Words* provides intervention for older students, and *Wilson Reading System* provides intensive intervention. The District has implemented all three of these programs in various grade levels based on needs and

continues to expand these resources to meet the needs of students. As part of the current curriculum review process, the District will continue to evaluate the effectiveness of these and other literacy instructional programs and resources.

*Wilson Foundations:* The *Foundations* reading program, focuses on foundational reading, spelling and handwriting skills, and provides an explicit and systematic approach to literacy instruction. The program is designed to address the following:

- Print concepts
- Letter formation
- Phonological and phonemic awareness
- Sound mastery
- Phonics, word study, and advanced word study
- Trick word (irregular high frequency word) instruction
- Vocabulary
- Accuracy, Automaticity, and Fluency
- Comprehension strategies
- Handwriting
- Spelling

This systematic and explicit instruction is being implemented in all English Kindergarten and First Grade classrooms as one element of core reading instruction. Additionally, Third Grade immersion is implementing this as a part of the English literacy block. Currently, students receive approximately 30 minutes of *Foundations* instruction each day. In addition, *Foundations* serves as an early intervention (Tier II) program for elementary students who need additional time and support beyond the core program. Reading interventionists typically deliver this supplemental instruction.

*Wilson Just Words:* *Just Words* is an explicit, multisensory decoding and spelling program designed for students in Grades 4-12 who have mild to moderate gaps in their decoding and spelling proficiency, but do not require intensive intervention. Reading specialists and special education teachers are using this program at every elementary and secondary school. At the elementary level, reading specialists build groups that may include a larger number of students, ranging from 3 to 15 students per group. At the secondary level, students who qualify for reading support are given a pull-out section that is scheduled into the student day. All *Just Words* teachers take part in one to two days of implementation training.

*Wilson Reading System (Intensive):* The *Wilson Reading System* is designed for students in Grades 2-12 who require more intensive instruction due to a language-based learning disability, as well as those who are not making sufficient progress in intervention. This comprehensive intervention program provides multisensory, structured instruction in all five areas of reading (phonemic awareness, word structure/phonics, fluency, vocabulary, and comprehension) plus spelling. Reading specialists and special education teachers are using this program at every elementary school and secondary school. District *Wilson*

*Reading System* teachers take part in a comprehensive certification program that includes a year-long online course and a practicum experience with students throughout the year, equivalent to 60-90 hours of college level coursework.

## **Efforts During the 2022-23 School Year**

### **New Roles to Support Literacy**

**Literacy Coordinator:** The District Literacy Coordinator position is a new position this spring. This position has been designed to provide leadership in the development, implementation and evaluation of the E-12 literacy framework across all curricular areas and programs, including Immersion. The Literacy Coordinator is supporting the curriculum review and evaluation process for ELA and will continue to support review in all aspects of literacy across content areas with alignment to state academic standards. The position also provides leadership in the identification, implementation and evaluation of instructional practices, delivery models, resources and assessments, ensuring alignment of literacy practices to the Minnetonka MTSS framework. This includes providing resources, guidance, and support for differentiated literacy instruction, intervention and extensions to meet the needs of all learners. In addition, the Literacy Coordinator is developing, coordinating and delivering professional development for teachers, principals and other school and district staff, serving as a resource for principals, leadership teams and PLCs to support building level literacy practices, initiatives and systems.

**Expanded Chairs:** During the initial phases of the Curriculum Review Process, the District has an option to temporarily add grade level chairs within a content area in order to expand representation of grade levels and schools. Teachers assigned to this expanded chair role will be responsible for curriculum review and development for a specific grade level, as well as vertical alignment with other grade levels within the system. Expanded chairs engaged in the English Language Arts curriculum review process will receive additional literacy training at all phases of the review.

**Wilson Credentialed Trainer:** The Wilson Credentialed Trainer (WCT) receives the highest level of training provided by Wilson and has the expertise and experience to guide and support Wilson Reading System. Beginning in 2022-23, Bart Meath, Minnetonka teacher and certified trainer, provided Wilson professional development, facilitated the Level I certification process, and supported District teachers and cohorts.

### **Curriculum Review Process**

The District is committed to a continuous improvement process. The goal of the curriculum review process is to advance the quality of curriculum and instruction and to promote excellence in student performance using the best possible instructional practices, curricula and materials. In response to the release of new Minnesota Academic Standards in English Language Arts (ELA), the District has begun the ELA curriculum review process. This process will support the full implementation of standards by the 2025-26 school year.

The curriculum review process consists of four phases: Phase 1: Needs Assessment; Phase 2: Recommendations; Phase 3: Implementation; Phase 4: Refinement and Continuous Improvement. English Language Arts (ELA) is currently in the Needs Assessment phase of the curriculum review process. Over the past year, ELA curriculum review teams, consisting of administrators, department chairs and expanded chairs, have engaged in multiple aspects of the ELA needs assessment. Department chair teams have reviewed standardized assessment data, including NWEA-MAP, MCA, and ACT data, as well as district writing assessment and ELA classroom common assessment results. In addition, these leadership teams have conducted a student focus group, surveyed teachers, and identified shifts in the new ELA Academic Standards. Finally, curriculum review teams have engaged in literacy professional learning, and have begun the process of identifying essential learnings. As the process continues, these teams will further identify and respond to literacy needs within the context of the English Language Arts program.

### Professional Learning

**Administrators:** All E-12 building and district administrators, including special education, are participating in literacy learning sessions. The first session focused on developing a shared understanding and common foundation for literacy and to provide feedback on their literacy learning needs. Two additional literacy learning sessions for principals around code-based and meaning-based literacy instruction have also been provided to all district administrators. These learning sessions have included an overview of what the Science of Reading is and is not, the past several decades of reading research, how the human brain reads, and building a common understanding of phonemic awareness, phonics, fluency, vocabulary, and comprehension were the focus. Additionally, learning about the Simple View of Reading, Scarborough's Rope, the Simple View of Writing, and the Four-Part Processing Model were outcomes of these sessions.

**Department and Expanded Chairs:** As part of the curriculum review process, ELA department and expanded chairs participated in literacy learning, similar to the principals' sessions, to build a common understanding of reading research and best practices before reviewing the new ELA standards. Objectives of the literacy learning included understanding what The Science of Reading is and is not, learning about the Simple View of Reading and Scarborough's Rope and describing each of the 5 pillars of literacy and how they are interconnected. Learning also included an explanation about how various parts of the brain work together to be able to read and how the letterbox of the brain is created including the concept of the Four-Part Processing Model. Describing the Simple View of Writing and understanding how reading and writing are connected was an additional objective. Discussion and analysis about the significance of the shifts in the 2020 ELA standards was also part of the learning work. Additional professional learning focusing on literacy and effective practices in ELA will continue throughout the curriculum review process.

**Wilson Reading System Level I Cohort Teachers:** Throughout the 2022-23 school year, a cohort of eight Minnetonka teachers took part in the intensive Wilson Reading System Level I Certification. This certification requires participants to attend a three-day

introductory workshop, complete 90 hours of online professional development and assessment, conduct over 65 lessons with a student, engage in five fidelity evaluations, and attend five implementation meetings, facilitated by the District's Wilson Certified Trainer.

Wilson Reading System Level II Cohort Teachers: Wilson Reading System Level II Certification provides in-depth strategies to expand knowledge and practice of the Wilson Reading System and allows participants to earn the professional credential of Wilson Dyslexia Therapist. The Level II Certification requires participants to complete the Advanced Strategies for Multisensory Structured Language Group Instruction Course, the Group Mastery Practicum, the Advanced Word Study Online Course, and the Steps 7-12 Practicum. Three participants engaged in over 245 hours of coursework.

Site and District: Substantial professional learning in the area of literacy occurred in 2022-2023. Of the 270 workshops offered in the 2022-23 school year, 36 were aligned with literacy. Eleven learning opportunities were offered at the District level, over the summer or asynchronously. The remaining 25 were offered at the site level during early releases or late starts as well as through redesigned staff meetings. Sessions at the secondary sites focused on comprehension and disciplinary literacy while at the elementary the focus shifted to the five pillars of literacy. A sample of descriptions of these courses follows.

- Guided Reading (Deephaven) Guided Reading intervention best practices
- ELA Curriculum Review Literacy Learning (District) Literacy learning to set the stage and build common language and understanding around reading research before the curriculum review of the 2020 ELA standards.
- Engaging Students in Reading Non-Fiction Texts (District) Wondering what you can do to make sure your students can read and understand your courses' texts? Take this course to learn about and practice effective, research-based instructional activities with text that have a real impact on student learning. Collaboration, communication, and critical thinking will be front and center. Online course is available August 1; to receive stipend and CEUs, all course work must be complete by August 30.
- Nonfiction Signposts Reading Strategies (District) In the Nonfiction Signposts session, we'll talk about 3 of the 5 common nonfiction reading signposts to build on the knowledge that Stephanie Brondani shared with us in our last nonfiction training (Three Questions & Annotation strategies). This Signposts training should give teachers more in-common strategies to apply to nonfiction texts as we all work to support literacy.
- Literacy (Excelsior Elementary) Geared for Grades 3-5 & paras, this session will include some make-and-take Tier 1 classroom interventions to use for reading & spelling sight words, and vocabulary learning strategies. You will walk away from this mini session with strategies and materials to use in your classroom tomorrow
- Integrating Culture and Verbal Scaffolding, Immersion (Secondary) Dr. Cory Mathieu will be leading a seminar on ways to verbally scaffold students' language production, as well as how to integrate culture into our existing curriculum. We will

explore different questioning techniques to elicit more student language production, and ways to prompt for clarification, precision or elaboration. We will also learn more strategies for eliciting academic language, and ways to extend student discourse. Additionally, we will explore ways to promote cross-cultural awareness and multicultural appreciation, while weaving this into our existing units of study.

- Reading Strategies for Challenging Texts (Minnetonka High School) In this session, you will learn 2 different reading strategies (One Pre-Reading Strategy and One During Reading) strategy to implement for more challenging texts. Bring a colleague and have in mind a unit that may have difficult concepts/text for your students (from past experience).
- Academic Language (Minnetonka High School) Learn what is meant by Academic Language, why it's important for your students' success in school and overall sense of belonging, and how you can design instruction that builds language development into any content area.
- Why Johnny Can't Read (and what to do about it) (Minnetonka Middle School East) Learn how the well-researched 'Simple View of Reading' explains reading comprehension problems. Discover evidence-based ways to help students become independent and proficient readers.
- Literacy Across MME (Minnetonka Middle School East) This session will present MME specific data on reading proficiency and provide an overview of current structures related to MTSS Tier 1, 2, and 3. Participants will discuss why students struggle with reading and explore literacy standards in different content areas.
- MME Literacy Work Session (Minnetonka Middle School East) Let's dive deeper into literacy and curriculum. Participants will look at their current curriculum units, activities, and assessments to determine where literacy standards can be further embedded. This work session can support both struggling and advanced readers.
- MME Literacy: Reading Strategies (Notice and Note) (Minnetonka Middle School East) Notice & Note is a set of fiction and nonfiction signposts used to help create active reading and improve comprehension. This session will focus on the nonfiction strategies that can be used across all content areas. We will practice identifying the signposts, ask follow-up questions based on the signpost to help build comprehension and strategic reading.
- MMW Book Club: Reading Nonfiction (Minnetonka Middle School West) This book club will focus on literacy. From the publisher: 'We all know the value of helping students define nonfiction and understand its text structures. Reading Nonfiction is the next crucial step in helping kids challenge the claims of nonfiction authors, be challenged by them, and skillfully and rigorously make up their mind about purported truths.'
- MMW Content Area Literacy (Minnetonka Middle School West) Teachers will first participate in a 'short shot' led by Freya Schirmacher on integrating content standards and literacy skills. Then, in collaboration with their departments, teachers will dive into their content-area standards to identify standards that can support improved literacy outcomes and deeper understandings in content areas. Teachers will then collaboratively create one lesson plan to help students to achieve this standard.



## **READ Legislation**

The Minnesota House and Senate have both passed the Omnibus Education Bill that includes the Reading to Ensure Academic Development Act also known as The READ Act. The Governor is expected to sign it in the coming days.

This legislation modifies literacy requirements, including requirements relating to curriculum and professional development for teachers. It centralizes district literacy reporting into a district's local literacy plan and appropriates money for curriculum reimbursement and professional development for teachers. Further it provides funding for the Center for Applied Research and Education Improvement (CAREI) at the University of Minnesota and a literacy specialist at the Department of Education to provide guidance and support to school districts. The following are key features of the legislation.

The READ ACT replaces The Read Well by Third Grade legislation to include modifications and additional literacy requirements. The literacy goal in the legislation seeks to have every child reading at or above grade level every year and districts will be expected to update their local literacy plan to align with the legislative requirements.

The legislation requires districts to provide training for teachers and reading support staff on evidence-based reading instruction including phonemic awareness, phonics, vocabulary development, reading fluency, reading comprehension, and culturally and linguistically responsive pedagogy so teachers are able to implement explicit, systematic, evidence-based instruction in the five reading areas, emphasizing foundational skills at the elementary level and oral academic language development. This legislation prioritizes training intervention teachers, teachers of Pre-K and Kindergarten through Third Grade, special education teachers, curriculum directors, and other key literacy instructional staff. All instructional staff will be required to receive training in evidence-based reading instruction over the next three years.

Districts must employ universal screening of students in grades K-3 for mastery of foundational reading skills and characteristics of dyslexia using a screening tool approved by MDE and include this data in the local literacy plan submission each year. It is anticipated that Minnetonka Public Schools current practice will continue to address this requirement.

By August 30, 2025, districts must employ or contract with a literacy lead who will collaborate with district administrators, facilitate the district's implementation of the Read Act, and support teacher implementation of structured literacy.

By the 2026-2027 school year, districts must provide evidence-based reading instruction through a focus on student mastery of foundational reading skills, oral language, and reading comprehension skills. Starting July 1, 2023, when a district purchases new literacy curriculum, or literacy intervention or supplementary materials, those materials must be evidence-based and designed to ensure student mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension.

## **District Plan Moving Forward**

Based on the School Board draft goals for the 2023-24 school year, plans will encompass *focusing additional efforts to improve literacy at all levels and in all content areas*. To that end, the district will develop and begin implementation of an updated literacy plan. This plan will incorporate requirements of the READ legislation, new State English Language Arts (ELA) standards, and will transcend early childhood through grade twelve.

To accomplish this goal, professional learning will address the requirements of the READ Act and further build competency in literacy across content areas. In addition, curriculum review and writing teams will continue to work towards the full implementation of the proposed ELA Academic Standards. They will also evaluate current and new instructional materials and will make recommendations for adoptions of materials aligned to the READ Act and State standards. The District will also continue to deepen the implementation of the District Multi-Tiered System of Support (MTSS) framework in the context of literacy at the elementary and as the umbrella encompassing literacy at the secondary level. MTSS priorities will continue to include designing and responding to formative assessments, data literacy, Tier 1 evidence-based instructional practices, and Tier 1 intervention and extension.

The READ legislation strongly encourages districts to adopt an MTSS framework. Minnetonka Public Schools has completed year one of the three-year implementation plan which addresses each of the processes outlined in the legislation.

In the discussion that followed the presentation, Dr. LaDue noted that Governor Walz had signed the READ legislation this week, which will modify the current reading requirement in statute. This legislation will replace the “Read Well by Third Grade” legislation. Districts across the state will need more clarity on the exact timeline of the new legislation.

Board member Selinger asked if there are differences between immersion and English screenings. Executive Director of Assessment Dr. Matt Rega responded that we conduct screenings for English, Spanish and Chinese immersion and the assessments are the same for all three areas. Mr. Urbanski said that while our Tier I resources are consistent across the district, for Tier II and III there are other resources that buildings can use, and there are some differences as far as intervention resources. Board members also wondered how the new legislation would affect Special Education students, and Superintendent Law noted that he expected those assessments would be geared to the individual student and not based on grade level.

## **UPDATE ON PROFESSIONAL LEARNING**

Dr. LaDue and Director of Teacher Development Sara White led the discussion. Highlights from their presentation included the following:

## Key District Goals and Priorities

- Structured literacy and disciplinary literacy
- English Language Arts standards, curriculum, and strategies
- MTSS processes and responses, including and not limited to
- Refining and realigning PLC practices

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## Current Reality

### Professional learning opportunities:

- 8 hours of staff development is provided through 2 late starts and 2 early releases
- Additional time - embedded into existing structures, fall workshop and staff meetings

### School Calendar Requirements:

- 165 days grades 1-11
- 1020 hours 7-12
- 935 hours grade 1-6
- 850 hours all-day K

5

## **Consistent Elements for the 3 Proposals**

- Each option eliminates late starts and early releases in favor of full days.
- Each option is a combination of full release for teachers and asynchronous e-learning for student instruction.
- Professional learning will be aligned to priority District goals, required, and largely directed.
- Best practice in adult learning
- Absent teachers will be expected to make-up the learning.

## **Professional Learning Design**

Best Practices for Adult Learning:

- Direct instruction
- Active engagement
- Reflection
- Time to plan for application,
- Collaboration with PLC or grade level colleagues
- Time to share across teams.

## Comparison of 3 Proposals

Proposal 1	Proposal 2	Proposal 3
Week of Aug 22-24 or 28 for professional learning	_____	_____
October 23: asynchronous K-12; 6 hours of professional learning K-12		
November 22: no school for students and teachers who participated in August; those who did not will report to work for professional learning	November 27: no school K-12; full day of professional learning K-12	_____
January 2: no school K-12; full day of professional learning		
March 4: No school K-5; asynchronous 6-12. Full day of professional learning K-5; 6 hours of professional learning 6-12		

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## Summary of Proposals

### Proposal One Key Features:

- Trade out day in August for day before Thanksgiving
- 3 days during the year
- 2 asynchronous secondary, 1 asynchronous elementary

### Proposal Two Key Features

- 4 days during the year
- 2 asynchronous secondary, 1 asynchronous elementary

### Proposal Three Key Features

- 3 days during the year
- 2 asynchronous secondary, 1 asynchronous elementary

10

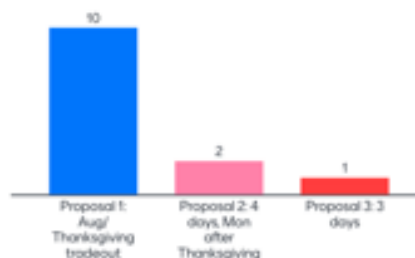
## Stakeholder Feedback

- Groups Providing Feedback
  - Building and District Administrators
  - Teaching and Learning Advisory
  - PTO/PTA Parent Leadership Committee
  - MTA Negotiations Team

11

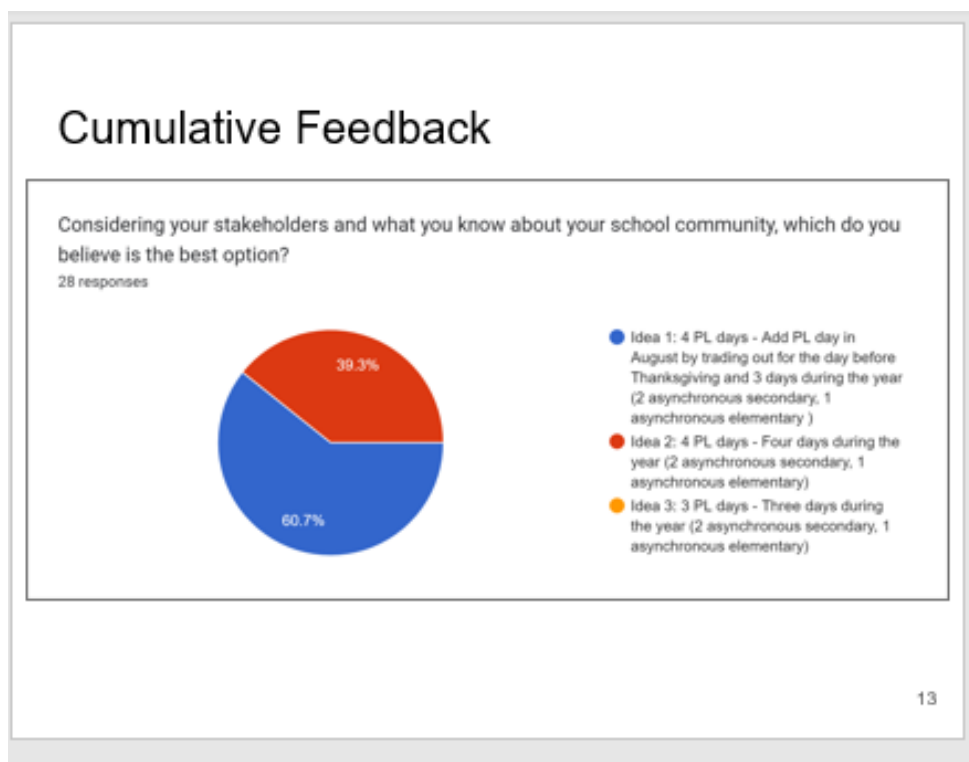
## PTA/PTO Feedback via Mentimeter

Considering your stakeholders and what you know about your school community, which do you believe is the best option?



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Dr. LaDue noted that based on conversations with the MTA, teachers are generally positive and supportive of the proposal to add additional professional learning time to the calendar. Prior to giving full endorsement, the details for implementing this change are being worked through with the MTA. Additionally, they are gathering feedback from their members. Teachers who are a part of the Teaching and Learning Advisory were positive about the need and desire for additional job-embedded professional learning. Of the respondents, the first option was preferred. They appreciated the flexibility to “earn” the day before Thanksgiving off.

As the calendar related to the number of student days is a part of the teacher bargaining unit agreement, the District is working through the details of the implementation of a pilot calendar change with the Minnetonka Teachers Associate (MTA) through the negotiation process.

Dr. LaDue also noted that a final proposal for a calendar change to support professional learning may come before the Board for approval in June.

### **CITIZEN INPUT**

Chairperson Wagner extended an invitation to members of the audience who wished to address the Board on any topic. She also read the guidelines for Citizen Input, for the benefit of those who wished to speak. Two individuals then addressed the Board:

- District resident and parent David Haeg addressed the Board regarding the need for more students to ride the bus, walk or bike to school instead of being dropped off. He noted that Groveland Elementary had participated in Bike and Walk Day on May 3, and it had been highly successful.
- District resident and parent Stacey Klein addressed the Board regarding her concerns with the District's reading instruction for students who are on IEPs.

## **REVIEW OF COMMUNITY SURVEY RESULTS**

Executive Director of Communications Dr. JacQui Getty and Peter Leatherman, of the Morris Leatherman Company, presented results of the recent community survey. Highlights included the following:

# Survey Methodology

## 2023 Minnetonka School District

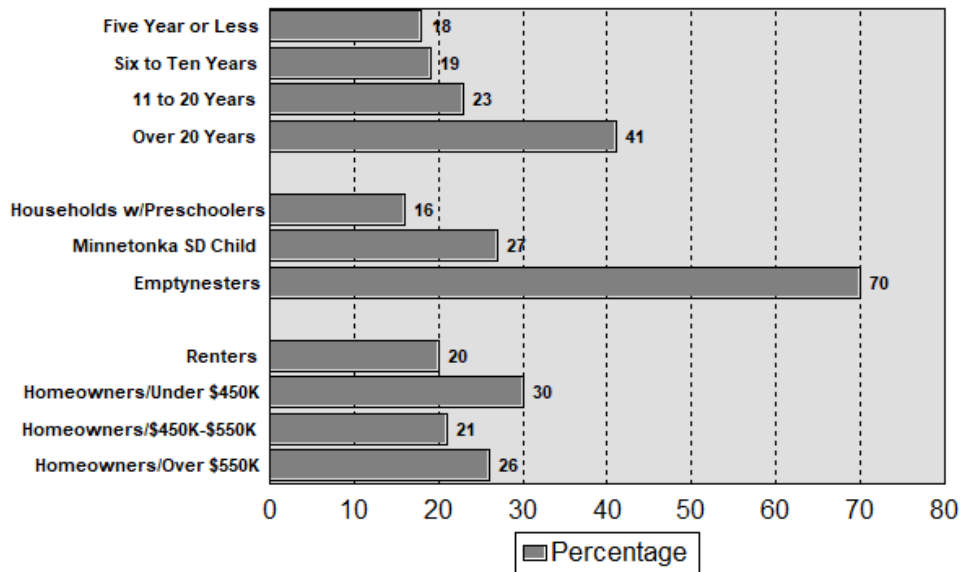
- ① 400 random household sample of Minnetonka School District residents
  - ① Projectable within +/- 5.0% in 95 out of 100 cases
- ① 300 random household sample of Minnetonka School District parents
  - ① Projectable within +/-5.8% in 95 out of 100 cases
- ① Telephone interviews conducted between May 1st and 12th, 2023
- ① Average interview time of 10 minutes
- ① Non-response level of 5.5%
  
- ① Cellphone Only Households: 50%
- ① Landline Only Households: 12%
- ① Both Landline and Cellphone Households: 38%

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# Demographics I

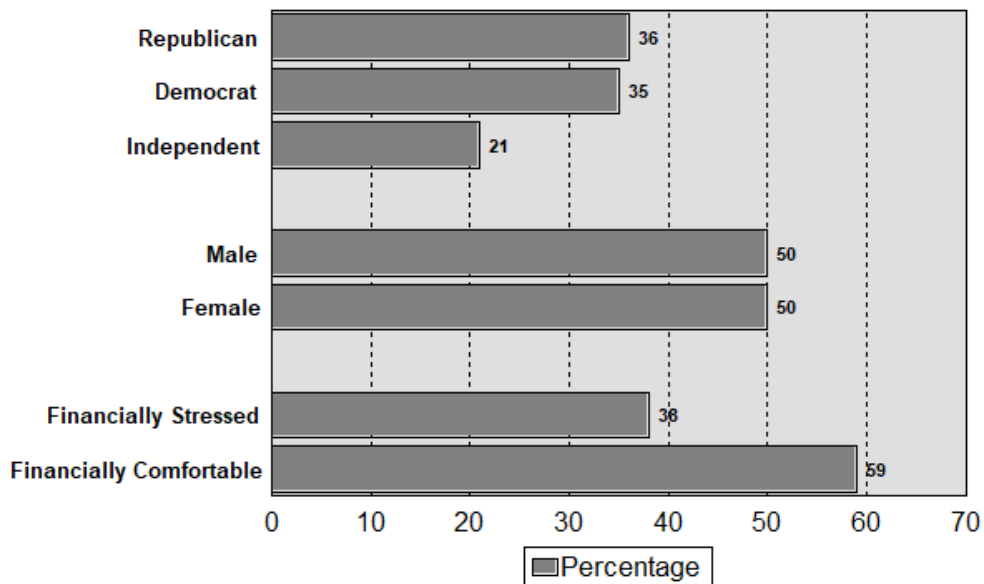
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# Demographics II

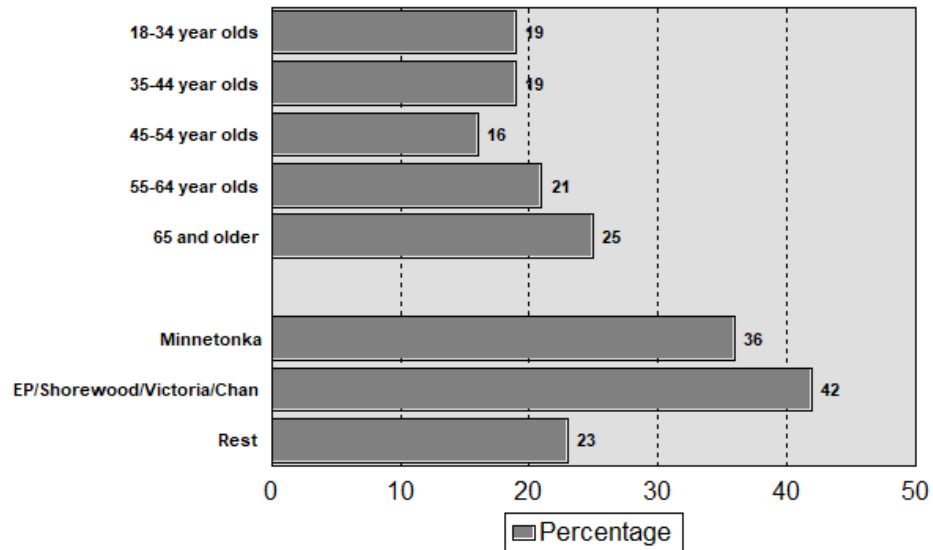
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# Demographics III

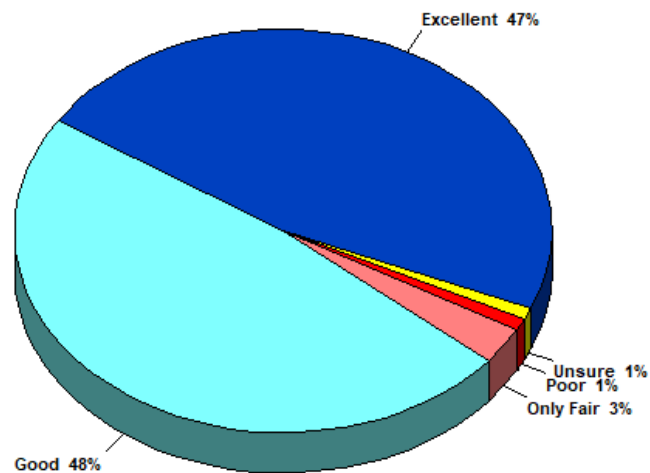
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# Quality of Education

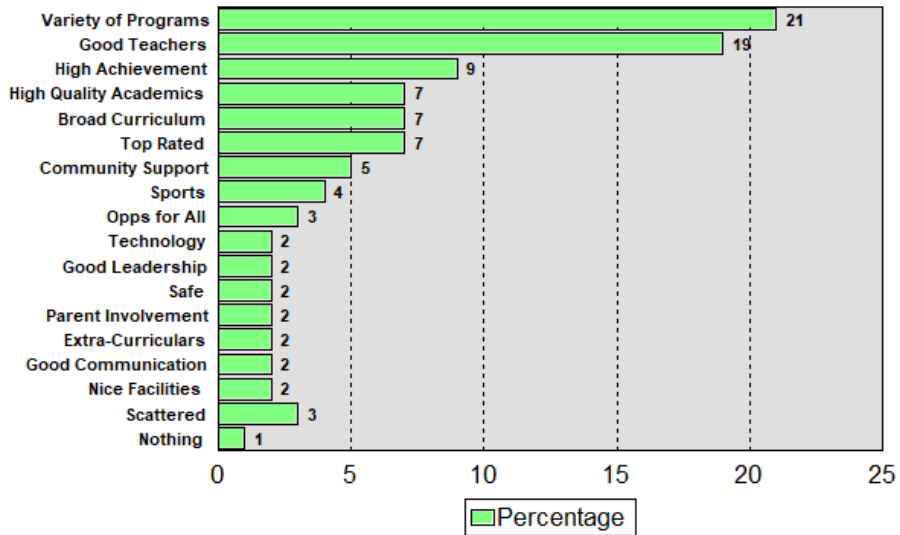
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## Like Most

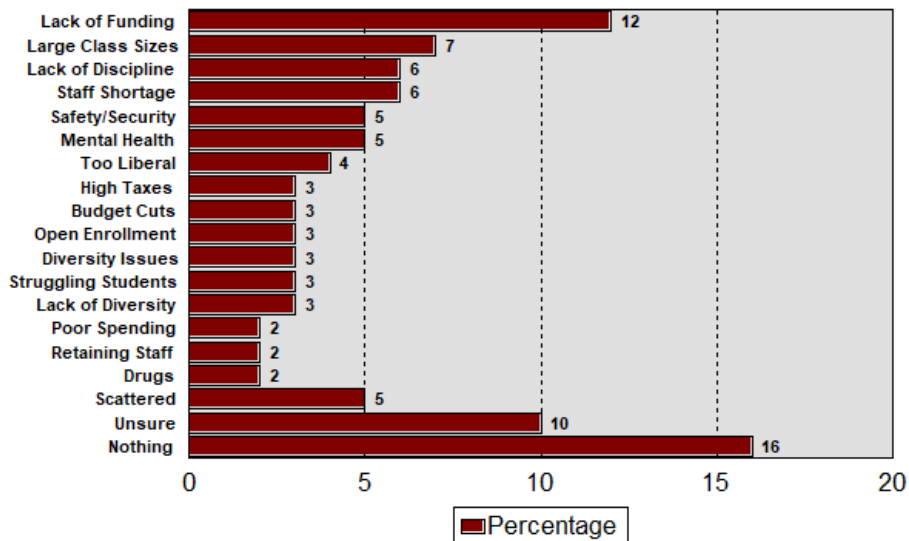
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## Most Serious Issue

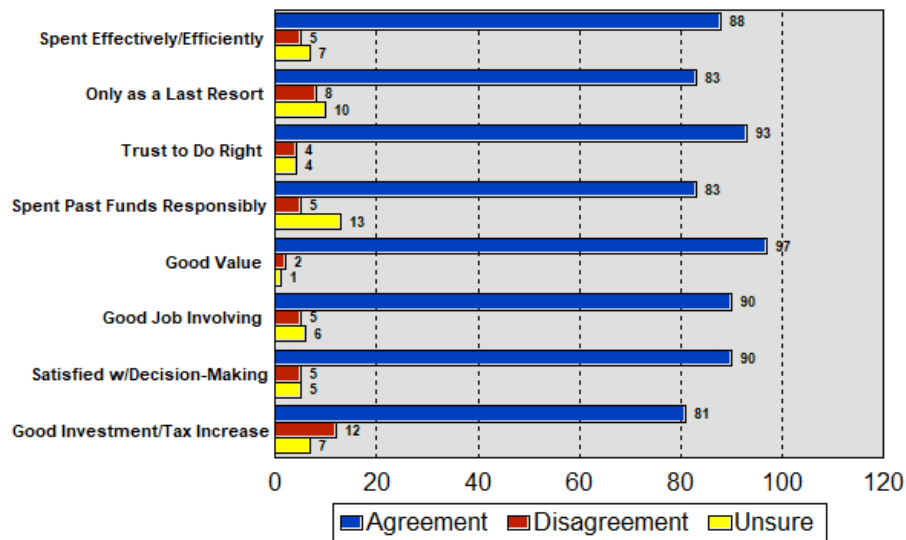
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# Specific School District Perceptions

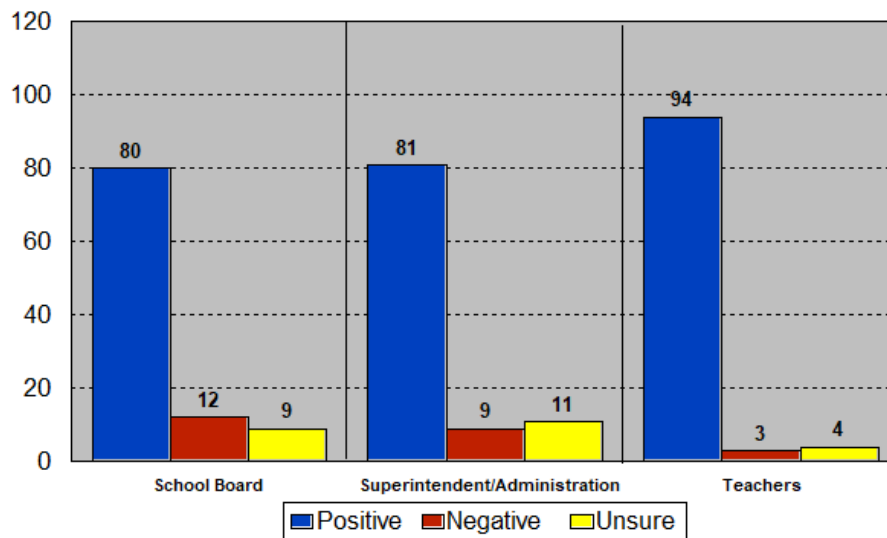
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# Job Performance Ratings

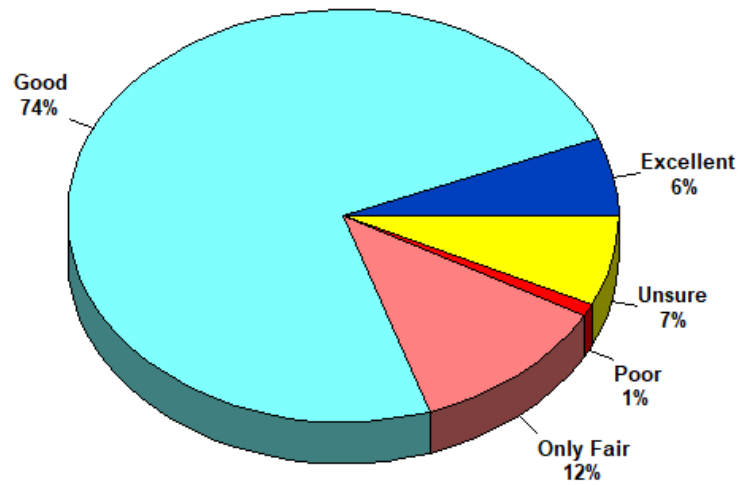
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# Financial Management

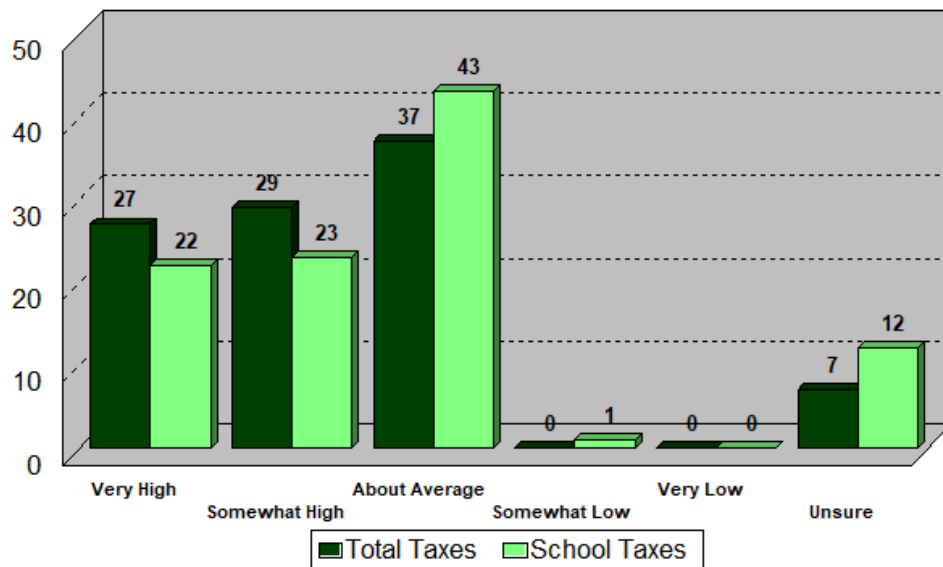
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# Property Tax Comparisons

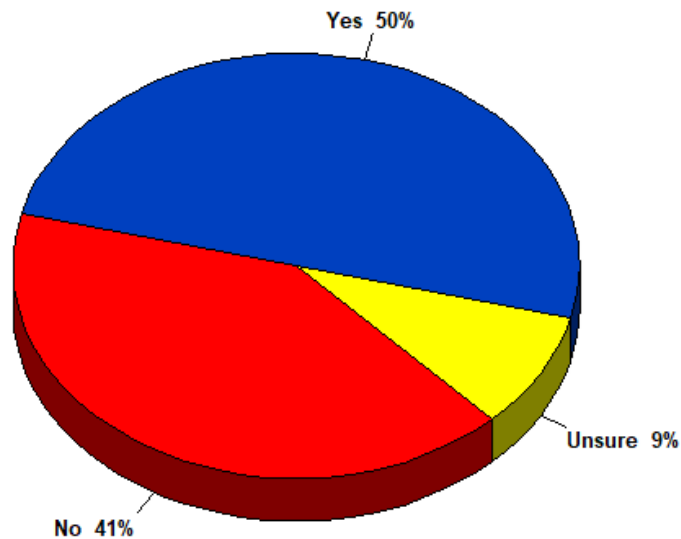
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## District Adequately Funded

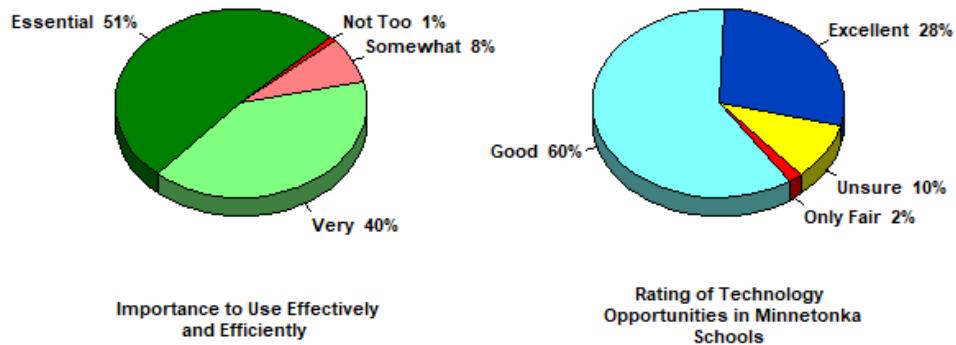
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## Technology

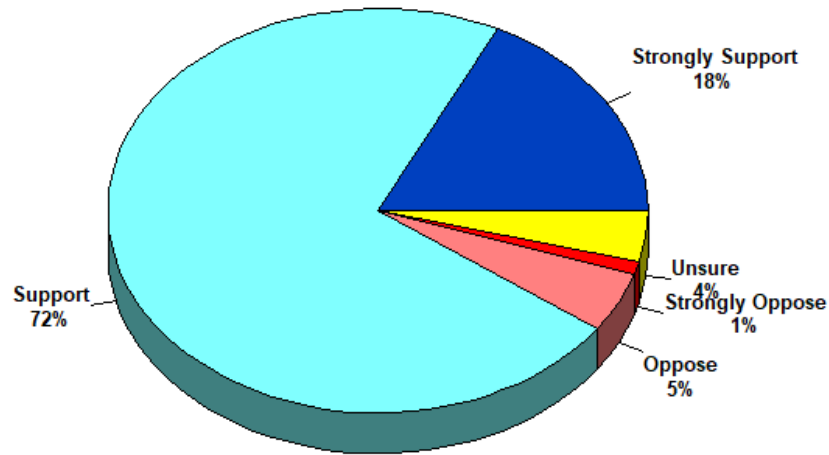
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# Operating Levy Renewal

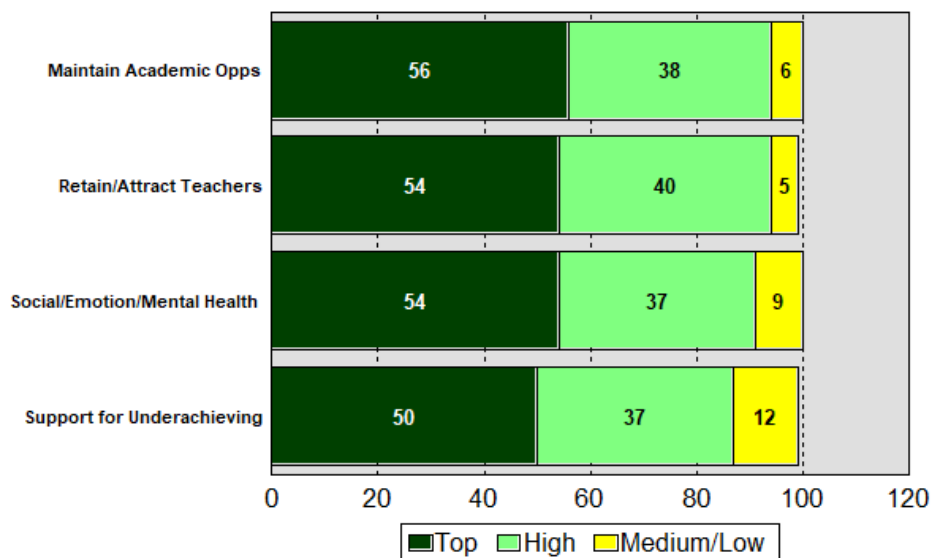
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# Priority for Funding

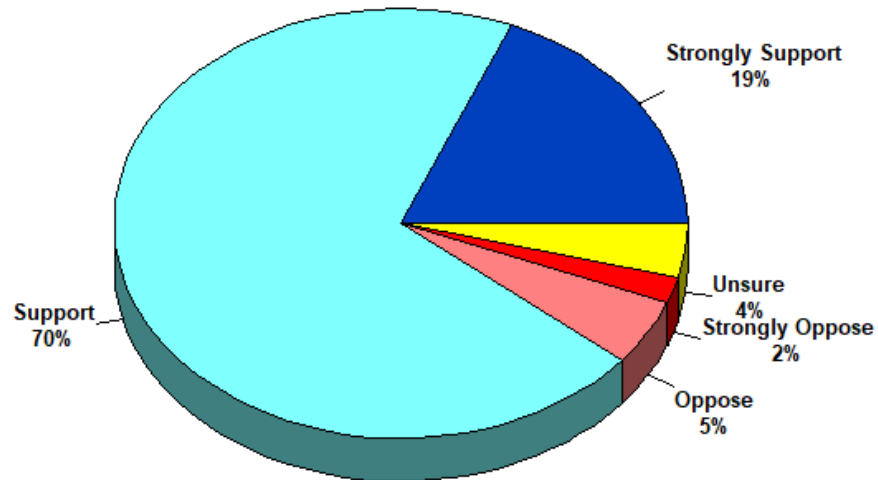
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# Technology Levy Renewal

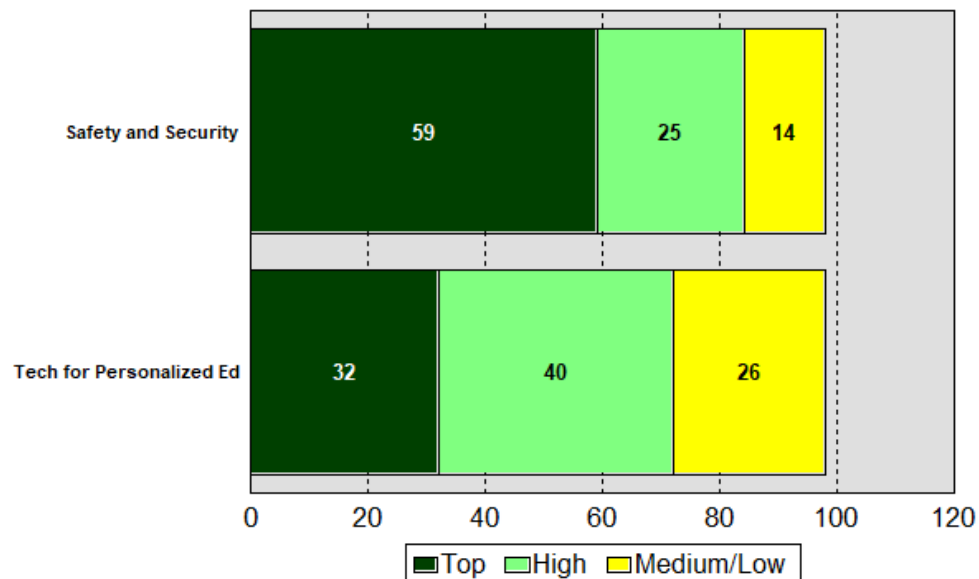
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# Priority for Funding

2023 Minnetonka School District

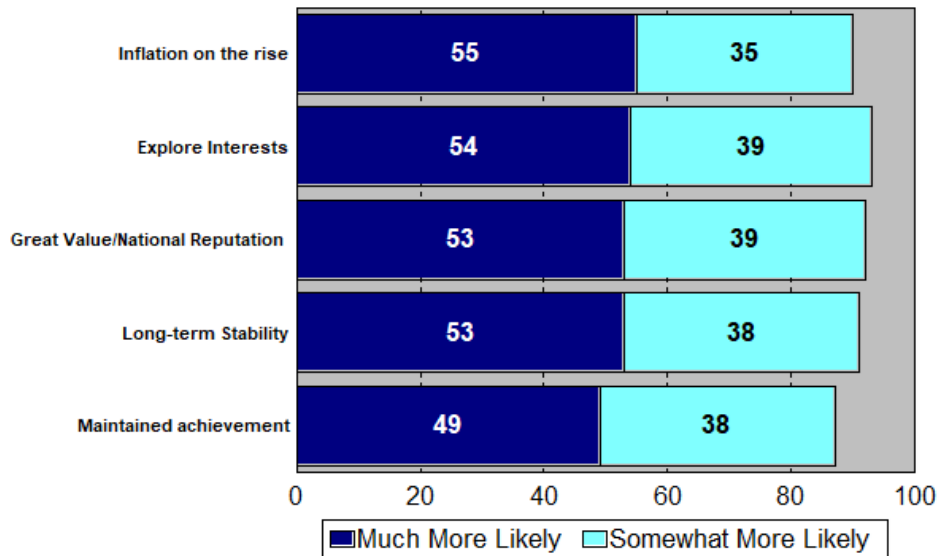


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# Arguments for Levy

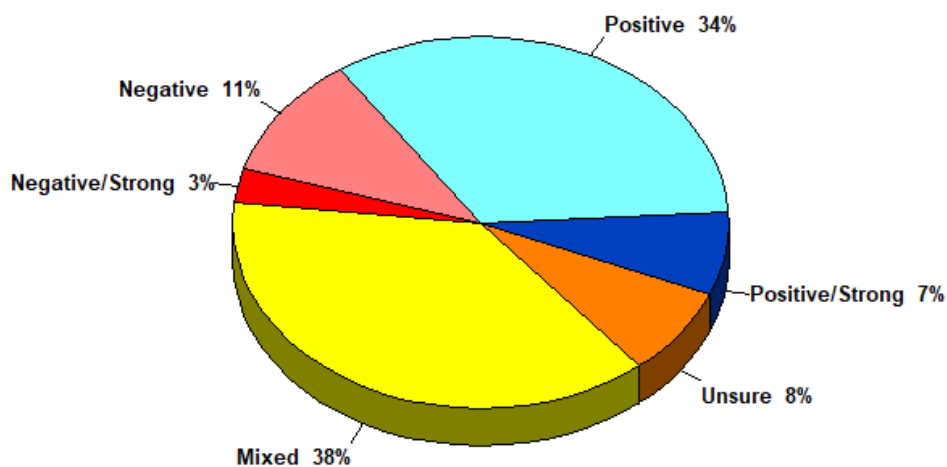
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# Impression of Open Enrollment

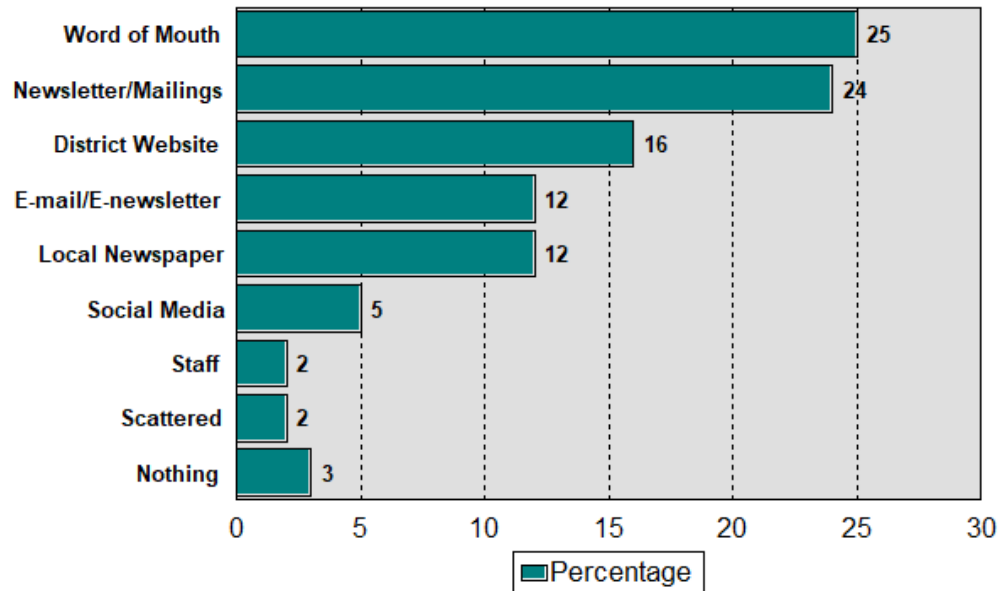
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# Principal Source of Information

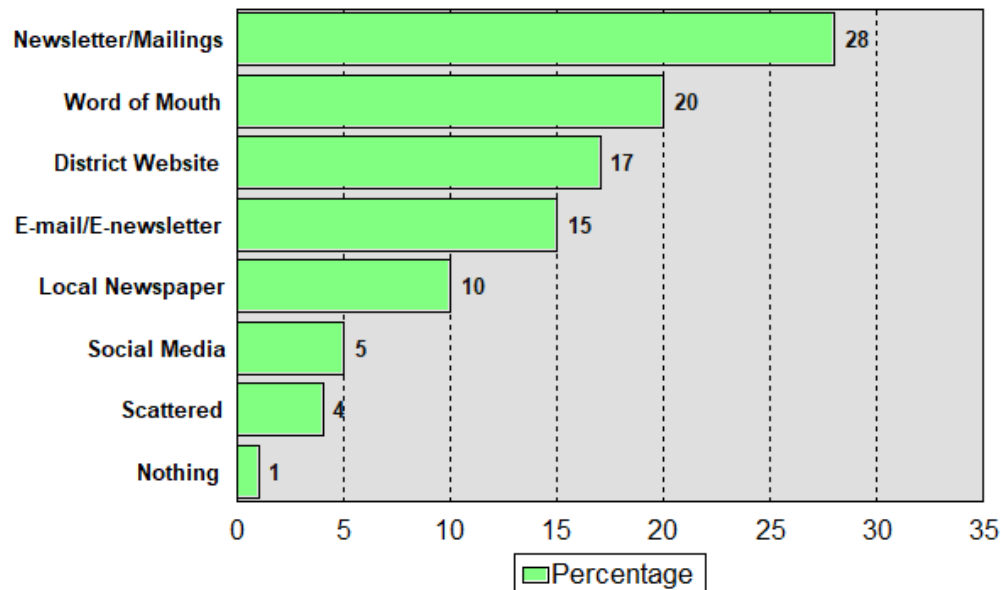
2023 Minnetonka School District



Morris Leatherman Company

# Most Effective Way

2023 Minnetonka School District



Morris Leatherman Company

Board members thanked Ms. Getty and Mr. Leatherman for the great information.

### **REVIEW OF REVIEW AND COMMENT SUBMISSION FOR POTENTIAL CAPITAL PROJECTS REFERENDUM**

Executive Director of Finance and Operations Paul Bourgeois led the discussion. He explained that the District has had a Capital Projects Referendum to fund technology, classroom equipment and other uses in place since voters of the District first approved one on November 5, 2002 at a rate of 6.2586% of net tax capacity of the District.

The Capital Projects Referendum was revoked and renewed by the voters of the District for 10 years on November 6, 2007 at the existing rate of 6.2586% of the net tax capacity of the District. The Capital Projects Referendum was revoked and renewed by the voters of the District for 10 years on November 3, 2015. Due to property tax calculation changes by the Legislature between 2007 and 2015, the rate at that time was .6.569% of the net tax capacity of the District, which was equivalent to the former rate under the former property tax laws in terms of revenue that would be collected by the District.

The current Capital Projects Referendum authority of 6.569% of net tax capacity runs through the December 2024 property tax levy. The levy set in December 2024 will be collected in calendar year 2025 to fund Fiscal Year 2026, which runs from July 1, 2025 through June 30, 2026. It is prudent for the School Board to consider revoking and renewing the Capital Projects Referendum authority prior to its expiration. Capital Projects Referendum questions are required by statute to be run on the General Election in November.

As a result, at this time the School Board has two opportunities to renew the Capital Projects Referendum before the authority expires – either on the November 7, 2023 election or on the November 5, 2024 election. While the School Board has not determined if they will call an election to revoke and renew the Capital Projects Referendum on November 7, 2023, it is prudent for the School Board to keep open the option of either a November 7, 2023 or November 5, 2024 election at this time.

In order to keep the option open of a November 7, 2023 Capital Projects Referendum renewal election, there is a significant requirement that must be undertaken at this time due to the various associated statutory timelines. Specifically, Minnesota Statute 123B.71 requires that a school district submit a request to the Minnesota Department of Education (MDE) for review and comment on a proposed Capital Projects Referendum Levy.

The submission consists of a cover letter from the Superintendent giving various pieces of information about the proposed Capital Projects Referendum. The submission must also include information related to criteria set out in MS 123.71 Subdivision 9. The School Board must adopt a resolution authorizing administration to submit the Capital Projects Referendum for review and comment and include the board resolution with the submission packet.

The Commissioner of MDE has 60 calendar days from receiving the submission for review and comment to respond to the District. This timeline can impact the School Board's ability to call a Capital Projects Referendum. A school board must pass a resolution to call an election no later than August 25, 2023 in order to have a question on the ballot for November 7, 2023 election.

If, after reviewing the Review and Comment Submission documents at this Study Session, the School Board approves a resolution authorizing administration to submit the request for review and comment at the June 1, 2023 School Board Meeting, the District will submit the request for review and comment to the Minnesota Department of Education on June 2, 2023. The Commissioner will then have 60 calendar days to provide a response to the District, with the 60<sup>th</sup> day being Tuesday, August 1, 2023. Receiving Commissioner's review and comment by August 1, 2023 or before would preserve the School Board's ability to further deliberate whether to call a Capital Projects Referendum renewal election by no later than August 25, 2023.

Board members thanked Mr. Bourgeois for the information. Chairperson Wagner noted that this item would be brought back to the June 1 regular meeting for approval.

#### **REVIEW OF POLICY #707: TRANSPORTATION OF PUBLIC SCHOOL STUDENTS**

Mr. Bourgeois and Executive Director of Special Education Christine Breen led the discussion. They explained that the changes being recommended tonight are related to the placement of students at care and treatment facilities with the purpose of aligning the policy with Minnesota Statutes and the recent Minnesota 8<sup>th</sup> Circuit Court ruling in the case of *[Student] v. Eveleth-Gilbert Public Schools* regarding the transportation of Open-Enrolled Special Education Students.

The Board agreed to the proposed changes. Chairperson Wagner noted that the policy would be brought back to the regular meeting on June 1 for approval.

#### **REVIEW OF PLAN FOR SPACE FOR MOMENTUM AVIATION STRAND**

Paul Bourgeois, Amy LaDue and MHS Principal Jeff Erickson led the discussion. They presented the following information:

The MOMENTUM Design and Skilled Trades program launched at Minnetonka High School in the 2020-21 school year. This program was designed to offer a variety of pathways for students who are passionate about real world, hands-on learning that can lead to opportunities in the skilled trades. During the current school year, with the construction for future expansion, the MOMENTUM leadership team, along with stakeholders, has created a vision for the MOMENTUM program and further development of it. This includes the identification of additional pathways that are responsive to student interests and needs while aligning to the research completed for this program.

One result of this work is the creation of the Aviation/Aeronautics pathway that is being introduced for the 2023-24 school year. This initial launch will include the Introduction to Aviation I and II courses, each a half-credit, which the Board approved in January 2023. During registration students expressed significant interest in this new opportunity, with 179 students registering for Introduction to Aviation I and 99 students registering for Introduction to Aviation II.

The initial program will include two defined strands, a Private Pilot License strand and an Unmanned Aerial Systems (UAS) Drone strand. In addition to these two opportunities, Maintenance, Air Traffic Controller, along with other aviation careers are being further explored as additional future strands. Within each strand, the courses that will make up the program are also being developed, using Aircraft Owners and Pilots Association (AOPA) as a key resource. In keeping with the current design of MOMENTUM and VANTAGE courses, the goal will be to pair required courses with aviation-specific content to make up the courses within each strand. Curriculum development and acquisition of the materials and resources to support this will be underway beginning this summer. Targeted instructional staff will also participate in AOPA professional learning.

To support this new pathway, an initial instructor with significant experience teaching aviation has been secured to fill this important role. This instructor will serve as a member of the team to further develop and implement these initial courses as well as further development of future opportunities. In addition to the District team, an Aviation Advisory Board has been formed to provide insights and guidance for this new program. The inaugural meeting for this board will be held June 1, 2023.

## **VANTAGE MOMENTUM BUILDING AVIATION WING PROPOSAL**

### Tonka Flight School – Housed On “The Flight Deck”

The upper floor will need to be installed in the MOMENTUM wing to house “The Flight Deck” of the Tonka Flight School.

This facility would have the following features:

- Three Red Hawk MCX FAA-certified Flight Simulators with dual controls – exactly as in a real airplane - to enable students to accrue flight time towards their fixed-wing pilot license. These simulators would provide the core of Tonka Flight School. They are programmable to operate as a Cessna 172 and several other Cessna, Piper and Beechcraft airplanes.
- Fixed Base Operator (FBO) Station for students to check weather conditions and file flight plans, as well as functioning as the airport tower for any instructions regarding takeoff and landing.

- Ground School – All student pilots must have extensive classes related to operating in the aviation environment.

Target in-service date for Tonka Flight School operation on The Flight Deck of the VANTAGE MOMENTUM Building is September 3, 2024.

#### Tonka Drone Academy – Housed On “The Hangar Deck”

The main floor will consist of the following components to support the Tonka Drone Academy:

- Hangar Bay – A large open area equipped with moveable tables and workbenches where drones can be prepared for flight, serviced for maintenance, and prepared to be returned to storage. Tables and workbenches are proposed to be the same high-quality equipment as those in the Maker Bay of the MOMENTUM Addition at Pagel Activity Center.
- Ground School – Space for classes on all of the various facets of operating and maintaining drones and a drone-service business can be held.
- Drone Fleet Storage – Space to safely house and recharge a wide variety of drones needed for instructing students on the piloting of various types of drones.
- Garage Door Access – Ability to back in trailers to load drones for field trips.

Following is the tentative scale layout of The Hangar Deck to house the Tonka Drone Academy.

#### Estimated Costs and Funding Source

The estimated cost of construction of the infill of the south wing of the VANTAGE MOMENTUM Building is \$1,165,000.

FAA-Certified Simulator purchase and installation for three units is estimated at \$300,000.

Additional equipment for both programs is estimated at \$300,000 for a total of \$1,765,000.

Funding will be provided by the 2023B Certificate of Participation Bond for the construction and equipping of the project with payments coming out of the Operating Capital Fund.

The annual payments will be approximately \$143,000, with the first payment in July 2024 in FY2025.

Several bonds will be restructured over FY24 and FY25 to create payment capacity to offset a portion. The 2016G, 2016L, 2016N and 2017C bonds all have the potential for refunding as interest rates peak in Calendar 2023 and start to decline in Calendar 2024.

#### General Fund Revenue Opportunity Via Community Education Indirect Costs

The Tonka Flight School and Tonka Drone Academy will be set up in such a manner that they can be utilized for Community Education classes on evenings, weekends, and during the summer. It is financially prudent to utilize the investment in these programs to generate revenue for the District.

Community Education has the ability to set fees at a level necessary to cover costs and to cover costs of overhead. This will ultimately benefit the General Fund because the General Fund has the statutory authority to assess the unrestricted indirect cost rate for all District support of Community Education for any and all Community Education programs.

#### Timeline

The target in-service date is September 3, 2024.

To meet that date, the following **tentative** schedule would be necessary.

School Board approval of the project	June 1, 2023
School Board authorization of the sale of bonds	June 1, 2023
Construction design work	June 1 August 31, 2023
City approval of project	August 31-November 30, 2023
Project out to market for bid	December 1, 2023
Bid Opening	January 4, 2024
Construction	January 4, 2024-August 4, 2024
Flight Deck and Hangar Deck in service	September 3, 2024

#### Summary

Minnetonka Independent School District 276 has the financial capacity to construct the premier space and facilities for the Tonka Flight School strand and Tonka Drone Academy strand, as well as the Instructional Program Human Resources capacity to develop the program for these strands to have them available for students for the start of school on September 3, 2024.

In the discussion that followed, Board members asked questions regarding the following items:

- Possible disruption to the students while construction is in process and ways to mitigate that
- Leasing vs. purchasing the simulators
- How to evaluate the budgetary impact of this project
- Possible use of the facility on nights and weekends
- Annual maintenance costs for the simulators
- Whether to adjust the timeframe
- The curriculum to be developed and the combination of classes to be offered

After further discussion, it was agreed to bring this item back to the June 1 Board meeting for further review.

### **REVIEW OF PROPOSED PARTNERSHIP BETWEEN MOMENTUM AND DIAMOND CLUB**

Paul Bourgeois led the discussion. He shared the following information with the Board:

Minnesota Statutes require that all school district surplus property must be offered to the public for sale so that the public has access to purchase an item.

The MOMENTUM Design and Skilled Trades program is up and running and annually is constructing an ice-fishing shanty on a trailer (Ice Castle) and four storage sheds as part of the annual curriculum. Technically these structures are the property of Minnetonka ISD 276, so if they are to be sold, they must be offered to the public.

The District has access to a State of Minnesota auction site. However, it is such a large site that bids on surplus property are somewhat sporadic. For items such as the Ice Castle and sheds, it is thought that posting them for sale on another auction site that is open to the public but used by various District booster clubs will generate more interest through the ability to promote the items through District booster club networks and thereby result in the items being sold for a higher bid than would be obtained on the State of Minnesota web site.

The Minnetonka Diamond Club (MDC) has proposed a partnership agreement with the District for the MOMENTUM items that have been and will be produced annually. They are proposing to post the items on the Greater Giving auction site, which is used frequently by various District booster groups.

Under this proposed partnership, MDC and MOMENTUM would agree on starting auction prices. The items would be listed on Greater Giving, and MDC would promote the items through its extensive network of members, former members, the business community and the community at large.



In return for this promotional service, the proposed split of any sale proceeds would be:

MOMENTUM Design and Skilled Trades	50%
Minnetonka Diamond Club	30%
Minnetonka ISD 276 Baseball	20%

The agreement is proposed to last for 5 years for FY23 through FY27, with one additional extension term of 5 years, subject to mutual agreement of the parties. The Diamond Club has the ability to rescind the rights in this agreement after July 31, 2024. This clause makes the agreement essentially a two-year trial agreement.

After discussion, it was agreed to move forward with this partnership. Chairperson Wagner noted that this item would be brought back to the June 1 board meeting for approval.

### **DISCUSSION ON MMW ROUNDABOUT**

Paul Bourgeois and Charles Howley, Director of Public Works for the City of Chanhassen, led the discussion. Mr. Howley noted that the City had applied for and was awarded \$2.2 million in MnDOT funding to construct a roundabout at the intersection of State Highway 41 and the MMW entrance. The total cost of their proposed project is \$2.8 million, inclusive of \$2.2 million in MnDOT Funding and \$200,000 in City of Chanhassen funding, with \$400,000 remaining unfunded.

The City of Chanhassen initially inquired on April 11, 2022 as to whether the School District would consider funding the remaining \$400,000. Mr. Howley noted that he was here this evening to once again ask for the District's support.

Mr. Howley then shared the following information with the Board:

## Project Costs

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

## Schedule

### To Date:

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

### Next Steps:

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

## Challenges

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

## Strategic Priorities

### Development/Redevelopment

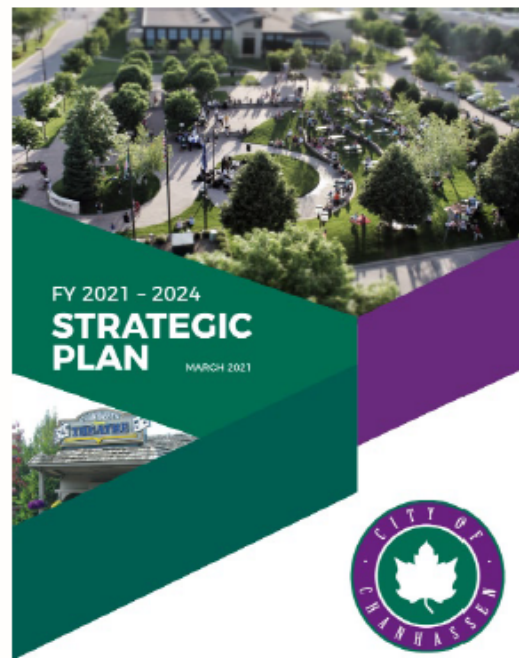
- Fiscally responsible (partnerships)
- Value-adds

### Communications

- Engagement with external stakeholders

### Operational Excellence

- Level of service for our residents and the traveling public



After discussion, it was agreed that the District would assist in the funding of this project. Chairperson Wagner noted that this item would be brought back to the June 1 regular Board meeting for approval.

### **ADJOURNMENT**

The Board adjourned the study session at 9:40 p.m.

/cyv

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

Board Agenda Item V. c

**TITLE:** Recommended Personnel Items

**DATE:** June 15, 2023

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

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

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

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

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**FUTURE ACTION/RECOMMENDATION:**

The administration recommends approval of all attached personnel changes.

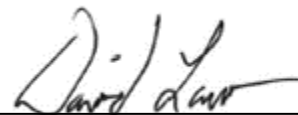
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Submitted by:

Concurrence by:



Anjie Flowers  
Executive Director of Human Resources



David Law  
Superintendent

**RECOMMENDED PERSONNEL ITEMS**

**I. INSTRUCTION**

APPOINTMENTS	ASSIGNMENT	EFFECTIVE	SALARY
BENSON, MITCHELL	SCIENCE, 0.8 FTE, MHS	2023-24	\$39,936
BENSON, MITCHELL	SCIENCE, 0.2 FTE, MHS	8/29/23-6/10/24	\$9,984
CASEY, EMILY	KINDERGARTEN SPANISH IMMERSION, 1.0 FTE, DH	2023-24	\$70,901
COLEMAN, JOEL	SOCIAL STUDIES, 1.0 FTE, MHS	2023-24	\$78,487
GIVING, BRYDEN	OCCUPATIONAL THERAPIST, 0.5 FTE, MWTA/MME	8/29/23-6/10/24	\$34,498.50
GIVING, BRYDEN	OCCUPATIONAL THERAPIST, 0.25 FTE, MWTA/MME	2023-24	\$17,249.25
GONZALEZ, VANESSA	GRADE 4, 1.0 FTE, CS	2023-24	\$48,567
KELI, BARBARA	OCCUPATIONAL THERAPIST/ASSISTIVE TECH SPECIALIST, 1.0 FTE, MHS/SAIL	2023-24	\$89,870
KIMBALL, LAURA	SCIENCE, 1.0 FTE, MME	8/29/23-6/10/24	\$84,177
KLITZKE, SARAH	ASSISTANT PRINCIPAL, 1.0 FTE, GR	2023-24	\$101,826
LONG, MELISSA	GRADE 6 LANG ARTS, 1.0 FTE, MME	2023-24	\$78,487
NESS, RACHEL	GRADE 5, 1.0 FTE, SH	2023-24	\$49,920
SCHROEDER, VALERIE	GRADE 3, 1.0 FTE, SH	8/29/23-6/10/24	\$61,417
SMITH-LOSSIAH, MARK	MEDIA SPECIALIST, 1.0 FTE, SH	8/29/23-6/10/24	\$61,417
WOODS, GABRIELLA	SPECIAL ED, 0.7 FTE, MMW	2023-24	\$44,391.10
WOODS, GABRIELLA	SPECIAL ED, 0.3 FTE, MMW	8/29/23-6/10/24	\$18,993.90

RESIGNATIONS, RETIREMENTS, TERMINATIONS	ASSIGNMENT	EFFECTIVE
BOE, ELISABETH	GRADE 1 SPANISH IMMERSION, 1.0 FTE, CS	6/9/23
KLUMB, KATHLEEN	ELEMENTARY SPANISH IMMERSION FLOAT, 1.0 FTE, CS	6/10/24
REUSS, PATRICIA	SCIENCE, 1.0 FTE, MMW	6/9/23
WEIKLE, WILLIAM	GRADES K-1, 1.0 FTE, TONKA ONLINE	6/9/23

LEAVE OF ABSENCES	ASSIGNMENT	EFFECTIVE
ADAMS, DAVID	LANGUAGE ARTS, 1.0 FTE, MHS	8/29/23-10/6/23
DOW, MARGARET	HEALTH/PHY ED, PART TIME FTE, TONKA ONLINE	9/2/23-11/10/23
MCCLELLAN, JUDY	SPECIAL ED, 0.5 FTE, TONKA ONLINE – REQUESTING 0.5 FTE LOA	2023-24
MCHUGH, LISA	ELT/SEL/READING, 0.845 FTE, MWTA – REQUESTING 0.155 FTE LOA	2023-24
MILLER, CLARE	ADVANCED LEARNING, 0.2 FTE, GR – REQUESTING 0.8 FTE LOA	2023-24

STATUS CHANGES	CURRENT ASSIGNMENT	EFFECTIVE	CHANGE
DAVIS, ELIZABETH	GRADE 3 SPANISH IMMERSION, 1.0 FTE, DH	8/29/23-6/10/24	GRADES 4-5 ENGLISH/SPANISH IMM MATH, 1.0 FTE, DH
LAVOLD, CAROLYN	SCIENCE LTS, 1.0 FTE, MME/MMW, 11/8/22-2/3/23 & 3/20/23-6/9/23	2023-24	SCIENCE, 1.0 FTE, MMW
HOWELL, AMY	CLASS D SPEC ED & STUDY LUNCH PARA, 35 HRS/WK, MMW, 8/31/22-11/7/22 & 2/6/23-3/17/23	2023-24	OCCUPATIONAL THERAPIST, 1.0 FTE, SH/MMW
LIN JOHNSON, AI AI	OCCUPATIONAL THERAPIST, 0.4 FTE, GR/MWTA/SH	8/29/23-6/10/24	GRADE 5 CHINESE IMMERSION, 1.0 FTE, SH
MCCLELLAN, JUDY	GRADE 4 CHINESE IMMERSION, 1.0 FTE, EXC	2023-24	SPECIAL ED, 0.5 FTE, TONKA ONLINE
MCHUGH, LISA	SPECIAL ED, 1.0 FTE, EXC	2023-24	ELT/SEL/READING, 0.845 FTE, MWTA
MILLER, CLARE	ELT, 0.89 FTE, MWTA	2023-24	ADVANCED LEARNING TEACHER, 0.2 FTE, GR
MONTAGUE, TARA	TEACHER ON FULL TIME LEAVE OF ABSENCE IN 23-24	2023-24	SPECIAL ED FACILITATOR/504 ASSMT COORD, 1.0 FTE, MWTA
	SPECIAL ED TEACHER/FACILITATOR, 1.0 FTE, MWTA	2023-24	

**II. BUSINESS AND OTHER NON-INSTRUCTIONAL SERVICES**

APPOINTMENTS	ASSIGNMENT	EFFECTIVE	SALARY
CONRAD, EMMA	LEVEL III OFFICE ASST FOR MCE, 8 HRS/DAY, MCEC	6/1/23	\$22.53/HR
ENGELN, DANIELLE	CLASS D SPEC ED PARA, 6 HRS/DAY, SAIL	5/31/23	\$22.19/HR
JENDREJACK, JONATHAN	LEVEL IV DOMAIN AND SYSTEMS ADMINISTRATOR, 1.0 FTE, TECH CENTER	6/5/23	\$75,318

RESIGNATIONS, RETIREMENTS, TERMINATIONS, NON-RENEWALS	ASSIGNMENT	EFFECTIVE
ARNOLD, DANIELLE	CLASS D SPEC ED PARA, 6.5 HRS/DAY, MMW	6/8/23
BEARG, JOHN	CLASS A LR/PG PARA, 3 HRS/DAY, DH	6/8/23
DALE, HANNAH	CLASS D SPEC ED PARA, 6.5 HRS/DAY, MME	6/8/23
FORGONY, ORSI	CLASS D SPEC ED PARA, 5.5 HRS/DAY, MWTA	6/8/23

HARTLEY, DEBORAH	CLASS B SUPVRY PARA, 30 MIN/DAY, MMW	6/8/23
HASKIN, KATHERINE	CLASS D SPEC ED PARA, 6.5 HRS/DAY, MMW	6/8/23
HAYDEN, DAVID	CLASS D SPEC ED, BUS/TRAFFIC PARA, 6 HRS 50 MIN/DAY, GR	6/8/23
IBERG, ERIC	CLASS A LR/PG PARA, 3 HRS/DAY, CS	6/8/23
KIANG, SUI	CLASS A LR/PG PARA, 12 HRS/WK, MWTA	5/23/23
MUELLER-SORTO, GREYSI	CLASS D SPEC ED PARA, 6.5 HRS/DAY, MWTA	6/2/23
SCHREINER-WILZ, ANGELA	CLASS D SPEC ED PARA, 6 HRS/DAY, GR	6/8/23
YORK, MARVIN	CLASS C ACADEMIC STUD SUPPT PARA, 2.25 HRS/DAY, DH	6/8/23
	CLASS D SPEC ED PARA, 4.5 HRS/DAY, DH	
	CLASS A LR/PG PARA, 3 HRS/DAY, GR	6/8/23

LEAVES	ASSIGNMENT	EFFECTIVE
NONE		

STATUS CHANGES	CURRENT ASSIGNMENT	EFFECTIVE	CHANGE
FENSKE, JASON	RESIGNED AT 4/13/23 SCHOOL BOARD MEETING FROM:	6/5/23	RESCIND RESIGNATION; WILL CONTINUE TO WORK IN BOTH
HASPERT, CASEY	CLASS B & D SUPVRY & SWIM/PE PARA, 6.75 HRS/DAY, MMW	6/7/23	ASSIGNMENTS INTO 2023-24
	DEVELOPMENTAL TRAINEE, 8 HRS/DAY, BUILDINGS & GROUNDS		HEAD CUSTODIAN, 8 HRS/DAY, GR

### III. IN-DISTRICT APPOINTMENTS

APPOINTMENT	ASSIGNMENT	BUILDING	EFFECTIVE	SALARY
ASCHE, BECKY	ELEM THEATER: SEUSSICAL KIDS, REHEARSAL HELPER	MHS	6/16/23	\$150
BAIER, DAN	STUDENT REFEREE	MCEC	6/12/23	\$25.00/HR
BARTELT, LAUREN	ELEM THEATER: BROADWAY KIDS, DIRECTOR	MHS	6/16/23	\$1,500
BARTELT, LAUREN	ELEM THEATER: SEUSSICAL KIDS, ARTISTIC DIRECTOR	MHS	6/16/23	\$1,500
BURESH, WENDY	ELEM THEATER: SEUSSICAL KIDS, FRONT DESK	MHS	6/16/23	\$300
COUTTS, AVERY	T-BALL FIELD SUPVR, MCE	GR	5/25/23	\$15.84/HR
GINKEL, JASE	ELEM THEATER: SEUSSICAL KIDS, VOCAL DIRECTOR	MHS	6/16/23	\$1,500
GOLDSWORTHY, W. SEAN	MCE HOCKEY COACH	MHS	4/10/23-6/5/23	\$19,350
HELGESON, RYAN	BASEBALL ASST COACH	MHS	3/20/23-6/17/23	\$1,200
JORE, AMY	ELEM THEATER: SEUSSICAL KIDS, COSTUME DESIGNER	MHS	6/16/23	\$2,500
KOHRs, AARON	CHAMBER SIGNERS CHOIR ADVISOR	MHS	2022-23	\$4,537
KOHRs, AARON	DONNA VOCE CHOIR ADVISOR	MHS	2022-23	\$3,274
KOHRs, AARON	FALL DRAMA/MUSICAL: PIT DIRECTOR	MHS	9/22-10/22	\$4,420
KOHRs, AARON	FALL DRAMA/MUSICAL: VOICE CO-DIRECTOR	MHS	9/22-10/22	\$2,210
KUDAS, MATT	ELEM THEATER: SEUSSICAL KIDS, SCENIC CONSTRUCTION	MHS	6/16/23	\$1,500
MENKE, JENA	MIDDLE SCHOOL SELECT CHOIR ADVISOR	MMW	2022-23	\$1,633
PHILLIPS, KELLY	SPECIAL ED K-5 CHAIRPERSON	CS	2022-23	\$2,017
SCHNORR, TRUDY	ELEM THEATER: SEUSSICAL KIDS, DIRECTOR	MHS	6/16/23	\$1,500
SCHWARTZ, MELANIE	ELEM THEATER: SEUSSICAL KIDS, VOCAL DIRECTOR	MHS	6/16/23	\$750
SMITH, ANDY	VIDEO PRODUCTION CLUB ADVISOR	MHS	2022-23	\$2,762
TESDAHL, BRYCE	SUMMER STRENGTH TRAINING/WEIGHT ROOM SUPERVISOR	MHS	6/12/23-8/13/23	\$5,200

SCHOOL BOARD  
MINNETONKA I.S.D. #276  
5621 County Road 101  
Community Room

Board Agenda Item V. d.

**TITLE:** Proposal to Place Teacher on Unrequested Leave of Absence

**DATE:** June 15, 2023

We are recommending that the School Board take action to place a certain continuing contract teacher on an Unrequested Leave of Absence.

The process for eliminating or reducing the contract of a continuing teacher is governed both by Minnesota State Law and by the collective bargaining agreement between the Minnetonka School District and the Minnetonka Teachers Association.

Subsequent to School Board action, the teacher shall be given notice of the proposed action and their due process rights. Final action on the Unrequested Leave of Absence are scheduled for the School Board meeting on August 3, 2023.

Keep in mind that in some cases, due to retirements, resignations, leaves of absence or transfers, the final action of placing this teacher on Unrequested Leave of Absence may not be necessary. We will recall said teacher to a reduced contract of 0.8 FTE for the 2023-24 school year.

This teacher has certain reinstatement rights under law for up to five (5) school years.

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**RECOMMENDATION/FUTURE ACTION:**

That the School Board acts on the attached resolution and notice of proposed placement on Unrequested Leave of Absence.

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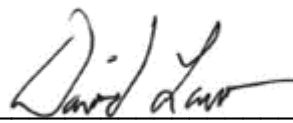
Submitted by:

Concurrence by:



Anjie Flowers

Executive Director of Human Resources



David Law

Superintendent



Resolution:

Resolution proposing to place a licensed teacher on Unrequested Leave of Absence.

*BE IT RESOLVED by the School Board of Independent School District No. 276, as follows:*

- 1. It is proposed that the below teacher of said school district be placed on unrequested leave of absence without pay or fringe benefits, effective at the end of the 2022-23 school year on June 30, 2023, pursuant to Minn Stat. § 122A.40.*

**Christine Littmann**-German World Language Teacher

- 2. That written notice be sent to said teacher regarding the proposed placement on unrequested leave of absence without pay or fringe benefits as provided by law and said notice shall include a date for hearing if requested and be in substantially the following form:*

**NOTICE OF PROPOSED PLACEMENT  
ON UNREQUESTED LEAVE OF ABSENCE  
AND NOTICE OF HEARING DATE,  
IF REQUESTED**

Dear \_\_\_\_\_:

You are hereby notified that at the meeting of the School Board of Independent School District No. 276 held on June 15, 2023, consideration was given to your placement on unrequested leave of absence without pay or fringe benefits as a teacher of Independent School District No. 276, and a resolution was adopted by a majority vote of the Board, proposing your placement on unrequested leave of absence effective at the end of the 2022-23 school year on June 30, 2023, pursuant to Minnesota Statutes, Section 122A.40 upon the grounds described in said statute and which are specifically as follows (include appropriate grounds):

Declining enrollment.

Under the provisions of the law, you are entitled to a hearing before the School Board provided that you make a request in writing within fourteen (14) days after receipt of this notice. If no hearing is requested within such period, it shall be deemed acquiescence by you to the School Board's proposed action.

Yours very truly,

SCHOOL BOARD OF  
INDEPENDENT SCHOOL DISTRICT NO. 276

\_\_\_\_\_  
Clerk of the School Board

- 3. That each and all of the foregoing grounds of said notice are within the grounds for unrequested leave placement as set forth in Minn. Stat. § 122A.40, are hereby adopted as fully as though separately set forth and resolved herein.*

The motion for the adoption of the foregoing resolution was duly seconded by Member \_\_\_\_\_ and upon vote being taken thereon, the following voted in favor thereof:

STATE OF MINNESOTA   )  
  ) ss.  
COUNTY OF HENNEPIN   )

I, the undersigned, being the duly qualified and acting Clerk of Independent School District No. 276, Minnetonka, Minnesota, hereby certify that I have carefully compared the attached and foregoing Extract of Minutes of Meeting of the School Board held on June 15, 2023, with the original thereof on file in my office, and the same is a full, true and complete transcript there from insofar as the same relates to placement of teacher listed below on unrequested leave of absence.

WITNESS MY HAND as such Clerk this 15<sup>th</sup> day of June, 2023.

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Clerk  
Independent School District No. 276  
Minnetonka, Minnesota

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

Board Agenda Item V. e

Title: Approval of Sale of Used iPads

Date: June 15, 2023

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**EXECUTIVE SUMMARY:**

As part of updating instructional technology in the District, when iPads or laptops are replaced, the District sells the used equipment in a reverse bid process where the District accepts the highest offer to purchase the used equipment.

The District has advertised 3,436 used iPads for sale as they are being replaced. It is anticipated that the District may be able to receive \$80 per iPad. The sale proceeds will be used to help make the first payment on the recently purchased latest-generation iPads.

Proposals were received by 1:00 PM on Tuesday, June 12, 2023. \_\_\_\_\_ proposals were received as follows:

Vendor 1	\$XXX,XXX.XX
Vendor 2	\$XXX,XXX.XX

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**RECOMMENDATION/FUTURE DIRECTION:**

It is recommended that the School Board accept the high proposal of \_\_\_\_\_ in the amount of \$XXX,XXX.XX for 3,436 used iPads.

***RECOMMENDED MOTION***

*BE IT RESOLVED that the School Board of Minnetonka Independent School District 276 does hereby accept the high proposal of \_\_\_\_\_ in the amount of \$XXX,XXX.XX for 3,436 surplus iPads.*

Submitted by: \_\_\_\_\_

Paul Bourgeois, Executive Director of Finance & Operations

Concurrence: \_\_\_\_\_

David Law, Superintendent

**CONSENT**

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

**Board Agenda Item V. f**

**Title: Designation of Identified Official with Authority**

**Date: June 15, 2023**

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**EXECUTIVE SUMMARY**

The Minnesota Department of Education requires the Designation of Identified Official with Authority (IOWA) for its Education Identity Access Management (EDIAM) security system. Superintendent David Law will be the District's Identified Official with Authority (IOWA) for the Education Identity & Access Management security system for the 2023-24 school year.

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**ATTACHMENTS:**

- Resolution Designating Identified Official With Authority for Education Identity and Access Management

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**RECOMMENDATION/FUTURE DIRECTION:**

It is recommended that the School Board approve Mr. David Law as the Identified Official with Authority (IOWA) for the Education Identity & Access Management security system, effective July 1, 2023.

**Submitted by:**



Paul Bourgeois, Executive Director of Finance & Operations

**Concurrence:**



David Law, Superintendent



## Education Identity and Access Management Board Resolution

David W. Law, JD  
Superintendent

Minnetonka Public Schools  
5621 County Road 101  
Minnetonka, MN 55345

(952) 401-5003

david.law@minnetonkaschools.org

The Minnesota Department of Education (MDE), Professional Educator Licensing Standards Board (PELSB), and Office of Higher Education (OHE) require annual designation of an Identified Official with Authority (IOwA) for each local educational agency that uses the Education Identity and Access Management (EDIAM) system. The IOwA is responsible for authorizing, reviewing, and recertifying user access for their local educational agency in accordance with the State of Minnesota Enterprise Identity and Access Management Standard, which states that all user access rights to Minnesota state systems must be reviewed and recertified at least annually. The IOwA will authorize user access to State of Minnesota Education secure systems in accordance with the user's assigned job duties, and will revoke that user's access when it is no longer needed to perform their job duties.

Your school board or equivalent governing board must designate an IOwA to authorize user access to State of Minnesota Education secure websites for your organization. This EDIAM board resolution must be completed and submitted to the Minnesota Department of Education annually, as well as any time there is a change in the assignment of the Identified Official with Authority.

**It is strongly recommended that only one person at the local educational agency or organization (the superintendent or exec. director) is designated as the IOwA. The IOwA will grant the IOwA Proxy role(s).**

### **Designation of the Identified Official with Authority for Education Identity and Access Management**

Organization Name: Minnetonka Public School District

6-Digit or 9-Digit Organization Number: 0276-01

Superintendent or Exec. Dir. Name: David Law

Will act as the IOwA?   X   Yes        No

If no, identify below the individual who will act as the IOwA for your organization.

---

The Superintendent or Exec. Director recommends the Board authorize the below named individual(s) to act as the Identified Official with Authority (IOwA) for this organization:

Print Name: David Law

Title: Superintendent

Board Member Signature: \_\_\_\_\_

Name: Lisa Wagner, Board Chairperson

Date: June 15, 2023

**CONSENT**

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

**Board Agenda Item V. g**

**Title: Approval of MDE Format Long-Term Facilities Maintenance and Health & Safety Plan and Statement of Assurance June 15, 2023**

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**EXECUTIVE SUMMARY:**

At the Board Meeting of April 13, 2022, the School Board approved the annual update for the 10-Year Long Term Facilities Maintenance Plan for Fiscal Year 2025 through 2024.

The approval of that plan included the detail related to all of the projects in the 10-Year Plan. The State of Minnesota requires that School Boards also approve summary one page documents of the 10-Year Plan Projected Revenues and Expenditures and a Statement of Assurances that all the projects qualify for Long Term Facility Maintenance funding. These state forms normally are released to school districts in mid-May each year, but in 2023 the release of the forms has been delayed to after Memorial Day.

The deadline for submitting the forms to the State of Minnesota is July 31, 2023. As there are no School Board Meeting scheduled in July, it is necessary to approve the State forms in June. The forms were received on the afternoon of June 1, 2023. District administration has completed the MDE forms for the June 15, 2023 Special Meeting of the School Board.

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**ATTACHMENTS:**

Long-Term Facility Maintenance Ten-Year Expenditure Application  
FY25 Long-Term Facility Maintenance Ten-Year Revenue Projection  
FY25 Long-Term Facilities Maintenance Projects  
Estimated Bonding Schedule to Fund FY25 Projects  
Statement of Assurances

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**RECOMMENDATION/FUTURE DIRECTION:**

It is recommended that the School Board approve the MDE-required documents for the update of the Ten-Year Long-Term Facilities Maintenance Plan for FY2023 through FY2033 for submission to the Minnesota Department of Education prior to July 31, 2023. The resolution is written in the MDE-recommended format.

**Submitted by:**



Paul Bourgeois, Executive Director of Finance & Operations

**Concurrence:**



David Law, Superintendent

**MINNETOKA ISD 276  
SPECIAL MEETING  
JUNE 15, 2023  
CERTIFICATION OF MINUTES**

**MOTION TO APPROVE LONG TERM FACILITIES MAINTENANCE PLAN UPDATE**

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

WHEREAS, the School Board approved an annual Ten-Year Long-Term Facilities Maintenance Plan inclusive of all projects and funding on April 13, 2023, in accordance with Minnesota Statutes,

BE IT RESOLVED, that the School Board of Minnetonka Independent School District 276 does hereby approve the Long-Term Facilities Maintenance Ten Year Plan for Fiscal Years 2025 through 2034 documents as required by the Minnesota Department of Education for submission to the Minnesota Department of Education for Commissioner approval and funding of the Fiscal Year 2024 projects, inclusive of:

Long-Term Facility Maintenance Ten-Year Expenditure Application  
FY25 Long-Term Facility Maintenance Ten-Year Revenue Projection  
FY25 Long-Term Facilities Maintenance Projects  
Estimated Bonding Schedule to Fund FY25 Projects  
Statement of Assurances

Board Members Present:

Board Members Absent:

Board Member \_\_\_\_\_ moved the motion which was seconded by Board Member \_\_\_\_\_.

Those voting in favor:


Those voting against:

WITNESS my hand officially as such recording officer and duly appointed School Board Deputy Clerk on June 15, 2023.

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Paul Bourgeois, School Board Deputy Clerk



 <div> <div>Division of School Finance</div> <div>400 NE Stinson Blvd</div> <div>Minneapolis, MN 55413</div> </div>		<div>Long-Term Facility Maintenance Ten-Year Expenditure Application (LTFM) - Fund 01 and Fund 06 Projects Only</div> <div>ED - 02478-09</div>										
<b>Instructions:</b> Enter estimated, allowable LTFM expenditures (Fund 01 and/or Fund 06 only) under Minnesota Statutes 2021, section 123B.595, subd. 10. Enter by Uniform Financial and Accounting Reporting Standards (UFARS) finance code and by fiscal year in the cells provided.												
District Info.		Enter Information		District Info.		Enter Information						
District Name:	Minnetonka	Date:	6/16/2023									
District Number:	276	Email:	paul.bourgeois@minnetonkaschools									
District Contact Name:	Paul Bourgeois											
Contact Phone #	612-240-5997											
Fiscal Year (FY) Ending June 30												
Expenditure Categories		2023 (base year)	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033
Health and Safety - this section excludes project costs in Category 2 of \$100,000 or more for which additional revenue is requested for Finance Codes 358, 363 and 366.												
Finance Code	Category (1)											
347	Physical Hazards	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
349	Other Hazardous Materials	\$120,000	\$120,000	\$120,000	\$120,000	\$120,000	\$120,000	\$120,000	\$120,000	\$120,000	\$120,000	\$120,000
352	Environmental Health and Safety Management	\$120,000	\$120,000	\$120,000	\$120,000	\$120,000	\$120,000	\$120,000	\$120,000	\$120,000	\$120,000	\$120,000
358	Asbestos Removal and Encapsulation	\$120,000	\$120,000	\$120,000	\$120,000	\$120,000	\$120,000	\$120,000	\$120,000	\$120,000	\$120,000	\$120,000
363	Fire Safety	\$120,000	\$120,000	\$120,000	\$120,000	\$120,000	\$120,000	\$120,000	\$120,000	\$120,000	\$120,000	\$120,000
366	Indoor Air Quality	\$100,000	\$110,000	\$110,000	\$110,000	\$110,000	\$110,000	\$110,000	\$110,000	\$110,000	\$110,000	\$110,000
Total Health and Safety Capital Projects		\$590,000	\$600,000	\$600,000	\$600,000	\$600,000	\$600,000	\$600,000	\$600,000	\$600,000	\$600,000	\$600,000
Health and Safety - Projects Costing \$100,000 or more per Project/Site/Year												
Finance Code	Category (2)											
358	Asbestos Removal and Encapsulation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
363	Fire Safety	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
366	Indoor Air Quality	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Health and Safety Capital Projects \$100,000 or More		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Remodeling for Approved Voluntary Pre-K under Minnesota Statutes, section 124D.151												
Finance Code	Category 3 (a)											
355	Remodeling for prekindergarten (Pre-K) instruction approved by the commissioner.	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Remodeling for Approved Voluntary Pre-K Projects		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Remodeling for Gender-Neutral Single-User Restrooms												
Finance Code	Category 3 (b) LTFM REVENUE EFFECTIVE FY 2025											
UFARS Coding Pending	Remodeling for gender-neutral single user restroom per site.	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Remodeling for Gender-Neutral Single User Projects		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Accessibility												
Finance Code	Category (4)											
367	Accessibility	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Accessibility Projects		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Deferred Capital Expenditures and Maintenance Projects												
Finance Code	Category (5)											
368	Building Envelope	\$0	\$260,000	\$1,540,000	\$0	\$500,000	\$2,385,000	\$1,400,000	\$1,545,000	\$3,390,000	\$1,145,000	\$1,645,000
369	Building Hardware and Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
370	Electrical	\$582,000	\$0	\$0	\$400,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0
379	Interior Surfaces	\$1,858,000	\$2,795,000	\$1,085,000	\$2,095,000	\$1,945,000	\$745,000	\$215,000	\$215,000	\$215,000	\$215,000	\$215,000
380	Mechanical Systems	\$2,246,000	\$2,940,000	\$2,510,000	\$4,390,000	\$2,440,000	\$1,650,000	\$2,745,000	\$0	\$0	\$1,900,000	\$0
381	Plumbing	\$124,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
382	Professional Services and Salary	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
383	Roof Systems	\$343,000	\$1,635,000	\$2,700,000	\$2,100,000	\$3,355,000	\$2,750,000	\$3,025,000	\$3,885,000	\$1,340,000	\$1,640,000	\$1,340,000
384	Site Projects	\$1,092,000	\$1,355,000	\$2,950,000	\$1,000,000	\$1,745,000	\$1,905,000	\$700,000	\$900,000	\$900,000	\$900,000	\$900,000
Total Deferred Capital Expense and Maintenance		\$6,245,000	\$8,985,000	\$10,785,000	\$9,985,000	\$9,985,000	\$9,435,000	\$8,085,000	\$6,545,000	\$5,845,000	\$5,800,000	\$4,100,000
Total Annual 10-Year Plan Expenditures		\$6,835,000	\$9,585,000	\$11,385,000	\$10,585,000	\$10,585,000	\$10,035,000	\$8,685,000	\$7,145,000	\$6,445,000	\$6,400,000	\$4,700,000
Fund Balance Section												
Fund 01												
	Beginning Fund Balance 01-467-XX	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	LTFM Fiscal Year Revenue - Levy	\$590,000	\$600,000	\$600,000	\$600,000	\$600,000	\$600,000	\$600,000	\$600,000	\$600,000	\$600,000	\$600,000
	LTFM Fiscal Year Revenue - AID if Applicable	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	LTFM Fiscal Year Revenue Other	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	LTFM Transfer IN from Fund 06 if applicable (see transfer guidance tab)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	LTFM Transfer OUT from Fund 01 if applicable (see transfer guidance tab)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	LTFM Transfer OUT if applicable - Special Legislation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	LTFM Estimated Fiscal Year Expenditures	\$590,000	\$600,000	\$600,000	\$600,000	\$600,000	\$600,000	\$600,000	\$600,000	\$600,000	\$600,000	\$600,000
Ending Fiscal Year Fund Balance 01-467-XX		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Fund 06												
	Beginning Fund Balance 06-467-XX	\$5,337,007	\$8,077,007	\$9,877,007	\$9,077,007	\$9,077,007	\$8,527,007	\$7,177,007	\$5,637,007	\$4,937,007	\$4,892,007	\$3,192,007
	LTFM Fiscal Year Bonded Revenue	\$8,985,000	\$10,785,000	\$9,985,000	\$9,985,000	\$9,435,000	\$8,085,000	\$6,545,000	\$5,845,000	\$5,800,000	\$4,100,000	\$4,100,000
	LTFM Fiscal Year Revenue Other	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	LTFM Transfer IN from Fund 01 if applicable (see transfer guidance tab)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	LTFM Transfer OUT from Fund 06 if applicable (see transfer guidance tab)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Other Transfers	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	LTFM Estimated Fiscal Year Expenditures	\$6,245,000	\$8,985,000	\$10,785,000	\$9,985,000	\$9,985,000	\$9,435,000	\$8,085,000	\$6,545,000	\$5,845,000	\$5,800,000	\$4,100,000
Ending Fiscal Year Fund Balance 06-467-XX		\$8,077,007	\$9,877,007	\$9,077,007	\$9,077,007	\$8,527,007	\$7,177,007	\$5,637,007	\$4,937,007	\$4,892,007	\$3,192,007	\$3,192,007

FY 25 Long-Term Facilities Maintenance (LTFM) Ten-Year Revenue Projection				Revised 5/4/2023												
276	<= Type in School District Number															
	MINNETONKA PUBLIC SCHOOL DISTRICT															
		Change only if requiring levy adjustments	Payable 2023 LLC Certification	Current Estimate												
Calculations for Ten Year Projection				Pay 23 LLC #	FY 2023	FY 2024	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028	FY 2029	FY 2030	FY 2031	FY 2032	FY 2033
1	Type your district number in cell A2 (Minneapolis = 1.2)															
2	Type APU, health and safety and alternative facilities project, and bond estimates in lines 6a, 14, 16b to 18, 20, 21, 26, 27 and 50b															
3	Type debt excess, intermediate/coop district, and revenue reduction data in lines 13, 15, 23, 31, and 33															
4	Look-up data from following tabs															
5	Initial Formula Revenue															
6	Current year APU	57	12,257.20	12,295.00	12,231.04	12,231.04	12,231.04	12,231.04	12,231.04	12,231.04	12,231.04	12,231.04	12,231.04	12,231.04	12,231.04	12,231.04
6a	Additional Pre-K Pupil Units ( line 19 of Pre-K application)															
6b	Total Adjusted Pupil Units = (6) + (6a)				12,295.00	12,231.04	12,231.04	12,231.04	12,231.04	12,231.04	12,231.04	12,231.04	12,231.04	12,231.04	12,231.04	12,231.04
7	District average building age (uncapped)	401	47.56	47.58	48.58	49.58	50.58	51.58	52.58	53.58	54.58	55.58	56.58			
8	Formula allowance		\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00
9	Building age ratio = (Lesser of 1 or (7) / 35)	402		1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000
10	Initial revenue = (6) * (8) * (9)	403	4,657,736	4,672,100	4,647,795	4,647,795	4,647,795	4,647,795	4,647,795	4,647,795	4,647,795	4,647,795	4,647,795	4,647,795	4,647,795	4,647,795
11	Added revenue for Eligible H&S Projects > \$100,000 / site															
12	Debt service for existing Alt facilities H&S bonds (1B) - gross before debt excess	702		-	-	-	-	-	-	-	-	-	-	-	-	-
13	Debt Excess related to Debt service for existing Alt facilities H&S bonds (1B)	756		-	-	-	-	-	-	-	-	-	-	-	-	-
14	Debt service for portion of existing Alt facilities bonds from line (22) attributable to eligible H&S Projects > \$100,000 per site (1A)	701		-	-	-	-	-	-	-	-	-	-	-	-	-
15	Debt Excess related to Debt service for portion of existing Alt facilities bonds attributable to eligible H&S Projects > \$100,000 per site (1A)	755		-	-	-	-	-	-	-	-	-	-	-	-	-
16a	Existing Net debt service for LTFM bonds for eligible new H&S projects > \$100,000 / site = (principal + interest)*1.05 - portion of bond paid by initial revenue from "IAQFAA Bonds" tab			-	-	-	-	-	-	-	-	-	-	-	-	-
16b	New debt service for LTFM bonds for eligible new H&S projects > \$100,000 / site = (principal + interest)*1.05 - portion of bond paid by initial revenue			-	-	-	-	-	-	-	-	-	-	-	-	-
17	Net debt service for LTFM bonds for eligible new H&S projects > \$100,000 / site = (principal + interest)*1.05 - portion of bond paid by initial revenue = (16a) + (16b)	767		-	-	-	-	-	-	-	-	-	-	-	-	-
18	Pay as you go revenue for eligible new H&S projects > \$100,000 / site	405	-	-	-	-	-	-	-	-	-	-	-	-	-	-
19	Total additional revenue for eligible H&S projects >\$100,000 / site (12) - (13) + (14) -(15) + (17) + (18)	406	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Added revenue for Pre-K remodeling (for VPK approvals only)															
20a	Net debt service for bonds approved for Pre-K remodeling	768		-	-	-	-	-	-	-	-	-	-	-	-	-
20b	Pay as you go for projects approved for Pre-K remodeling	407		-	-	-	-	-	-	-	-	-	-	-	-	-
20c	Total Pre-K revenue			-	-	-	-	-	-	-	-	-	-	-	-	-
20d	Total New Law Revenue (10) + (19) + (20c)	408		4,672,100	4,647,795	4,647,795	4,647,795	4,647,795	4,647,795	4,647,795	4,647,795	4,647,795	4,647,795	4,647,795	4,647,795	4,647,795

FY 25 Long-Term Facilities Maintenance (LTFM) Ten-Year Revenue Projection					Revised 5/4/2023												
276	<= Type in School District Number																
	MINNETONKA PUBLIC SCHOOL DISTRICT																
			Change only if requiring levy adjustments	Payable 2023 LLC Certification	Current Estimate												
Calculations for Ten Year Projection					Pay 23 LLC #	FY 2023	FY 2024	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028	FY 2029	FY 2030	FY 2031	FY 2032	FY 2033
	Old Formula revenue																
21	Old formula Health & Safety revenue (these should match the pay as you go amounts entered into the Health & Safety Data Submission System through FY 2025)			409		600,000	600,000	600,000	600,000	600,000	600,000	600,000	600,000	600,000	600,000	600,000	600,000
22	Old formula alt facilities debt revenue (1A) - gross before debt excess			701		4,906,943	5,453,794	5,460,073	5,451,137	5,346,334	5,335,563	5,323,037	5,070,202	5,059,959	5,063,752		
23	Debt Excess allocated to line 22					-	-	-	-	-	-	-	-	-	-	-	-
24	Old formula alt facilities debt revenue (1A) - debt excess			765		4,906,943	5,453,794	5,460,073	5,451,137	5,346,334	5,335,563	5,323,037	5,070,202	5,059,959	5,063,752		
25	Old formula alt facilities net debt revenue (1B) = (12) - (13)			766		-	-	-	-	-	-	-	-	-	-	-	-
26	Old formula alt facilities pay as you go revenue (1A)			410		-	-	-	-	-	-	-	-	-	-	-	-
26b (18)	Pay-as-you-go revenue for H&S projects over \$100,000 per site			411		-	-	-	-	-	-	-	-	-	-	-	-
27	Old formula alt facilities pay as you go revenue (1B) > \$500,000 (these should match the pay as you go amounts entered into the Health & Safety Data Submission System through FY 2024)			413		-	-	-	-	-	-	-	-	-	-	-	-
27a	LTFM "H&S >100K per site" bonds			767													
27b	LTFM "other" bonds for 1A hold harmless			769		2,518,038	3,424,582	4,287,565	5,149,998	5,970,695	6,671,630	7,217,978	7,704,627	8,188,208	8,527,192		
28	Old formula deferred maintenance revenue = (if (22) + (26) = 0, (10) * (\$64 / formula allowance))			416		-	-	-	-	-	-	-	-	-	-	-	-
29	Total old formula revenue = (21)+(24)+(25)+(26)+(26b)+(27)+(27a)+(27b)+(28)			417		8,024,992	8,024,982	9,478,375	10,347,638	11,201,136	11,917,029	12,607,193	13,141,015	13,374,828	13,848,167	14,190,944	
30	Total LTFM Revenue for Individual District Projects = Greater of (20d) or [(29) + (20c)]			418		8,024,992	8,024,982	9,478,375	10,347,638	11,201,136	11,917,029	12,607,193	13,141,015	13,374,828	13,848,167	14,190,944	
31	District Requested Reduction from Maximum LTFM Revenue (to levy less than the maximum). Also enter this amount in the Levy Information System. Stated as positive number			419		-	-	-	-	-	-	-	-	-	-	-	-
32	District LTFM Revenue (30) - (31)			420		8,024,992	8,024,982	9,478,375	10,347,638	11,201,136	11,917,029	12,607,193	13,141,015	13,374,828	13,848,167	14,190,944	
33	LTFM Revenue for District Share of Eligible Cooperative / Intermediate Projects (Unequalized)			421		-	-	-	-	-	-	-	-	-	-	-	-
34	Grand Total LTFM Revenue (32) + (33)			422		8,024,992	8,024,982	9,478,375	10,347,638	11,201,136	11,917,029	12,607,193	13,141,015	13,374,828	13,848,167	14,190,944	
	Aid and Levy Shares of Total Revenue																
35	For ANTC & APU, three year prior date					2021	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	
36	Three year prior Ag Modified ANTC			35		123,681,531	123,681,531	147,181,022	153,068,263	159,190,993	165,558,633	172,180,978	179,068,218	186,230,946	193,680,184	201,427,391	
37	Three year prior Adjusted PU (New Weights)			54		12,080.69	12,080.70	12,276.64	12,288.39	12,295.00	12,231.04	12,231.04	12,231.04	12,231.04	12,231.04	12,231.04	
38	ANTC / APU = (36) / (37)			424		10,237.95	10,237.95	11,988.71	12,456.34	12,947.62	13,535.94	14,077.38	14,640.48	15,226.09	15,835.14	16,468.54	
39	State average ANTC / APU with ag value adjustment			425		10,412.94	10,412.94	12,182.56	13,566.31	14,441.54	15,019.00	15,620.00	16,245.00	16,895.00	17,571.00	18,274.00	
40	Equalizing Factor = 123% of (39)			426		12,807.92	12,807.92	14,984.55	16,686.56	17,763.09	18,473.37	19,212.60	19,981.35	20,780.85	21,612.33	22,477.02	
41	Local (levy) share of Equalized Revenue (lesser of 1 or (38) / (40))			427		79.93%	79.93%	80.01%	74.65%	72.89%	73.27%	73.27%	73.27%	73.27%	73.27%	73.27%	
42	State (aid) share of Equalized Revenue (1 - (41))			428		20.07%	20.07%	19.99%	25.35%	27.11%	26.73%	26.73%	26.73%	26.73%	26.73%	26.73%	
43	Equalized Revenue (lesser of (34) or (6) * (8))			423		4,657,736	4,672,100	4,647,795	4,647,795	4,647,795	4,647,795	4,647,795	4,647,795	4,647,795	4,647,795	4,647,795	
44	Initial LTFM State Aid (42) * (43)			429		934,844	937,479	929,227	1,178,265	1,259,990	1,242,229	1,242,281	1,242,322	1,242,364	1,242,402	1,242,433	
45	Old formula Grandfathered Alternative Facilities Aid			431		-	-	-	-	-	-	-	-	-	-	-	-
46	Total LTFM State Aid (Greater of (44) or (45))			432		934,844	937,479	929,227	1,178,265	1,259,990	1,242,229	1,242,281	1,242,322	1,242,364	1,242,402	1,242,433	
47	Total LTFM Levy (34) - (46) (including coop/intermediate)			435		7,090,149	7,087,502	8,549,148	9,169,372	9,941,146	10,674,799	11,364,912	11,898,693	12,132,464	12,605,766	12,948,512	
	Debt Service Portion of Revenue (non-grandfather districts)																
49	Subtotal Debt Service Revenue from above = (12) - (13) + (17) + (20a) + (24)			765+766+767+768			4,906,943	5,453,794	5,460,073	5,451,137	5,346,334	5,335,563	5,323,037	5,070,202	5,059,959	5,063,752	
50	Existing LTFM bonds excluding bonds on line 17 (principal + interest)*1.05 from "FM Other Bonds" tab			769			2,518,038	2,497,411	2,502,267	2,505,784	2,497,568	2,494,576	2,506,947	2,474,315	2,481,276	2,475,778	
50b	New LTFM bonds excluding bonds on line 17 (principal + interest)*1.05							927,171	1,785,298	2,644,214	3,473,127	4,177,054	4,711,031	5,230,312	5,706,932	6,051,414	
51	Total Debt Service Revenue = (49) + (50) + (50b)			770		7,424,982	8,878,375	9,747,638	10,601,136	11,317,029	12,007,193	12,541,015	12,774,828	13,248,167	13,590,944		
52	Equalized debt Service Revenue (lesser of (43) or (51))			436		4,672,100	4,647,795	4,647,795	4,647,795	4,647,795	4,647,795	4,647,795	4,647,795	4,647,795	4,647,795	4,647,795	
53	Debt Service Aid = (52) * (42)			438		937,479	929,227	1,178,265	1,259,990	1,242,229	1,242,281	1,242,322	1,242,364	1,242,402	1,242,433		
54	Equalized Debt Service Levy = (52) - (53)			439		3,734,621	3,718,568	3,469,529	3,387,805	3,405,565	3,405,514	3,405,473	3,405,431	3,405,393	3,405,362		
55	Unequalized Debt Service Revenue and Levy = (Greater of zero or (51) - (50))			440			2,752,881	4,230,581	5,099,843	5,953,341	6,669,234	7,359,398	7,893,220	8,127,034	8,600,372	8,943,150	
	General Fund Portion of Revenue (non-grandfather districts)																
56	Total General Fund Revenue = (34) - (51)			441			600,000	600,000	600,000	600,000	600,000	600,000	600,000	600,000	600,000	600,000	

[illegible]

**Minnetonka Independent School District 276  
Long-Term Facilities Maintenance Ten-Year Plan  
FY2024 Through FY2033**

**June 30, 2023**

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

**FY2024 Projects**

<b>School</b>	<b>Cost Ctr Course</b>	<b>Fin MDE</b>	<b>Project Description</b>	<b>Project Amount</b>
<b>Clear Springs Elementary</b>	900	379	Painting per plan	\$ 2,000
	903	379	Carpet/VCT replacement	\$ 50,000
	905	380	Replace unit ventilators - 1958 section - 15 rooms	\$ 810,000
	920	368	1986 window replacement at media center & front	\$ 260,000
<b>Deephaven Elementary</b>	900	379	Painting per plan	\$ 2,000
	903	379	Carpet/VCT replacement-1996 section	\$ 1,000
	905	380	Replace unit ventilators - 1958 section-12 rooms	\$ 640,000
	920	379	1958-60 classroom cabinet replacement -12 rooms	\$ 485,000
<b>Excelsior Elementary</b>	900	379	Painting per plan	\$ 14,000
	903	379	Carpet/VCT replacement-2009 section	\$ 45,000
<b>Groveland Elementary</b>	900	379	Painting per plan	\$ 7,000
	901	384	Running track and driveway repaving	\$ 300,000
	903	379	Carpet/VCT replacement - 1958 wall finishes	\$ 45,000
	920	379	1958-66 classroom cabinet replacement-22 rooms	\$ 650,000
	905	380	Replace unit ventilators - 1958 section - 11 rooms	\$ 450,000
<b>Minnewashta Elementary</b>	900	379	Painting per plan	\$ 5,000
	903	379	Carpet/VCT replacement	\$ 202,000
<b>Scenic Heights Elementary</b>	900	379	Painting per plan	\$ 5,000
	903	379	Carpet/VCT replacement	\$ 5,000
	905	380	Replace unit ventilators - 1967 section - 10 rooms and rooftop R-22 HVAC unit	\$ 610,000
	945	384	Paving - east parking lot and fire lane drive	\$ 180,000
<b>Minnetonka Middle School East</b>	900	379	Painting per plan	\$ 5,000
	903	379	Carpet/VCT replacement	\$ 92,000
<b>Minnetonka Middle School West</b>	900	379	Painting per plan	\$ 2,000
	903	379	Carpet/VCT replacement	\$ 70,000
	904	379	1968 science cabinet replacement	\$ 995,000
	945	384	Paving - parking lot and fire lane drive	\$ 570,000
<b>Minnetonka High School</b>	900	379	Painting per plan	\$ 5,000
	903	379	Carpet/VCT replacement	\$ 74,000
	902	383	Roofing replacement per plan	\$ 1,635,000
	905	380	Replace rooftop hvac mechanical units	\$ 290,000
	945	384	Paving - east parking lot and fire lane drive	\$ 240,000
<b>Communtiy Education Center</b>	900	379	Painting per plan	\$ 8,000
	903	379	Carpet/VCT replacement	\$ 5,000
<b>PageI Activity Center</b>	900	379	Painting per plan	\$ 9,000
<b>Highway 7 Education Center</b>	900	379	Painting per plan	\$ 1,000
<b>Shorewood Education Center</b>	900	379	Painting per plan	\$ 1,000
	905	380	Replace 1997 hvac mechanical units	\$ 140,000
<b>District Service Center</b>	900	379	Painting per plan	\$ 6,000
	945	384	Paving - lower lot	\$ 65,000
<b>Warehouse</b>	900	379	Painting per plan	\$ 4,000
<b>Total 23-24</b>				<b>\$ 8,985,000</b>

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

**FY2025 Projects**

<b>School</b>	<b>Cost Ctr Course</b>	<b>Fin MDE</b>	<b>Project Description</b>	<b>Project Amount</b>
<b>Clear Springs Elementary</b>	900	379	Painting per plan	\$ 5,000
	902	383	Roofing replacement per plan	\$ 1,000,000
	902	368	Exterior Siding Replacement	\$ 600,000
	903	379	Carpet/VCT replacement	\$ 20,000
<b>Deephaven Elementary</b>	900	379	Painting per plan	\$ 5,000
	903	379	Carpet/VCT replacement	\$ 20,000
	905	380	Replace rooftop hvac mechanical units	\$ 250,000
	920	368	1996 window replacement at east side	\$ 320,000
<b>Excelsior Elementary</b>	900	379	Painting per plan	\$ 5,000
	903	379	Carpet/VCT replacement	\$ 240,000
	920	379	1958-64 classroom cabinet replacement - 13 rooms	\$ 520,000
<b>Groveland Elementary</b>	900	379	Painting per plan	\$ 5,000
	903	379	Carpet/VCT replacement	\$ 20,000
<b>Minnewashta Elementary</b>	900	379	Painting per plan	\$ 5,000
	903	379	Carpet/VCT replacement	\$ 20,000
	920	368	1996 window replacement at west side	\$ 320,000
	905	380	Replace unit ventilators - 1958 section - 12 rooms	\$ 520,000
<b>Scenic Heights Elementary</b>	900	379	Painting per plan	\$ 5,000
	901	384	Pavement mill and overlay per plan	\$ 200,000
	903	379	Carpet/VCT replacement	\$ 20,000
	905	380	Replace unit ventilators - 1967 section - 14 rooms	\$ 700,000
<b>Minnetonka Middle School East</b>	900	379	Painting per plan	\$ 8,000
	901	384	Pavement mill and overlay per plan	\$ 400,000
	902	383	Roofing replacement per plan	\$ 700,000
	903	379	Carpet/VCT replacement	\$ 30,000
	905	380	Replace unit ventilators - 1964 section - 12 rooms	\$ 520,000
<b>Minnetonka Middle School West</b>	900	379	Painting per plan	\$ 8,000
	901	384	Pavement mill and overlay per plan	\$ 400,000
	902	383	Roofing replacement per plan	\$ 1,000,000
	903	379	Carpet/VCT replacement	\$ 20,000
	905	380	Replace unit ventilators - 1964 section - 12 rooms	\$ 520,000
<b>Minnetonka High School</b>	900	379	Painting per plan	\$ 10,000
	903	379	Carpet/VCT replacement	\$ 10,000
	978	384	2004 track - rebuild and replace	\$ 1,950,000
<b>Communty Education Center</b>	900	379	Painting per plan	\$ 50,000
	903	379	Carpet/VCT replacement	\$ 20,000
<b>Pagel Activity Center</b>	900	379	Painting per plan	\$ 29,000
<b>Highway 7 Education Center</b>	900	379	Painting per plan	\$ 3,000
<b>Shorewood Education Center</b>	900	379	Painting per plan	\$ 3,000
	920	368	1997 window and siding replacement	\$ 300,000
<b>District Service Center</b>	900	379	Painting per plan	\$ 3,000
<b>Warehouse</b>	900	379	Painting per plan	\$ 1,000
<b>Total 24-25</b>				<b>\$ 10,785,000</b>

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

**FY2026 Projects**

<b>School</b>	<b>Cost Ctr Course</b>	<b>Fin MDE</b>	<b>Project Description</b>	<b>Project Amount</b>
<b>Clear Springs Elementary</b>	900	379	Painting per plan	\$ 10,000
	903	379	Carpet/VCT replacement	\$ 10,000
	905	380	Replace unit ventilators - 1960 section - 12 rooms	\$ 700,000
<b>Deephaven Elementary</b>	900	379	Painting per plan	\$ 10,000
	903	379	Carpet/VCT replacement	\$ 10,000
	901	384	Pavement mill and overlay per plan	\$ 300,000
<b>Excelsior Elementary</b>	900	379	Painting per plan	\$ 10,000
	901	384	Pavement mill and overlay per plan	\$ 300,000
	902	383	Roofing replacement per plan	\$ 900,000
	903	379	Carpet/VCT replacement	\$ 20,000
<b>Groveland Elementary</b>	900	379	Painting per plan	\$ 10,000
	903	379	Carpet/VCT replacement	\$ 10,000
	920	379	1966 classroom cabinet replacement - 12 rooms	\$ 500,000
<b>Minnewashta Elementary</b>	902	383	Roofing replacement per plan	\$ 300,000
	900	379	Painting per plan	\$ 10,000
	903	379	Carpet/VCT replacement	\$ 10,000
	905	380	Replace unit ventilators-1955-64 section - 21 rooms	\$ 1,020,000
	920	379	1955-64 classroom cabinet replacement - 14 rooms	\$ 600,000
<b>Scenic Heights Elementary</b>	900	379	Painting per plan	\$ 10,000
	903	379	Carpet/VCT replacement	\$ 10,000
	905	380	1993 replace gym area hvac rooftop units	\$ 200,000
	920	379	1967 classroom cabinet replacement - 14 rooms	\$ 600,000
<b>Minnetonka Middle School East</b>	900	379	Painting per plan	\$ 10,000
	903	379	Carpet/VCT replacement	\$ 15,000
	971	370	1964 replace original switch gear & transformer	\$ 200,000
	905	380	Replace unit ventilators - 1964 section - 20 rooms	\$ 1,000,000
<b>Minnetonka Middle School West</b>	900	379	Painting per plan	\$ 10,000
	903	379	Carpet/VCT replacement	\$ 15,000
	970	370	1964 replace original switch gear & transformer	\$ 200,000
	905	380	Replace unit ventilators - 1956 section - 20 rooms	\$ 1,000,000
<b>Minnetonka High School</b>	900	379	Painting per plan	\$ 20,000
	901	384	Pavement mill and overlay per plan	\$ 400,000
	903	379	Carpet/VCT replacement	\$ 160,000
	921	368	Roofing replacement per plan	\$ 900,000
	905	380	1996 replace gym area hvac rooftop units	\$ 470,000
<b>Communtiy Education Center</b>	900	379	Painting per plan	\$ 9,000
<b>Pagel Activity Center</b>	900	379	Painting per plan	\$ 15,000
<b>Highway 7 Education Center</b>	900	379	Painting per plan	\$ 3,000
<b>Shorewood Education Center</b>	900	379	Painting per plan	\$ 3,000
<b>District Service Center</b>	900	379	Painting per plan	\$ 4,000
<b>Warehouse</b>	900	379	Painting per plan	\$ 1,000
<b>Total 25-26</b>				<b>\$ 9,985,000</b>



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

**FY2027 Projects**

<b>School</b>	<b>Cost Ctr Course</b>	<b>Fin MDE</b>	<b>Project Description</b>	<b>Project Amount</b>
<b>Clear Springs Elementary</b>	900	379	Painting per plan	\$ 7,000
	901	384	Pavement rebuild per plan	\$ 300,000
	903	379	Carpet/VCT replacement	\$ 10,000
	908	368	1996 window replacement	\$ 500,000
	967	380	1993 hvac replacement	\$ 150,000
<b>Deephaven Elementary</b>	900	379	Painting per plan	\$ 7,000
	902	383	Roofing replacement per plan	\$ 500,000
	903	379	Carpet/VCT replacement	\$ 10,000
	967	380	1993 hvac replacement	\$ 150,000
<b>Excelsior Elementary</b>	900	379	Painting per plan	\$ 7,000
	901	384	Pavement mill and overlay per plan	\$ 100,000
	903	379	Carpet/VCT replacement	\$ 10,000
	904	379	1958 wall tile replacement	\$ 300,000
<b>Groveland Elementary</b>	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
	904	379	1966 wall tile replacement	\$ 250,000
	967	380	1993 hvac replacement	\$ 150,000
<b>Minnewashta Elementary</b>	900	379	Painting per plan	\$ 7,000
	901	384	Pavement rebuild per plan	\$ 250,000
	902	383	Roofing replacement per plan	\$ 750,000
	903	379	Carpet/VCT replacement	\$ 10,000
	920	369	1993 classroom countertop replacement - 20 rooms	\$ 200,000
	905	380	Replace unit ventilators - 1956 section - 11 rooms	\$ 520,000
	904	379	1955 wall tile replacement	\$ 180,000
<b>Scenic Heights Elementary</b>	900	379	Painting per plan	\$ 7,000
	901	384	Pavement rebuild per plan	\$ 300,000
	903	379	Carpet/VCT replacement	\$ 10,000
	920	369	1967 classroom cabinet replacement - 20 rooms	\$ 800,000
	967	380	1993 hvac replacement	\$ 400,000
<b>Minnetonka Middle School East</b>	900	379	Painting per plan	\$ 14,000
	902	383	Roofing replacement per plan	\$ 950,000
	903	379	Carpet/VCT replacement	\$ 15,000
<b>Minnetonka Middle School West</b>	900	379	Painting per plan	\$ 14,000
	902	383	Roofing replacement per plan	\$ 555,000
	903	379	Carpet/VCT replacement	\$ 15,000
<b>Minnetonka High School</b>	900	379	Painting per plan	\$ 21,000
	902	383	Roofing replacement per plan	\$ 600,000
	903	379	Carpet/VCT replacement	\$ 20,000
	989	384	2013 replace synthetic turf soccer field	\$ 795,000
<b>Communtiy Education Center</b>	900	379	Painting per plan	\$ 7,000
	905	380	Replace 1938-area hvac rooftop units-partial	\$ 120,000
<b>Pagel Activity Center</b>	900	379	Painting per plan	\$ 3,000
<b>Highway 7 Education Center</b>	900	379	Painting per plan	\$ 1,000
	967	380	HVAC replacement	\$ 950,000
<b>Shorewood Education Center</b>	900	379	Painting per plan	\$ 1,000
<b>District Service Center</b>	900	379	Painting per plan	\$ 1,000
<b>Warehouse</b>	900	379	Painting per plan	\$ 1,000
<b>Total 26-27</b>				<b>\$ 9,985,000</b>

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

**FY2028 Projects**

School	Cost Ctr Course	Fin MDE	Project Description	Project Amount
Clear Springs Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
Deephaven Elementary	900	379	Painting per plan	\$ 7,000
	902	383	Roofing replacement per plan	\$ 800,000
	903	379	Carpet/VCT replacement	\$ 10,000
	908	368	1996 window replacement	\$ 700,000
Excelsior Elementary	900	379	Painting per plan	\$ 7,000
	901	384	Pavement mill and overlay per plan	\$ 525,000
	903	379	Carpet/VCT replacement	\$ 10,000
	908	368	1996 window replacement	\$ 700,000
Groveland Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
	908	368	1996 window replacement	\$ 985,000
Minnewashta Elementary	900	379	Painting per plan	\$ 7,000
	901	384	Pavement rebuild per plan	\$ 500,000
	901	384	North field drainage replacement	\$ 600,000
	903	379	Carpet/VCT replacement	\$ 10,000
Scenic Heights Elementary	900	379	Painting per plan	\$ 7,000
	901	384	Pavement rebuild per plan	\$ 280,000
	902	383	Roofing replacement per plan	\$ 800,000
	903	379	Carpet/VCT replacement	\$ 10,000
Minnetonka Middle School East	900	379	Painting per plan	\$ 14,000
	903	379	Carpet/VCT replacement	\$ 15,000
	967	380	1993 hvac replacement - R-22	\$ 500,000
Minnetonka Middle School West	900	379	Painting per plan	\$ 14,000
	902	383	Roofing replacement per plan	\$ 800,000
	903	379	Carpet/VCT replacement	\$ 15,000
	967	380	1993 hvac replacement - R-22	\$ 500,000
Minnetonka High School	900	379	Painting per plan	\$ 21,000
	903	379	Carpet/VCT replacement	\$ 10,000
	977	380	Replace area hvac rooftop units-teams locker area	\$ 650,000
	904	379	Replace lockers-tile-flooring-teams locker area	\$ 540,000
Community Education Center	900	379	Painting per plan	\$ 7,000
Pagel Activity Center	900	379	Painting per plan	\$ 3,000
Highway 7 Education Center	900	379	Painting per plan	\$ 1,000
Shorewood Education Center	900	379	Painting per plan	\$ 1,000
District Service Center	900	379	Painting per plan	\$ 1,000
	902	383	Roofing replacement per plan	\$ 350,000
Warehouse	900	379	Painting per plan	\$ 1,000
<b>Total 27-28</b>				<b>\$ 9,435,000</b>

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

**FY2029 Projects**

<b>School</b>	<b>Cost Ctr Course</b>	<b>Fin MDE</b>	<b>Project Description</b>	<b>Project Amount</b>
<b>Clear Springs Elementary</b>	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
<b>Deephaven Elementary</b>	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
<b>Excelsior Elementary</b>	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
	908	368	1996 window replacement-single story section	\$ 800,000
<b>Groveland Elementary</b>	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
	908	368	1996 window replacement	\$ 600,000
<b>Minnewashta Elementary</b>	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
<b>Scenic Heights Elementary</b>	900	379	Painting per plan	\$ 7,000
	902	383	Roofing replacement per plan	\$ 825,000
	903	379	Carpet/VCT replacement	\$ 10,000
<b>Minnetonka Middle School East</b>	900	379	Painting per plan	\$ 14,000
	901	384	Pavement mill and overlay per plan	\$ 300,000
	902	383	Roofing replacement per plan	\$ 800,000
	903	379	Carpet/VCT replacement	\$ 15,000
	905	368	Stucco repair and replacement	\$ 600,000
<b>Minnetonka Middle School West</b>	900	379	Painting per plan	\$ 14,000
	901	384	Pavement rebuild per plan	\$ 300,000
	902	383	Roofing replacement per plan	\$ 800,000
	903	379	Carpet/VCT replacement	\$ 15,000
	905	368	Stucco repair and replacement	\$ 600,000
<b>Minnetonka High School</b>	900	379	Painting per plan	\$ 21,000
	901	384	Pavement rebuild per plan	\$ 100,000
	902	383	Roofing replacement per plan	\$ 300,000
	903	379	Carpet/VCT replacement	\$ 20,000
	977	380	Replace MHS cooling tower	\$ 1,545,000
<b>Communtiy Education Center</b>	900	379	Painting per plan	\$ 7,000
<b>Pagel Activity Center</b>	900	379	Painting per plan	\$ 3,000
<b>Highway 7 Education Center</b>	900	379	Painting per plan	\$ 1,000
<b>Shorewood Education Center</b>	900	379	Painting per plan	\$ 1,000
	902	383	Roofing replacement per plan	\$ 300,000
<b>District Service Center</b>	900	379	Painting per plan	\$ 1,000
<b>Warehouse</b>	900	379	Painting per plan	\$ 1,000
<b>Total 28-29</b>				<b>\$ 8,085,000</b>

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

**FY2030 Projects**

<b>School</b>	<b>Cost Ctr Course</b>	<b>Fin MDE</b>	<b>Project Description</b>	<b>Project Amount</b>
<b>Clear Springs Elementary</b>	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
<b>Deephaven Elementary</b>	900	379	Painting per plan	\$ 7,000
	901	384	Pavement mill and overlay per plan	\$ 300,000
	903	379	Carpet/VCT replacement	\$ 10,000
<b>Excelsior Elementary</b>	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
	908	368	1958 window replacement	\$ 600,000
	939	368	1958 tuckpointing	\$ 345,000
<b>Groveland Elementary</b>	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
	908	368	1996 window replacement	\$ 600,000
<b>Minnewashta Elementary</b>	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
<b>Scenic Heights Elementary</b>	900	379	Painting per plan	\$ 7,000
	902	383	Roofing replacement per plan	\$ 280,000
	903	379	Carpet/VCT replacement	\$ 10,000
<b>Minnetonka Middle School East</b>	900	379	Painting per plan	\$ 14,000
	902	383	Roofing replacement per plan	\$ 380,000
	903	379	Carpet/VCT replacement	\$ 15,000
<b>Minnetonka Middle School West</b>	900	379	Painting per plan	\$ 14,000
	902	383	Roofing replacement per plan	\$ 330,000
	903	379	Carpet/VCT replacement	\$ 15,000
<b>Minnetonka High School</b>	900	379	Painting per plan	\$ 21,000
	901	384	Pavement rebuild per plan	\$ 300,000
	902	383	Roofing replacement per plan	\$ 995,000
	903	379	Carpet/VCT replacement	\$ 20,000
<b>Minnetonka Dome</b>	902	383	Roofing replacement of dome	\$ 1,900,000
<b>Communtty Education Center</b>	900	379	Painting per plan	\$ 7,000
	901	384	Pavement rebuild per plan	\$ 300,000
<b>Pagel Activity Center</b>	900	379	Painting per plan	\$ 3,000
<b>Highway 7 Education Center</b>	900	379	Painting per plan	\$ 1,000
<b>Shorewood Education Center</b>	900	379	Painting per plan	\$ 1,000
<b>District Service Center</b>	900	379	Painting per plan	\$ 1,000
<b>Warehouse</b>	900	379	Painting per plan	\$ 1,000
<b>Total 29-30</b>				<b>\$ 6,545,000</b>

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

**FY2031 Projects**

<b>School</b>	<b>Cost Ctr Course</b>	<b>Fin MDE</b>	<b>Project Description</b>	<b>Project Amount</b>
<b>Clear Springs Elementary</b>	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
	908	368	1958 window replacement	\$ 400,000
	939	368	1958 tuckpointing	\$ 345,000
<b>Deephaven Elementary</b>	900	379	Painting per plan	\$ 7,000
	901	384	Pavement mill and overlay per plan	\$ 300,000
	903	379	Carpet/VCT replacement	\$ 10,000
<b>Excelsior Elementary</b>	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
<b>Groveland Elementary</b>	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
	908	368	1996 window replacement	\$ 400,000
<b>Minnewashta Elementary</b>	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
<b>Scenic Heights Elementary</b>	900	379	Painting per plan	\$ 7,000
	902	383	Roofing replacement per plan	\$ 280,000
	903	379	Carpet/VCT replacement	\$ 10,000
<b>Minnetonka Middle School East</b>	900	379	Painting per plan	\$ 14,000
	902	383	Roofing replacement per plan	\$ 380,000
	903	379	Carpet/VCT replacement	\$ 15,000
	902	368	Tuckpointing 1964 section	\$ 600,000
<b>Minnetonka Middle School West</b>	900	379	Painting per plan	\$ 14,000
	902	383	Roofing replacement per plan	\$ 330,000
	903	379	Carpet/VCT replacement	\$ 15,000
	902	368	Tuckpointing 1964 section	\$ 600,000
<b>Minnetonka High School</b>	900	379	Painting per plan	\$ 21,000
	901	384	Pavement rebuild per plan	\$ 300,000
	902	383	Roofing replacement per plan	\$ 350,000
	903	379	Carpet/VCT replacement	\$ 20,000
	977	380	1962-64-86 window replacement	\$ 1,045,000
<b>Communtty Education Center</b>	900	379	Painting per plan	\$ 7,000
	901	384	Pavement rebuild per plan	\$ 300,000
<b>Pagel Activity Center</b>	900	379	Painting per plan	\$ 3,000
<b>Highway 7 Education Center</b>	901	384	Parking lot mill & overlay	\$ 1,000
<b>Shorewood Education Center</b>	900	379	Painting per plan	\$ 1,000
<b>District Service Center</b>	900	379	Painting per plan	\$ 1,000
<b>Warehouse</b>	900	379	Painting per plan	\$ 1,000
<b>Total 30-31</b>				<b>\$ 5,845,000</b>

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

**FY2032 Projects**

<b>School</b>	<b>Cost Ctr Course</b>	<b>Fin MDE</b>	<b>Project Description</b>	<b>Project Amount</b>
<b>Clear Springs Elementary</b>	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
<b>Deephaven Elementary</b>	900	379	Painting per plan	\$ 7,000
	901	384	Pavement mill and overlay per plan	\$ 300,000
	903	379	Carpet/VCT replacement	\$ 10,000
<b>Excelsior Elementary</b>	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
<b>Groveland Elementary</b>	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
	908	368	1996 window replacement	\$ 400,000
<b>Minnewashta Elementary</b>	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
<b>Scenic Heights Elementary</b>	900	379	Painting per plan	\$ 7,000
	902	383	Roofing replacement per plan	\$ 280,000
	903	379	Carpet/VCT replacement	\$ 10,000
	908	368	1967 window replacement	\$ 400,000
	939	368	1967 stucco replacement	\$ 345,000
<b>Minnetonka Middle School East</b>	900	379	Painting per plan	\$ 14,000
	902	383	Roofing replacement per plan	\$ 380,000
	903	379	Carpet/VCT replacement	\$ 15,000
<b>Minnetonka Middle School West</b>	900	379	Painting per plan	\$ 14,000
	902	383	Roofing replacement per plan	\$ 330,000
	903	379	Carpet/VCT replacement	\$ 15,000
<b>Minnetonka High School</b>	900	379	Painting per plan	\$ 21,000
	901	384	Pavement rebuild per plan	\$ 300,000
	902	383	Roofing replacement per plan	\$ 350,000
	903	379	Carpet/VCT replacement	\$ 20,000
	977	368	1962-64-86 window replacement	\$ 300,000
<b>Communtiy Education Center</b>	900	379	Painting per plan	\$ 7,000
	901	384	Pavement rebuild per plan	\$ 300,000
<b>Pagel Activity Center</b>	900	379	Painting per plan	\$ 3,000
	915	380	Ice chiller R-22 replacement	\$ 1,900,000
<b>Highway 7 Education Center</b>	901	384	Parking lot mill & overlay	\$ 1,000
<b>Shorewood Education Center</b>	900	379	Painting per plan	\$ 1,000
<b>District Service Center</b>	900	379	Painting per plan	\$ 1,000
<b>Warehouse</b>	900	379	Painting per plan	\$ 1,000
<b>Total 31-32</b>				<b>\$ 5,800,000</b>

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

**FY2033 Projects**

<b>School</b>	<b>Cost Ctr Course</b>	<b>Fin MDE</b>	<b>Project Description</b>	<b>Project Amount</b>
	901	384	Pavement mill and overlay per plan	\$ 300,000
	903	379	Carpet/VCT replacement	\$ 10,000
<b>Excelsior Elementary</b>	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
<b>Groveland Elementary</b>	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
	908	368	1996 window replacement	\$ 400,000
<b>Minnewashta Elementary</b>	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
<b>Scenic Heights Elementary</b>	900	379	Painting per plan	\$ 7,000
	902	383	Roofing replacement per plan	\$ 280,000
	903	379	Carpet/VCT replacement	\$ 10,000
	908	368	1967 window replacement	\$ 400,000
	939	368	1967 stucco replacement	\$ 345,000
<b>Minnetonka Middle School East</b>	900	379	Painting per plan	\$ 14,000
	902	383	Roofing replacement per plan	\$ 380,000
	903	379	Carpet/VCT replacement	\$ 15,000
<b>Minnetonka Middle School West</b>	900	379	Painting per plan	\$ 14,000
	902	383	Roofing replacement per plan	\$ 330,000
	903	379	Carpet/VCT replacement	\$ 15,000
<b>Minnetonka High School</b>	900	379	Painting per plan	\$ 21,000
	901	384	Pavement rebuild per plan	\$ 300,000
	902	383	Roofing replacement per plan	\$ 350,000
	903	379	Carpet/VCT replacement	\$ 20,000
	977	380	1962-64-86 window replacement	\$ 500,000
	977	380	Replace MHS cooling tower	\$ 1,545,000
<b>Communty Education Center</b>	900	379	Painting per plan	\$ 7,000
	901	384	Pavement rebuild per plan	\$ 300,000
<b>Pagel Activity Center</b>	900	379	Painting per plan	\$ 3,000
<b>Highway 7 Education Center</b>	901	384	Parking lot mill & overlay	\$ 1,000
<b>Shorewood Education Center</b>	900	379	Painting per plan	\$ 1,000
<b>District Service Center</b>	900	379	Painting per plan	\$ 1,000
<b>Warehouse</b>	900	379	Painting per plan	\$ 1,000
<b>Total 32-33</b>				<b>\$ 5,645,000</b>

**105% LEVY**

Independent School District No. 276, (Minnetonka), Minnesota  
 General Obligation Facilities Maintenance Bonds, Series 2023C  
 Callable 2/1/31 or any date thereafter at Par  
 Assumes: NBQ, Moody's: 'Aaa' / 'Aa1' MN SD Credit Enh., Level Debt Service  
 Desk Rates as of 5/1/23 + 50bps  
 \*\*\*PRELIMINARY\*\*\*

Date	Principal	Interest	Net Debt Service	105% Levy	Levy Year	Collect Year
02/01/2025	100,000.00	827,171.04	927,171.04	973,529.59	2023	2024
02/01/2026	315,000.00	610,025.00	925,025.00	971,276.25	2024	2025
02/01/2027	335,000.00	589,550.00	924,550.00	970,777.50	2025	2026
02/01/2028	360,000.00	567,775.00	927,775.00	974,163.75	2026	2027
02/01/2029	385,000.00	544,375.00	929,375.00	975,843.75	2027	2028
02/01/2030	405,000.00	519,350.00	924,350.00	970,567.50	2028	2029
02/01/2031	435,000.00	493,025.00	928,025.00	974,426.25	2029	2030
02/01/2032	460,000.00	464,750.00	924,750.00	970,987.50	2030	2031
02/01/2033	485,000.00	439,450.00	924,450.00	970,672.50	2031	2032
02/01/2034	515,000.00	412,775.00	927,775.00	974,163.75	2032	2033
02/01/2035	545,000.00	384,450.00	929,450.00	975,922.50	2033	2034
02/01/2036	570,000.00	354,475.00	924,475.00	970,698.75	2034	2035
02/01/2037	605,000.00	323,125.00	928,125.00	974,531.25	2035	2036
02/01/2038	635,000.00	289,850.00	924,850.00	971,092.50	2036	2037
02/01/2039	670,000.00	254,925.00	924,925.00	971,171.25	2037	2038
02/01/2040	710,000.00	218,075.00	928,075.00	974,478.75	2038	2039
02/01/2041	750,000.00	179,025.00	929,025.00	975,476.25	2039	2040
02/01/2042	790,000.00	137,775.00	927,775.00	974,163.75	2040	2041
02/01/2043	835,000.00	94,325.00	929,325.00	975,791.25	2041	2042
02/01/2044	880,000.00	48,400.00	928,400.00	974,820.00	2042	2043
	10,785,000.00	7,752,671.04	18,537,671.04	19,464,554.59		





## Fiscal Year (FY) 2025 Application for Long-Term Facilities Maintenance Revenue Statement of Assurances

**General Information:** Minnesota school districts, intermediate school districts, cooperative districts, joint powers applying for Long-Term Facilities Maintenance revenue (LTFM) under Minnesota Statutes 2022, section 123B.595 must annually complete the Application for Long-Term Facilities Maintenance Revenue – Statement of Assurances (ED-02477). The application must be submitted to the Minnesota Department of Education (MDE) by July 31, 2023. Submit to [Sarah C. Miller](mailto:Sarah.C.Miller@mde.state.mn.us) (MDE.Facilities@state.mn.us) along with other required LTFM documentation. **Do not mail a hard copy. Please email this form with other required documentation.**

### Identification Information

Name of District, Intermediate/Cooperative/Joint Powers	District Number and Type:	Date Submitted:
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### Statement of Assurances

1. All estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Health and Safety and entered into the MDE Health and Safety data submission system are for allowed health and safety uses under Minnesota Statutes 2022, section 123B.595, subd. 10, paragraph (a), clause (3), Minnesota Statutes 2022, section 123B.57, subd. 6, and the MDE Long-Term Facilities Maintenance Guide for Allowable Expenditures, Section E, Health and Safety Qualifying Criteria, and Section F, Additional Requirements Regarding Health and Safety. None of the estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Health and Safety and entered into the MDE Health and Safety System are for uses prohibited under Minnesota Statutes 2022, section 123B.595, subd. 11.
2. All estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Accessibility and Deferred Maintenance are for allowed uses under Minnesota Statutes 2022, section 123B.595, subd. 10, paragraph (a), clauses (1) and (2), and the MDE Long-Term Facilities Maintenance Guide for Allowable Expenditures, Section C, Deferred Maintenance Qualifying Criteria or Section D, Disabled Access Qualifying Criteria. None of the estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Accessibility and Deferred Maintenance are for uses prohibited under Minnesota Statutes 2022, section 123B.595, subd. 11.
3. All actual expenditures to be reported in Uniform Financial Accounting and Reporting Standards (UFARS) for FY 2025 under Finance Codes 347, 349, 352, 358, 363 and 366 will be for allowed health and safety uses under Minnesota Statutes 2022, section 123B.595, subd. 10, paragraph (a), clause (3), Minnesota Statutes 2022, section 123B.57, subd. 6, and the MDE Long-Term Facilities Maintenance Guide for Allowable Expenditures, Section E, Health and Safety Qualifying Criteria, and Section F, Additional Requirements Regarding Health and Safety. None of the actual expenditures reported in these finance codes will be for uses prohibited under Minnesota Statutes 2022, section 123B.595, subd. 11.
4. All actual expenditures to be reported in UFARS for FY 2025 under Finance Codes 367, 368, 369, 370, 379, 380, 381, 382, 383 and 384 for Accessibility and Deferred Maintenance will be for allowed uses under Minnesota Statutes 2022, section 123B.595, subd. 10, paragraph (a), clauses (1) and (2), and the MDE Long-Term Facilities Maintenance Guide for Allowable Expenditures, Section C, Deferred Maintenance Qualifying Criteria or Section D, Disabled Access Qualifying Criteria. None of the actual expenditures reported in these finance codes will be for uses prohibited under Minnesota Statutes 2022, section 123B.595, subd. 11.
5. The district will maintain a description of each project funded with long-term facilities maintenance revenue that will provide enough detail for an auditor to determine the cost of the project and if the work qualifies for revenue (Minn. Stat. 127A.41, subd. 3[2022]).
6. The district's plan includes provisions for implementing a health and safety program that complies with health, safety and environmental regulations and best practices, including indoor air quality management and mandatory lead in water testing, remediation and reporting (Minn. Stat. 121A.335 [2022]). ***The district's ten-year plan does not include a request for a second-time project cost for: (1) replacement of an existing mechanical ventilation system to the current Minnesota State Mechanical Code/American Society of Heating, Refrigerating, and Air-Conditioning Engineers (ASHRAE) guidelines; or, (2) to provide a level of approximately 15 Cubic Feet per Minute (CFM) per person.***

### Certification of Statement of Assurances

Signature – <b>Must be signed</b> by Superintendent or Cooperative Unit Director:	Name – Superintendent or Cooperative Director (Please print)	Date:
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**School Board  
Minnetonka I.S.D. #276  
5621 County Road 101  
Minnetonka, Minnesota**

**Study Session Agenda Item #1**

**Title: Review of AP, IB, Supplemental and New Course Materials**

**June 15, 2023**

**OVERVIEW**

Pursuant to Policy #606, all instructional materials, whether core or supplemental, must align with and advance the District's Vision and Mission. This policy requires that all instructional materials challenge each student and prepare them to thrive in American society and the world at-large. As in past years, departments and programs have identified instructional material needs for the upcoming school year. As the English Language Arts (ELA), Health and Science departments engage in the curriculum review and standards implementation process during the 2023-24 school year, additional resources will be reviewed, piloted, and ultimately brought to the School Board for approval. The purpose of this report is to submit for Board consideration the instructional materials that have been reviewed over the past year and are being considered for full implementation at the start of the 2023-24 school year.

**ADVANCED PLACEMENT AND INTERNATIONAL BACCALAUREATE MATERIALS**

The changing nature of the Advanced Placement (AP) and International Baccalaureate (IB) programs require adjustments on a regular basis. Advanced Learning Coordinator Laura Herbst works closely with AP and IB teachers and department chairs each year to select from available and appropriate materials. In addition to the criteria outlined in Policy #606, these materials are selected based upon the curriculum recommendations of the International Baccalaureate Organization, the College Board, and the organizations' trainers. *The Musician's Guide to Theory and Analysis: Fourth AP Edition* is recommended for the AP Music Theory course. In addition, four texts are being considered for the AP Precalculus course, which are listed in the table below. The course design team will finalize the selection this summer for use during the upcoming year.

**AP/IB Materials:**

<b>Title</b>	<b>Author(s)</b>	<b>Course/Level</b>
<i>The Musician's Guide to Theory and Analysis: Fourth AP Edition</i>	Clendenning, Marvin	AP Music Theory
<i>Precalculus: Graphical, Numerical, Algebraic (11th AP Edition)</i>	Demana, Waits, Foley, Kennedy, Gorsuch, Phelps	AP Precalculus
<i>Precalculus with Limits (8th Edition)</i>	Larson, Battaglia	AP Precalculus
<i>PreCalculus</i>	Miller, Gerken	AP Precalculus
<i>PreCalculus: Concepts and Technological Applications</i>	Brunner, Matsuoka, Mayer, Andrus	AP Precalculus

## SCIENCE INSTRUCTIONAL MATERIALS

With the introduction of new Minnesota Academic Standards in Science, curriculum teams have been piloting materials to support full implementation of the standards by 2024-25. While FOSS currently serves as the core science program at the elementary level, the most recent edition of this program, FOSS Next Generation, provides additional core and supplemental resources, including digital tools, aligned to the new standards. Six new comprehensive kits will be introduced for grades three through five for the 2023-24 school year.

### Science Instructional Materials:

Title	Author	Course/Level
<i>Structures of Life</i>	FOSS Next Generation	Grade 3
<i>Earth and Sun</i>	FOSS Next Generation	Grade 3
<i>Energy</i>	FOSS Next Generation	Grade 4
<i>Soils, Rocks, and Landforms</i>	FOSS Next Generation	Grade 4
<i>Mixtures and Solutions</i>	FOSS Next Generation	Grade 5
<i>Living Systems</i>	FOSS Next Generation	Grade 5

## DIGITAL RESOURCES AND IPAD APPS

The resources listed in the table below have been reviewed by teachers, tech coaches and the Director of Instructional Technology, Amanda Fay, to ensure that they meet the criteria described in Policy #606. They are recommended for the 2023-2024 school year and beyond.


### Digital Resources:


App Name	Category	Subject/Course
Canva	Productivity	Cross Curricular
EdPuzzle	Productivity	Cross Curricular
Adobe Express (Adobe Spark)	Productivity	Cross Curricular

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**RECOMMENDATION/FUTURE DIRECTION:**

These instructional materials are submitted for School Board consideration and will be available for public review this summer. Materials will be submitted for School Board approval on August 3, 2023.

Submitted by:   
Steve Urbanski, Director of Curriculum

Concurrence:   
David Law, Superintendent

SCHOOL BOARD  
MINNETONKA I.S.D. #276  
5621 County Road 101  
Community Room

Study Session Agenda Item #2

**TITLE:** Update on Open Positions and Recruiting Efforts

**DATE:** June 15, 2023

**Board Goal:**

Excellence in Leadership and Organizational Support

Enhance the District's focus on recruitment and retention of exceptional teachers and staff, to include efforts to create a representative workforce that will enrich the learning environment for all students.

**UPDATE/FUTURE ACTION:**

Presentation of District's recruitment and retention efforts including a summary of staffing related to teaching and operational positions. Exit interview results and recent District initiatives to attract highly qualified and a representative workforce will also be discussed.

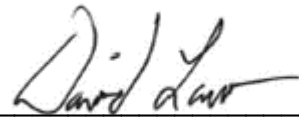
Submitted by:



Anjie Flowers

Executive Director of Human Resources

Concurrence by:



David Law

Superintendent

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

**Study Session Agenda Item #3**

**Title: Review of Istation Results**

**Date: June 15, 2023**

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**OVERVIEW**

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

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

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

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

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

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

#### **Definition of Terms**

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

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

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

Highlights from this Spring assessment are listed below:

- For the third year in a row, First Graders improved from Fall to Spring in all four areas including out-performing their First Grade counterparts from a year ago
- Percentiles indicate that Minnetonka Kindergarteners performed below the **40<sup>th</sup> percentile** on all four tests
- District results indicate that First Grade student performance rebounded from last year and is above the 50<sup>th</sup> percentile when compared to the nation on three of four subtests
- Among Second Graders, there were increases in the percentage of students reaching the Tier 1 level in four of five areas, with significant increases in Written Communication, Vocabulary, Phonics, and Comprehension for the second year in a row

### **Explanation of Sub-Tests**

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

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



### Description of Instructional Tiers (ISIP National Targets)

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

### Data Analysis: Winter and Spring 2020-23 Grade K District ISIP Mean Ability Index, Tier Level, and Percentile

Minnetonka Kindergarten students first take the ISIP Test in October of each year, and the data reported in this report are from January. When compared to Kindergarten results from last year, there were percentile decreases on all four subtests with the most significant decrease seen in Vocabulary, decreasing by **6.8 percentile** points and eclipsing the 50 percentile for the first time ever in this area.

However, when comparing the current year's Winter to Spring results, Kindergarteners increased their percentile in Vocabulary by 3.9 percentile points. The data suggest that Kindergarten students showed growth, based on their Ability Index Score, however, they did not grow at the same rate as students nationally, except for the Vocabulary subtest.

Percentiles indicate that Minnetonka Kindergarteners performed below the **50<sup>th</sup> percentile** on all four sub-tests, yet it should be noted that this test is not only administered to immersion students but also native Spanish speakers as well for intervention purposes. When comparing the Winter Tier percentages to the Spring percentages from the current school year, Kindergarteners improved in the areas of Vocabulary and Phonemic and Phonological Awareness (Phonics). This is encouraging news, because Phonics was an area that saw a significant Winter to Spring drop two years ago, and now Kindergarteners have surpassed the 50 percent mark in the Spring the past two years with **51.0 percent** of students reaching the highest level.

## **Recommendations: Winter and Spring 2020-23 Grade K District ISIP Mean Ability Index, Tier Level, and Percentile**

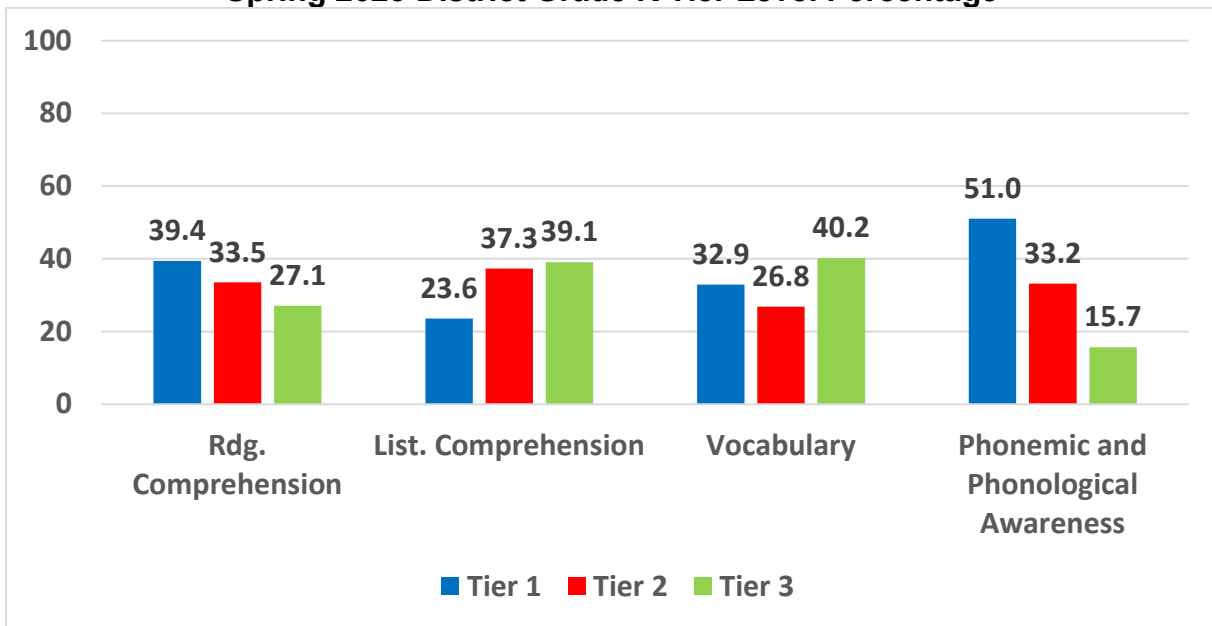
Based on the results, teachers should focus their efforts on Reading and Listening Comprehension, much like what English teachers would focus on following the NWEA-MAP Reading Test. Students are making notable strides as beginning readers in the areas of Phonics. Kindergarten and First Grade Spanish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

### **Winter and Spring 2020-2023 Grade K District ISIP Mean Ability Index, Tier Level, and Percentile**

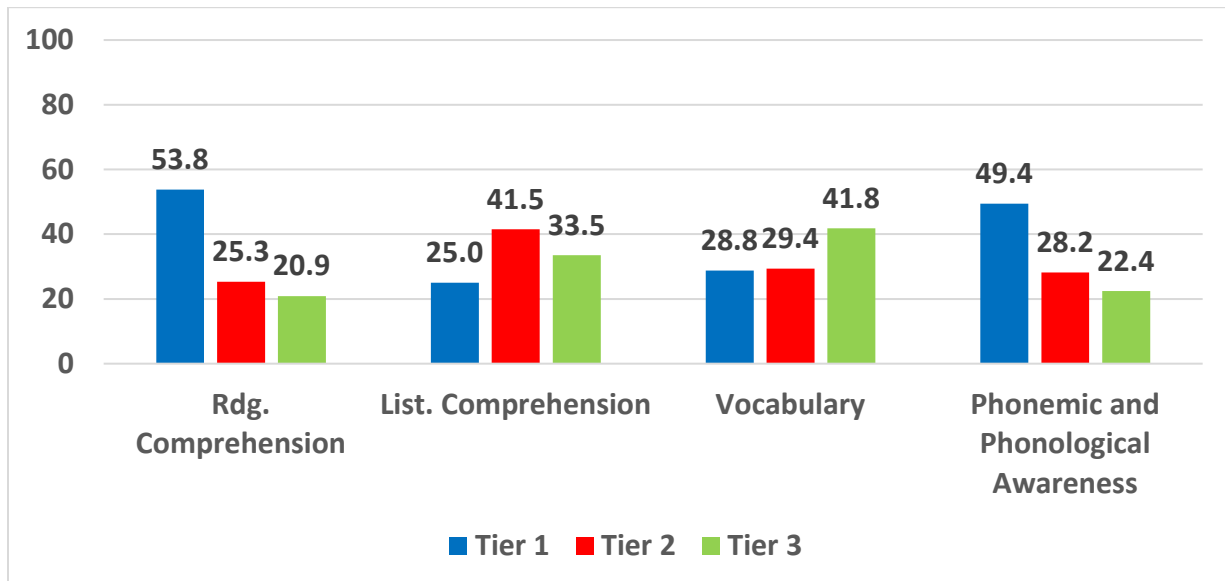
**N=343**

<b>2022-23 Subtest Results</b>	<b>Winter Ability Index</b>	<b>Winter Percentile</b>	<b>Spring Ability Index</b>	<b>Spring Percentile</b>
<b>Reading Comprehension</b>	178.5	45.6	182.4	39.1
<b>Listening Comprehension</b>	41.8	32.2	51.1	30.0
<b>Vocabulary</b>	164.5	28.3	172.4	32.4
<b>Phonemic and Phonological Awareness</b>	187.0	49.4	199.6	38.5
<b>2021-22 Subtest Results</b>	<b>Winter Ability Index</b>	<b>Winter Percentile</b>	<b>Spring Ability Index</b>	<b>Spring Percentile</b>
<b>Reading Comprehension</b>	180.0	48.1	184.7	44.3
<b>Listening Comprehension</b>	42.9	33.3	56.4	36.7
<b>Vocabulary</b>	165.4	31.9	176.7	39.2
<b>Phonemic and Phonological Awareness</b>	189.0	53.7	201.8	40.5
<b>2020-21 Subtest Results</b>	<b>Winter Ability Index</b>	<b>Winter Percentile</b>	<b>Spring Ability Index</b>	<b>Spring Percentile</b>
<b>Reading Comprehension</b>	179.2	46.7	183.7	42.6
<b>Listening Comprehension</b>	41.1	31.8	55.4	35.3
<b>Vocabulary</b>	165.9	31.0	175.6	36.4
<b>Phonemic and Phonological Awareness</b>	184.5	46.0	200.7	39.5

**Spring 2023 District Grade K Tier Level Percentage**



**Winter 2023 District Grade K Tier Level Percentage**



**Data Analysis: Fall and Spring 2020-23 Grade 1 and 2 District ISIP Mean Ability Index, Tier Level, and Percentile**

District results indicate that First Grade student performance is above the 50<sup>th</sup> percentile when compared to the nation in **3 of 4** areas. In addition, First Graders under-performed compared to their same grade counterparts in the Spring of 2020 on **3 of 4** subtests. It is important to continue to measure growth due to the impact COVID had on student learning. It is also important to note that it is common on the Istation test for students to

see a decrease in percentile in the Spring due to the increasing difficulty of the test. Again, percentiles are based on national student groups comprised of both immersion and native speaking students. Native speakers at an early age will grow at a faster rate than immersion students. When viewing the results with this understanding, there are signs of positivity. However, Vocabulary and Phonemic Awareness are areas that should be targeted for Second Graders next year.

The tier levels are based on the *Ability Index* score. Each subtest has a different ability index target. Although Comprehension has a higher ability index, students showed a stronger performance in Written Communication. According to the tables below, national targets indicate that students need a **202** ability index score in Comprehension to reach Tier 1, while they need a lower ability index of 200 in Written Communication and 195 in Vocabulary to reach Tier 1. Again, Tier 1 is the most desirable tier to achieve. According to the table below, Written Communication and Comprehension were the strongest areas of performance according to their percentiles. The graphs below indicate that Vocabulary is an area of growth for students in Grade 1 as there were **45.3 percent** of students who reached Tier 1, up from **44.5 percent** last Spring but down from **64.7 percent** this Fall, a phenomenon that occurred last year as well. In addition, as evidenced in the tables and charts below there was a decrease in Phonics performance with a drop in Tier 1 percentage, decreasing from **68.3** to **63.7 percent**, also a pattern that emerged last year. **47.5 percent** of First Graders performed at the Tier 1 level last Spring.

Second Grade students are assessed in *Text Fluency*. With the 50<sup>th</sup> percentile representing the nationwide average, there is work to do to improve Minnetonka Second Grade student performance against students nationwide, however, Second Graders eclipsed the 50<sup>th</sup> percentile mark on two of five subtests for the second year in a row. Two years ago, Second Graders surpassed this threshold on one of five subtests. The reason for a lower performance in Vocabulary is due to the challenging nature of the subtest. Unlike the other subtests, students need to be exposed to the specific vocabulary used in the monthly Istation assessments and instructional program. The more exposure to the program, the more familiar with the vocabulary students will be throughout the year. Now that students across all four sites have been utilizing the Istation instructional tool on a more regular basis, it was predictable that there would be an upward trend on all subtests, especially Vocabulary. The individual school results will help to shed light on the increase in performance among Second Graders District-wide. In addition to the monthly assessments, students need to practice with the supplemental instructional activities in the Istation system. Time needs to be provided to students with Istation research stating that students will see the greatest improvement with at least 60 minutes of practice a week using the supplemental instructional activities. This work can be done at home as well. There were significant increases in the percentage of students reaching the Tier 1 level in **4 of 5** areas, most notably in Written Communication, Vocabulary, and Phonics. There was a dramatic **14.9 percent** increase at the Tier 1 level in Written Communication. Additionally, there was an **11.4 percent** decrease at the Tier 3 level in Phonics and a **6.8 percent** decrease at the Tier 2 level in Comprehension, marking a shift toward the Tier 1 level from Fall to Spring. According to Istation staff, there were no

changes to the ISIP Test this year, and there were no significant technical issues district-wide during Spring testing.

### **Recommendations: Fall and Spring 2020-23 Grade 1 and 2 District ISIP Mean Ability Index, Tier Level, and Percentile**

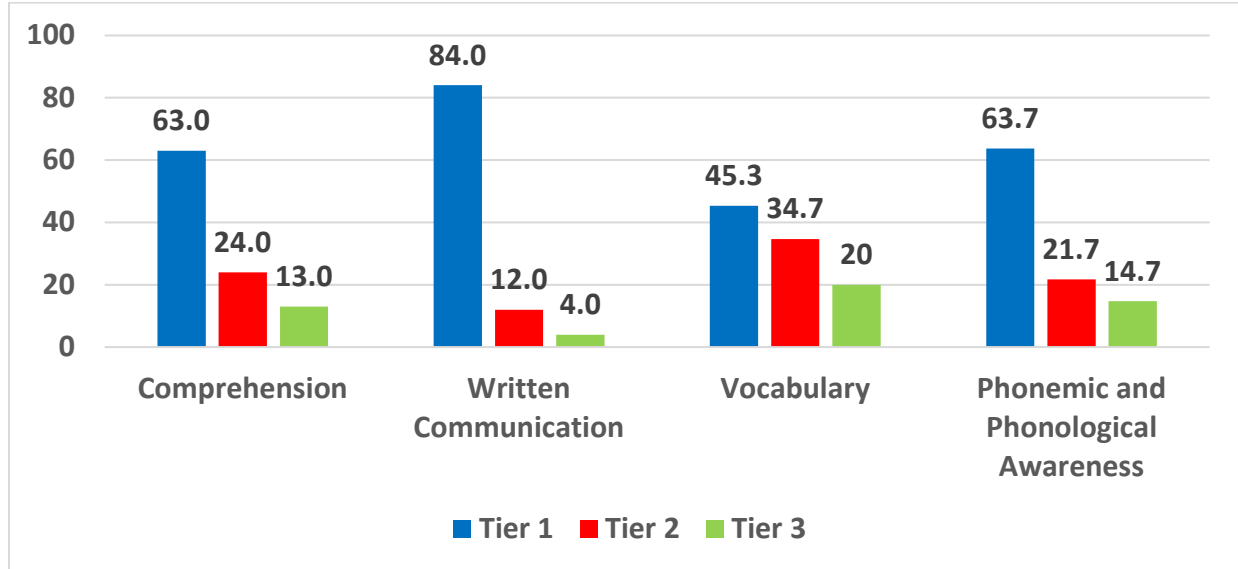
Results on the sixth year administration of the ISIP Test among First Graders will allow Immersion staff to monitor student performance in key areas. Areas of focus for First Graders lie within the Vocabulary and Phonics strand. It is typical for beginning readers and writers to have lower scores in this area. Second Graders showed that they will need Vocabulary support according to District-wide results. Again, as this was the sixth year students were assessed on ISIP, it is important to note that these results should be carefully evaluated in conjunction with classroom assessments. It will be important for staff to continue to ensure proper time for students to practice within the Istation system throughout the year. It is also important to ensure that families understand how to help their student login from home, and for staff to design instructional strategies to align with the assessment to avoid major gaps in what is being taught in the classroom and what is being assessed. The hard work of staff to adjust assessment practices in recent years have yielded strong student performances on the ISIP Test, thus resulting in an upward trend on percentile scores among the subtests and tier levels districtwide.

### **Fall and Spring 2020-23 Grade 1 District ISIP Mean Ability Index, Tier Level, and Percentile**

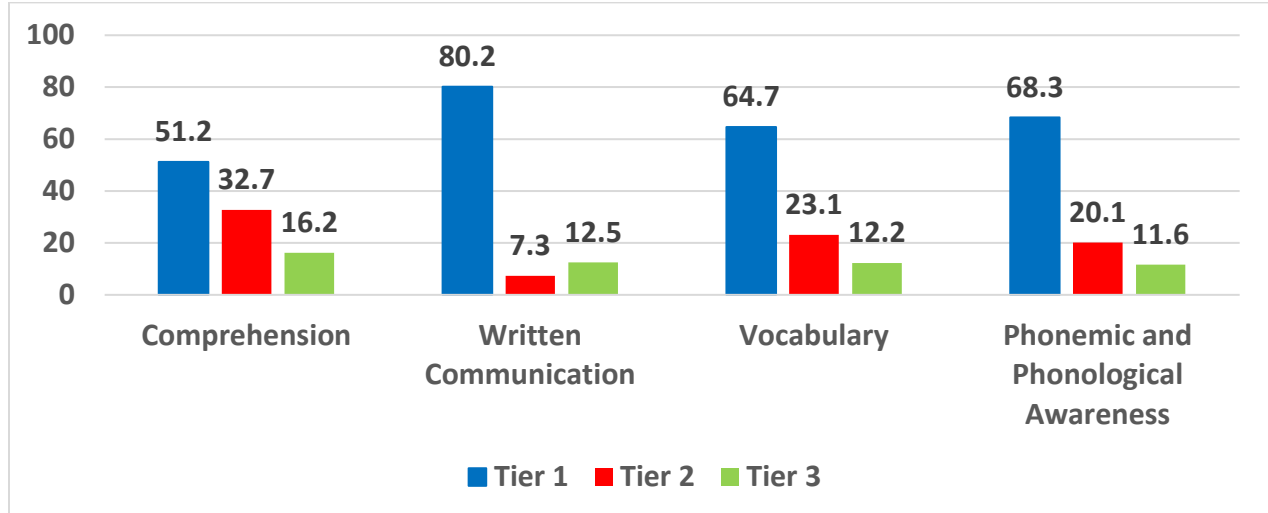
**N=300**

<b>2022-23 Subtest Results</b>	<b>Fall Ability Index</b>	<b>Fall Percentile</b>	<b>Spring Ability Index</b>	<b>Spring Percentile</b>
<b>Comprehension</b>	195.6	44.7	<b>212.6</b>	<b>55.1</b>
<b>Written Communication</b>	189.4	53.3	<b>209.9</b>	<b>58.4</b>
<b>Vocabulary</b>	188.3	55.5	<b>196.6</b>	<b>45.6</b>
<b>Phonemic and Phonological Awareness</b>	204.8	53.2	<b>233.1</b>	<b>51.2</b>
<b>2021-22 Subtest Results</b>	<b>Fall Ability Index</b>	<b>Fall Percentile</b>	<b>Spring Ability Index</b>	<b>Spring Percentile</b>
<b>Comprehension</b>	194.2	42.2	207.4	47.9
<b>Written Communication</b>	190.3	54.1	206.3	52.7
<b>Vocabulary</b>	186.9	52.5	195.2	43.5
<b>Phonemic and Phonological Awareness</b>	204.0	51.9	226.9	43.8
<b>2020-21 Subtest Results</b>	<b>Fall Ability Index</b>	<b>Fall Percentile</b>	<b>Spring Ability Index</b>	<b>Spring Percentile</b>
<b>Comprehension</b>	218.9	44.5	207.0	47.7
<b>Written Communication</b>	186.5	49.3	206.6	53.4
<b>Vocabulary</b>	185.4	50.3	196.1	44.5
<b>Phonemic and Phonological Awareness</b>	199.5	42.9	227.4	44.7

**Spring 2023 District Grade 1 Tier Level Percentage**



**Fall 2022 District Grade 1 Tier Level Percentage**

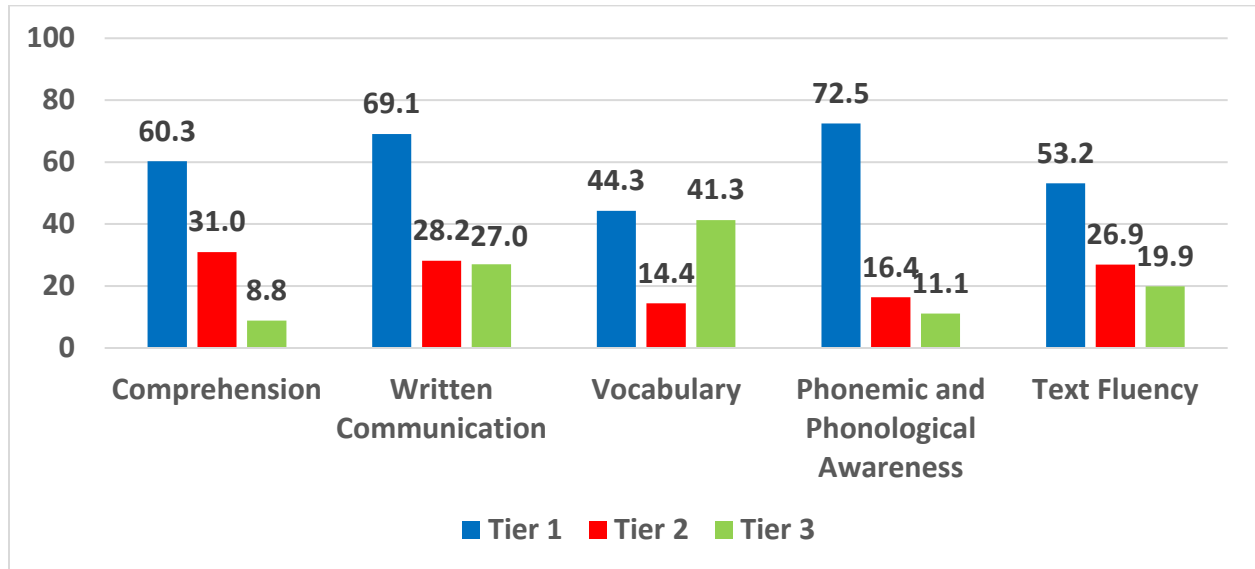


**Fall and Spring 2020-23 Grade 2 District ISIP Mean Ability Index, Tier Level, and Percentile**

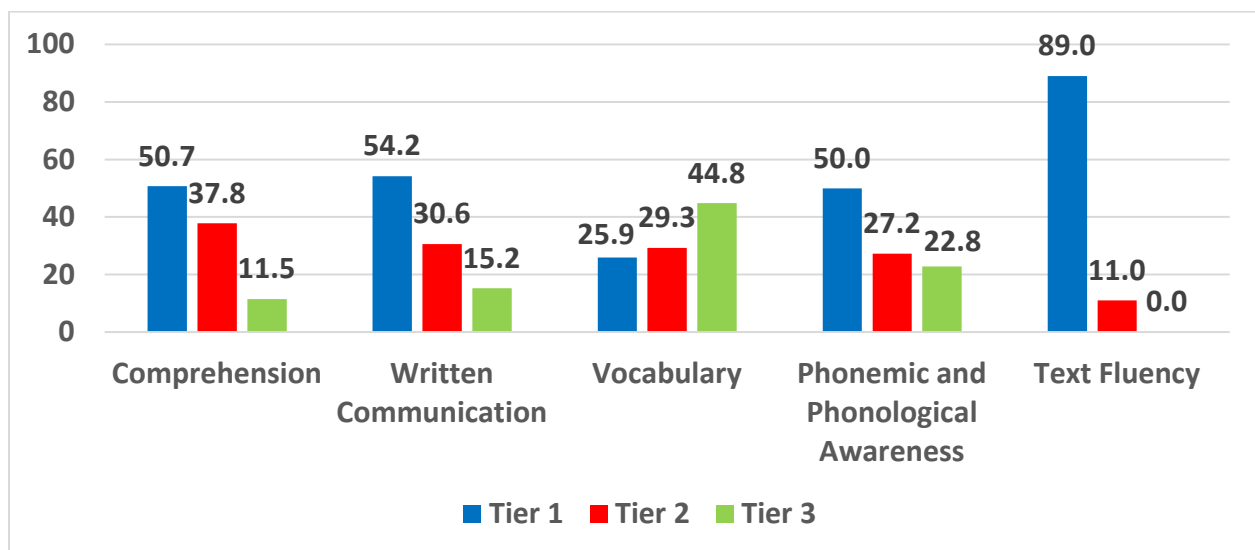
**N=298**

<b>2022-23 Subtest Results</b>	<b>Fall Ability Index</b>	<b>Fall Percentile</b>	<b>Spring Ability Index</b>	<b>Spring Percentile</b>
<b>Comprehension</b>	221.4	45.6	<b>247.3</b>	<b>48.9</b>
<b>Written Communication</b>	208.3	56.8	<b>221.0</b>	<b>55.5</b>
<b>Vocabulary</b>	206.2	32.8	<b>224.6</b>	<b>40.6</b>
<b>Phonemic and Phonological Awareness</b>	228.6	44.0	<b>251.7</b>	<b>53.6</b>
<b>Text Fluency</b>	7.4	54.3	<b>24.1</b>	<b>47.0</b>
<b>2021-22 Subtest Results</b>	<b>Fall Ability Index</b>	<b>Fall Percentile</b>	<b>Spring Ability Index</b>	<b>Spring Percentile</b>
<b>Comprehension</b>	221.6	45.8	246.0	47.6
<b>Written Communication</b>	209.0	58.9	219.6	53.3
<b>Vocabulary</b>	204.0	28.3	218.8	33.6
<b>Phonemic and Phonological Awareness</b>	229.8	45.7	246.8	47.9
<b>Text Fluency</b>	8.0	63.6	21.6	44.0
<b>2020-21 Subtest Results</b>	<b>Fall Ability Index</b>	<b>Fall Percentile</b>	<b>Spring Ability Index</b>	<b>Spring Percentile</b>
<b>Comprehension</b>	205.4	42.6	243.2	45.3
<b>Written Communication</b>	208.6	57.4	221.2	56.4
<b>Vocabulary</b>	207.2	34.0	217.3	32.5
<b>Phonemic and Phonological Awareness</b>	229.6	45.6	248.4	49.4
<b>Text Fluency</b>	9.2	66.7	24.3	47.2

### Spring 2023 District Grade 2 Tier Level Percentage



### Fall 2022 District Grade 2 Tier Level Percentage





### **Data Analysis: Winter and Spring 2020-23 Grade K Clear Springs ISIP Mean Ability Index, Tier Level, and Percentile**

During the Winter testing session, Clear Springs 2023 Kindergarteners showed improvement compared to last Winter's performance in **1** out of **4** areas. Kindergarteners experienced an increase in percentile levels on one of four subtests compared to their same grade counterparts a year ago. However, Winter to Spring performance among this year's cohort show that Kindergarteners improved their percentile ranks in three of four areas. This is an indication that Clear Springs Kindergarteners out-paced expected growth compared to students nationally.

According to the Tier level results, Kindergarteners saw a significant **21.1 percent** increase at the Tier 1 level in Phonics. The increases in three of four areas are encouraging, and the decrease in Reading Comprehension can be viewed as an areas of growth. In fact, there was a decrease of **9.2 percent** of students performing at the Tier 3 level, indicating a shift toward the Tier 2 level.

### **Recommendations: Winter and Spring 2020-23 Grade K Clear Springs ISIP Mean Ability Index, Tier Level, and Percentile**

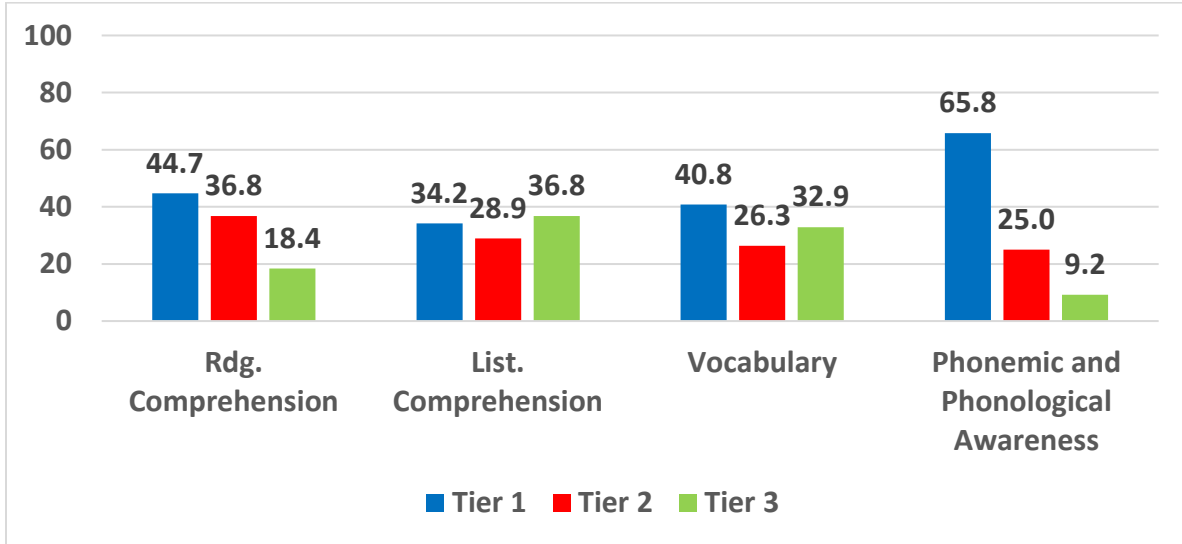
To continue the positive performance trend, it will be important for Kindergarten teachers to allow students multiple opportunities to participate with the Istation software several times per week and recommend that students practice at home, a newer feature for families during the past three years.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

**Winter and Spring 2020-23 Grade K Clear Springs ISIP Mean Ability Index, Tier Level, and Percentile**

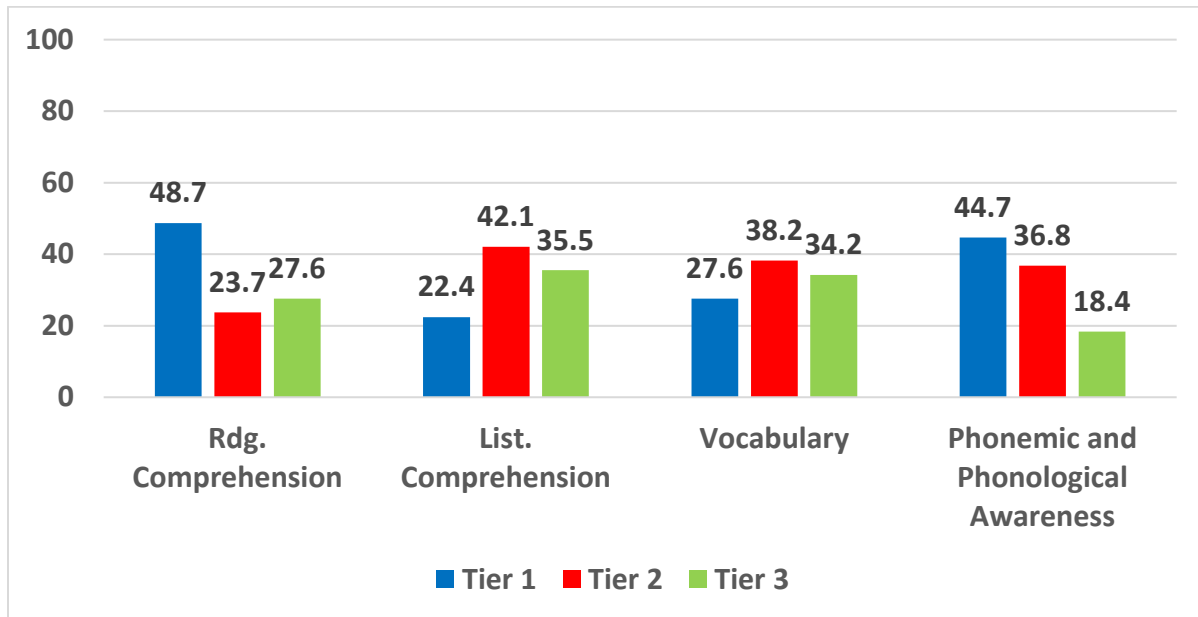
**N=76**

<b>2022-23 Subtest</b>	<b>Winter Ability Index</b>	<b>Winter Percentile</b>	<b>Spring Ability Index</b>	<b>Spring Percentile</b>
<b>Reading Comprehension</b>	176.8	41.2	185.2	44.1
<b>Listening Comprehension</b>	40.6	30.1	55.2	35.5
<b>Vocabulary</b>	165.5	29.2	175.5	35.9
<b>Phonemic and Phonological Awareness</b>	187.4	48.6	<b>205.7</b>	<b>44.9</b>
<b>2021-22 Subtest</b>	<b>Winter Ability Index</b>	<b>Winter Percentile</b>	<b>Spring Ability Index</b>	<b>Spring Percentile</b>
<b>Reading Comprehension</b>	179.5	46.4	185.9	47.0
<b>Listening Comprehension</b>	40.4	29.8	66.2	48.2
<b>Vocabulary</b>	168.2	35.9	180.2	44.1
<b>Phonemic and Phonological Awareness</b>	191.4	58.1	204.2	43.2
<b>2020-21 Subtest</b>	<b>Winter Ability Index</b>	<b>Winter Percentile</b>	<b>Spring Ability Index</b>	<b>Spring Percentile</b>
<b>Reading Comprehension</b>	178.6	44.0	183.5	41.7
<b>Listening Comprehension</b>	43.3	33.7	58.9	40.1
<b>Vocabulary</b>	166.4	31.7	174.5	32.4
<b>Phonemic and Phonological Awareness</b>	185.7	49.9	202.5	41.6

### Spring 2023 Clear Springs Grade K Tier Level Percentage



### Winter 2022 Clear Springs Grade K Tier Level Percentage



### **Data Analysis: Fall and Spring 2020-23 Grade 1 and 2 Clear Springs ISIP Mean Ability Index, Tier Level, and Percentile**

According to First Grade results in the tables below, Clear Spring First Graders out-performed First Graders from 2022 on all four subtests mirroring the increase in overall District performance. In addition, based on Fall to Spring performance, Clear Springs First Graders increased their percentile in two of four areas. It is clear that students have had ample practice in the Istation system and are now eclipsing the 50<sup>th</sup> percentile mark on three of four subtests. According to Tier level results, Vocabulary showed a **25.9 percent** decrease in students reaching the Tier 1 level and solid performances across all other areas. Although there were decreases in three of four areas at the Tier 1 level, the high percentage of students performing at the Tier 1 level on three of four subtests is encouraging. The drop in Vocabulary performance is typical as stated previously in this report.

Grade Two results show that students out-performed their same grade counterparts in 2022 in two of five areas. Fall to Spring scores show that students increased their percentile levels in Comprehension by **3.3 percent** and Phonics by **9.3 percent**. There were significant Fall to Spring decreases seen in Text Fluency, dropping from **20.0 percent** to **44.0 percent**, as well as Vocabulary, dropping from **33.0 percent** to **21.6 percent**. This is common, and it should be studied to understand the reason for the predictable drops in these areas.

According to Tier level results, there was a significant **22.7 percent** increase at the Tier 1 level in Phonics and a significant **6.0 percent** increase in Comprehension as increases in Text Fluency and Written Communication. Vocabulary saw a drop of **15.5 percent** at the Tier 1 level with a significant increase of **28.5 percent** at the Tier 3 level. Significant increases at the Tier 3 level in Vocabulary has been a trend and should be studied by staff.

### **Recommendations: Fall and Spring 2020-23 Grade 1 and 2 Clear Springs ISIP Mean Ability Index, Tier Level, and Percentile**

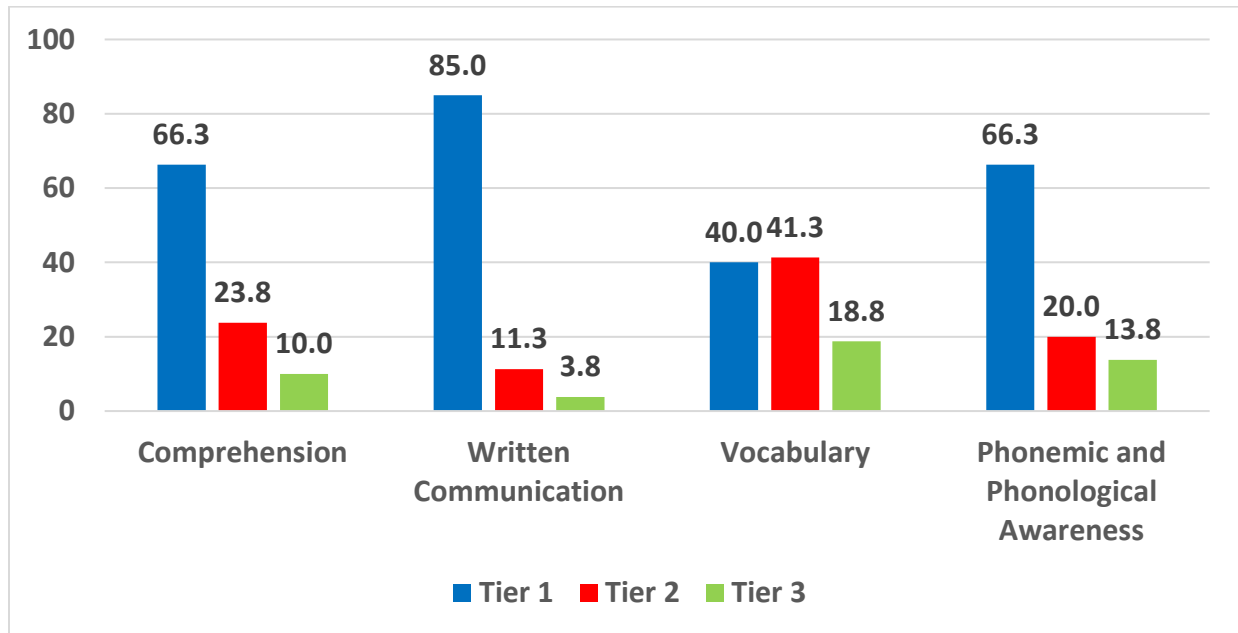
With the drop in Tier 1 percentage in Vocabulary for First and Second Graders, Clear Springs teachers will need to focus in that area. First and Second Grade teachers can compare performance on the ISIP Test assessment results from Making Meaning. Students receive comprehensive reading support with the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

**Fall and Spring 2020-23 Grade 1 Clear Springs ISIP Mean Ability Index, Tier Level,  
and Percentile**

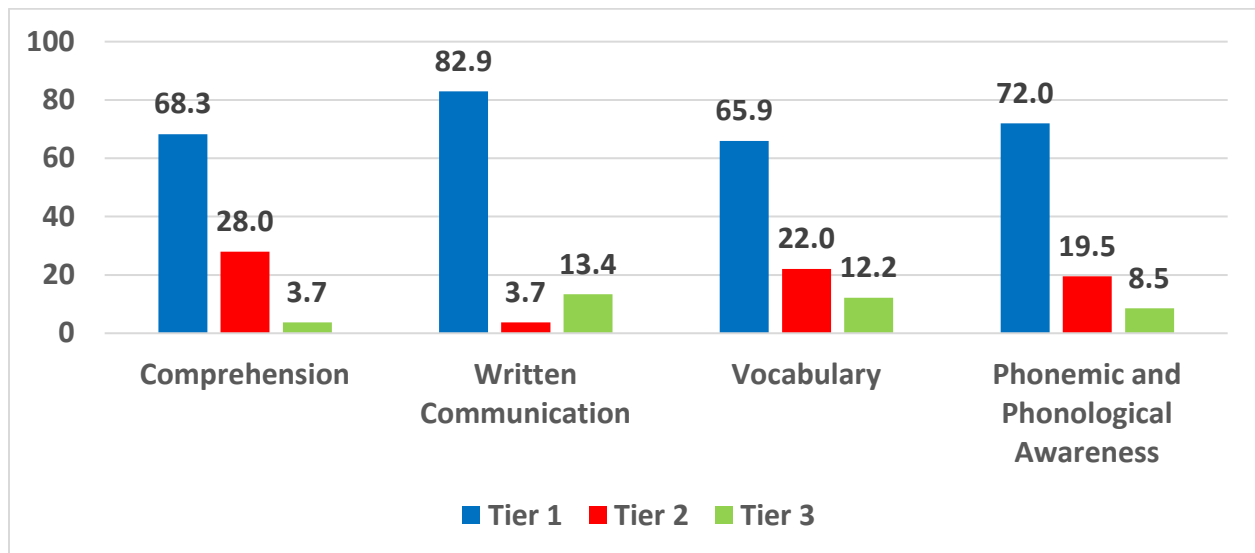
**N=80**

<b>2022-23 Subtest</b>	<b>Fall Ability Index</b>	<b>Fall Percentile</b>	<b>Spring Ability Index</b>	<b>Spring Percentile</b>
<b>Comprehension</b>	199.6	52.3	<b>214.4</b>	<b>58.0</b>
<b>Written Communication</b>	190.8	55.0	<b>210.9</b>	<b>60.0</b>
<b>Vocabulary</b>	188.8	56.1	<b>195.1</b>	<b>42.6</b>
<b>Phonemic and Phonological Awareness</b>	207.5	58.1	<b>234.2</b>	<b>52.0</b>
<b>2021-22 Subtest</b>	<b>Fall Ability Index</b>	<b>Fall Percentile</b>	<b>Spring Ability Index</b>	<b>Spring Percentile</b>
<b>Comprehension</b>	195.1	44.1	202.6	41.5
<b>Written Communication</b>	190.5	54.2	204.8	50.2
<b>Vocabulary</b>	187.3	53.4	192.0	35.5
<b>Phonemic and Phonological Awareness</b>	205.6	54.8	223.6	39.7
<b>2020-21 Subtest</b>	<b>Fall Ability Index</b>	<b>Fall Percentile</b>	<b>Spring Ability Index</b>	<b>Spring Percentile</b>
<b>Comprehension</b>	220.4	46.8	203.6	43.5
<b>Written Communication</b>	189.6	52.7	207.1	54.3
<b>Vocabulary</b>	184.8	49.7	193.2	41.0
<b>Phonemic and Phonological Awareness</b>	202.2	48.3	229.6	47.3

**Spring 2023 Clear Springs Grade 1 Tier Level Percentage**



**Fall 2022 Clear Springs Grade 1 Tier Level Percentage**

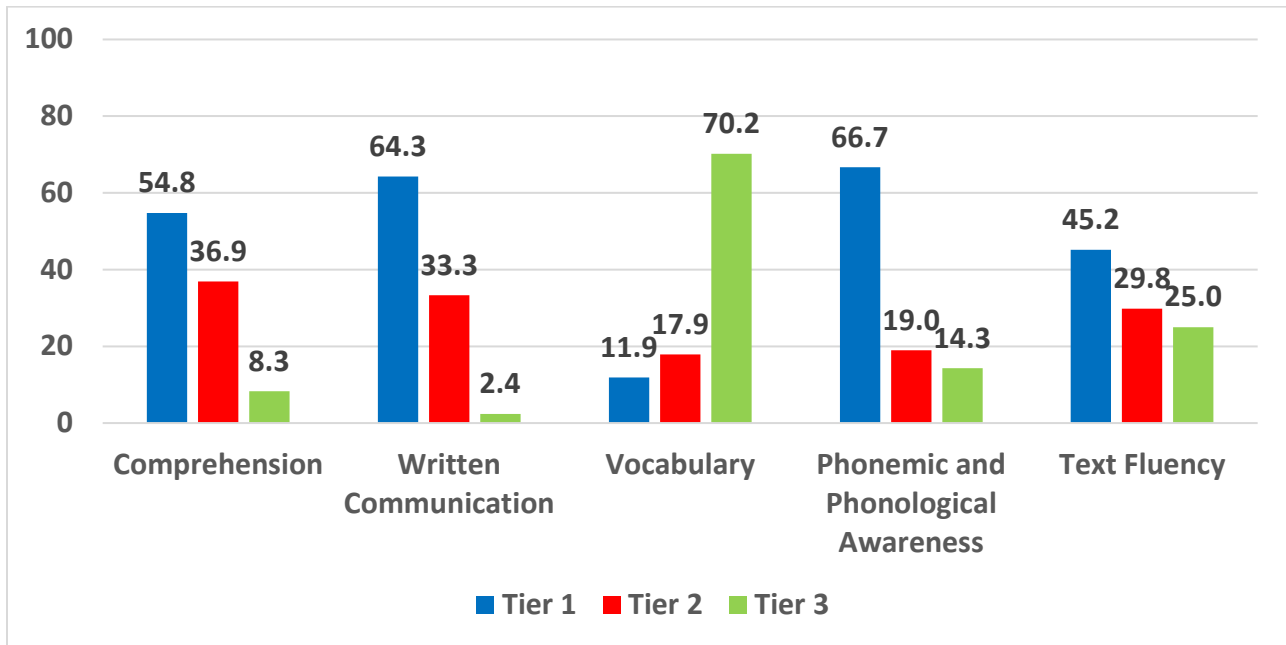


**Fall and Spring 2020-23 Grade 2 Clear Springs ISIP Mean Ability Index, Tier Level,  
and Percentile**

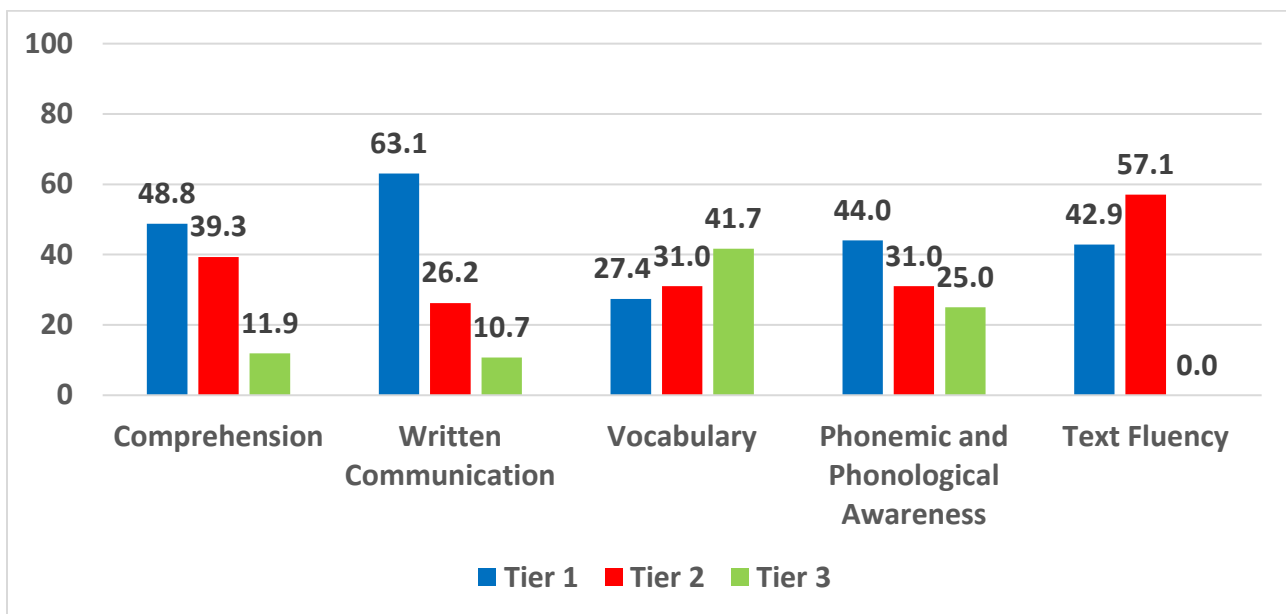
**N=84**

<b>2022-23 Subtest</b>	<b>Fall Ability Index</b>	<b>Fall Percentile</b>	<b>Spring Ability Index</b>	<b>Spring Percentile</b>
<b>Comprehension</b>	220.1	43.7	245.0	47.0
<b>Written Communication</b>	210.1	61.7	<b>220.2</b>	53.8
<b>Vocabulary</b>	205.7	33.0	<b>209.0</b>	<b>21.6</b>
<b>Phonemic and Phonological Awareness</b>	226.6	40.4	<b>248.6</b>	<b>49.7</b>
<b>Text Fluency</b>	7.7	64.4	21.8	44.0
<b>2021-22 Subtest</b>	<b>Fall Ability Index</b>	<b>Fall Percentile</b>	<b>Spring Ability Index</b>	<b>Spring Percentile</b>
<b>Comprehension</b>	219.1	41.8	249.6	50.5
<b>Written Communication</b>	209.8	61.0	219.6	54.0
<b>Vocabulary</b>	202.8	25.6	204.4	17.0
<b>Phonemic and Phonological Awareness</b>	229.9	46.0	246.9	49.5
<b>Text Fluency</b>	7.6	65.9	24.6	47.8
<b>2020-21 Subtest</b>	<b>Fall Ability Index</b>	<b>Fall Percentile</b>	<b>Spring Ability Index</b>	<b>Spring Percentile</b>
<b>Comprehension</b>	205.3	40.7	242.3	44.6
<b>Written Communication</b>	207.5	55.7	219.3	52.2
<b>Vocabulary</b>	207.7	34.9	205.9	18.5
<b>Phonemic and Phonological Awareness</b>	229.0	44.0	244.6	44.1
<b>Text Fluency</b>	7.7	64.4	24.4	47.5

**Spring 2023 Clear Springs Grade 2 Tier Level Percentage**



**Fall 2022 Clear Springs Grade 2 Tier Level Percentage**





### **Data Analysis: Winter and Spring 2020-23 Grade K Deephaven ISIP Mean Ability Index, Tier Level, and Percentile**

When comparing Winter results, Deephaven Kindergarteners under-performed compared to their same grade counterparts in 2022 and 2021, marking a two year decline on each of the four subtest results. Additionally, Kindergarten percentile scores dropped on all four subtests from Winter to Spring. It is typical for Kindergarten students to perform lower in the area of Reading Comprehension and Vocabulary, especially since those skills require a more advanced reading level. Tier level results show a decline at the Tier 1 level with increases at the Tier 3 level in Reading and Listening Comprehension with higher percentages at the Tier 2 level in Vocabulary and Phonic compared to the Winter. It will be important for staff to review these data to determine a course of action for supporting students as they move to First Grade.

### **Recommendations: Winter and Spring 2020-23 Grade K Deephaven ISIP Mean Ability Index, Tier Level, and Percentile**

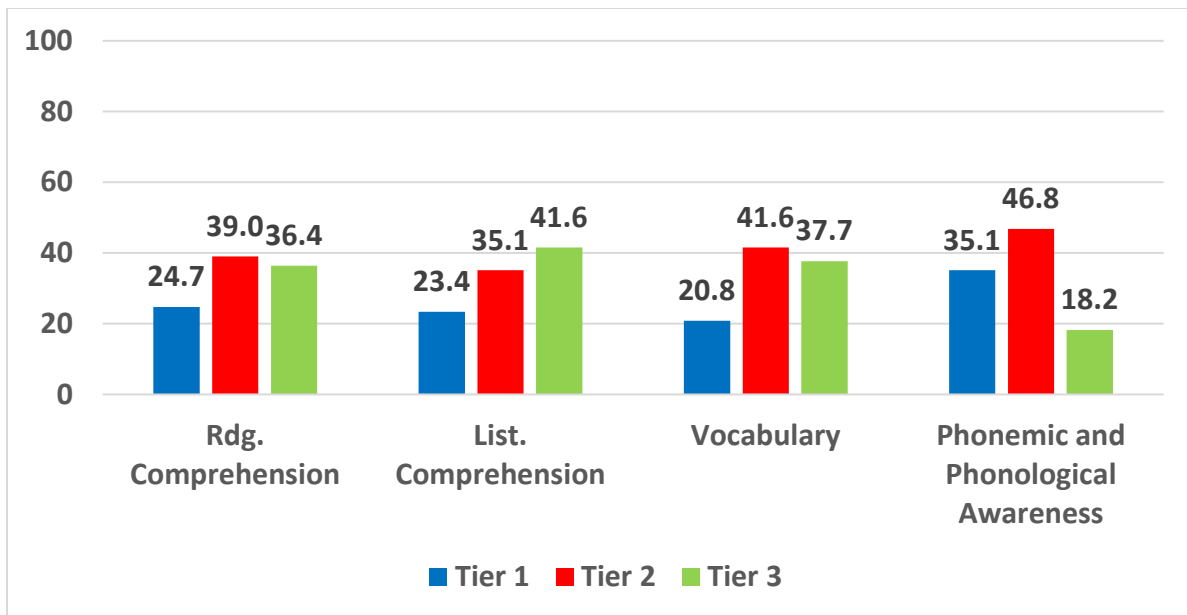
Deephaven teachers should continue to analyze the results of individual students through the reports in the Istation software. There are multiple reports in which teachers can become familiar to not only group their students more effectively, but also to better understand how to serve students instructionally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

**Winter and Spring 2020-23 Grade K Deephaven ISIP Mean Ability Index, Tier Level, and Percentile**

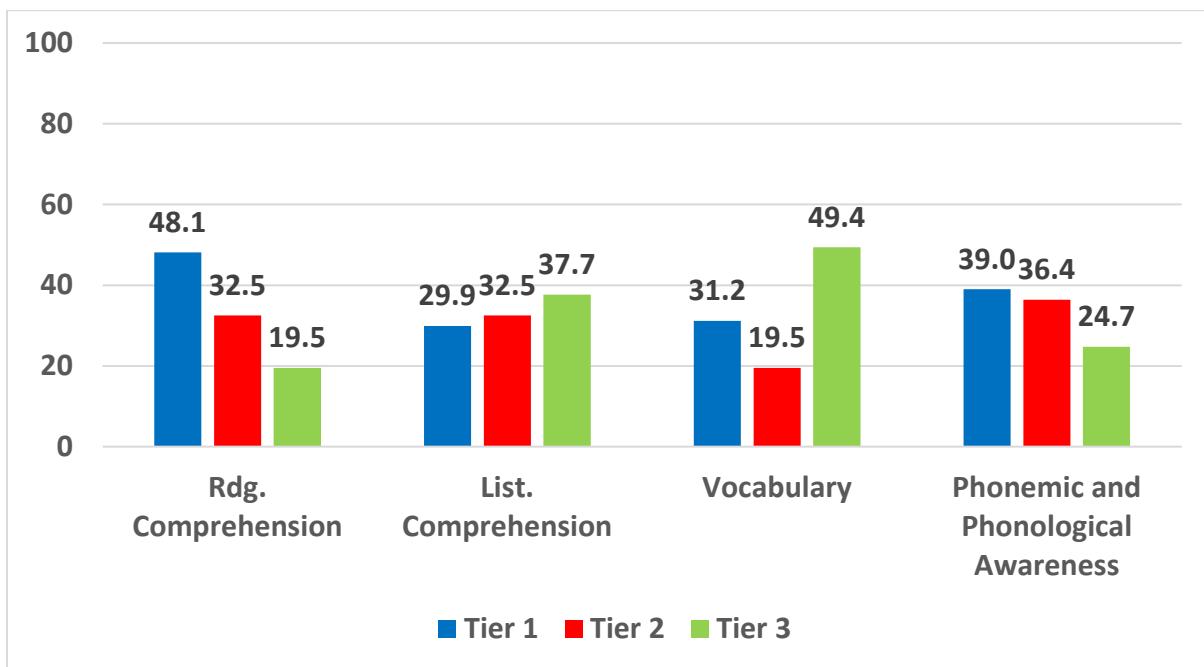
**N=77**

<b>2022-23 Subtest</b>	<b>Winter Ability Index</b>	<b>Winter Percentile</b>	<b>Spring Ability Index</b>	<b>Spring Percentile</b>
<b>Reading Comprehension</b>	178.7	45.4	178.9	29.7
<b>Listening Comprehension</b>	40.4	32.1	50.9	29.3
<b>Vocabulary</b>	164.5	28.8	<b>170.3</b>	27.5
<b>Phonemic and Phonological Awareness</b>	183.0	42.2	195.3	33.5
<b>2021-22 Subtest</b>	<b>Winter Ability Index</b>	<b>Winter Percentile</b>	<b>Spring Ability Index</b>	<b>Spring Percentile</b>
<b>Reading Comprehension</b>	180.0	47.7	181.9	37.4
<b>Listening Comprehension</b>	41.6	31.9	51.1	32.2
<b>Vocabulary</b>	158.4	20.6	169.7	28.7
<b>Phonemic and Phonological Awareness</b>	184.8	45.5	198.0	36.4
<b>2020-21 Subtest</b>	<b>Winter Ability Index</b>	<b>Winter Percentile</b>	<b>Spring Ability Index</b>	<b>Spring Percentile</b>
<b>Reading Comprehension</b>	178.5	47.0	181.5	39.2
<b>Listening Comprehension</b>	40.8	32.1	58.0	39.4
<b>Vocabulary</b>	164.0	30.3	179.1	43.2
<b>Phonemic and Phonological Awareness</b>	183.6	45.2	198.3	37.0

### Spring 2023 Deephaven Grade K Tier Level Percentage



### Winter 2023 Deephaven Grade K Tier Level Percentage



### **Data Analysis: Fall and Spring 2020-23 Grade 1 and 2 Deephaven ISIP Mean Ability Index, Tier Level, and Percentile**

According to the tables below, Deephaven First Graders out-performed First Graders from 2022 in all four areas. Fall to Spring results show that only Comprehension experienced an increase in average percentile, improving from **39.9 percent** to **44.8 percent**. The most significant Fall to Spring percentile decrease was seen in Vocabulary, dropping from **50.3 percent** to **36.3 percent**, followed by Phonics, decreasing from **49.8 percent** to **41.0 percent**. This is like last year, and a pattern that appears to be emerging in these skill areas. This will need to be studied more closely among First Grade teachers. Second Grade teachers will need to understand these data to provide incoming students the necessary supports. Tier level results indicate an increase of 9.7 percent at the Tier 1 level in Reading Comprehension with decreases at the Tier 1 level across the other three subtests. Written Communication experienced an increase within the Tier 2 level, while Vocabulary and Phonics saw an increase in percentage at the Tier 3 level. Compared to the other Immersion sites, Deephaven has significantly few students in Spanish Immersion, and therefore they are susceptible to broader fluctuations among their student data.

Deephaven Second Graders in 2023 out-performed Second Graders in 2022 in four of five areas. In addition, Second Graders experienced increased percentiles from Fall to Spring in Comprehension, Vocabulary, and Phonics, which was an improvement in Fall to Spring Growth compared to last year. The most significant increase was in Vocabulary, improving from **27.4 percent** to **62.8 percent**. Tier level data show Text Fluency improving by **21.2 percent** at the Tier 1 level. The Tier 1 percentage improved on the Vocabulary subtest by an impressive **56.4 percent** and in Written Communication by **27.7 percent**. Phonics experienced a shift at the Tier 1 level from **38.3 percent** to **71.7 percent** with Comprehension improving from **35.6 percent** to **53.3 percent**.

### **Recommendations: Fall and Spring 2020-23 Grade 1 and 2 Deephaven ISIP Mean Ability Index, Tier Level, and Percentile**

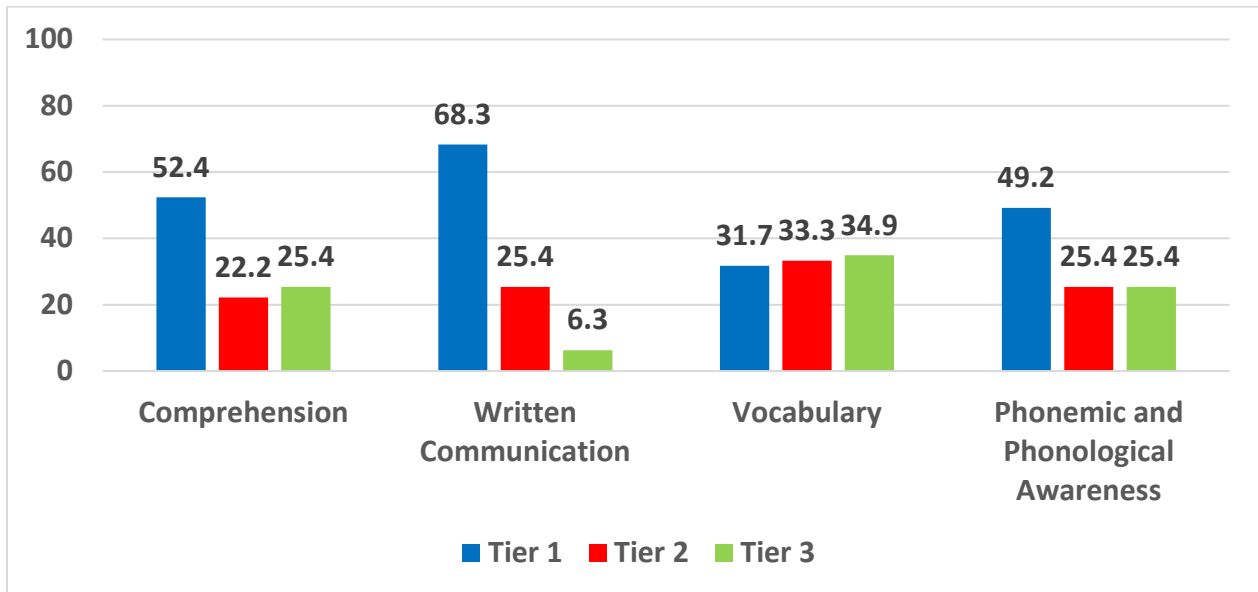
Second Grade students who are performing at lower levels in Comprehension may benefit from participating in the Istation instructional activities on a regular basis with follow up On-Demand Assessments administered each month to monitor student progress. Overall, Second Grade students at Deephaven showed significant Fall to Spring growth.

**Fall and Spring 2020-23 Grade 1 Deephaven ISIP Mean Ability Index, Tier Level,  
and Percentile**

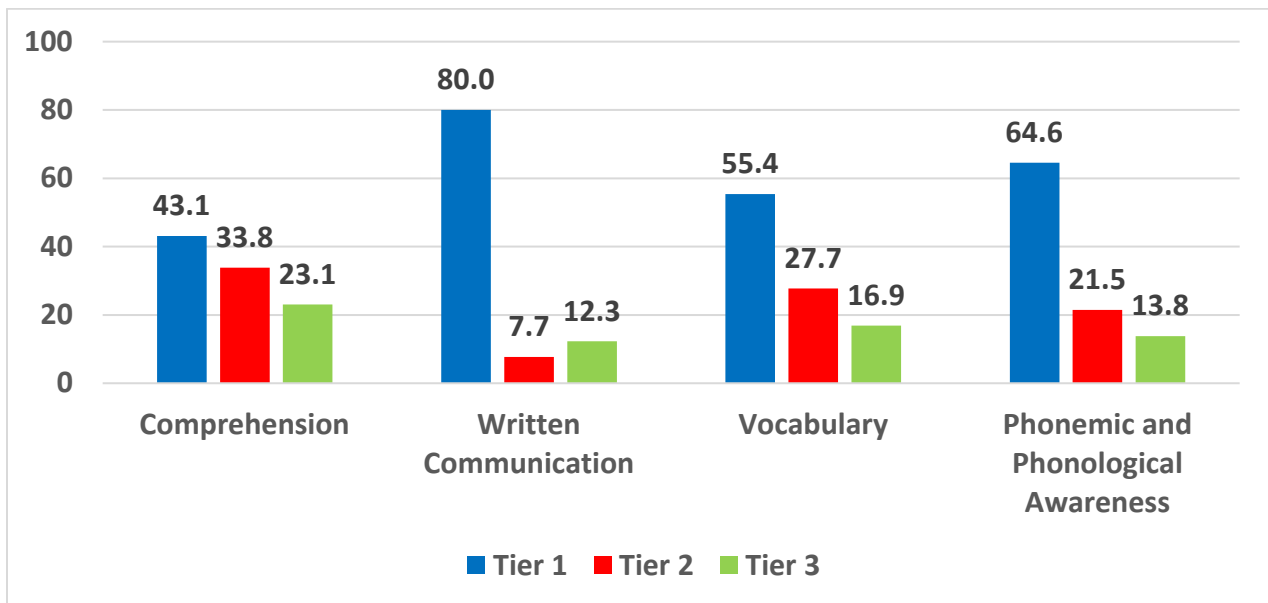
**N=63**

<b>2022-23 Subtest</b>	<b>Fall Ability Index</b>	<b>Fall Percentile</b>	<b>Spring Ability Index</b>	<b>Spring Percentile</b>
<b>Comprehension</b>	192.9	39.9	<b>204.6</b>	<b>44.8</b>
<b>Written Communication</b>	188.0	51.3	<b>203.9</b>	<b>49.9</b>
<b>Vocabulary</b>	185.3	50.3	<b>192.2</b>	<b>36.3</b>
<b>Phonemic and Phonological Awareness</b>	202.9	49.8	<b>223.8</b>	<b>41.0</b>
<b>2021-22 Subtest</b>	<b>Fall Ability Index</b>	<b>Fall Percentile</b>	<b>Spring Ability Index</b>	<b>Spring Percentile</b>
<b>Comprehension</b>	190.8	35.9	199.3	36.1
<b>Written Communication</b>	188.9	52.6	201.2	46.6
<b>Vocabulary</b>	186.1	51.6	188.3	32.3
<b>Phonemic and Phonological Awareness</b>	200.2	45.1	217.0	33.1
<b>2020-21 Subtest</b>	<b>Fall Ability Index</b>	<b>Fall Percentile</b>	<b>Spring Ability Index</b>	<b>Spring Percentile</b>
<b>Comprehension</b>	222.1	46.5	205.3	45.4
<b>Written Communication</b>	182.1	43.8	201.8	47.1
<b>Vocabulary</b>	189.0	56.6	191.7	38.2
<b>Phonemic and Phonological Awareness</b>	200.2	44.4	222.3	39.2

### Spring 2023 Deephaven Grade 1 Tier Level Percentage



### Fall 2022 Deephaven Grade 1 Tier Level Percentage

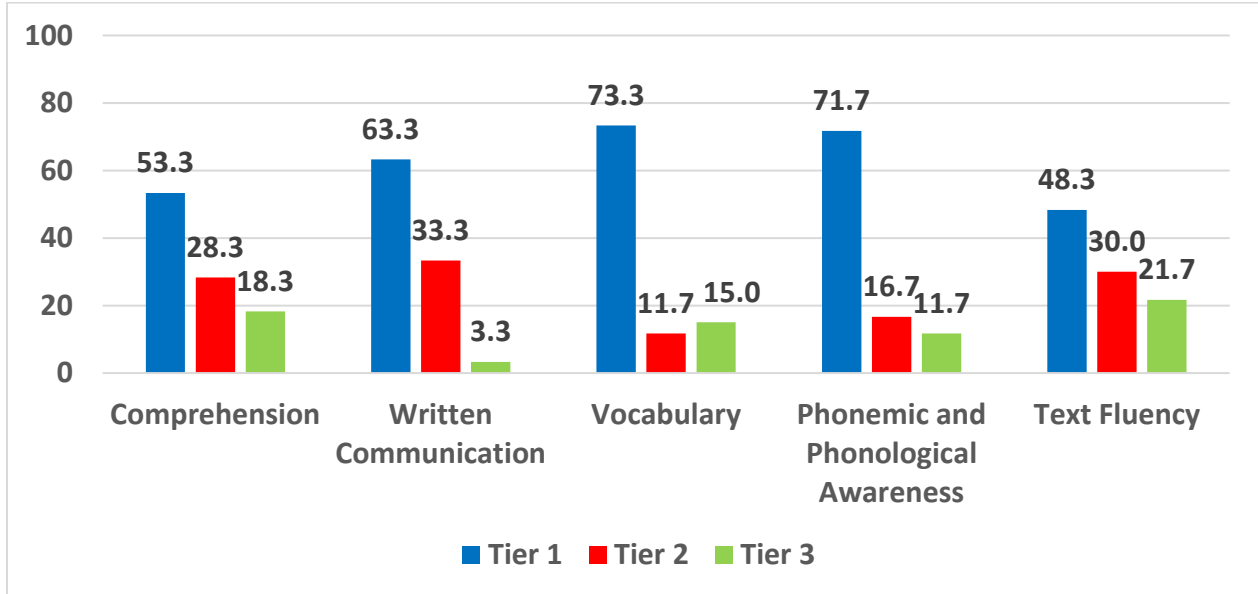


**Fall and Spring 2020-23 Grade 2 Deephaven ISIP Mean Ability Index, Tier Level,  
and Percentile**

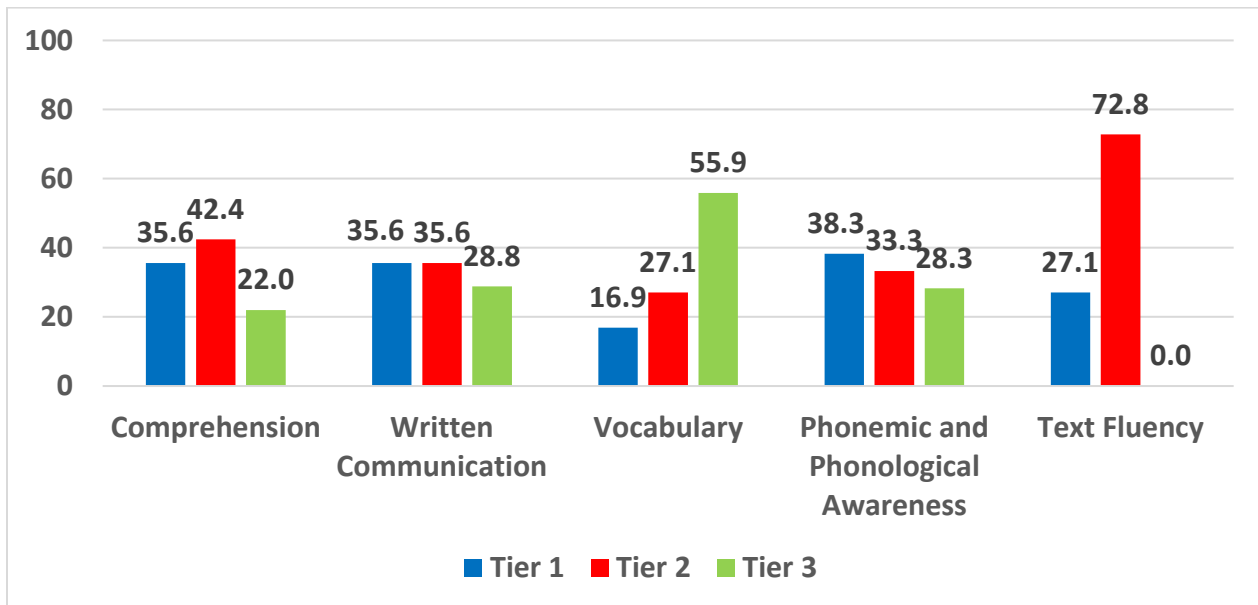
**N=60**

<b>2022-23 Subtest</b>	<b>Fall Ability Index</b>	<b>Fall Percentile</b>	<b>Spring Ability Index</b>	<b>Spring Percentile</b>
<b>Comprehension</b>	213.8	35.6	239.9	42.9
<b>Written Communication</b>	208.3	54.1	<b>217.8</b>	<b>49.7</b>
<b>Vocabulary</b>	202.6	27.4	<b>243.4</b>	<b>62.8</b>
<b>Phonemic and Phonological Awareness</b>	222.7	34.6	<b>249.8</b>	<b>51.1</b>
<b>Text Fluency</b>	3.6	42.2	<b>19.2</b>	<b>41.3</b>
<b>2021-22 Subtest</b>	<b>Fall Ability Index</b>	<b>Fall Percentile</b>	<b>Spring Ability Index</b>	<b>Spring Percentile</b>
<b>Comprehension</b>	220.1	44.0	241.8	44.1
<b>Written Communication</b>	206.3	51.5	216.8	47.6
<b>Vocabulary</b>	201.0	24.2	230.6	46.5
<b>Phonemic and Phonological Awareness</b>	228.8	44.3	246.6	47.3
<b>Text Fluency</b>	7.6	59.1	18.4	40.3
<b>2020-21 Subtest</b>	<b>Fall Ability Index</b>	<b>Fall Percentile</b>	<b>Spring Ability Index</b>	<b>Spring Percentile</b>
<b>Comprehension</b>	208.1	44.0	235.3	38.7
<b>Written Communication</b>	205.6	50.8	216.8	49.8
<b>Vocabulary</b>	206.6	34.4	229.9	48.2
<b>Phonemic and Phonological Awareness</b>	223.0	36.3	243.3	42.8
<b>Text Fluency</b>	8.3	64.4	17.7	39.1

### Spring 2023 Deephaven Grade 2 Tier Level Percentage



### Fall 2022 Deephaven Grade 2 Tier Level Percentage





**Data Analysis: Winter and Spring 2020-23 Grade K Groveland ISIP Mean Ability Index, Tier Level, and Percentile**

Groveland Kindergarteners out-performed their same grade counterparts from 2022 in Reading Comprehension and Phonics, falling slightly off the mark in Vocabulary and Listening Comprehension. Kindergarteners rebounded this year in Reading Comprehension after a drop-off from 2021 to 2022. In 2021, percentile results for Reading Comprehension eclipsed the 50<sup>th</sup> percentile mark. Scores have remained consistent from last year to this year. Tier 1 increases occurred within the Vocabulary and Phonics subtests with an increase in Tier 2 performance in Listening Comprehension and Tier 3 performance in Reading Comprehension.

**Recommendations: Winter and Spring 2020-23 Grade K Groveland ISIP Mean Ability Index, Tier Level, and Percentile**

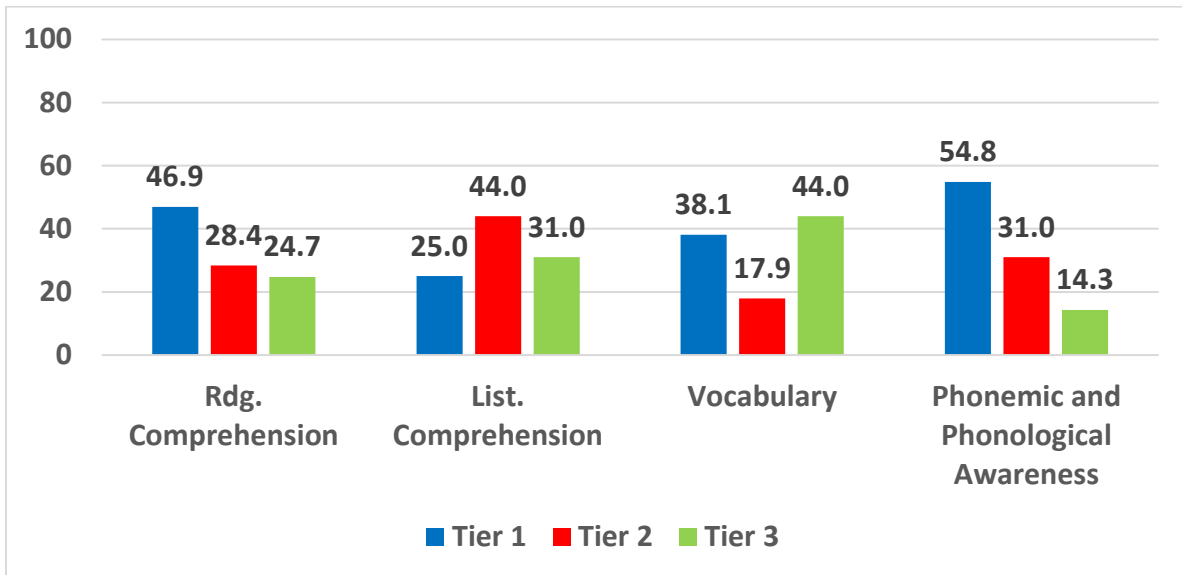
Kindergarten teachers' focus should be in Listening Comprehension and Reading Comprehension. With the additional iPad equipment distributed to all elementary sites in past years, all K-2 students district-wide should be able to spend the necessary time needed with the Istation software to maximize their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

**Winter and Spring 2020-23 Grade K Groveland ISIP Mean Ability Index, Tier Level,  
and Percentile**

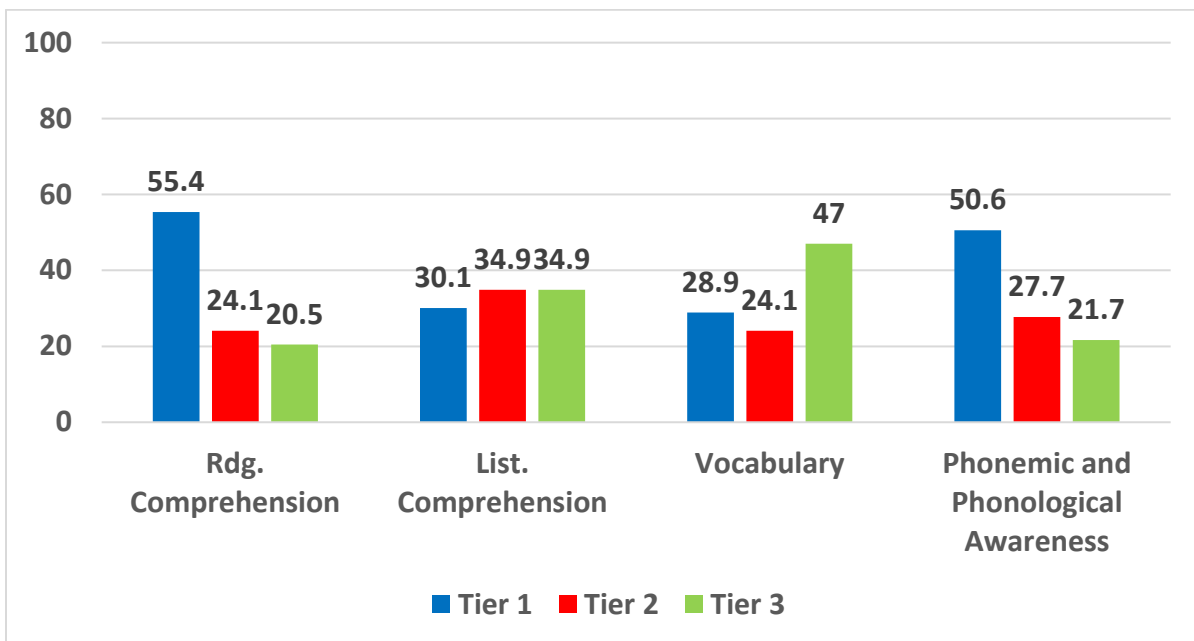
**N=84**

<b>2022-23 Subtest</b>	<b>Winter Ability Index</b>	<b>Winter Percentile</b>	<b>Spring Ability Index</b>	<b>Spring Percentile</b>
<b>Reading Comprehension</b>	178.3	44.3	<b>183.9</b>	<b>43.9</b>
<b>Listening Comprehension</b>	44.1	35.1	53.9	32.3
<b>Vocabulary</b>	163.0	27.3	173.3	34.5
<b>Phonemic and Phonological Awareness</b>	187.3	50.1	199.5	<b>39.0</b>
<b>2021-22 Subtest</b>	<b>Winter Ability Index</b>	<b>Winter Percentile</b>	<b>Spring Ability Index</b>	<b>Spring Percentile</b>
<b>Reading Comprehension</b>	179.4	46.6	183.7	41.9
<b>Listening Comprehension</b>	38.1	42.9	54.2	33.0
<b>Vocabulary</b>	164.7	30.3	175.9	37.6
<b>Phonemic and Phonological Awareness</b>	185.7	46.7	199.7	38.1
<b>2020-21 Subtest</b>	<b>Winter Ability Index</b>	<b>Winter Percentile</b>	<b>Spring Ability Index</b>	<b>Spring Percentile</b>
<b>Reading Comprehension</b>	180.2	50.5	187.2	51.5
<b>Listening Comprehension</b>	38.1	28.6	53.7	32.4
<b>Vocabulary</b>	167.1	32.2	174.1	34.2
<b>Phonemic and Phonological Awareness</b>	182.4	40.6	200.5	39.0

### Spring 2023 Groveland Grade K Tier Level Percentage



### Winter 2023 Groveland Grade K Tier Level Percentage



### **Data Analysis: Fall and Spring 2020-23 Grade 1 and 2 Groveland ISIP Mean Ability Index, Tier Level, and Percentile**

First Grade results show that First Graders in 2023 out-performed First Graders in 2022 in three of four areas. Fall to Spring scores this year show solid percentile performances and increases in Comprehension and Written Communication. Tier level results show an increase in Comprehension by **10.6 percent** at the Tier 1 level and **14.4 percent** at the Tier 1 level for Written Communication, totaling **87.3 percent** of students reaching the Tier 1 level on this subtest. Although there was a drop in Phonics, the shift was mainly toward the Tier 2 level, which was the same shift for Vocabulary.

Second Graders in 2023 out-performed Second Graders in 2022 in all five areas according to percentile results, which was a turnaround from the prior year, when the 2022 results showed a drop in all five areas compared to 2021. Tier level data show several significant increase in all five areas. The news is encouraging and suggests a positive upward trend following the pandemic.

### **Recommendations: Fall and Spring 2020-23 Grade 1 and 2 Groveland ISIP Mean Ability Index, Tier Level, and Percentile**

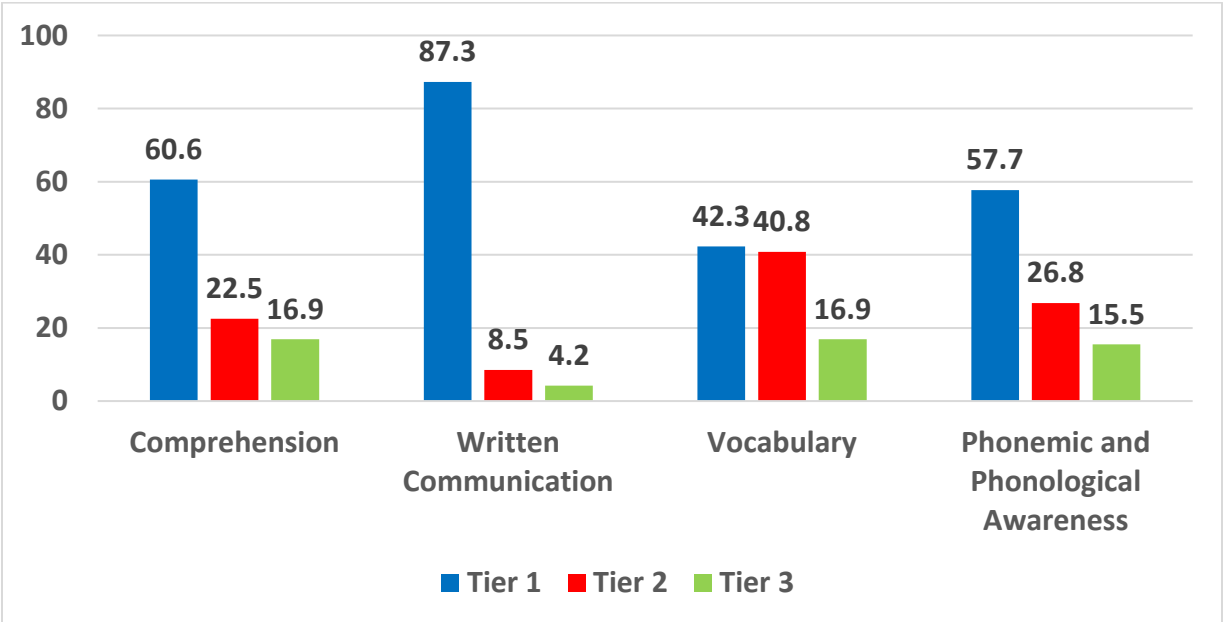
It is recommended that Second Grade teachers focus on Vocabulary and Comprehension, which is typical of language learners at this age. With four of the five subtest results approaching or eclipsing the 50<sup>th</sup> percentile mark, there is reason for encouragement. The data suggest that Second Graders at Groveland are performing as well or better than many native speakers taking the Istation assessments nationally.

**Fall and Spring 2020-23 Grade 1 Groveland ISIP Mean Ability Index, Tier Level,  
and Percentile**

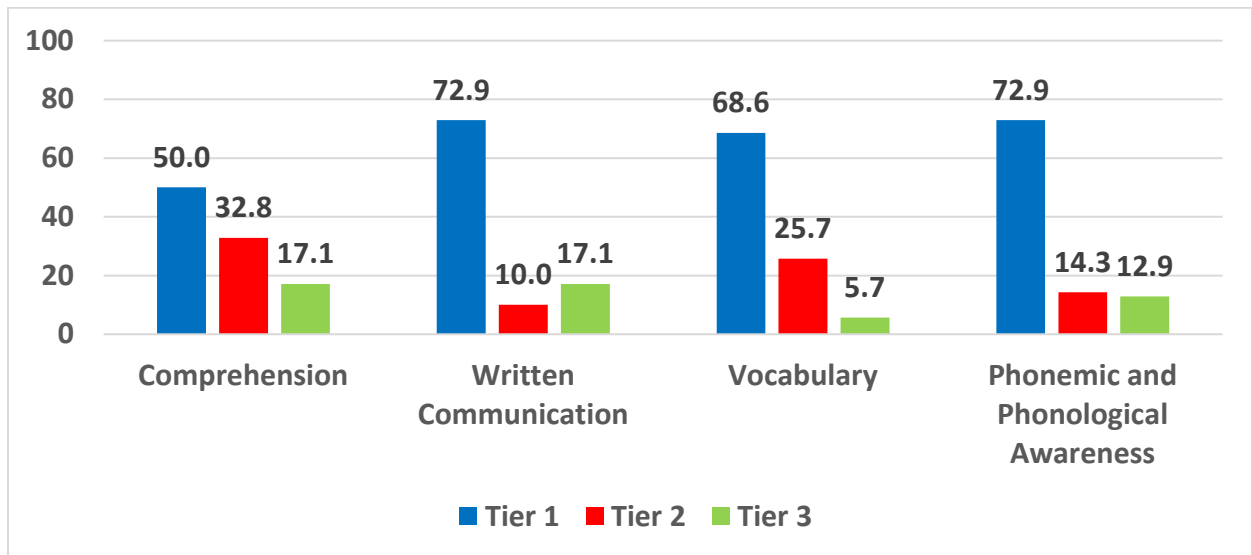
**N=71**

<b>2022-23 Subtest</b>	<b>Fall Ability Index</b>	<b>Fall Percentile</b>	<b>Spring Ability Index</b>	<b>Spring Percentile</b>
<b>Comprehension</b>	195.8	44.9	<b>208.2</b>	<b>49.7</b>
<b>Written Communication</b>	186.9	50.2	<b>209.9</b>	<b>58.0</b>
<b>Vocabulary</b>	190.0	58.4	<b>195.4</b>	43.3
<b>Phonemic and Phonological Awareness</b>	204.9	53.9	<b>230.5</b>	<b>48.5</b>
<b>2021-22 Subtest</b>	<b>Fall Ability Index</b>	<b>Fall Percentile</b>	<b>Spring Ability Index</b>	<b>Spring Percentile</b>
<b>Comprehension</b>	197.2	47.3	207.2	47.3
<b>Written Communication</b>	192.9	57.5	207.7	54.5
<b>Vocabulary</b>	186.5	51.3	195.2	43.4
<b>Phonemic and Phonological Awareness</b>	205.7	55.3	226.2	42.5
<b>2020-21 Subtest</b>	<b>Fall Ability Index</b>	<b>Fall Percentile</b>	<b>Spring Ability Index</b>	<b>Spring Percentile</b>
<b>Comprehension</b>	216.4	42.6	207.1	46.3
<b>Written Communication</b>	187.2	50.4	206.8	54.0
<b>Vocabulary</b>	183.2	45.6	193.4	37.4
<b>Phonemic and Phonological Awareness</b>	200.1	44.1	224.7	41.6

**Spring 2023 Groveland Grade 1 Tier Level Percentage**



**Fall 2022 Groveland Grade 1 Tier Level Percentage**

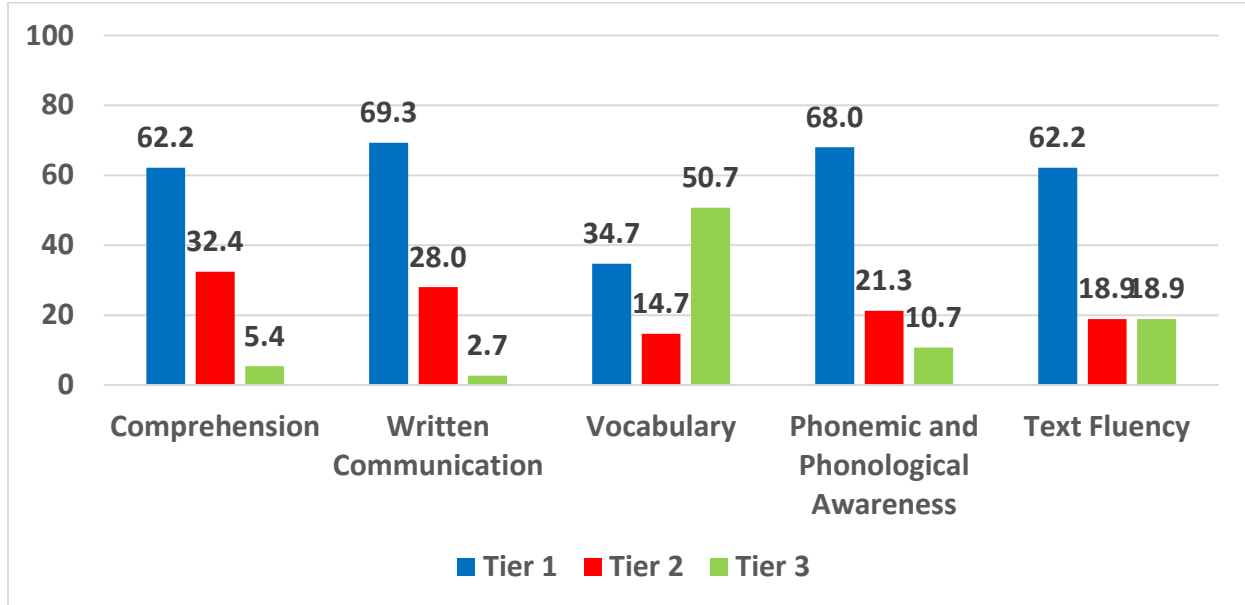


**Fall and Spring 2020-23 Grade 2 Groveland ISIP Mean Ability Index, Tier Level,  
and Percentile**

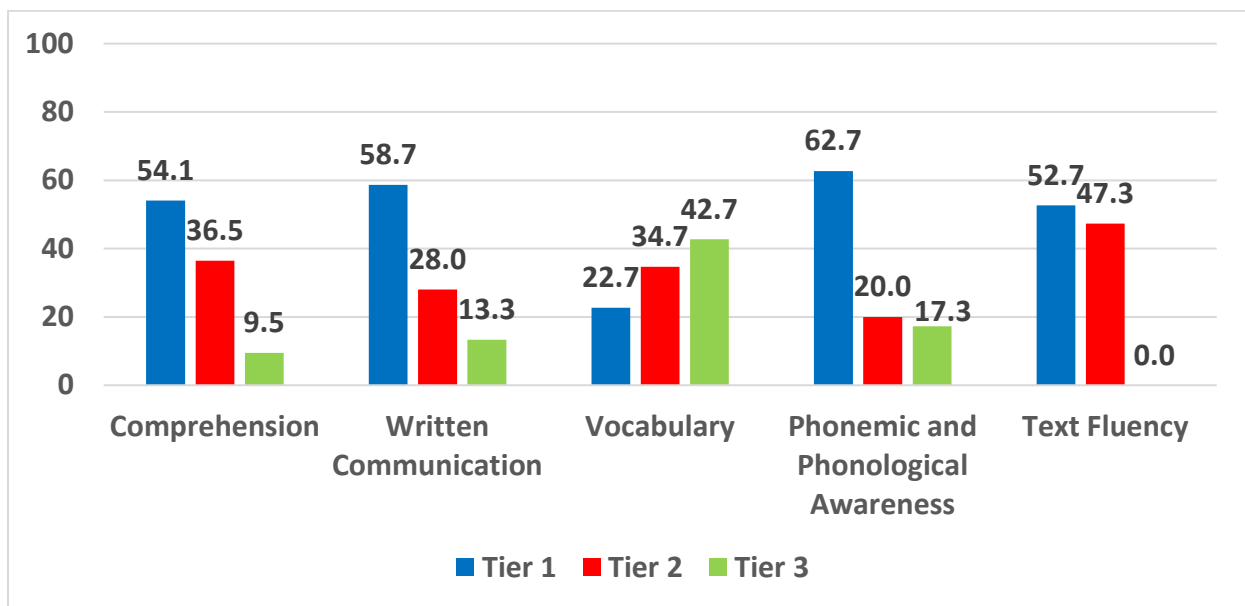
**N=75**

<b>2022-23 Subtest</b>	<b>Fall Ability Index</b>	<b>Fall Percentile</b>	<b>Spring Ability Index</b>	<b>Spring Percentile</b>
<b>Comprehension</b>	222.7	47.5	<b>247.4</b>	<b>49.0</b>
<b>Written Communication</b>	210.1	60.8	<b>222.2</b>	<b>56.3</b>
<b>Vocabulary</b>	206.0	31.0	<b>219.8</b>	<b>34.0</b>
<b>Phonemic and Phonological Awareness</b>	233.3	51.8	<b>251.9</b>	<b>53.3</b>
<b>Text Fluency</b>	8.7	60.8	<b>25.6</b>	<b>49.0</b>
<b>2021-22 Subtest</b>	<b>Fall Ability Index</b>	<b>Fall Percentile</b>	<b>Spring Ability Index</b>	<b>Spring Percentile</b>
<b>Comprehension</b>	225.8	51.9	242.9	45.1
<b>Written Communication</b>	210.9	63.3	218.6	51.4
<b>Vocabulary</b>	206.0	31.9	215.2	29.6
<b>Phonemic and Phonological Awareness</b>	229.7	45.4	241.8	41.3
<b>Text Fluency</b>	9.0	64.5	18.3	39.9
<b>2020-21 Subtest</b>	<b>Fall Ability Index</b>	<b>Fall Percentile</b>	<b>Spring Ability Index</b>	<b>Spring Percentile</b>
<b>Comprehension</b>	209.8	45.7	243.6	45.7
<b>Written Communication</b>	212.3	66.4	222.6	59.2
<b>Vocabulary</b>	204.6	28.3	214.8	29.8
<b>Phonemic and Phonological Awareness</b>	234.9	54.0	250.7	52.8
<b>Text Fluency</b>	10.5	71.2	26.0	49.4

### Spring 2023 Groveland Grade 2 Tier Level Percentage



### Fall 2022 Groveland Grade 2 Tier Level Percentage





### **Data Analysis: Winter and Spring 2020-23 Grade K Minnewashta ISIP Mean Ability Index, Tier Level, and Percentile**

Winter results show that Minnewashta Kindergarteners significantly out-performed Kindergarteners from 2020-21 in all four areas last year, and scores this year are closer to the student performance from two years ago. According to Winter to Spring results, Kindergarteners saw increases in percentile scores within the Vocabulary subtest, improving from **28.0 percent** to **31.1 percent**. However, there were percentile decreases within the other three subtests. This is consistent with Kindergarten performance districtwide and evidence of the increasing rigor of this assessment in the Spring for non-native speakers. Tier level data show Reading Comprehension Tier 1 percentages dropping by **20.2 percent**, while increasing by **11.2 percent** at the Tier 3 level. Listening Comprehension experienced an increase at the Tier 3 level of **16.6 percent**. Phonics experienced a slight decrease in percentage for the Tier 1 level with Vocabulary showing a **4.2 percent** increase.

### **Recommendations: Winter and Spring 2020-23 Grade K Minnewashta ISIP Mean Ability Index, Tier Level, and Percentile**

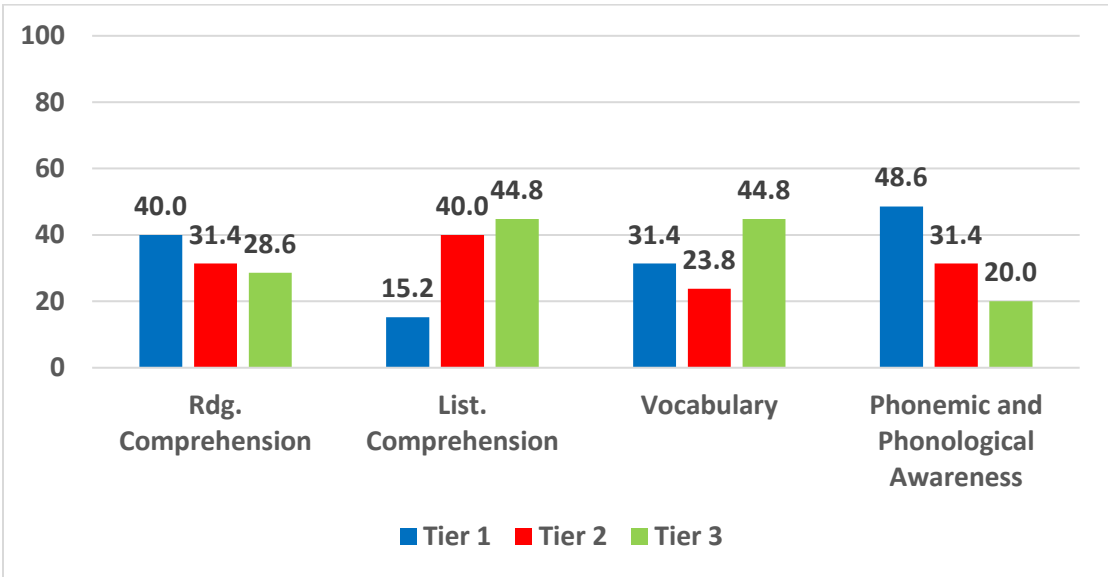
As with the other sites, it will be important for teachers to help students maximize their time with the supplemental Istation software in addition to providing students with the instruction needed through the Senderos materials. In the coming school year and beyond, teachers should work to study the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

**Winter and Spring 2020-23 Grade K Minnewashta ISIP Mean Ability Index, Tier Level, and Percentile**

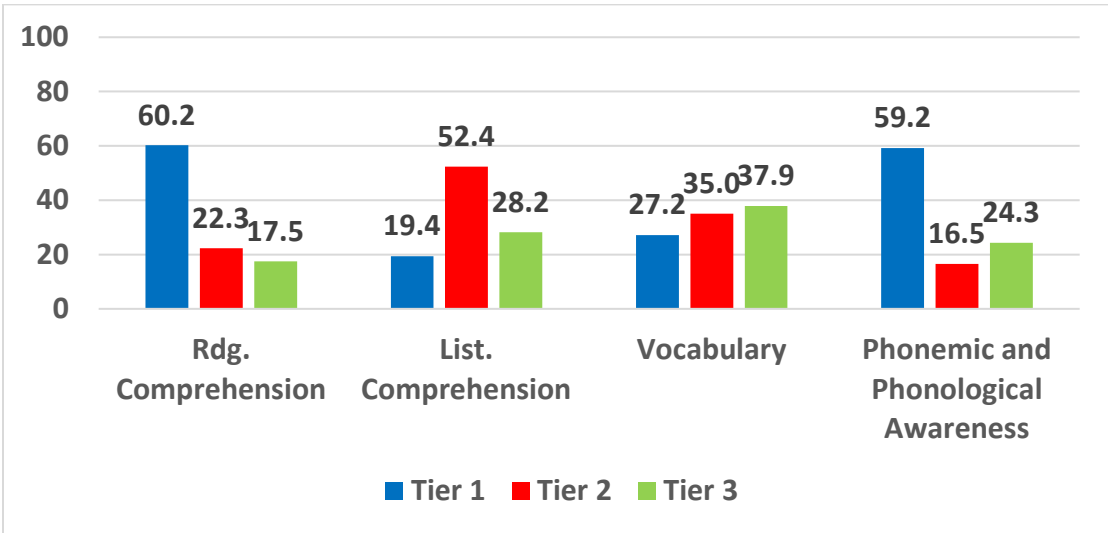
**N=105**

<b>2022-23 Subtest</b>	<b>Winter Ability Index</b>	<b>Winter Percentile</b>	<b>Spring Ability Index</b>	<b>Spring Percentile</b>
<b>Reading Comprehension</b>	179.7	49.9	181.6	38.3
<b>Listening Comprehension</b>	41.7	31.6	46.1	24.8
<b>Vocabulary</b>	164.7	28.0	170.6	31.1
<b>Phonemic and Phonological Awareness</b>	189.4	54.4	198.4	37.2
<b>2021-22 Subtest</b>	<b>Winter Ability Index</b>	<b>Winter Percentile</b>	<b>Spring Ability Index</b>	<b>Spring Percentile</b>
<b>Reading Comprehension</b>	180.9	50.8	186.2	48.5
<b>Listening Comprehension</b>	49.0	42.1	52.2	31.9
<b>Vocabulary</b>	166.4	34.2	178.9	43.1
<b>Phonemic and Phonological Awareness</b>	191.9	59.8	204.3	43.1
<b>2020-21 Subtest</b>	<b>Winter Ability Index</b>	<b>Winter Percentile</b>	<b>Spring Ability Index</b>	<b>Spring Percentile</b>
<b>Reading Comprehension</b>	179.6	44.7	182.2	37.5
<b>Listening Comprehension</b>	42.7	33.1	51.5	29.8
<b>Vocabulary</b>	165.7	29.4	175.3	36.8
<b>Phonemic and Phonological Awareness</b>	186.8	49.2	201.3	39.9

Spring 2023 Minnewashta Grade K Tier Level Percentage



Winter 2023 Minnewashta Grade K Tier Level Percentage



### **Data Analysis: Fall and Spring 2020-23 Grade 1 Minnewashta ISIP Mean Ability Index, Tier Level, and Percentile**

Both First and Second Grade results are encouraging. For the third year in a row, First Graders improved from Fall to Spring in all four areas including out-performing their First Grade counterparts from a year ago. The most significant improvements from this Fall were seen in Phonics and Reading Comprehension. Fall to Spring Phonics percentiles increased from **50.5 percent** to **60.2 percent**, while Comprehension improved from **40.9 percent** to **64.4 percent**. Minnewashta First Graders eclipsed the 50<sup>th</sup> percentile on all four subtests. Tier level data show significant Tier 1 improvement in Comprehension (**27.9 percent**), Written Communication (**8.2 percent**), and Phonics (**16.7 percent**). Within these subtests, there were also significant decreases at the Tier 3 level, all encouraging signs for Minnewashta First Graders.

Second Grade results showed Fall to Spring increases in all areas, except for a slight percentile drop from **56.5 percent** to **53.0 percent** in Text Fluency. This is a common area for students to experience a significant decrease due to the challenging nature of this subtest. There was a significant Fall to Spring percentile increase in Phonics, which improved from **47.7 percent** to **60.6 percent**. Tier level data show significant increases in all areas. Text Fluency improved by **8.3 percent** at the Tier 1 level. The most remarkable improvement was seen in Written Communication and Phonics, in which the percentage increase at the Tier 1 level for Written Communication was **25.1 percent**, and the Phonics increase was **31.4 percent**.

### **Recommendations: Fall and Spring 2020-23 Grade 1 Minnewashta ISIP Mean Ability Index, Tier Level, and Percentile**

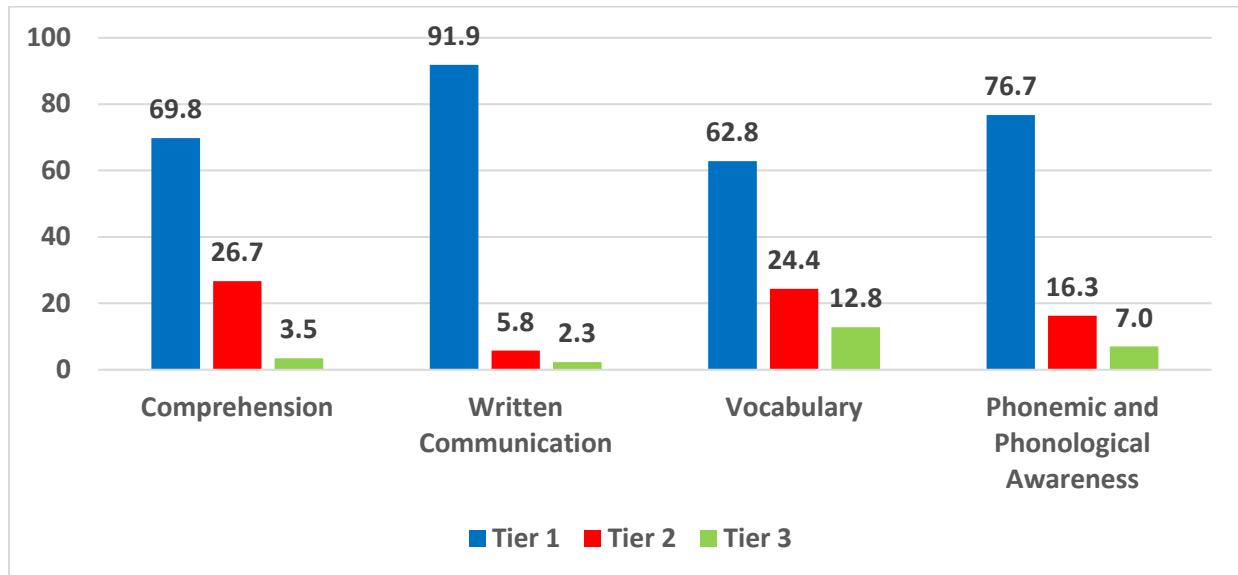
According to the results, Text Fluency should be a main area of focus for Second Graders as this shows the greatest challenge for most Second Graders. Student performance should continue to improve in this area as teachers become familiar with the fluency students are exposed to in Istation compared to the Vocabulary students experience with Senderos.

**Fall and Spring 2020-23 Grade 1 Minnewashta ISIP Mean Ability Index, Tier Level,  
and Percentile**

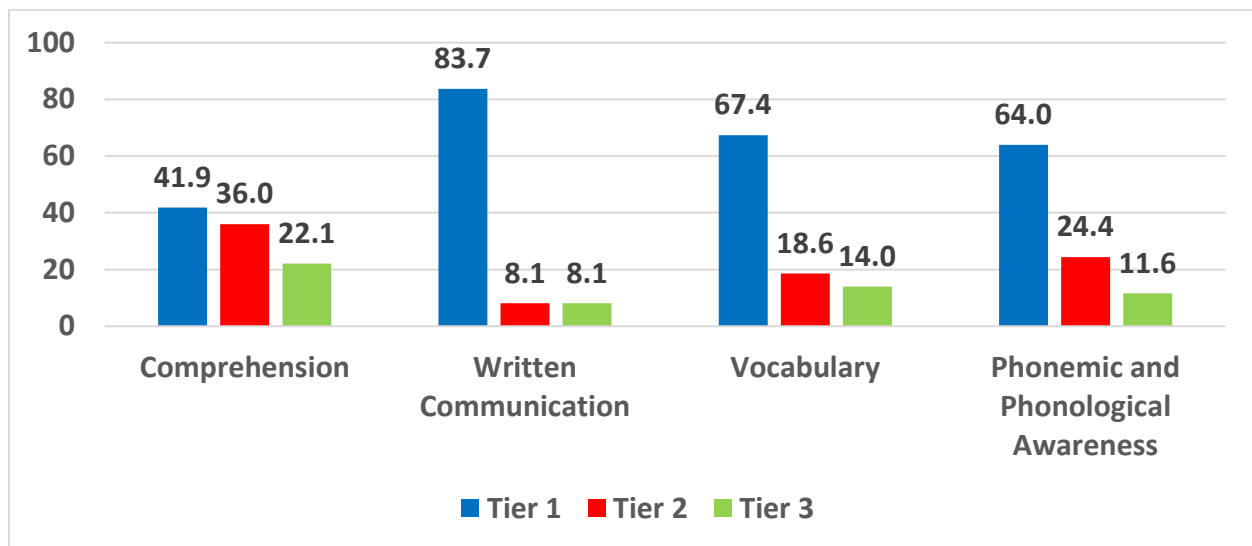
**N=86**

<b>2022-23 Subtest</b>	<b>Fall Ability Index</b>	<b>Fall Percentile</b>	<b>Spring Ability Index</b>	<b>Spring Percentile</b>
<b>Comprehension</b>	193.5	40.9	<b>220.4</b>	<b>64.4</b>
<b>Written Communication</b>	191.3	55.6	<b>213.2</b>	<b>63.4</b>
<b>Vocabulary</b>	188.6	56.6	202.2	57.0
<b>Phonemic and Phonological Awareness</b>	203.4	50.5	<b>240.9</b>	<b>60.2</b>
<b>2021-22 Subtest</b>	<b>Fall Ability Index</b>	<b>Fall Percentile</b>	<b>Spring Ability Index</b>	<b>Spring Percentile</b>
<b>Comprehension</b>	193.0	40.0	217.4	62.1
<b>Written Communication</b>	188.4	51.8	210.1	58.2
<b>Vocabulary</b>	187.5	53.6	203.8	59.7
<b>Phonemic and Phonological Awareness</b>	203.6	51.0	238.6	57.1
<b>2020-21 Subtest</b>	<b>Fall Ability Index</b>	<b>Fall Percentile</b>	<b>Spring Ability Index</b>	<b>Spring Percentile</b>
<b>Comprehension</b>	218.2	43.2	211.2	54.5
<b>Written Communication</b>	186.6	49.3	209.5	56.9
<b>Vocabulary</b>	185.7	51.0	204.2	58.7
<b>Phonemic and Phonological Awareness</b>	195.9	35.9	231.5	49.1

### Spring 2023 Minnewashta Grade 1 Tier Level Percentage



### Fall 2022 Minnewashta Grade 1 Tier Level Percentage

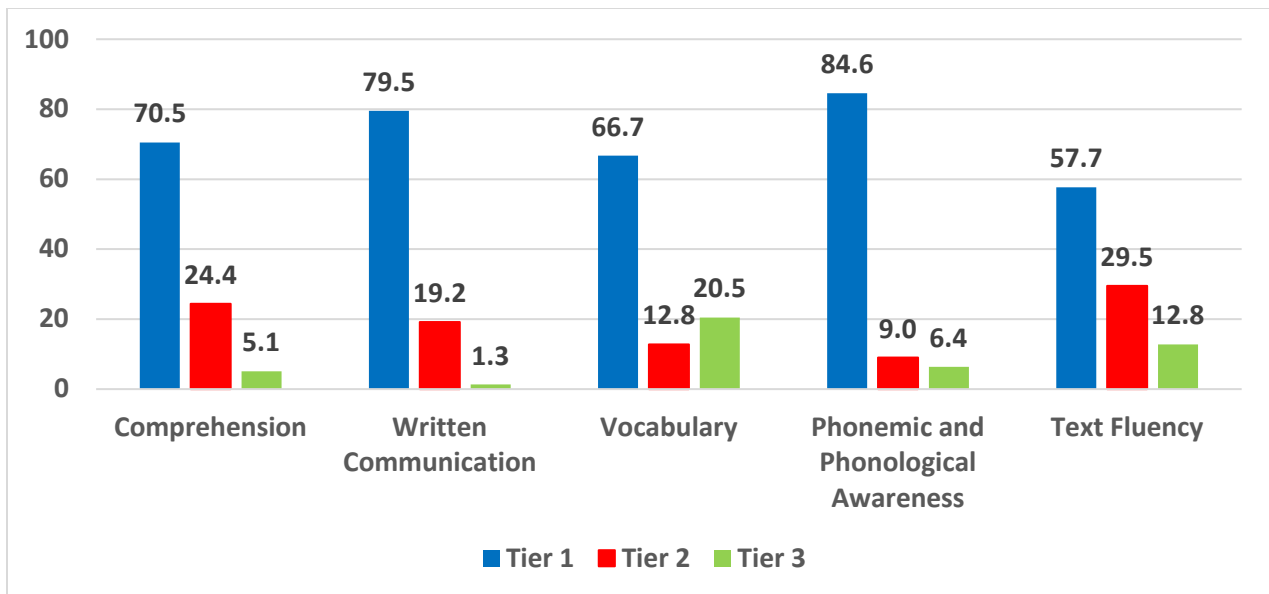


**Fall and Spring 2020-23 Grade 2 Minnewashta ISIP Mean Ability Index, Tier Level,  
and Percentile**

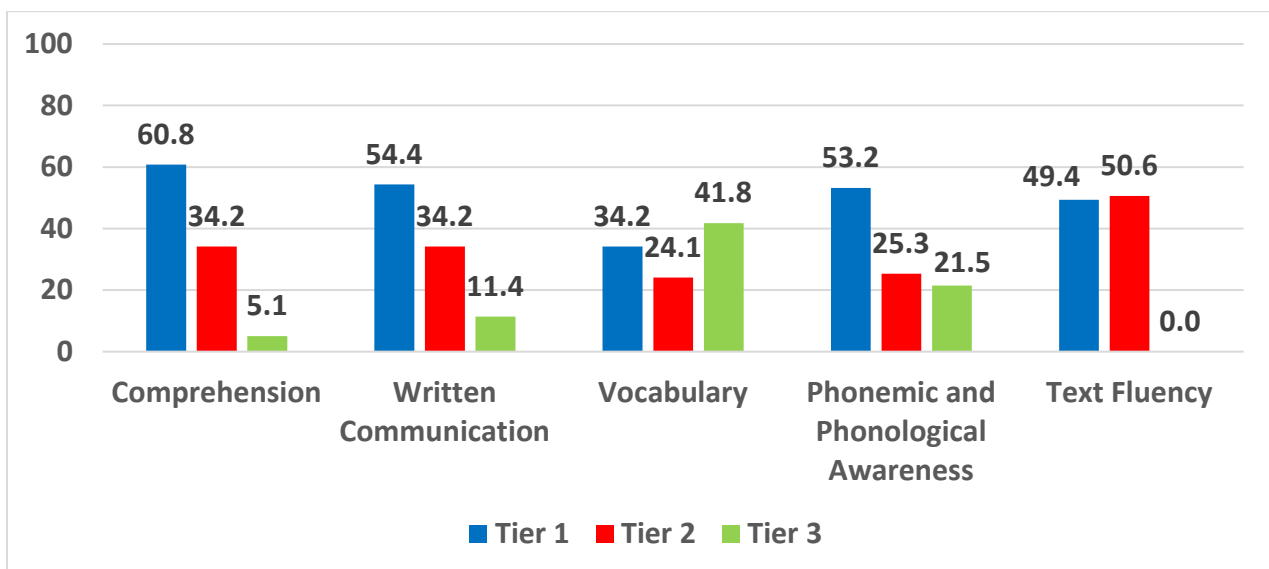
**N=78**

<b>2021-22 Subtest</b>	<b>Fall Ability Index</b>	<b>Fall Percentile</b>	<b>Spring Ability Index</b>	<b>Spring Percentile</b>
<b>Comprehension</b>	227.2	53.1	<b>255.7</b>	<b>56.0</b>
<b>Written Communication</b>	208.1	57.3	<b>223.6</b>	<b>61.5</b>
<b>Vocabulary</b>	209.4	38.2	<b>232.2</b>	<b>50.7</b>
<b>Phonemic and Phonological Awareness</b>	230.8	47.7	<b>257.1</b>	<b>60.6</b>
<b>Text Fluency</b>	8.6	56.5	<b>29.3</b>	<b>53.0</b>
<b>2020-21 Subtest</b>	<b>Fall Ability Index</b>	<b>Fall Percentile</b>	<b>Spring Ability Index</b>	<b>Spring Percentile</b>
<b>Comprehension</b>	220.2	43.9	249.9	51.0
<b>Written Communication</b>	209.0	57.8	223.2	59.8
<b>Vocabulary</b>	205.2	30.2	227.0	43.4
<b>Phonemic and Phonological Awareness</b>	230.6	46.9	253.0	55.1
<b>Text Fluency</b>	7.5	64.1	25.4	48.4
<b>2019-20 Subtest</b>	<b>Fall Ability Index</b>	<b>Fall Percentile</b>	<b>Spring Ability Index</b>	<b>Spring Percentile</b>
<b>Comprehension</b>	199.8	40.6	248.3	49.6
<b>Written Communication</b>	208.2	55.4	224.2	62.0
<b>Vocabulary</b>	209.5	38.1	222.7	38.8
<b>Phonemic and Phonological Awareness</b>	229.7	45.6	253.2	55.3
<b>Text Fluency</b>	10.0	66.2	26.6	49.8

### Spring 2023 Minnewashta Grade 2 Tier Level Percentage



### Fall 2022 Minnewashta Grade 2 Tier Level Percentage





## CONCLUSIONS AND RECOMMENDATIONS

In many cases, scores have rebounded across the District on the ISIP Test. Not only did many grade levels surpass their same grade level counterparts from a year ago, but in many cases, average percentile scores improved from Fall to Spring indicating accelerated growth compared to students assessed nationwide. Teachers will use the results to help plan for individual intervention with students depending on their performance. All student progress will be monitored on a regular basis, and some students will spend more time with the program each week depending on their needs. Students who need more intensive intervention will be assessed monthly with the Istation *On Demand Assessments*, as this is a form of progress monitoring for students who may be struggling with the language.

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

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### RECOMMENDATION/FUTURE DIRECTION:

The information provided in this report is designed to update the School Board on the results of the Spring 2023 administration of the Istation 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 #4**

**Title: Review of Spring NWEA Results**

**Date: June 15, 2023**

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**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 twelfth year of District-wide implementation. The following are key summary points in the analysis of the Spring 2023 administration of the NWEA:

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

**OVERVIEW**

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

**SUMMARY OF RESULTS**

- In Reading, average national growth is 5-6 RIT points among Fifth Graders, and students receiving Special Education services grew an average of **3.8 points**.
- According to non-cohort Math performance, African American students improved in **4** of the **8** grade levels measured.

- Hispanic students saw gains across **4** of **8** grade levels, with a statistically significant increase observed among Fifth Graders. Fifth Graders improved by **6.6 RIT points**.
- There are no significant gaps in performance between Open-Enrolled and Resident students for both Reading and Math. By Fourth Grade, RIT scores are virtually the same in Math and Reading.
- As Minnetonka students move into the Middle School the acceleration of the middle student is evident. For example, a typical Minnetonka Fifth Grade student is performing at the mid Ninth Grade level in Reading and beyond the Twelfth Grade level in Math according to the current NWEA national norms. If a student is on grade level and performing at the Fifth Grade level, he or she will notice a significant difference in performance when his or her peers are six grade levels ahead of that individual.

## PRESENTATION OF NWEA DATA

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

Topic	Page #
NWEA Norms	5
Overall Student Performance (Four Year Trend Data)	7
Non-Cohort Growth	8
Non-Cohort Growth e-Learning and In-Person	9
Advanced Learning and Navigator Students	12
Immersion Students	17
Open-Enrolled Students	19
Special Education Students	20
Limited English Proficiency (LEP) Students	23
Overall Student Performance (Without Advanced Learning)	24
Overall Student Performance (Without Special Education)	25
Overall Student Performance by Gender	25
Overall Non-Cohort Student Performance by Ethnicity	27
Math	28
Reading	31
Recommendations for Action	35

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.

## NWEA NORMS

Norms measure the normal achievement for a certain test. NWEA publishes two sets of norms: *status norms* and *growth norms*. Status Norms refer to the average performance of all NWEA students on a particular test. For instance, the norm performance on the Grade Five Math MAP Test in the Fall of 2022 was a RIT score of 209. This is useful information, because if one knows his Grade Five student's score is 217, he knows that his student is achieving at a higher level than the U.S. average in Math.

The NWEA norms typically change every three years. The 2020 norms were created with student data from 2016-2019. Growth norms developed for the 2020 RIT Scale Norms Study reflect the common observation that the rate of academic growth is related to the student's starting status on the measurement scale; typically, students starting out at a lower level tend to grow more. The growth norm tables below show mean growth when the mean grade level status score is used as the starting score. In each case, the starting score is treated as a factor predicting growth. If a particular student's starting score was below the grade level status mean, the growth mean is typically higher. Similarly, students with starting scores above the grade level mean would typically show less growth on average.

Growth Norms refer to the average growth for NWEA students at a certain starting level between one season and another, usually between Fall and Spring of the same year. For instance, the norm growth for Fifth Graders who scored **211.4** on the Math MAP Test between Fall and Spring was **10.0 RIT points**. This is helpful, because if one knows his Fifth Grader scored **211.4** in the Fall and **221.4** in the Spring, he knows that the growth was more than the average for thousands of other students.

With the 2020 norms study, more data was used and as a result, NWEA has concluded that the current norms are more accurate than in previous years. Specifically, the 2016-19 norms study was comprised of data studied over a span of nine terms, as opposed to five terms, and it is important to note that the expected percentage of students to meet their growth targets is 50 percent. Minnetonka students annually show a much higher rate of students meeting their growth targets than the national expectation. On some of the following tables, results showing the percentage of students meeting their growth targets has increased compared to last year, which is encouraging when comparing to typical non-COVID impacted years. It is also important to note that in many cases there is little fluctuation in RIT scores. In most cases, RIT scores have neither increased nor decreased by more than one to three RIT points, thus indicating that overall student performance remains strong on the NWEA-MAP Tests and the dramatic decreases during the COVID pandemic have appeared to level plateau.

Lastly, the 2020 norms reflect Grade 12 norms, while in previous years norms were provided through Grade 11. As a result, many student groups will show average RIT scores placing them "Beyond the Twelfth Grade" level as opposed to "Beyond the Eleventh Grade" level as indicated in previous years. If previous year's average RIT

scores were applied toward the new norms, several grade levels would also have performed at the “Beyond Twelfth Grade” level.

### Current NWEA National Norms 2020

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

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

## OVERALL STUDENT PERFORMANCE

### Data Summary: NWEA Spring Mean Performance

The data in some of the tables below and throughout the report show similar results to last year as we begin to rebound from the disruption to learning created by the pandemic. It should be noted that in most instances, the gains and declines are not to be considered statistically significant. It should also be noted that it is difficult to understand the lasting impact the pandemic has had on student learning. However, there were some highlights which indicate resilience by both teachers and students throughout the unpredictable nature of the past three years both inside and outside of the school setting. In addition, there are signs of growth, especially in Math. This is a positive sign, because according to NWEA research regarding the impact of the pandemic on student Math and Reading performance, they noted almost twice the drop in percentile scores in Math compared to Reading for students in Grades 3-8. NWEA research shows that student gains across the pandemic lagged norms for pre-pandemic growth, especially in Math.

The table below reflects the performance of students using the 2020 NWEA norms. The most recent NWEA Norms Study reflects norms that include Twelfth Grade student performance. Although Minnetonka mainly assesses students in Reading and Math through Grade 7 and select groups of students in Grade 8, it is encouraging that the average Minnetonka Sixth Grader is performing *Beyond the Twelfth Grade* level in Reading and the average Fifth Grader is performing *Beyond the Twelfth Grade* level in Math. Two years ago, the average Fifth Grader was performing at the *Early Twelfth Grade* level in Math.

**Data Analysis: NWEA Spring Mean Performance**

There are trends emerging for both Math and Reading. Since the Spring of 2014, Reading performance has mostly made steady gains or has remained the same, however the data indicate significant decreases the past two years as stated previously. However, the elementary grades have had success with the newer Reading program called Making Meaning, in which instruction and assessment have been significantly changed and improved upon, requiring additional learning for staff. It is expected with the Making Meaning program that Comprehension and Vocabulary skills are expected to improve, thus positively impacting results on classroom assessments and standardized tests. In addition, with the Language Arts Curriculum going through a review, there will be additional findings and recommendations that will provide additional areas of focus for the Language Arts program during the coming years.

In addition, the change to the Common Core Test has proven to be difficult for students across the country on both the NWEA and state assessments. Minnetonka Grade 2-5 students have begun to show increased performance despite the new Reading test implemented in 2013. The K-1 Reading Test changed to the Common Core Test during the 2017-18 school year. Over the course of the past four years, teachers have implemented new Reading curriculum and have worked to analyze NWEA results with the new Common Core test questions. Teachers meet in data and grade level teams regularly to study and analyze data to provide instruction aligned to the assessments. In addition, the parent support and improved assessment literacy over time has been a positive contributor to student success on the NWEA. Increases in Math performances are expected to improve as teachers refined the new math assessments implemented in recent years to reflect the updated version of the Everyday Math program. As the new assessments improve, teachers will be able to utilize the revised math assessments to influence instruction throughout the year, allowing them to maintain a focus on the Minnetonka Essential Learnings, which align to state standards, with the ultimate expectation of seeing positive results on standardized assessments such as the NWEA-MAP and MCA tests. It is important to note that standardized assessment results should be reviewed over time, and due to the factors listed in this section, the fluctuation should be handled with caution and more study. There has been a steady positive trend on the NWEA test over the past several years, yet the last two years saw declines in several areas, with this year showing signs of improvement, especially in Math. It will be important to study this closely, yet not draw sweeping conclusions based the landscape during the past three years.

**NWEA Spring Mean Performance Four-Year Trend Data  
(No Spring 2020 Results due to COVID-19)**

GR	SUB	Spring 2023	Spring 2022	Spring 2021	Spring 2019
K	R	Early 1 <sup>st</sup> Grade	Early 1 <sup>st</sup> Grade	Mid 1 <sup>st</sup> Grade	Early 1 <sup>st</sup> Grade
K	M	Mid 1 <sup>st</sup> Grade	Mid 1 <sup>st</sup> Grade	Mid 1 <sup>st</sup> Grade	Early 1 <sup>st</sup> Grade
1	R	Mid 2 <sup>nd</sup> Grade	Mid 2 <sup>nd</sup> Grade	Mid 2 <sup>nd</sup> Grade	Mid 2 <sup>nd</sup> Grade
1	M	Early 3 <sup>rd</sup> Grade	Early 3 <sup>rd</sup> Grade	Early 3 <sup>rd</sup> Grade	Mid 3 <sup>rd</sup> Grade
2	R	Early 4 <sup>th</sup> Grade	Early 4 <sup>th</sup> Grade	Early 4 <sup>th</sup> Grade	Mid 3 <sup>rd</sup> Grade
2	M	Early 4 <sup>th</sup> Grade	Early 4 <sup>th</sup> Grade	Early 4 <sup>th</sup> Grade	Early 4 <sup>th</sup> Grade
3	R	Early 5 <sup>th</sup> Grade	Early 5 <sup>th</sup> Grade	Early 5 <sup>th</sup> Grade	Mid 5 <sup>th</sup> Grade
3	M	Early 6 <sup>th</sup> Grade	Early 6 <sup>th</sup> Grade	Early 6 <sup>th</sup> Grade	Early 6 <sup>th</sup> Grade
4	R	Early 7 <sup>th</sup> Grade	Early 7 <sup>th</sup> Grade	Early 7 <sup>th</sup> Grade	Early 8 <sup>th</sup> Grade
4	M	Early 8 <sup>th</sup> Grade	Early 8 <sup>th</sup> Grade	Early 8 <sup>th</sup> Grade	Early 8 <sup>th</sup> Grade
5	R	Mid 9 <sup>th</sup> Grade	Mid 9 <sup>th</sup> Grade	Mid 9 <sup>th</sup> Grade	Beyond 11 <sup>th</sup> Grade
5	M	Beyond 12 <sup>th</sup> Grade	Beyond 12 <sup>th</sup> Grade	Early 12 <sup>th</sup> Grade	Beyond 11 <sup>th</sup> Grade
6	R	Beyond 12 <sup>th</sup> Grade	Beyond 12 <sup>th</sup> Grade	Beyond 12 <sup>th</sup> Grade	Beyond 11 <sup>th</sup> Grade
6	M	Beyond 12 <sup>th</sup> Grade	Beyond 12 <sup>th</sup> Grade	Beyond 12 <sup>th</sup> Grade	Beyond 11 <sup>th</sup> Grade
7	M	Beyond 12 <sup>th</sup> Grade	Beyond 12 <sup>th</sup> Grade	Beyond 12 <sup>th</sup> Grade	Beyond 11 <sup>th</sup> Grade

*Note: Most Grade 8 students do not take the Spring NWEA Math and Reading Tests*

## NON-COHORT GROWTH

### Data Summary: Non-Cohort Growth

According to growth targets, Minnetonka students surpassed their growth target percentages in **13** or **16** areas compared to last year's same grade level counterparts.

### Data Analysis: Non-Cohort Growth

It is encouraging to see the strong Fall to Spring growth in Math among all grade levels. NWEA shares that expected Fall to Spring growth nationally should be at the 50<sup>th</sup> percentile in a typical year. In most years, Minnetonka students surpass this percentile expectation at all grade levels by a significant margin with the exception of First Grade Reading. As stated previously, a small percentage of students take the Spring NWEA Math Test, so the percentages will fluctuate dramatically. The NWEA Norms study was conducted from 2016-2019 during typical learning conditions at school and during typical conditions outside of school. The fact that Minnetonka students surpassed the 50<sup>th</sup> percentile growth target threshold this Spring in **13** of **16** areas should be seen as encouraging. Despite the drops in student performance in some areas, there were improvements from 2023 compared to 2022 among all grade levels except for Grade 4 Math and Grade 5 Reading, however, those grade levels surpassed the expected Fall to Spring growth targets for the average student test performance. Again, standardized testing results should be viewed over time, and the average drops in performance should not be viewed as statistically significant. Students, teachers, and families should be



commended for their focus and determination throughout the school year to ensure that solid academic growth was made at a time when many schools and districts are focused on learning loss during the Pandemic.

#### NWEA Non-Cohort Growth, Three-Year Trend Data

G R	S U B	MTKA Spring Mean 2022- 23	MTKA Fall Mean 2022- 23	% F-S Growth 2022- 23	MTKA Spring Mean 2021- 22	MTKA Fall Mean 2021- 22	% F-S Growth 2021- 22	MTKA Spring Mean 2020- 21	MTKA Fall Mean 2020- 21	% F-S Growth 2020- 21
K	R	159.3	144.7	50.7%	159.8	145.9	48.8%	161.5	148	48.7%
K	M	166.8	149.7	55.7%	166.8	152.0	49.2%	168.8	153	54.6%
1	R	178.4	164.2	47.6%	178.9	165.3	46.1%	179.2	165	46.8%
1	M	188.6	170.7	61.0%	188.2	172.1	53.9%	188.2	169	65.5%
2	R	195.5	180.4	59.5%	195.8	181.6	57.8%	195.1	180	56.7%
2	M	202.5	187.9	56.1%	200.7	187.0	51.6%	200.9	186	55.4%
3	R	206.4	194.4	59.2%	206.0	195.6	54.1%	206.1	195	56.7%
3	M	213.4	200.2	55.8%	212.9	200.4	52.8%	212.2	199	56.3%
4	R	215.5	206.9	57.4%	214.8	206.8	54.6%	214.5	206	57.8%
4	M	225.8	212.1	60.3%	224.7	211.1	60.9%	223.8	209	63.7%
5	R	220.6	215.1	52.7%	220.5	214.8	52.9%	220.4	214	52.6%
5	M	236.1	222.4	65.2%	234.9	222.1	62.8%	233.0	221	59.5%
6	R	224.9	220.8	52.1%	224.7	220.8	50.7%	226.1	222	52.4%
6	M	239.0	230.3	53.6%	238.0	229.5	51.3%	236.6	229	48.5%
7	M	243.6	236.5	54.1%	242.6	235.5	53.6%	240.8	237	42.2%
8	M	213.5	241.7	29.8%	159.8	145.9	48.8%	204.8	244	25.7%

*Note: Most Grade 8 students do not take the Spring NWEA Math and Reading Tests*

#### Data Summary: Non-Cohort Fall to Spring Growth e-Learning and In-Person

The table below highlights student performance among e-Learners and students receiving in-person instruction. There are far fewer students participating in e-Learning compared to students attending brick and mortar sites, so it is important to view the results cautiously. Although students receiving in-person instruction met their Fall to Spring growth targets at a lower rate across most grade levels compared to students in the e-Learning program, there are many successes to highlight.

#### Data Analysis: Non-Cohort Fall to Spring Growth e-Learning and In-Person

Among e-Learners, all but three areas performed at or above the 50 percentile. With the 2020 norms, the 50 percentile is considered the national average. Among students receiving in-person instruction, except for First Grade Reading and Kindergarten Reading

and Math, all areas performed beyond the 50 percentile. E-Learners in Second Grade for Reading and Math, scored below the 50 percentile. This is an important data point to study as Minnetonka continues to offer an e-Learning option in future years. Despite the higher growth percentages among students receiving e-Learning instruction, average RIT scores were strong among both instructional programs. The percentage differences are impacted by the lower number of students participating in e-Learning. This is encouraging news and a trend to monitor over time.

#### **NWEA Non-Cohort Fall to Spring Growth e-Learning and In-Person**

<b>GR</b>	<b>S U B</b>	<b>e-Learning Spring Mean 2022-23</b>	<b>e-Learning Fall Mean 2022-23</b>	<b>e-Learning % F-S Growth 2022-23</b>	<b>In-Person Spring Mean 2022-23</b>	<b>In-Person Fall Mean 2022-23</b>	<b>In-Person % F-S Growth 2022-23</b>
<b>K</b>	<b>R</b>	181.2	144.6	<b>86.8%</b>	159.1	144.6	<b>50.5%</b>
<b>K</b>	<b>M</b>	175.8	154.0	<b>66.5%</b>	166.7	149.7	<b>55.7%</b>
<b>1</b>	<b>R</b>	194.7	163.9	<b>56.1%</b>	178.1	163.9	<b>47.4%</b>
<b>1</b>	<b>M</b>	202.9	187.3	<b>78.3%</b>	188.5	170.6	<b>60.8%</b>
<b>2</b>	<b>R</b>	200.5	180.2	<b>38.6%</b>	195.5	180.2	<b>59.8%</b>
<b>2</b>	<b>M</b>	199.6	194.0	<b>31.0%</b>	202.6	187.8	<b>56.4%</b>
<b>3</b>	<b>R</b>	203.3	194.5	<b>55.3%</b>	206.4	194.5	<b>59.3%</b>
<b>3</b>	<b>M</b>	209.7	192.7	<b>73.3%</b>	213.4	200.3	<b>55.7%</b>
<b>4</b>	<b>R</b>	217.0	206.9	<b>65.8%</b>	215.5	206.9	<b>57.3%</b>
<b>4</b>	<b>M</b>	219.3	211.3	<b>47.3%</b>	225.9	212.2	<b>60.5%</b>
<b>5</b>	<b>R</b>	230.9	215.0	<b>62.9%</b>	220.6	215.0	<b>52.6%</b>
<b>5</b>	<b>M</b>	238.7	216.2	<b>76.4%</b>	236.1	222.5	<b>65.1%</b>
<b>6</b>	<b>R</b>	219.8	220.9	<b>68.1%</b>	225.0	220.9	<b>51.7%</b>
<b>6</b>	<b>M</b>	238.5	217.8	<b>51.8%</b>	239.0	230.4	<b>53.6%</b>
<b>7</b>	<b>M</b>	229.9	222.3	<b>65.3%</b>	243.7	236.7	<b>54.0%</b>

GR	SUB	e-Learning Spring Mean 2021-22	e-Learning Fall Mean 2021-22	e-Learning % F-S Growth 2021-22	In-Person Spring Mean 2021-22	In-Person Fall Mean 2021-22	In-Person % F-S Growth 2021-22
K	R	159.8	145.9	48.8%	159.6	145.4	50.7%
K	M	166.8	152.0	49.2%	166.7	151.6	52.0%
1	R	178.9	165.3	46.1%	178.3	164.5	46.7%
1	M	188.2	172.1	53.9%	188.1	171.6	60.7%
2	R	195.8	181.6	57.8%	195.7	181.1	61.6%
2	M	200.7	187.0	51.6%	200.7	186.6	54.8%
3	R	206.0	195.6	54.1%	205.9	195.4	58.9%
3	M	212.9	200.4	52.8%	212.9	200.3	55.1%
4	R	214.8	206.8	54.6%	214.9	206.7	61.0%
4	M	224.7	211.1	60.9%	225.1	211.0	67.1%
5	R	220.5	214.8	52.9%	220.5	214.6	57.3%
5	M	234.9	222.1	62.8%	235.1	221.9	69.4%
6	R	224.7	220.8	50.7%	224.8	220.7	52.3%
6	M	238.0	229.5	51.3%	238.1	229.5	56.3%
7	M	242.6	235.5	53.6%	242.6	235.5	57.8%

## ADVANCED LEARNING AND NAVIGATOR STUDENTS

### Data Summary: Advanced Learning and Navigator Student Growth

Growth targets often decrease from Fall to Spring for students who begin the year with higher RIT scores. It is expected that students in the Advanced Learning Program and Navigator programs would not experience as much RIT growth as students who start with lower RIT scores in the Fall. In addition, it is typical for students scoring at or above the 245 RIT range to have significant fluctuations in their results, sometimes as much as five RIT points lower or higher.

### Data Analysis: Advanced Learning and Navigator Student Growth

Despite typical growth trends, Minnetonka Navigator students had significantly higher growth overall from Fall to Spring compared to their non-Navigator (English) peers in Grades 2, 3, and 4 in Math. Despite the typical lower Fall to Spring growth for students who reach high levels of RIT performance in the Fall, Minnetonka students who scored at these levels, made far more growth than the average student nationally. For example, a score above 245 is expected to make three to four points RIT growth in Math. However, Minnetonka students made approximately **13-16 points** RIT growth according to Grade

5 Advanced Learning and Navigator results. Three years ago, the growth was **11 points** for the two groups. Also, there is a smaller population size for Advanced Learning and Navigator students, which can indicate an increased variance in growth margins. Students in the Grade 3-5 Navigator classrooms scored beyond Grade Twelve in Reading and Math according to Spring norms. According to NWEA staff, once students reach the 245 RIT level, there tends to be a fluctuation in results where students can move greater than five RIT points up or down, and the results would not be considered significant. In addition, Grades 6 and 7 Advanced Learning students performed well beyond the Twelfth Grade level in Math, which is a score of 234 nationally, and students in Grades 4-7 averaged beyond the Twelfth Grade level in Reading, which is a score of 224 nationally. Last year, this mark was surpassed among students in Grades 3-7 and two years ago it was Grades 5-7. The success of this program reflects the effectiveness of the inquiry-based model that research recommends for high-achieving students. This is a contributing factor to the success Navigator students had on the Common Core Reading Test. Minnetonka's work in this area is recognized across the metro area and draws families who are seeking such a program for their gifted students.

### Advanced Learning and Navigator Growth on Spring NWEA

	Math				Reading			
	N	Spring 2023 Mean RIT	Fall 2022 Mean RIT	% Mtg Growth	N	Spring 2023 Mean RIT	Fall 2022 Mean RIT	% Mtg Growth
<b>Grade 1</b>		Math Primary Grades				Rdg Primary Grades		
English	339	182.7	167.0	65.0%	339	175.9	161.8	53.8%
Adv. Learning	109	207.4	196.3	72.2%	73	194	187.9	50.0%
<b>Grade 2</b>		2-5 MN 2007				2-5 Common Core		
English	302	196.9	183.8	57.9%	300	191.3	176.7	66.2%
Adv. Learning	150	214.0	201.4	65.3%	89	206.6	197.7	52.8%
Navigator	44	223.5	209.4	72.7%	44	217.3	209.0	40.9%
<b>Grade 3</b>		2-5 MN 2007				2-5 Common Core		
English	348	208.2	196.1	58.2%	348	202.2	192.4	62.9%
Adv. Learning	103	226.3	211.4	69.9%	103	219.4	207.9	69.9%
Navigator	48	233.3	220.8	64.6%	48	225.9	220.3	52.1%
<b>Grade 4</b>		2-5 MN 2007				2-5 Common Core		
English	376	221.2	207.8	65.0%	374	212.1	203.8	61.7%
Adv. Learning	130	240.3	223.7	78.1%	130	225.6	217.8	62.3%
Navigator	49	250.6	234.3	71.4%	49	230.7	225.7	59.2%
<b>Grade 5</b>		2-5 MN 2007				2-5 Common Core		
English	346	229.0	216.1	68.8%	345	216.5	210.2	61.3%
Adv. Learning	108	254.7	238.6	86.1%	108	232.0	226.5	62.0%
Navigator	56	259.4	246.2	70.9%	56	236.7	233.3	45.5%
<b>Grade 6</b>		6 + Math				6 + Reading CCSS		
English	153	232.5	223.7	63.5%	147	221.7	216.5	63.8%
Resident	388	234.2	225.0	60.6%	371	221.3	217.5	52.7%
Adv. Learning	166	258.3	250.0	61.7%	162	237.5	233.6	60.6%
<b>Grade 7</b>		6 + Math				6 + Reading CCSS		
Resident	405	239.2	231.6	56.1%	375	224.4	222.5	51.1%
Adv. Learning	172	260.8	254.6	52.6%	117	238.2	237.2	60.7%

#### Data Summary: Advanced Learning RIT by Grade Level

According to the results for Advanced Learning students, there are increases in five of eight areas with First Graders showing a statistically significant increase in Math, increasing the average RIT score from **204.3** to **207.4 RIT points**. Last year, this cohort as Kindergarteners also made statistically significant Fall to Spring growth. Reading results increased in four of seven areas with one statistically significant decrease among Second Graders and a statistically significant increase among Kindergarten students, improving by **5.9 RIT points**.

### Data Analysis: Advanced Learning RIT by Grade Level

In typical years, RIT scores fluctuating three points is considered statistically significant, and this was only observed among Kindergarteners in Math, where average RIT scores dropped from **193.2** to **188.8**. First Graders experienced a significant increase in Math improving from **204.3 RIT points** to **207.4 RIT points**. There are two areas of significance to report in Reading, and that is observed among Kindergarteners, improving from **183.5** to **189.4** and Second Graders, dropping from **213.3** to **210.2**.

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

### Advanced Learning Spring Mean RIT Scores by Grade Level

	Advanced Learning Math-2023	Advanced Learning Math-2022	Advanced Learning Reading-2023	Advanced Learning Reading-2022
<b>KG</b>	<b>188.8</b>	193.2	<b>189.4</b>	183.5
<b>1</b>	<b>207.4</b>	204.3	<b>194.0</b>	195.9
<b>2</b>	<b>216.2</b>	214.7	<b>210.2</b>	213.3
<b>3</b>	<b>228.5</b>	227.6	<b>221.5</b>	219.5
<b>4</b>	<b>243.1</b>	243.9	<b>227.0</b>	228.2
<b>5</b>	<b>256.3</b>	254.9	<b>233.6</b>	232.1
<b>6</b>	<b>258.3</b>	255.8	<b>237.5</b>	236.6
<b>7</b>	<b>260.8</b>	261.9		

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

### Data Summary: Navigator Math RIT by Grade Level

Navigator students have continued to make steady growth over time since moving to middle school as seen in the table below. The current Sixth and Seventh Grade cohorts

are also making steady improvement by making more than the expected growth as well. Students who earn a RIT score of 235 or above in Math are performing beyond the Twelfth Grade level. As student RIT scores increase, typically the RIT growth tends to moderate. Typical growth for students in this RIT range is between one and two points. Once students reach a RIT level of 245, according to NWEA, it is expected to observe a drop in RIT levels from one testing session to the next, especially from Spring to Fall. Navigator students clearly surpass these growth expectations according to the table below.

#### **Data Analysis: Navigator Math RIT by Grade Level**

In Math, Navigator students made tremendous growth from the Fall of 2018 to the Spring of 2023. The use of high-level grouping and the coordination with English and Immersion students to ensure that students were appropriately challenged is the main reason for the improvements in Navigator Math growth. Also, typically, the higher the RIT levels, the less growth students will make from Fall to Spring. However, the Navigator cohorts showed that they still can make significant growth.

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

<b>MATH</b>	<b>Spring 2023</b>	<b>Fall 2022</b>	<b>Spring 2022</b>	<b>Fall 2021</b>	<b>Spring 2021</b>	<b>Fall 2020</b>	<b>Fall 2019</b>	<b>Spring 2019</b>	<b>Fall 2018</b>
<b>Grade 8 Class of 2027</b>	-	267.3	267.8	259.7	236.4	228.5	247.2	248.7	234.2
<b>Grade 7 Class of 2028</b>	266.1	260.7	262.0	253.4	233.0	220.5	232.2	236.2	224.0
<b>Grade 6 Class of 2029</b>	264.1	256.9	259.5	244.6	223.8	209.1	220.8	223.4	208.5

*\*no spring 2020 results due to test cancellations related to COVID*

#### **Data Summary: Navigator Reading RIT by Grade Level**

Students formerly in the Navigator program no longer take the NWEA Reading Test during the Spring of Seventh Grade or in Fall and Spring of Eighth Grade.

### Data Analysis: Navigator Reading RIT by Grade Level

The newer Reading Common Core 6+ assessment had impacted Middle School performance more than the Reading Assessment at the elementary level during the first year of implementation. This will be an area of emphasis for future years. Results have shown a steady increase in performance for former Navigator students even though they have reached an exceptionally high mark of 245 on the RIT scale. A RIT score of 224 is considered to be *beyond the Twelfth Grade* level. According to the table below, the current Sixth Grade Navigator students reached that by the Fall of Fourth Grade in 2020. The Seventh Grade cohort reached that threshold in the Fall of Fourth Grade as well in 2019.

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

READING	Spring 2023	Fall 2022	Spring 2022	Fall 2021	Spring 2021	Fall 2020	Fall 2019	Spring 2019	Fall 2018
<b>Grade 8 Class of 2027</b>	-	-	-	241.1	242.0	240.6	233.7	233.4	226.8
<b>Grade 7 Class of 2028</b>	240.7	240.0	240.0	236.5	235.9	230.6	225.6	223.4	216.2
<b>Grade 6 Class of 2029</b>	242.6	239.2	235.6	231.0	231.6	225.6	218.2	217.7	204.8

*\*no spring 2020 results due to test cancellations related to COVID*

### IMMERSION STUDENTS

#### Data Summary: Immersion Student Growth on NWEA

According to the data below, out of the 24 areas measured in Math, there were increases in **17** of the **24** areas. Last year there were increase in **13** of the **24** areas, and there are no statistically significant increases or decreases to report. In Reading, **7** of **24** areas saw increases, compared to **11** of **24** last year, with no statistically significant increases or decreases.



## Data Analysis: Immersion Student Growth on NWEA

For Math, the cohorts matriculating from one grade level to the next met Spring to Spring national growth targets according to the NWEA Norms. This is a good sign, because this shows that at least 50 percent of students are meeting national growth targets on average and a data point that highlights a positive rebound in student performance. By the end of Fifth Grade, Chinese and Spanish Immersion students are performing *Beyond the Twelfth Grade* level in Math, and English students are reaching this threshold by the end of Sixth Grade.

For Reading, students experienced increases in **7** of **24** areas. Seventh Graders' student performances have rebounded the past two years moving toward more typical average RIT score levels. The only two cohorts not meeting NWEA Spring to Spring national growth targets were the Chinese Immersion Kindergarten to First Grade and Second to Third Grade cohorts. This is expected because Immersion students do not receive explicit English instruction until Third Grade. By Fifth Grade, there is virtually no difference in average RIT score among English and Immersion students in Reading. After Third Grade, all Immersion cohorts, on average, met Spring to Spring national growth targets. There were no significant decreases in average RIT performance, and with **7** of **24** areas showing increased average RIT scores compared to last year, this is a positive sign for Minnetonka students as we begin to move forward from the disruption to learning the past three years.

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

**Spanish and Chinese Student Performance on NWEA  
Three-Year Trend**

	Math				Reading			
	N	Spring 2021 Mean RIT	Spring 2022 Mean RIT	Spring 2023 Mean RIT	N	Spring 2021 Mean RIT	Spring 2022 Mean RIT	Spring 2023 Mean RIT
<b>Grade K</b>			Math Primary Grades				Rdg Primary Grades	
English	441	167.2	164.4	<b>164.8</b>	442	160.9	159.2	<b>158.6</b>
Chinese Immersion	117	173.1	172.2	<b>172.6</b>	118	163.4	162.2	<b>161.9</b>
Spanish Immersion	345	169.4	168.7	<b>167.3</b>		*	*	*
<b>Grade 1</b>			Math Primary Grades				Rdg Primary Grades	
English	386	188.1	186.8	<b>185.6</b>	386	180.3	179.5	<b>178.4</b>
Chinese Immersion	101	194.3	193.5	<b>196.1</b>	102	176.5	176.5	<b>178.0</b>
Spanish Immersion	301	186.2	187.9	<b>190.0</b>		*	*	*
<b>Grade 2</b>			2-5 MN 2007				2-5 Common Core	
English	393	200.3	200.3	<b>201.6</b>	392	196.0	197.2	<b>196.3</b>
Chinese Immersion	108	206.9	206.8	<b>209.5</b>	108	191.8	189.5	<b>192.1</b>
Spanish Immersion	305	199.5	199.0	<b>201.2</b>		*	*	*
<b>Grade 3</b>			2-5 MN 2007				2-5 Common Core	
English	429	211.4	211.8	<b>211.8</b>	429	205.6	206.5	<b>206.2</b>
Chinese Immersion	108	219.3	223.4	<b>222.1</b>	107	207.6	209.3	<b>206.8</b>
Spanish Immersion	293	211.0	210.8	<b>212.4</b>	293	206.2	204.1	<b>206.4</b>
<b>Grade 4</b>							2-5 Common Core	
English	458	222.6	223.4	<b>225.0</b>	456	213.3	213.3	<b>214.7</b>
Chinese Immersion	109	231.8	229.8	<b>238.3</b>	109	214.8	215.3	<b>217.8</b>
Spanish Immersion	302	222.8	224.9	<b>222.6</b>	302	216.2	216.9	<b>215.9</b>
<b>Grade 5</b>			2-5 MN 2007				2-5 Common Core	
English	425	229.8	233.0	<b>233.9</b>	424	219.0	219.7	<b>219.6</b>
Chinese Immersion	95	242.3	245.4	<b>246.5</b>	95	221.3	221.9	<b>221.8</b>
Spanish Immersion	295	234.4	234.2	<b>235.9</b>	295	222.2	221.4	<b>221.7</b>
<b>Grade 6</b>			6 + Math				6 + Reading CCSS	
English	479	234.8	235.6	<b>237.8</b>	457	225.1	223.5	<b>224.1</b>
Chinese Immersion	87	242.8	244.9	<b>244.5</b>	85	226.6	227.0	<b>225.9</b>
Spanish Immersion	250	237.8	239.7	<b>239.4</b>	246	227.9	226.0	<b>226.0</b>
<b>Grade 7</b>			6 + Math				6 + Reading CCSS	
English	482	239.7	240.6	<b>241.2</b>	429	222.8	225.4	<b>225.4</b>
Chinese Immersion	89	245.5	249.2	<b>249.6</b>	75	225.0	227.3	<b>227.7</b>
Spanish Immersion	263	242.0	244.3	<b>245.9</b>	226	225.4	228.5	<b>228.5</b>

## **OPEN-ENROLLED STUDENTS**

### **Data Summary: Open-Enrolled Student Performance on NWEA**

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

### **Data Analysis: Open-Enrolled Student Performance on NWEA**

Although it is difficult to analyze the prior skill level of incoming Open-Enrolled students, the data suggests that Minnetonka is attracting Open-Enrolled students with a level of skills. In addition, the data suggests that the strong academic program and the strong instructional program are having a positive impact on new students as they enter the system and perform at high levels. Despite Open-Enrolled students out-performing Resident students in **15** of **16** areas in Math and Reading, there is no statistically significant difference in average RIT score between the two groups. The two student groups are virtually performing the same at all grade levels, which has been a trend for the past several years.

**Comparisons Between Open Enrolled and Resident  
Student Performance on 2021-2023 NWEA**

	Math				Reading			
	N	Spring 2021 Mean RIT	Spring 2022 Mean RIT	Spring 2023 Mean RIT	N	Spring 2021 Mean RIT	Spring 2022 Mean RIT	Spring 2023 Mean RIT
<b>Grade K</b>			Primary Grades				Primary Grades	
Open-Enrolled	344	169.5	167.2	<b>167.5</b>	221	162.9	160.6	160.5
Resident	559	168.5	166.6	166.3	340	160.6	159.4	158.6
<b>Grade 1</b>			Primary Grades				Primary Grades	
Open-Enrolled	290	188.5	189.1	<b>189.6</b>	192	177.1	180.0	179.4
Resident	498	188.1	187.5	<b>188.1</b>	297	180.6	178.0	177.8
<b>Grade 2</b>			2-5 MN 2007				2-5 Common Core	
Open-Enrolled	308	201.3	201.5	<b>203.6</b>	216	195.8	194.7	<b>195.6</b>
Resident	498	200.7	200.2	<b>201.9</b>	294	194.7	196.5	195.5
<b>Grade 3</b>			2-5 MN 2007				2-5 Common Core	
Open-Enrolled	306	213.3	213.5	<b>214.7</b>	305	206.3	206.6	<b>207.1</b>
Resident	524	211.5	212.6	212.6	524	206.0	205.7	<b>206.0</b>
<b>Grade 4</b>			2-5 MN 2007				2-5 Common Core	
Open-Enrolled	327	224.6	224.7	<b>226.0</b>	325	214.6	214.9	<b>215.9</b>
Resident	542	223.4	224.7	<b>225.7</b>	542	214.5	214.8	<b>215.2</b>
<b>Grade 5</b>			2-5 MN 2007				2-5 Common Core	
Open-Enrolled	309	231.7	235.9	<b>236.2</b>	308	219.7	221.1	220.7
Resident	506	233.7	234.4	<b>236.0</b>	506	220.8	220.2	<b>220.6</b>
<b>Grade 6</b>			6 + Math				6 + Reading CCSS	
Open-Enrolled	323	237.1	237.5	<b>238.9</b>	315	226.1	224.6	<b>225.0</b>
Resident	493	236.3	238.4	<b>239.1</b>	473	226.1	224.8	224.8
<b>Grade 7</b>			6 + Math				6 + Reading CCSS	
Open-Enrolled	316	241.2	242.2	<b>243.4</b>	279	223.9	226.9	226.4
Resident	518	240.6	242.8	<b>243.7</b>	451	223.7	226.3	<b>226.6</b>

## **SPECIAL EDUCATION STUDENTS**

### **Data Summary: Special Education Student Growth on NWEA**

These are unique and challenging years for students who need extra academic, social, and emotional support. According to Special Education District leadership, students receiving Special Education services have a variety of disabling conditions that may impact their performance, such as auditory processing needs or receptive and expressive language. In addition, students may need a teacher near help keep them focused or to work with them using different modalities. These are all examples of limitations in which students receiving Special Education services need to navigate. The gaps created by the

pandemic will continue to be a challenge for students, especially ones who need extra academic, social, and emotional support.

### Data Analysis: Special Education Student Growth on NWEA

In many ways, the data for students in Special Education can be seen as positive, with some areas to monitor. For example, Grade 5 students receiving Special Education services saw students surpass the 50 percent mark for students meeting their Fall to Spring national growth targets in both Math and Reading, which is compared to the average RIT score for all students nationally. Overall, students receiving Special Education services surpassed the 50 percentile mark in **4 of 8** areas, and this student group was only slightly behind the national average growth target to of the remaining four areas.

In addition, among Fourth Graders nationally, average RIT growth among all students in Math is 10-11 RIT points, and students receiving Special Education services grew on average by **11.8 RIT points**. In Reading, average national growth is 5-6 RIT points, and Fourth Grade students receiving Special Education services grew an average of **8.2 points**. This is encouraging news regarding the Reading support students receiving Special Education services are receiving.

### Special Education Growth on the Spring NWEA

	Math				Reading			
	N	Spring 2023 Mean RIT	Fall 2022 Mean RIT	% Mtg Growth	N	Spring 2023 Mean RIT	Fall 2022 Mean RIT	% Mtg Growth
<b>Grade 4</b>		2-5 MN 2007				2-5 Common Core		
Non-Special Education	792	227.1	213.1	65.9	792	217.0	208.3	65.3
Special Education-No Speech	77	213.2	201.4	45.5	75	199.9	191.7	50.7
<b>Grade 5</b>		2-5 MN 2007				2-5 Common Core		
Non-Special Education	735	238.1	223.7	73.0	735	222.3	216.5	57.5
Special Education-No Speech	80	217.9	209.8	53.2	79	205.3	201.5	53.2
<b>Grade 6</b>		6+ Math				6 + Reading CCSS		
Non-Special Education	732	240.5	231.9	61.7	708	226.2	222.3	59.0
Special Education-No Speech	84	226.4	216.6	61.7	80	213.2	208.9	44.3
<b>Grade 7</b>		6+ Math				6 + Reading CCSS		
Non-Special Education	760	245.2	238.3	57.0	663	227.8	226.8	52.5
Special Education-No Speech	74	227.2	217.9	48.6	67	214.6	212.4	48.4

### Data Summary: Special Education RIT by Grade Level

Although there is a smaller sample size for the Special Education population, there was mean RIT growth in Math for students in **5** out of **9** grade levels tested compared to **4** out of **9** grade levels from a year ago and **2** out of **9** two years ago. For Reading, students saw an increase in mean RIT scores in **5** of **9** areas for the second year in a row compared to **3** of **9** areas two years ago. Grades 6 saw a significant increase in Reading, and Grades 4, 6, and 7 saw a significant increase in Math, while seeing a significant decrease among Fifth Graders (**5.6 RIT points**). Only Fifth Graders experienced a significant decrease in average RIT score in Reading (**5.6 RIT points**).

### Data Analysis: Special Education RIT by Grade Level

It is important to note the small size of this population, and although an average score can show success and growth, the Special Education program prides itself on providing individual attention to students. Within these data sets are students who may have significantly out-performed the average, and there are students who likely have significantly under-performed compared to the average. It will be important for Special Education teachers and leadership to analyze the results by strand and student to ensure learners are targeted for specific instructional intervention as they begin the next school year. As stated above, the curriculum and instructional design for Special Education has targeted the needs of individual students. The strong results in this area are related to the ability of the Special Education staff to support and monitor the ongoing performance of this group of students.

**ALL Special Education (includes speech) Spring Mean RIT Scores  
by Grade Level Spring 2022-23**

	<b>Special Education Math Spring 2023</b>	<b>Special Education Math Spring 2022</b>	<b>Special Education Reading Spring 2023</b>	<b>Special Education Reading Spring 2022</b>
<b>KG</b>	<b>163.9</b>	162.3	<b>157.0</b>	156.7
<b>1</b>	<b>184.3</b>	184.5	<b>173.8</b>	175.2
<b>2</b>	<b>198.5</b>	196.4	<b>188.8</b>	189.1
<b>3</b>	<b>206.5</b>	208.5	<b>196.9</b>	197.4
<b>4</b>	<b>218.2</b>	213.7	<b>205.9</b>	204.7
<b>5</b>	<b>220.4</b>	226.0	<b>207.6</b>	213.2
<b>6</b>	<b>228.2</b>	220.8	<b>215.0</b>	211.6
<b>7</b>	<b>227.6</b>	224.5	<b>214.9</b>	213.3
<b>8</b>	<b>207.2</b>	213.9	<b>209.7</b>	207.7

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

## LIMITED ENGLISH PROFICIENCY (LEP) STUDENTS

### Data Summary: LEP Student Growth

As students increase in grade level, the typical expected RIT growth decreases. For example, typical growth for Grades Six through Eight is between six and seven RIT points. Students in Kindergarten can expect approximately **17 point** RIT growth from Fall to Spring in Reading compared to **18 point** RIT growth in Math according to the current national norms. The table below illustrates that most grade levels exceeded RIT growth expectations in Math and Reading. Grades 7 and 8 had a select population take the Reading assessments, so the growth measurement does not reflect that of the entire grade level. Also, typical RIT growth for a Grade 4 Reading student is approximately **8 points**. This is an important data point to note among Fourth Grade LEP students on the Reading Test, because out of the 21 students who took the Reading Test, the average RIT score dropped from **194.5** in the Fall to **189.6** in the Spring. Sixth Grade LEP students saw the same phenomenon occur dropping from Fall to Spring by **3.0 RIT points**. However, also in Reading, **4** out of **8** grade levels surpassed the **50 percent** growth mark compared **2** of **8** a year ago. In Math, **6** out of **8** met or surpassed this threshold among students receiving ELL services. There are also areas in which to focus, such as current Grades 4 and 6 for Reading. Again, there are very few students receiving ELL services among these student grade levels; however, the data should be studied to learn more about the needs of these students.

### Data Analysis: LEP Student Growth

The English Language Learner (ELL) teachers have been meeting since the 2012-13 school year to continue implementing new ELL standards and assessments. For students who perform below grade level peers to close the achievement gap, they need to make more than a year's worth of growth for three straight years. This is the goal of programs such as the ELL and Special Education programs. Although LEP students are not significantly closing the gap between non-LEP students in Minnetonka, many are meeting their growth targets by a significant margin. However, there are a few important and notable exceptions. In First Grade Reading, only **42.3 percent** of LEP students met their growth targets, which is up from **46.7 percent** from a year ago. However, First Graders last year, who are now Second Graders saw **55.0 percent** meet their growth targets this year. Although this is not a true cohort of students due to the mobility of students in and out of the program, many participants may be the same as last year at this grade level. Also, LEP students in Fourth Grade saw only **33.3 percent** of students meet growth targets in Reading and **42.1 percent** met their growth targets as Third Graders last year. This is especially important to the Minnetonka ELL program as the District monitors Reading performance closely through Third Grade to show how students are performing in Reading by the end of Third Grade as part of a state initiative.

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

## Limited English Proficiency (LEP) Student Growth

	Math				Reading			
	N	Spring 2023 Mean RIT	Fall 2022 Mean RIT	% Mtg Growth	N	Spring 2023 Mean RIT	Fall 2022 Mean RIT	% Mtg Growth
<b>Grade K</b>		Math Primary Grades				Rdg Primary Grades		
English	420	165.2	148.3	57.3%	421	159.0	143.2	57.5%
Limited English Proficient	30	159.0	143.1	44.4%	26	153.7	137.3	52.2%
<b>Grade 1</b>		Math Primary Grades				Rdg Primary Grades		
English	358	186.5	169.0	65.2%	360	179.2	163.8	54.5%
Limited English Proficient	34	176.5	160.9	63.3%	29	166.7	151.9	42.3%
<b>Grade 2</b>		2-5 MN 2007				2-5 Common Core		
English	376	202.0	187.4	59.9%	375	197.1	181.4	64.3%
Limited English Proficient	32	199.5	184.2	75.9%	25	181.1	170.6	55.0%
<b>Grade 3</b>		2-5 MN 2007				2-5 Common Core		
English	407	212.5	199.7	58.8%	407	207.2	196.9	61.2%
Limited English Proficient	27	199.3	187.3	66.7%	27	187.4	178.2	57.1%
<b>Grade 4</b>		2-5 MN 2007				2-5 Common Core		
English	446	225.5	210.9	68.0%	444	215.6	206.8	62.2%
Limited English Proficient	21	207.9	202.7	18.8%	21	189.6	194.5	33.3%
<b>Grade 5</b>		2-5 MN 2007				2-5 Common Core		
English	412	234.7	211.2	71.9%	412	220.6	214.3	59.5%
Limited English Proficient	17	211.8	199.9	50.0%	16	192.6	187.0	54.5%
<b>Grade 6</b>		6 + Math				6 + Reading CCSS		
English	465	238.6	229.1	63.2%	443	224.9	220.3	58.6%
Limited English Proficient	14	213.9	206.3	55.6%	14	198.4	201.4	33.3%
<b>Grade 7</b>		6 + Math				6 + Reading CCSS		
English	470	241.9	234.5	56.3%	418	226.0	224.9	50.4%
Limited English Proficient	14	216.0	205.7	50.0%	13	201.8	197.7	40.0%

### OVERALL STUDENT PERFORMANCE (WITHOUT ADVANCED LEARNING)

#### Data Summary: Overall Student Performance Without Advanced Learning

In Math, students in the non-Advanced Learning category improved at all grade levels compared to their same grade counterparts a year ago. This is encouraging news as the Math assessments and corresponding instructional resources were revised last summer to align to the updated version of the Everyday Math materials. Reading experienced slight decreases compared to last year, however, none of the decreases are considered to be statistically significant.



**Non-Advanced Learning Spring Mean RIT Scores by Grade Level  
Spring 2022-23**

	<b>Non-Adv. Learning Math-2023</b>	<b>Non-Adv. Learning Math-2022</b>	<b>Non-Adv. Learning Reading-2023</b>	<b>Non-Adv. Learning Reading-2022</b>
KG	<b>166.6</b>	165.7	<i>159.1</i>	159.8
1	<b>185.6</b>	185.5	<i>175.7</i>	176.2
2	<b>198.2</b>	198.0	<i>190.4</i>	194.9
3	<b>210.0</b>	209.5	<i>203.0</i>	204.9
4	<b>221.3</b>	220.2	<i>212.5</i>	213.7
5	<b>231.0</b>	229.2	<i>217.4</i>	219.2
6	<b>234.1</b>	233.3	<i>221.6</i>	223.6
7	<b>239.1</b>	236.5		

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

**OVERALL STUDENT PERFORMANCE (WITHOUT SPECIAL EDUCATION)**

**Data Summary: Overall Student Performance without Special Education**

According to the table below non-Special Education peers saw increases in average RIT scores at most grade levels in Math, except for Kindergarten. Neither the increases nor decreases are considered statistically significant, however it is clear there is a slight rebound in Math scores after the significant drop observed last year. Reading scores are like last year for non-Special Education students, with Grades 3-6 experiencing increased RIT scores. This is good news overall for Reading results, and during a time when student scores will drop dramatically across the nation in Math, Minnetonka students performed strongly.

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

**ALL Non-Special Education Spring Mean RIT Scores by Grade Level  
Spring 2022-23**

	<b>Non-Special Education Math Spring 2023</b>	<b>Non-Special Education Math Spring 2022</b>	<b>Non-Special Education Reading Spring 2023</b>	<b>Non-Special Education Reading Spring 2022</b>
<b>KG</b>	167.2	167.5	159.7	160.3
<b>1</b>	189.4	188.6	179.4	179.4
<b>2</b>	203.3	201.4	196.8	197.0
<b>3</b>	214.7	213.7	208.2	207.5
<b>4</b>	227.2	226.3	217.2	216.4
<b>5</b>	238.3	236.4	222.4	221.7
<b>6</b>	240.4	239.8	226.2	226.1
<b>7</b>	245.2	244.4		

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

**OVERALL STUDENT PERFORMANCE BY GENDER**

**Data Summary: Overall Student Performance by Gender in Reading**

According to the table below, girls out-performed boys in Reading at each of the grade levels with only one exception at Second Grade. Last year, First Grade boys out-paced Girls, so these data reflect the same cohort of students. There are no gaps in performance that has statistical significance. Last year, the gap of **3.5 RIT points** was reported at Second Grade for this cohort. Overall, there were no significant increases or decreases within either of the student groups. By Sixth Grade, girls and boys are performing *Beyond the Twelfth Grade* level in Reading.

**Gender Spring Mean RIT Reading Comparison  
Spring 2022-23**

	<b>Reading – Females- 2023</b>	<b>Reading – Females- 2022</b>	<b>Reading – Males- 2023</b>	<b>Reading – Males- 2022</b>
<b>KG</b>	160.6	161.3	158.3	158.6
<b>1</b>	180.2	178.6	176.8	179.1
<b>2</b>	195.0	196.2	196.0	195.4
<b>3</b>	207.7	207.8	204.9	204.2
<b>4</b>	216.5	215.9	214.5	213.8
<b>5</b>	221.5	221.4	219.8	219.8
<b>6</b>	226.6	225.4	223.5	224.1

### Data Summary: Overall Student Performance by Gender in Math

According to the table below, there were increases at most grade levels within the male and female student groups. Boys out-performed girls at all grade levels, and there were some notable gaps in performance of at least three RIT points when comparing the two student groups. These differences were experienced among Grades **1, 2, 3, 4** and **5**. It will be important to monitor these scores over time to ensure there is not a trend of significant out-performance by one gender over another. Although there were two decreases in performance compared to last year within these student groups, the decreases can be considered minor and within a typical range of fluctuation. By Fifth Grade, both boys and girls are performing *Beyond the Twelfth Grade* level according to NWEA National Norms.

**Gender Spring Mean RIT Math Comparison  
Spring 2022-23**

	<b>Math – Females- 2023</b>	<b>Math – Females- 2022</b>	<b>Math – Males- 2023</b>	<b>Math – Males- 2022</b>
<b>KG</b>	166.0	166.5	<b>167.5</b>	167.1
<b>1</b>	<b>187.0</b>	185.6	190.2	190.5
<b>2</b>	<b>200.0</b>	199.4	<b>204.9</b>	202.1
<b>3</b>	211.9	211.9	<b>215.0</b>	213.9
<b>4</b>	<b>223.7</b>	223.1	<b>228.0</b>	226.3
<b>5</b>	<b>234.0</b>	233.5	<b>238.4</b>	236.1
<b>6</b>	<b>238.0</b>	236.5	<b>239.9</b>	239.5
<b>7</b>	<b>242.7</b>	241.1	<b>244.4</b>	244.1

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

### OVERALL STUDENT PERFORMANCE BY ETHNICITY

The Math and Reading tables in this section highlight specific ethnic student group non-cohort performances. In some cases, the increases and decreases in performances among the student groups is considered statistically significant. The sections below will provide the details and highlight the grade levels in which to focus for both subjects.

### Data Summary: Overall Student Performance by Ethnicity in Reading

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

According to non-cohort Reading performance, African American students improved among **4** of **7** grade levels. There were statistically significant increases among First Graders (**7.3 RIT points**), Fourth Graders (**10.5 RIT points**), and Sixth Graders (**3.6 RIT points**). Statistically significant decreases were observed among Grades **3** (**8.5 RIT points**) and **5** (**7.9 RIT points**). This places African American First Graders at the *Beginning of Second Grade* level compared to all students nationally. In addition, with an average score of **212.5 RIT points**, Grade 4 African American students performed at the *Middle of Sixth Grade* level compared to all students nationally. Hispanic students saw gains among three grade levels with statistically significant increases experienced among Grade 3. There were four significant decrease to note among Hispanic students, dropping in Grades **K**, **1**, **2**, and **4**. With an average score of **206.6 RIT points**, Fourth Grade Hispanic students performed at the *Middle of Fifth Grade* level according to NWEA National Norms for all students. In addition, Hispanic student average RIT scores surpassed Minnetonka's majority student population among Grade 2. These results were likely positively impacted by students being served in the ELL program as noted previously in this report.

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

#### **Ethnicity Spring Mean RIT Non-Cohort Comparison – Reading – Spring 2022-23**

<b>GR</b>	<b>Asian 2023</b>	<b>Asian 2022</b>	<b>African- America 2023</b>	<b>African- American 2022</b>	<b>Hispanic 2023</b>	<b>Hispanic 2022</b>	<b>Caucasian 2023</b>	<b>Caucasian 2022</b>
<b>K</b>	<b>167.7</b>	162.9	<b>153.8</b>	155.9	<b>155.9</b>	159.6	<b>158.7</b>	159.9
<b>1</b>	<b>179.8</b>	181.9	<b>174.6</b>	167.3	<b>170.7</b>	179.1	<b>178.9</b>	179.1
<b>2</b>	<b>198.6</b>	201.5	<b>188.5</b>	188.2	<b>195.3</b>	200.2	<b>195.5</b>	195.1
<b>3</b>	<b>213.3</b>	210.9	<b>195.2</b>	203.7	<b>204.4</b>	200.3	<b>206.2</b>	205.9
<b>4</b>	<b>219.3</b>	218.6	<b>212.5</b>	202.0	<b>206.6</b>	211.5	<b>215.8</b>	215.0
<b>5</b>	<b>224.6</b>	223.2	<b>203.5</b>	211.4	<b>215.9</b>	213.8	<b>221.1</b>	220.8
<b>6</b>	<b>229.6</b>	230.6	<b>214.3</b>	210.7	<b>218.3</b>	217.6	<b>225.2</b>	225.1

*American Indian=less than 10 students at all Grade levels*

#### **Data Summary: Overall Student Performance by Ethnicity in Math**

It is important to note that most of the student groups' fluctuating results should be expected due to the small number of students represented in these populations, except for the Caucasian student group. However, it is encouraging to see that most areas experienced increases in average RIT score compared to a year ago.

According to non-cohort Math performance, African American students improved in **4** of the **8** grade levels measured. There were notable increases and decreases in average

RIT score. Grades **3** and **5** experienced decreases of more than three RIT points, while Grade 1 experienced an increase of more than three RIT points. One notable increase was experienced among First Graders, improving by **6.0 RIT points**. Additionally, according to NWEA National Norms, African American Fourth Graders are performing at the *Beginning of Seventh Grade* level and Sixth Graders are performing at the *Middle of Tenth Grade* level. Hispanic students saw gains across **4** of **8** grade levels, with a statistically significant increase observed among Fifth Graders. Fifth Graders improved by **6.6 RIT points**. There was one statistically significant decrease among the Hispanic student group at Fourth Grade. Fourth Graders dropped in RIT score by **3.6 points**.

The results for all student groups will need to be studied closely at the building and District level to understand the proper course of action to take to address the statistically significant drops in student performances. There is clear and encouraging evidence that Minnetonka student performances in Math have begun to rebound from the impact of the pandemic on classroom instruction in recent years.

### **Ethnicity Spring Mean RIT Non-Cohort Comparison – Math – Spring 2022-23**

<b>GR</b>	<b>Asian 2023</b>	<b>Asian 2022</b>	<b>African- American 2023</b>	<b>African- American 2022</b>	<b>Hispanic 2023</b>	<b>Hispanic 2022</b>	<b>Caucasian 2023</b>	<b>Caucasian 2022</b>
<b>K</b>	<b>177.3</b>	175.0	<b>162.9</b>	163.9	<b>166.8</b>	164.4	<b>166.2</b>	166.6
<b>1</b>	<b>192.0</b>	195.5	<b>181.7</b>	175.7	<b>184.8</b>	183.8	<b>189.0</b>	188.2
<b>2</b>	<b>212.0</b>	209.5	<b>192.7</b>	192.5	<b>198.9</b>	199.1	<b>202.1</b>	200.2
<b>3</b>	<b>222.5</b>	223.0	<b>200.8</b>	209.5	<b>211.5</b>	208.7	<b>213.0</b>	212.3
<b>4</b>	<b>235.9</b>	235.5	<b>221.0</b>	208.8	<b>216.9</b>	220.5	<b>225.6</b>	224.3
<b>5</b>	<b>248.2</b>	243.8	<b>214.0</b>	220.1	<b>230.0</b>	223.4	<b>236.0</b>	234.8
<b>6</b>	<b>249.0</b>	250.9	<b>222.9</b>	221.5	<b>227.1</b>	228.7	<b>239.2</b>	237.8
<b>7</b>	<b>256.1</b>	251.0	<b>225.0</b>	225.7	<b>234.1</b>	234.1	<b>243.8</b>	243.1

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

## **MATH**

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

### Data Summary: Primary Grades Math Results

This year marked the third year K-1 students took the revised Primary Grades Math Test. With NWEA's transition to this assessment, staff will need to consider the data cautiously, but it can be compared to the baseline data collected one year ago. The data in this section reflect scores from the 2020-21 and 2021-22 school years.

### Data Analysis: Primary Grades Math Results

According to the 2020 NWEA Math Norms, Fall to Spring growth for Kindergarten students is **16.6 RIT points**. Last year, Kindergarten Fall to Spring growth totaled **14.8 RIT points** falling slightly off the pace of the national average. This year average RIT growth was **17.1 RIT points**, surpassing expected national growth targets.

Minnetonka First Graders increased their RIT score from the Fall by **16.1 RIT points** last year. This year, First Graders increased on average by **17.9 RIT points**. According to the national norms, First Graders should improve by **16.4 RIT points** from the Fall to the Spring. With the newer version of Everyday Mathematics introduced last year, there were discrepancies reported among all grade levels between the lessons and the classroom common summative assessments. This impacted some grade levels more than others. As a result of this finding, teachers worked to revise elementary Math assessments last summer, thus positively impacting student performance.

### Fall and Spring 2021-2023 NWEA Math for Primary Grades Assessment

<b>Math For Primary Grades K-1</b>	<b>Fall Combined RIT 2021</b>	<b>Spring Combined RIT 2022</b>	<b>Fall Combined RIT 2022</b>	<b>Spring Combined RIT 2023</b>
<b>Numbers and Operations</b>	162.2	177.7	159.9	<b>177.9</b>
<b>Geometry and Measurement</b>	159.1	177.6	156.8	<b>177.5</b>
<b>Data Analysis</b>	162.8	176.4	161.2	<b>176.1</b>
<b>Algebra</b>	162.8	176.4	160.2	<b>176.4</b>
	<b>Math Mean RIT</b>	<b>Math Mean RIT</b>	<b>Math Mean RIT</b>	<b>Math Mean RIT</b>
<b>Kindergarten</b>	152.0	166.8	149.7	<b>166.8</b>
<b>Grade 1</b>	172.1	188.2	170.7	<b>188.6</b>

### Data Summary: Intermediate Grades Math Results

According to the table below, overall Spring RIT scores show an increase in average RIT score at all grade levels when compared to their same grade level counterparts from last year. Additionally, Grades 2-5 made more Fall to Spring RIT growth compared to their same grade level counterparts from a year ago.

### Data Analysis: Intermediate Grades Math Results

In past years, grade level teams from across the elementary sites, determined that Algebra was to be an area of focus. Algebra and Number and Operation appear to be

an area of focus, and it may require additional assessments in this area to measure student growth throughout the year. Additionally, with the revisions to the classroom assessments last summer, an increase in Fall to Spring average RIT growth was anticipated. Teachers should be commended for their work to ensure there was proper alignment between instruction and assessment prior to the beginning of this school year.

### Fall and Spring 2021-2023 NWEA Math 2-5 Assessment

	Fall Combined RIT 2021	Spring Combined RIT 2022	Fall Combined RIT 2022	Spring Combined RIT 2023
Number and Operation	204.4	217.9	205.1	218.8
Algebra	204.7	217.1	205.5	218.0
Geometry and Measurement	205.9	219.6	206.5	221.3
Data Analysis	206.1	218.9	206.1	219.8
	Math Mean RIT	Math Mean RIT	Math Mean RIT	Math Mean RIT
Grade 2	187.0	200.7	187.9	202.5
Grade 3	200.4	212.9	200.2	213.4
Grade 4	211.1	224.7	212.1	225.8
Grade 5	222.1	234.9	222.4	236.1

#### Data Summary: Math 6+ Results

According to the results in the table below, Grades 6 and 7 out-performed their same grade counterparts from a year ago. Only a select group of students take the Spring Math NWEA Test, which is why the average RIT score is significantly lower than in past years and to Grades 6 and 7.

#### Data Analysis: Math 6+ Results

Middle School students are performing well beyond the Twelfth Grade level. Nationally, the average RIT score for a Twelfth Grader is **234.2**, and Minnetonka Grade 6 students surpassed that average by **5.6 RIT points**, and Grade 7 students eclipsed this mark by **7.2 RIT points**. In addition, Sixth Graders made **8.8 RIT points** growth this year, while the average student with a starting RIT score of **230.3** nationally is expected to grow by **3.0 RIT points**. The average Seventh Grader with a starting RIT score of **236.5** is expected to grow by **1.0 RIT points** from Fall to Spring, while Minnetonka Seventh Graders improved by **7.2 RIT points**. It is evident that Minnetonka Grade 6 and 7 students made significant growth in Math this year. Teachers use specific information from the Fall results provided to them by NWEA for the Math 6+ Test. This helps to give guidance to teachers as to plan lessons throughout the year. The use of the Learning Continuum with the Math 6+ Test allows teachers to use this assessment in a formative manner to help impact instruction immediately at the beginning of the year.

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



so teachers can determine their needs at the beginning of the school year. Data provided are NWEA and MCA historical results.

### Fall and Spring 2021-2023 NWEA Math 6+ Assessment

Math 6+	Fall Combined RIT 2021	Spring Combined RIT 2022	Fall Combined RIT 2022	Spring Combined RIT 2023
Number and Operation	235.5	239.8	236.2	240.7
Algebra	234.0	239.5	235.2	240.3
Geometry and Measurement	235.2	239.0	236.5	239.9
Data Analysis and Probability	235.1	240.6	236.8	241.3
	Math Mean RIT	Math Mean RIT	Math Mean RIT	Math Mean RIT
Grade 6	229.5	238.0	230.3	239.1
Grade 7	235.3	242.6	236.5	243.7
Grade 8	240.2	216.5	241.7	213.9

## READING

### Data Summary: Primary Grades Reading

Kindergarten and First Grade students have been taking the NWEA Common Core Test the past five years. Despite the change in tests, performance remained strong. Kindergarten students made **14.6 RIT points** growth this year compared to **13.9 RIT points** growth among Kindergarten last year.

### Data Analysis: Primary Grades Reading

Nationally, Kindergarten students are expected to make **17 points** RIT growth from Fall to Spring. Kindergarten students made **14.6 RIT points** growth this year compared to **13.9 RIT points** growth among Kindergarten last year. First Graders are expected to make **16 points** RIT growth, and Minnetonka First Graders grew by **14.4 RIT points**. Last year, First Graders grew by **13.6 RIT points** from Fall to Spring. Kindergarten students are now performing at the *Beginning First Grade* level, while First Graders are maintaining their level from past years at the *mid Second Grade* level. Although Minnetonka First Grade students saw slightly less than 50 percent of students meet their Fall to Spring growth targets as stated previously, the average Minnetonka K-1 student is performing beyond their current grade level. Primary assessments and curriculum have been updated to align with the new standards. Teachers have been trained in the assessments and were successful in supporting students to meet the increased rigor of the new standards. According to Fall to Spring results, Vocabulary and Comprehension yielded the highest results with Language and Writing and Foundational Skills being an area for growth for the third straight year.



## Fall and Spring 2021-2023 NWEA Reading Primary Grades Assessment

Reading For Primary Grades K-1	Fall Combined RIT 2021	Spring Combined RIT 2022	Fall Combined RIT 2022	Spring Combined RIT 2023
Foundational Skills	152.8	167.3	151.1	167.3
Vocabulary	156.3	170.7	155.4	170.2
Lit. and Informational Text	156.6	169.1	154.9	168.7
Language and Writing	152.4	167.3	150.8	166.7
	Reading Mean RIT	Reading Mean RIT	Reading Mean RIT	Reading Mean RIT
Kindergarten	145.9	159.8	144.7	159.3
Grade 1	165.3	178.9	164.2	178.4

### Data Summary: Intermediate Grades Reading

There were comparable performances among Grades 2-5 on the NWEA Reading Test compared to last year, with most grade levels surpassing expected RIT growth. Despite Second Graders scoring slightly lower on average compared to Second Graders from a year ago, the Fall to Spring growth eclipsed last year's mark by **1.0 RIT points**. Grades **3** and **4** also surpassed Fall to Spring growth compared to their same counterparts from a year ago.

### Data Analysis: Intermediate Grades Reading

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

**Fall and Spring 2021-2023 NWEA Reading  
Common Core 2-5 Assessment**

<b>Reading Grades 2-5 Common Core (CCSS)</b>	<b>Fall Combined RIT 2021</b>	<b>Spring Combined RIT 2022</b>	<b>Fall Combined RIT 2022</b>	<b>Spring Combined RIT 2023</b>
<b>Informational Text</b>	201.1	210.5	200.9	<b>211.1</b>
<b>Literature</b>	201.8	210.7	201.3	<b>211.0</b>
<b>Foundational Skills and Vocabulary</b>	201.7	210.9	201.6	<b>211.2</b>
	<b>Reading Mean RIT</b>	<b>Reading Mean RIT</b>	<b>Reading Mean RIT</b>	<b>Reading Mean RIT</b>
<b>Grade 2</b>	181.5	195.8	180.4	<b>195.7</b>
<b>Grade 3</b>	195.6	206.0	194.4	<b>206.4</b>
<b>Grade 4</b>	206.7	214.8	206.9	<b>215.5</b>
<b>Grade 5</b>	214.8	220.5	215.1	<b>220.6</b>

**Data Summary: Middle Grades Reading**

According to the table below, Sixth Graders grew **4.1 RIT points** (National=1.2), and Seventh Graders grew by **1.0 RIT points** (National=1.1). Students in Seventh Grade honors classes do not take the Spring NWEA Reading Test. This year students in Seventh Grade grew by **1.0 RIT points** compared to seeing a decrease of **3.4 RIT points** two years ago. During the last three testing years, Literature has been an area of focus for the middle school.

**Data Analysis: Middle Grades Reading**

It is important the Sixth and Seventh Grade teachers at each site study their results closely to determine the needs for next year. As teachers review their data, they will learn how individual student performed and if there were any significant gaps between instruction and assessment. Lastly, the middle schools will need to study how the NWEA results compare to the MCA results to better understand the areas in which to focus their work.

**Fall and Spring 2021-2023 NWEA Reading  
Common Core 6+ Assessment**

<b>Reading Grades 6+ Common Core (CCSS)</b>	<b>Fall Combined RIT 2021</b>	<b>Spring Combined RIT 2022</b>	<b>Fall Combined RIT 2022</b>	<b>Spring Combined RIT 2023</b>
<b>Informational Text</b>	223.0	225.8	223.3	225.8
<b>Literature</b>	222.3	224.6	222.6	224.3
<b>Foundational Skills and Vocabulary</b>	223.2	226.4	223.8	226.4
	<b>Reading Mean RIT</b>	<b>Reading Mean RIT</b>	<b>Reading Mean RIT</b>	<b>Reading Mean RIT</b>
<b>Grade 6</b>	220.7	224.7	220.8	224.9
<b>Grade 7</b>	225.0	226.5	225.6	226.6

## **RECOMMENDATIONS FOR ACTION**

### **PREVIOUS SPRING SCORES COMPARED TO CURRENT SPRING SCORES**

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

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

Although LEP students are not significantly closing the gap between non-LEP students in Minnetonka, many are meeting their growth targets by a significant margin. However, there are a few important and notable exceptions. In First Grade Reading, only **42.3 percent** of LEP students met their growth targets, which is up from **46.7 percent** from a year ago. However, First Graders last year, who are now Second Graders saw **55.0 percent** meet their growth targets this year.

This is especially important to the Minnetonka ELL program as the District monitors Reading performance closely through Third Grade to show how students are performing in Reading by the end of Third Grade as part of a state initiative.

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

### **SPECIAL EDUCATION**

According to Special Education District leadership, students receiving Special Education services have a variety of disabling conditions that may impact their performance, such as auditory processing needs or receptive and expressive language. In addition, students may need a teacher near help keep them focused or to work with them using different modalities. These are all examples of limitations in which students receiving Special Education services need to navigate.

In many ways, the data for students in Special Education can be seen as positive, with some areas to monitor. For example, Grade 5 students receiving Special Education services saw students surpass the 50 percent mark for students meeting their Fall to Spring national growth targets in both Math and Reading, which is compared to the average RIT score for all students nationally.

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

In addition, Special Education staff have on-going data updates shared with them by the assessment department to help determine needs in the program. This can be used in conjunction with the newest data warehouse system to help data teams analyze student results in a more efficient and effective manner.

## **DISTRICT PERFORMANCE COMPARED TO NATION**

The data from the Spring 2023 NWEA administration show that student data across all grade levels and subjects will need to be studied at the site level by building and District-level leadership to better understand the performance that occurred this Spring compared to other years. For the past several years, scores have been studied with a significant and expected decrease during the pandemic. This year Math results rebounded and are trending upward. Reading performance, in many ways, is comparable to Reading results from a year ago. The information included above will provide us with information that will help District-level leaders and building staff look more closely at the strand level data. District leaders and building teams have traditionally participated in data discussions at the elementary level, and those discussions should continue again next Fall. The charts above will be used to track trends among the strands over multiple years. With this information, we will be able to look for areas of strengths and areas of growth. This information will prompt a closer look at each individual grade level's strand information not only at the elementary level but also at the middle level. It is recommended that District-level leaders continue what was started in year's past and engage middle level grade level teams in on-going data discussions tied to NWEA results.

## IMMERSION

When students reach the Third Grade, the discrepancies that may have existed earlier disappear for both Reading and Math. By Fifth Grade, there is virtually no difference in average RIT score among English and Immersion students in Reading. After Third Grade, all Immersion cohorts, on average, met Spring to Spring national growth targets. There were no significant decreases in average RIT performance, and with **7 of 24** areas showing increased average RIT scores compared to last year, this is a positive sign for Minnetonka students as we begin to move forward from the disruption to learning the past three years.

For Spanish and Chinese Immersion students, the STAMP 4S assesses the target language at the Middle School level. At the elementary level, the STAMP 4Se assessment was administered starting in the Spring of 2023 and measures Reading, Listening, and Speaking, consistent with the STAMP 4S. The K-5 Integrated Performance Assessment (IPA) implemented several years ago, required extensive training for teachers throughout the Immersion program, and other assessments, such as the STAMP 4S and AAPPL (now STAMP 4Se) have been purchased.

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

## ADVANCED LEARNING/NAVIGATOR PROGRAMS

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

Despite the typical lower Fall to Spring growth for students who reach high levels of RIT performance in the Fall, Minnetonka students who scored at these levels, made far more growth than the average student nationally. For example, a score above 245 is expected to make three to four points RIT growth in Math. However, Minnetonka students made approximately **13-16 points** RIT growth according to Grade 5 Advanced Learning and Navigator results. Three years ago, the growth was **11 points** for the two groups.

It is recommended that teachers take advantage of the item samplers NWEA has to offer in addition to focusing on strand level analysis of the results from the Fall. Some students will be expected to take the NWEA Math or Reading Assessments in the Winter as a checkpoint to see if they are making expected gains moving forward to the Spring.

## **GENDER**

The results from the Reading assessment should be used to carefully monitor students' performance throughout the year. This assessment along with the Sourcewell targets embedded in Sourcewell's Prolific one-click reports could serve as a predictor for the Spring MCA III Reading Test since that assessment is also aligned to the Common Core State Standards. Next year, a new data system will be implemented that will help staff review data trends at a deeper level.

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

## **ETHNICITY**

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

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

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

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

## **OPEN ENROLLMENT**

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

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

## **MATH**

There is a need for differentiation in classrooms as 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. At the elementary level, students have visual images that help them if they are struggling and need more concrete instructional experiences, and students who need more challenge can work more abstractly with the concepts they learn. Middle school teachers will need to work to differentiate for their students within each of the courses by using common formative assessments throughout the year to help drive instruction.

There should be a systemic program in place to address concerns. To do this, the concept of Number Sense will need to be defined for staff. Number Sense had different meanings and understanding among staff from one grade level to the next. With the implementation of Singapore Math in past years, the concept of Number Sense was addressed. In addition, the Math committee revised assessments last summer to ensure alignment to the state standards and the Everyday Math program. The assessments will continue to be closely aligned to the Minnetonka Essential Learnings, so students should benefit from the alignment between common assessments in the classroom with the standardized NWEA and MCA assessments. Interventions can be put into place that can be used both at school and at home. In addition, resources that provide research-based interventions such as *Intervention Central* and FastBridge can be used by both classroom teachers and Title I specialists to provide targeted support for students.

## **READING**

Students scoring below the 40<sup>th</sup> percentile will need support from a building Reading Specialist. In addition, students scoring between the **40-62 percentile** will be identified for classroom wide supports, which is based on the recommendations of the CAREI (Center for Applied Research in Educational Improvement) report reviewing the Minnetonka MTSS process. The support provided to students through this model should be used to supplement instruction already occurring in the student's regular classroom. At the middle school level, it is important to tie in Reading strategies across the curriculum regardless of the content area. In addition, like last year, elementary teachers can look more closely at the vocabulary strand along with corresponding state standards to identify specific areas of needs for their students. Elementary teachers will need to ensure that they continue to refine their pacing, instruction, and assessment practice with the use of the Making Meaning curricular materials. Great work has been done to ensure a smooth



transition of a robust balanced literacy program, and next steps to ensure the program is implemented with fidelity among all staff is crucial to continued success.

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

### **Multi-Tiered Systems (MTSS) of Support**

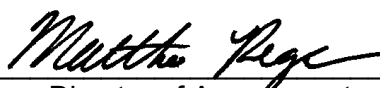
The District uses NWEA data, fluency data, and MCA data to identify students in need of additional Reading and Math support. This practice has been used for the past six years and has been successful for identifying the most struggling students based on data. This ensures that all students are identified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

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### **RECOMMENDATION/FUTURE DIRECTION:**

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

**Submitted by:**



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Matt Rega, Director of Assessment and Evaluation

**Concurrence:**



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David Law, Superintendent