

MINNETONKA SCHOOL BOARD STUDY SESSION
District Service Center

September 15, 2022
6:00 p.m.

AGENDA

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|------|----|--|
| 6:00 | 1. | Opening of School Report |
| 6:20 | 2. | Update on MCA Results |
| 6:50 | 3. | Review of Annual Report |
| 7:35 | 4. | Review of 2022 Pay 2023 Preliminary Levy |
| 8:05 | 5. | Review of Policy #430: Reserve Teachers |
| 8:15 | 6. | Review of Policy #431: Wage Rates: Part Time or Substitute |

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

**SCHOOL BOARD
MINNETONKA I.S.D. 276
5621 County Road 101
Minnetonka, MN**

Study Session Agenda Item #1

Title: Opening of School Report

Date: September 15, 2022

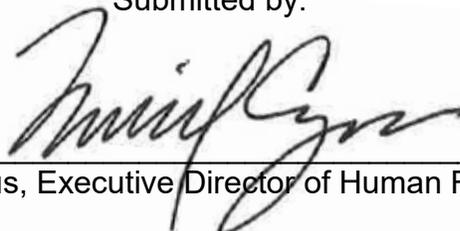
BACKGROUND

The District administration reports on the start of school to the School Board each year. This year the presentation to the School Board relies on information collected on or about Tuesday, September 6, 2022, the first day of school.

RECOMMENDATION/FUTURE DIRECTION

We will identify follow-up steps with recommendations, if necessary, based on the data presented.

Submitted by:



Michael Cyrus, Executive Director of Human Resources

Concurrence:



David Law, Superintendent of Schools

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

Study Session Agenda Item #2

Title: MCA 2022 Summary Report

Date: September 15, 2022

EXECUTIVE SUMMARY

Overall, students are performing well whether the measurements are NWEA, MCA, SAT, ACT or other forms of standardized testing. Comparatively speaking, Minnetonka performed well compared to students across the state and mirrored statewide trends. In Reading, the state saw drops among 5 of 7 grade levels. Minnetonka students experienced a decrease among 3 of 8 grade levels. In Math, Minnetonka and students statewide saw increases among all grade levels except of Grade 11. All Math average scale score increases among Minnetonka students surpassed those of the state, and the decrease among Eleventh Graders was approximately have that of the state. Minnetonka High School students saw decreases in proficiency rates for both Reading and Math, and an increase in Science, while the state showed a decrease. Minnetonka middle school students experienced significant increases in Math performance and showed a slight decrease in Reading and Science among Eighth Graders. Again, the slide in proficiency rates statewide was great than observed among Minnetonka students.

Proficiency levels remain strong relative to metro area school districts. In 2019, Minnetonka ranked first in the metro area in Reading with **81.9 percent** proficient compared to **82.0 percent** proficient in 2018. In 2021, Minnetonka ranked third in Reading with **74.5 percent** proficiency, slightly behind Wayzata and Edina. After ranking second in the metro area in Math in 2018, Minnetonka students were tied for first in the metro in Math for 2019 (**79.8 percent**). In 2021, the Minnetonka proficiency rate was **67.4 percent**, also ranking the District third in the metro area. In 2019, Minnetonka students were ranked second in Science with **75.4 percent** proficient, decreasing slightly from **76.5 percent** proficient in 2018. In 2021, Minnetonka students ranked second in Science, which trailed Wayzata by a slim margin of **0.2 percent**. In 2022, Minnetonka tied for second in Reading with a **73.3 percent** proficiency rate, second in Math with **72.9 percent** proficient, and first in Science with a proficiency rate **70.5 percent**.

Impact of COVID

COVID impacted results statewide and across the Minnetonka District. It is also important to note that although there was a variety across districts statewide in the percentages of students who took the MCA Tests last year, the impact for Minnetonka was not statistically

significant as it was at that time. Because the MCAs were not offered online, it is the responsibility of the school districts to plan for students to test in person. At the height of the Pandemic, a significant number of students chose not to participate in testing. However, last year fewer than **20** e-learning students were eligible to test at each of the grade levels, except for Grade 8 (**27** students). Because of this, there was little impact on MCA test performance due to students choosing not to test.

Regarding test performance, middle school results show that Minnetonka middle school proficiency rebounded at each grade level. Minnetonka middle school proficiency percentages are trending closer to levels from previous years. Although MCA proficiency levels are lower than pre-COVID years, there are clearly positive signs that student proficiency is on the rise in Minnetonka.

Background

Each year the Minnesota Department of Education conducts annual Minnesota Comprehensive Assessments (MCA) of all students in Grades Three-Eight for Mathematics and Reading, Grade Ten for Reading, and Grade Eleven for Math. For Science the MCA is given to students in Grades Five, Eight, and after taking high school Biology. The Science MCA does not count for Adequate Yearly Progress (AYP), but achievement levels are recorded. The tests measure student knowledge and skills identified in the Minnesota Academic Standards. This report examines the MCA III results for the 2017 school year. As with any test, the MCA-III assesses a sampling of student knowledge and does not test every standard or benchmark. There are standards and benchmarks that cannot be assessed with a standardized test. That does not mean that these skills should not be taught or assessed. Teachers need to instruct and assess their students on all of the academic standards. The passage of the No Child Left Behind Act (2000) required that students be assessed in Grades Three-Eight and high school. The *Minnesota K–12 Academic Standards in Mathematics* were adopted in 2003; the Minnesota Comprehensive Assessments-Series II assessed these standards. The 2006 Minnesota Legislature approved the 2006 Omnibus Education Policy Act (see Minn. Stat. § 120B.023, subd. 2b). This legislation required the revision of the state's academic standards in mathematics in the 2006–2007 school year. The legislation also required that beginning in the 2013–2014 school year, state mathematics tests given in Grade Eleven align with the revised 2007 academic standards in mathematics. The revision to the standards was significant enough that a new series of the MCA assessments was necessary. Thus, the Mathematics MCA-III tests are aligned with the 2007 *Minnesota K–12 Academic Standards in Mathematics*.

There are four different levels of proficiency for the MCA. In order to reach proficiency, students must reach a scale score of their Grade level plus 50. For example, a student in the Eighth Grade needs 850 (800+50) and a student in the Fourth Grade needs 450 (400+50) to reach proficiency on the MCA III for Reading, Math, and Science. The student's score is then linked to an achievement level to describe the overall performance and determine proficiency.

There are four achievement levels for the MCA III's:

- Exceeds the Standards (E)—Proficient
- Meets the Standards (M)—Proficient
- Partially Meets the Standards (P)—Not Proficient
- Does Not Meet the Standards (D)—Not Proficient

Context

The MCA III tests measure the number of students who are able to reach the bar and perform at grade level as measured by the Minnesota Academic Standards. The level of difficulty increases as students move into higher grade levels. As students move into the secondary level the number of students expected to reach proficiency decreases. This is a result of the test itself and not necessarily indicative of overall student performance as measured by classroom performance. 2018 is the fifth year that Eleventh Grade students took the MCA III tests.

New MCA tests are developed when the Legislature authorizes new mandates. For example, after the Legislature approved new Minnesota Academic Standards and since the MCA I test did not measure those new standards, the MCA II tests were field tested and implemented in 2005-06. In 2007-08 the Legislature required a progress score and since the MCA II tests were not vertically aligned to measure progress from year to year, the MCA III tests in Math, Reading, and Science are now operational.

The MCA III has a scale that will allow for comparison between grade levels to determine growth. The scale is limited because it only measures on-grade level work. Students far above grade level will not be adequately measured by the progress score. The previous system did not allow for the measurement of individual student progress from year-to-year, like NWEA. So, if a student is performing far above or below grade level, it is not possible to ascertain how much they have grown from year to year using the MCA II or MCA III.

When comparing the tests students take in Third Grade to the tests the same students will take in Eighth Grade, the content on the Eighth Grade test, as expected, is more challenging. The number of questions that students are expected to answer correctly on the Eighth Grade test is lower than on the Third Grade test. This is determined statistically by the State of Minnesota during field testing. For example, if a student in the Third Grade scores 80 percent correct, then they might earn an “E” on the assessment, but in Eighth Grade that percent correct may decrease to 70 percent in order to earn an “E” on that assessment. The reason for the decrease in percentage needed is because the test is more difficult in both content and it is based on standards that are set by content specialists in the upper grades, and the standards in the elementary years are developed by content generalists.

With the NWEA assessments there is acceleration in performance as students move into the upper grades; with the MCA III tests the opposite is true. That is because the NWEA assessments measure individual growth from year-to-year and the MCA III tests only measure the number of students below, at, or above proficiency.

Regarding the change in proficiency versus scale scores, when one views the scale score increase, he or she is seeing an increase of average scale scores but a decrease in percent proficient when examining each grade individually, especially in Math. Furthermore, we are only looking at MCA scores for both proficiency and scale scores across time (not all accountability tests for proficiency, as is defaulted on the Minnesota Report Card). This could be explained in a couple of ways.

Minnetonka proficient students could score higher in one year, thus bringing up the average scale score, but not influencing the percent proficient. One way this can be seen is with more students in the exceeds vs. meets standards compared to previous years.

The tables below include average scale scores for each proficiency level and grade level. The letter “D” stands for *Does Not Meet*, “P” stands for *Partially Meets*, “M” stands for *Meets*, and “E” stands for *Exceeds* the standards. On the tables below, the average scale scores in the Reading Does Not Meet (D) category in only one area showed decreases and the Exceeds (E) category showed decreases in two areas. It seems logical to conclude that scores for the lowest performing students have improved in many areas, and for the scores to increase significantly, one would expect above average scores in a particular level to raise the overall average scale scores for that level. Such an increase in scores should result in more students moving to the right toward the Partially Meets (P) category. This logic translates to the mean scale score results by grade level shown in the next table. At most grade levels, the average scale score increased or remained the same, except for Grade 10. For Math, there was an increase in scale scores among the *Partially Meets* group, indicating a shift toward the Meets and Exceeds categories. Math scale scores increased dramatically across all grade levels except for Grade 11. The Reading and Math data show that students are scoring solidly across most grade levels and the increases were more significant in Math for both Minnetonka students and students statewide. Reading growth was more modest following the height of the Pandemic for both Minnetonka and Minnesota students, however, the achievement appears to be trending in the right direction.

2021-2022 MCA Average Scale Scores by Achievement Level and Grade Level

		2021 D	2022 D	2021 P	2022 P	2021 M	2022 M	2021 E	2022 E
		READING	3	324.8	325.7	345.0	344.5	361.3	361.7
4	430.2		431.4	444.9	445.1	457.4	457.7	472.5	473.0
5	530.9		531.5	545.6	545.4	558.9	559.0	573.2	574.3
6	627.1		630.4	644.9	644.9	658.5	658.5	676.1	676.0
7	728.7		728.5	745.5	744.4	757.9	758.8	775.3	776.6
8	827.4		828.8	845.3	845.3	858.4	858.4	874.4	876.0
HS	1030.8		1031.6	1045.3	1045.6	1057.1	1056.9	1072.1	1072.7
		2021 D	2022 D	2021 P	2022 P	2021 M	2022 M	2021 E	2022 E
MATH	3	331.0	329.8	345.6	345.4	357.9	357.6	374.0	375.2
	4	430.2	430.8	444.8	444.7	457.7	458.4	477.4	477.3
	5	531.9	532.2	545.0	545.4	555.9	555.8	569.0	569.8
	6	631.2	630.4	645.0	645.2	655.8	655.1	668.9	669.4
	7	733.2	732.1	745.0	745.2	754.5	754.6	766.2	766.4
	8	830.7	830.4	845.0	845.1	855.0	855.4	867.8	868.5
	HS	1130.4	1127.7	1144.3	1144.9	1156.0	1156.6	1173.7	1173.6
		2021 D	2022 D	2021 P	2022 P	2021 M	2022 M	2021 E	2022 E
SCIENCE	5	529.9	531.6	545.2	545.1	558.6	559.2	576.2	576.5
	8	832.3	833.8	845.2	845.2	855.1	855.2	867.2	867.4
	HS	1030.8	1029.8	1046.1	1045.7	1056.5	1056.3	1069.8	1070.8

MCA Reading Results – Spring 2022

Data Summary: Spring 2021 and 2022 MCA III Reading Results for Minnetonka and Minnesota

Spring of 2022 was the ninth year the MCA III Reading was administered. Minnesota proficiency decreased across all grade levels except for Grades 4 and 5. Minnetonka showed decreases among Grades 3, 8, and 10, with the most significant drop occurring among Tenth Graders. Among Minnetonka students, Reading scale scores remained the same or improved among all grade levels except for Grade 10. In addition, Grade 10 students statewide saw a proficiency drop of **3.2 percent** and **3.5 percent** the year prior, while Minnetonka Tenth Graders experienced an increase of **0.3 percent** last year by a decrease of **8.3 percent** in 2022, dropping their proficiency percentage to **72.1 percent**. Sixth and Seventh Graders rebounded in terms of proficiency percentage compared to the state, while Eighth Graders experienced a drop in proficiency for both cohorts.

It is expected that students would experience a drop on a standardized test that measures grade level content knowledge during the Pandemic. Clearly, there is unfinished learning that students will need to revisit during the current school year, as they begin the next grade level. However, it is encouraging to see that Minnetonka students overall were not as impacted academically by the Pandemic as many of their same grade counterparts statewide.

Data Analysis: Spring 2021 and 2022 MCA III Reading Results for Minnetonka and Minnesota

It is difficult to understand all the variables that contributed to the drops in proficiency percentages, however, Minnetonka students participated at a high rate on the MCAs in 2022, so this is not to be considered a significant variable like 2021. Teachers have studied the state standards and test specifications aligned to the MCA III Reading. Because of the proactive work by teachers to learn about the assessment specifications, students were able to have success on this assessment. Additional work will be continued by staff to study the common core components to the assessment. Students are tested in the two areas of Literature and Informational Text.

Spring 2021 and 2022 MCA III Reading Results for Minnetonka and Minnesota

2022 Total % of Minnesota Students Meeting or Exceeding Standards	2021 % of MINNETONKA Students Meeting or Exceeding Standards	2022 % of MINNETONKA Students Meeting or Exceeding Standards	Minnetonka Students Tested		
				Total Number Tested	Mean Scale Score
47.8 (-0.4)	66.6	64.8 (-1.8)	Grade 3 Reading	870	357 (+1)
49.5 (+0.3)	70.7	71.8 (+1.1)	Grade 4 Reading	797	457 (+1)
59.3 (+0)	80.8	81.8 (+1.0)	Grade 5 Reading	830	560 (+0)
54.4 (-0.5)	77.1	80.2 (+3.1)	Grade 6 Reading	842	661 (+0)
45.3 (-2.8)	72.0	72.0 (+0)	Grade 7 Reading	824	758 (+1)
46.1 (-3.3)	73.1	71.0 (-2.1)	Grade 8 Reading	806	858 (+0)
54.9 (-3.2)	80.4	72.1 (-8.3)	Grade 10 Reading	821	1058 (-2)

Data Summary: Spring 2021 and 2022 MCA III Reading Results for Minnetonka by Grade Level

When comparing 2021 to 2022, there was an increase in students reaching the Exceeds category in Grades 3-7. The percent in the *Does Not Meet Standards* category increased in Grades 3, 6, and 10, compared to Grades 3-8 from a year ago. The largest increase was seen among Tenth Graders at 3.4 percent.

Data Analysis: Spring 2021 and 2022 MCA III Reading Results for Minnetonka by Grade Level

Although there is no way to definitively conclude the impact, there are environmental variables that could have impacted student learning. It is important for high school staff to study the data to understand how to help students improve throughout the current school year and beyond.

There is some encouraging news in the data in the tables below. The percentage of students *Exceeding Standards* improved in five of seven grade levels, while only three areas increased in the *Does Not Meet* category. This category saw all but one grade level increase last year. With cohort data for the MCA Test this year, it will be important for teachers to focus on both summative and formative assessment to provide experiences for students to revisit unfinished learning that may have occurred from the previous years.

Spring 2022 MCA III Reading Results for Minnetonka by Grade Level (**Bold** indicates an increase from the previous year and *italics* indicates a decrease)

Grade	Does Not Meet Standards		Partially Meeting Standards		Meeting Standards		Exceeding Standards	
	N	%	N	%	N	%	N	%
3	165	19.0	141	16.2	372	<i>42.8</i>	192	22.1
4	81	<i>10.2</i>	144	<i>18.1</i>	350	<i>43.9</i>	222	27.9
5	50	<i>6.0</i>	107	12.9	418	<i>50.4</i>	255	30.7
6	74	8.8	93	<i>11.0</i>	341	40.5	334	39.7
7	96	<i>11.7</i>	135	16.4	339	<i>41.4</i>	254	30.8
8	101	<i>12.5</i>	133	16.5	326	40.4	246	<i>30.5</i>
10	88	10.7	141	17.2	302	<i>36.8</i>	290	<i>35.3</i>

Spring 2021 MCA III Reading Results for Minnetonka by Grade Level
(Bold indicates an increase from the previous year and *italics* indicates a decrease)

Grade	Does Not Meet Standards		Partially Meeting Standards		Meeting Standards		Exceeding Standards	
	N	%	N	%	N	%	N	%
3	131	18.3	108	15.1	335	<i>46.9</i>	141	<i>19.7</i>
4	77	10.2	143	19.0	342	45.5	190	25.3
5	55	7.1	94	12.1	403	51.8	226	<i>29.0</i>
6	61	8.4	106	14.5	279	<i>38.2</i>	284	38.9
7	87	12.3	111	15.7	316	44.8	192	<i>27.2</i>
8	98	13.3	100	13.6	296	40.2	242	32.9
10	53	7.3	89	<i>12.3</i>	292	<i>40.2</i>	292	40.2

Data Summary: Spring 2021 and 2022 MCA III Math Results for Minnetonka and Minnesota

According to the tables below, Math performance saw an increase in proficiency percentage across the state and within Minnetonka except for Grade 11. Minnetonka student experienced a higher rate of increase compared to the state for Grades 3-8. Both the state and District experienced a decrease among Eleventh Graders with Minnetonka Grade 11 students declining in proficiency rates by **2.6 percent** and students statewide decreasing by **4.9 percent**.

Minnetonka middle school students saw a significant rebound in proficiency percentage increasing by 10.4 percent among Sixth Graders. In addition, Minnetonka Sixth Graders improved their average scale score by a significant three-points with Seventh and Eighth Graders improving by two-points.

Data Analysis: Spring 2021 and 2022 MCA III Math Results for Minnetonka and Minnesota

The significantly greater percentage of students participating district-wide could have positively impacted results as well as a more typical instructional environment compared to 2021.

Overall, Math performance is strong in Minnetonka when comparing the difference in statewide performance. In addition to the strong rebound by most grade levels, elementary Math assessments have been significantly revised this summer to better align

to the Everyday Math curriculum as well as the state standards. The improved alignment should help all Minnetonka elementary students continue to grow.

Spring 2021 and 2022 MCA III Math Results for Minnetonka and Minnesota

2022 Total % of Minnesota Students Meeting or Exceeding Standards on MCA III	2021 % of MINNETONKA Students Meeting or Exceeding Standards on MCA III	2022% of MINNETONKA Students Meeting or Exceeding Standards on MCA III	Minnetonka Students Tested		
				Total Number Tested	Mean Scale Score
58.8 (+1.8)	78.7	83.6 (+4.9)	Grade 3 Math	871	363 (+2)
56.2 (+2.6)	77.5	81.3 (+3.8)	Grade 4 Math	796	464 (+1)
42.9 (+2.0)	63.8	67.2 (+3.4)	Grade 5 Math	832	555 (+1)
39.0 (+2.2)	60.4	70.8 (+10.4)	Grade 6 Math	842	657 (+3)
37.4 (+0.2)	58.6	65.3 (+6.7)	Grade 7 Math	821	754 (+2)
39.8 (+0.4)	66.8	73.1 (+6.3)	Grade 8 Math	804	856 (+2)
36.3 (-4.9)	69.0	66.4 (-2.6)	Grade 11 Math	746	1156 (-1)

Data Summary: Spring 2021 and Spring 2022 MCA Math Results for Minnetonka by Grade Level

Elementary and Middle Schools began taking the MCA III Math in 2011. The High School began taking the MCA III in 2014. In 2013, students were not eligible for multiple opportunities to test. Minnetonka student performance on the MCA III was relatively solid in that the percentage of students in the *Meets Standards* category increased in six of seven grade levels and the *Exceeds Standards* category improved among all grade levels.

Data Analysis: Spring 2021 and Spring 2022 MCA Math Results for Minnetonka by Grade Level

The Math results show a positive trend for student performance in 2022. With mostly increases in the *Meets* and *Exceeds* categories and decreases across the *Does Not Meet* and *Partially Meets* categories, there is strong evidence that Minnetonka is beginning to close the gap that was created during the Pandemic. These results will be discussed

more closely during the Fall data retreats and throughout the first semester between Director of Assessment and Evaluation Matt Rega and elementary and secondary staff.

Spring 2022 MCA Math Results for Minnetonka by Grade Level

(**Bold** indicates an increase from the previous year and *italics* indicates a decrease)

Grade	Does Not Meet Standards		Partially Meeting Standards		Meeting Standards		Exceeding Standards	
	N	%	N	%	N	%	N	%
3	39	<i>4.5</i>	104	<i>11.9</i>	346	39.7	382	43.9
4	57	<i>7.2</i>	92	<i>11.6</i>	257	32.3	390	49.0
5	95	<i>11.4</i>	178	<i>21.4</i>	326	39.2	233	28.0
6	65	<i>7.7</i>	181	<i>21.5</i>	270	32.1	326	38.7
7	95	<i>11.6</i>	190	<i>23.1</i>	239	<i>29.1</i>	297	36.2
8	82	<i>10.2</i>	134	<i>16.7</i>	284	35.3	304	37.8
11	105	14.1	146	19.6	243	32.6	252	33.8

Spring 2021 MCA Math Results for Minnetonka by Grade Level

(**Bold** indicates an increase from the previous year and *italics* indicates a decrease)

Grade	Does Not Meet Standards		Partially Meeting Standards		Meeting Standards		Exceeding Standards	
	N	%	N	%	N	%	N	%
3	54	7.6	98	13.8	279	39.2	281	<i>39.5</i>
4	65	8.6	105	13.9	241	31.9	345	<i>45.6</i>
5	102	13.1	179	23.0	297	<i>38.2</i>	199	<i>25.6</i>
6	113	15.6	174	24.0	199	<i>27.5</i>	238	<i>32.9</i>
7	108	15.3	185	26.1	208	<i>29.4</i>	207	<i>29.2</i>
8	78	10.6	166	22.6	259	35.2	232	<i>31.6</i>
11	90	<i>13.6</i>	116	<i>17.5</i>	209	<i>31.5</i>	249	37.5

Data Summary: Spring 2019, 2021, and 2022 MCA III Science Results for Minnetonka and Minnesota

Students began taking the MCA III Science in 2012. Trend data suggest that the 2022 results are more typical to pre-Pandemic times. Grade 5 students saw an increase in the percentage of students *Meeting* and *Exceeding* the standards, and both Eight and high school students increased the percentage of students *Exceeding* standards.

Data Analysis: Spring 2018, 2019, and 2021 MCA III Science Results for Minnetonka and Minnesota

Most Minnetonka student performance continues to be strong on the Science MCA ranking second in the metro overall. Since the implementation of the MCA III, staff has worked to align instruction with assessment. Teachers have worked to analyze the MCA III Science test specifications and have gained a clear understanding of what students are expected to know and be able to do. At the elementary level, student inquiry and critical thinking is enhanced through the use of STEM (Science, Technology, Engineering, and Mathematics) activities and FOSS kits that allow for hands on learning using multiple modalities. At the middle school and high school, STEM activities, coupled with the extensive use of iPads, are infused into the classroom learning experiences, and a focus to ensure proper placement of students into courses that will most challenge them has impacted student learning as well.

At the middle school level, one of the key actions to continue growth in student Science performance is the alignment of the PLC's. This year will be the ninth year during which PLC's will be aligned by grade level and across buildings. Their first year in the configuration proved to be productive as grades were able to make great strides in the development of common assessments, lab experiences and conversations regarding best practices in the Science content area. Grade levels were also able to further the alignment between middle schools by developing streamlined storage for both assessment and lab experience information. Through this common assessment review the goal is to improve the content of each common assessment and drill further into the data, aligning questions with the Minnesota Science Standards and taking time to reflect on our students' performances on each assessment. The goal of the middle school Science Department is to use the data to facilitate conversations regarding student understanding and application of not only the standards but also begin to identify strategies and techniques that prove to support the most effective delivery of Science material. Another future goal is to use the common assessment review cycle as a PLC performance goal, using the data to identify specific areas for growth and collaborating through both building and content areas to develop rich Science learning opportunities.

In addition to alignment work at the middle school level, the Minnetonka Science Department as a whole is moving forward with a yearly goal to work as a K-12 Science team. Their goal is to develop and implement common language and lab experiences that build on each other as the students move up in grade level while outlining guidelines for key lab skills and components for quality laboratory reports. The goal also provides

new opportunities for conversations at all levels regarding strategies for growing their content in the areas of STEM and inquiry experiences.

Some additional movements to enhance student experiences in recent years was to include a renewed collaborative effort to align standards by using technology tools to track when standards are taught and the various labs, formative tools and summative assessments used during their delivery.

An additional department goal is a focus to increase access to Science for all learners. The department will harness the tools each teacher uses that brings Science alive for each student, not only focusing on the high performing students. It is their belief that Science should provide rich experiences that meets the needs of all learners, and they believe that continued collaboration will bring to light all the work that is currently supporting this goal, and draw new insight into areas for growth in reaching every child.

With the phase-in of the new Minnesota Science Standards, work will begin to improve assessments and student learning experiences to ensure students are ready to experience the next generation standards. Although there will be a four-year implementation timeline for the new standards state-wide, work will begin in Minnetonka to ensure students receive updated curriculum and assessments.

Because of the hard work by teachers and students, Minnetonka students are not only performing at high levels compared to the entire state but also compared to local metro districts.

Spring 2019-2022 MCA III Science Results for Minnetonka and Minnesota

Grade	2021 % of Minnesota Students Meeting or Exceeding Standards	2022 % of Minnesota Students Meeting or Exceeding Standards	2019 % of MINNETONKA Students Meeting or Exceeding Standards	2021 % of MINNETONKA Students Meeting or Exceeding Standards	2022 % of MINNETONKA Students Meeting or Exceeding Standards
5	47.7	49.8 (+2.1)	76.7	70.3 (-6.4)	77.9 (+7.6)
8	33.2	28.6 (-4.6)	73.2	56.4 (-16.8)	55.0 (-1.4)
HS	47.9	45.3 (-2.6)	77.2	77.9 (+0.7)	78.6 (+0.7)

Data Summary: Spring 2021 and Spring 2022 MCA Science Proficiency by Grade Level

After 2018, when there was an overall increase in the percentage of students *Meeting the Standards* at each grade level with a significant increase of **7.3 percent** among Fifth Graders, a **7.4 percent** increase among Eighth Graders, and a **4.2 percent** increase among high school students, there was only an increase in this category in 2019, which

was seen among high school students. However, there was an increase of **3.7 percent** of students reaching the *Does Not Meet* category among high schools students, indicating a shift from *Partially Meets* to either *Meets* or *Exceeds*. Fifth Graders saw a shift from the *Meets* and *Exceeds* categories to the *Partially Meets* and *Does Not Meet* categories, which explains the drop in overall proficiency among this grade level. The increases in the non- proficient categories was not drastic with there being a **1.4 percent** increase in the *Does Not Meet* category and a **2.7 percent** increase in the *Partially Meets* category. However, there was a **4.1 percent** overall shift to each of these categories from a year ago.

2022 results show a **7.6 percent** increase among elementary students and a **0.7 percent** increase among high school students who have completed Biology. Although middle school students were only 55.0 percent proficient, statewide only 33.2 percent reached proficiency in Science, and the highest proficiency among comparative metro area schools was **61.0 percent**, placing Minnetonka third among Eighth Graders in the metro area.

Data Analysis: Spring 2021 and Spring 2022 MCA Science Proficiency by Grade Level

Since the initial baseline year of implementation in 2011, student performance is strong in Science. Because the students are only tested once at elementary, middle, and high schools, student success can be attributed to the work that the previous levels have done to ensure that instruction and assessment is closely aligned.

With COVID impacting student performance statewide, it is important for Minnetonka staff to focus on the trend over time in Science. The focus on formative and summative classroom assessments will be important to ensure students are mastering the necessary students by the end of elementary, middle, and high school levels.

The trend indicates consistent high performance among all students. The shift toward project-based learning during the past five years has enabled elementary students to make connections to Reading, Writing, and Math that they might not have made in the past and that is having a positive impact at the middle school level. In addition, students can connect prior learning with the use of Science portfolios. The changes in the Science program have enabled us to show significant improvements to the Science program, not only as measured by the MCAs and by the increases in students participating in Accelerated Science at the middle schools.

Spring 2022 MCA III Science Proficiency by Grade Level

(**Bold** indicates an increase from the previous year and *italics* indicates a decrease)

Grade	Does Not Meet Standards		Partially Meeting Standards		Meeting Standards		Exceeding Standards	
	N	%	N	%	N	%	N	%
5	70	8.4	114	13.7	470	56.6	177	21.3
8	111	13.9	248	31.1	318	39.8	121	15.2
HS	59	7.9	101	13.5	297	39.8	289	38.7

Spring 2021 MCA III Science Proficiency by Grade Level

(**Bold** indicates an increase from the previous year and *italics* indicates a decrease)

Grade	Does Not Meet Standards		Partially Meeting Standards		Meeting Standards		Exceeding Standards	
	N	%	N	%	N	%	N	%
5	100	12.8	133	17.0	407	51.9	144	18.4
8	101	14.2	208	29.3	346	48.8	54	7.6
HS	43	6.8	96	15.3	275	43.8	214	34.1

Metro Area Comparisons

Minnetonka students continue to perform very well when compared to other Minnesota school districts. Overall, Minnetonka is tied for second in Reading, second in Math, and first in Science. It is clear Minnetonka MCA proficiency has rebounded compared to the previous year with how the District has compared to school districts in which it is typically benchmarked against in the metro area. It is common for Minnetonka students to be ranked at the top of the metro area.

Spring 2022 MCA III Reading, Math, and Science Comparisons to Comparable Metro Districts

District	% Proficient on Reading	% Proficient on Math	% Proficient on Science
Minnetonka	73.3	72.9	70.5
Wayzata	77.1	77.8	67.6
Edina	73.3	67.0	63.0
Orono	73.2	68.2	65.0
Westonka	72.6	68.4	59.9
Eastern Carver County	60.6	55.6	53.8
Eden Prairie	68.1	59.2	54.7
Waconia	63.3	61.6	45.8
Hopkins	51.8	41.6	34.9

Spring 2021 MCA III Reading, Math, and Science Comparisons to Comparable Metro Districts

District	% Proficient on Reading	% Proficient on Math	% Proficient on Science
Minnetonka	74.5	67.8	67.9
Wayzata	77.7	75.4	68.1
Edina	75.3	68.6	64.8
Orono	73.3	64.8	60.0
Westonka	67.3	64.4	55.7
Eastern Carver County	61.3	52.3	49.7
Eden Prairie	70.3	60.9	57.3
Waconia	63.7	61.4	49.6
Hopkins	57.2	48.0	46.3

Reading

Data Summary: Spring 2022 MCA Reading Comparisons to Comparable Metro Districts Elementary Grades 3-5

2013 was the first year of implementation for the MCA III Reading test aligned to the Common Core State Standards. Minnetonka Third and Fifth Grade students ranked fifth in the area in 2019, and in 2018 they ranged from second and Fifth in the area. Fourth Graders ranked third in the area in 2019, up from fourth in Reading the previous year. In 2021 Third Graders ranked 5, Fourth Graders ranked fourth, and Fifth Graders ranked second. These rankings are like previous years. In 2019, **84.3 percent** of Fifth Grade students reached proficiency, which was the same as 2018. In 2021, this number decreased to **80.8 percent**, slightly behind Wayzata at **81.5 percent**. Third Grade saw **76.7 percent** reach proficiency in 2017 and **74.9 percent** reach proficiency in 2018 and **71.5 percent** reach proficiency in 2019, with **66.6 percent** reaching proficiency in 2021. Third Graders trailed the top ranked Third Graders by **6.9 percent**, which was the greatest gap in performance compared to the highest ranked school district among the three elementary grades. Fourth Graders, ranked fourth in 2021, increased modestly the past few years moving from **74.9 percent** in 2017 to **75.4 percent** proficient in 2018 to **76.9 percent** in 2019, with 2021 resulting in **70.7 percent** proficiency. There was not much difference between the top ranking and the fourth ranking among Fourth Grade metro area schools. Proficiency is expected to increase from Third to Fifth Grades. In 2022, Reading performance saw Minnetonka Third Graders rank sixth in the metro area with **64.9 percent** proficient. Grades 4-8 and 10 all ranked third with a significant discrepancy in proficiency percentage between the top and bottom half of the metro area schools. This range of percentages provides evidence of the impact the Pandemic has had on schools. Based on the metro areas results, is clear that Minnetonka students' have had a solid rebound academically.

Data Analysis: Spring 2022 MCA Reading Comparisons to Comparable Metro Districts Elementary Grades 3-5

Minnetonka students have performed at high levels on the MCA Reading Test, however 2022 data show that there is room for improvement. It will be important for current Fourth Grade teachers to focus on the individual needs of each of their incoming students related to Informational Text and Literature. Also, last year was the sixth year of implementation for the Making Meaning curriculum, and Minnetonka remained very competitive among metro area districts.

One tool that teachers can currently use is Sourcewell's Prolific software. This is a tool that will help teachers diagnose which students are performing far below standards, performing slightly below standards, meeting standards, or exceeding standards. An important feature of this tool is to give teachers the ability to review all student data to help them create a clear profile for each of their students related to a specific content area. Teachers can align what they learn from the MCA and NWEA results in a timely and user-friendly manner to determine students' instructional needs. Teachers will need

to analyze the results, and then use the resources available to them in the curriculum that best meet the students' needs based on the abundance of historical data.

In addition to using the Sourcewell software, teachers will have resources available to them from the Minnesota Department of Education (MDE). MDE partnered with Pearson several years ago to provide online testing for all students statewide. One of the improvements made in recent years is the ability for schools and families to utilize the Pearson Perspective system to provide instructional resources to students using the students' unique learning locator number. Teachers can use the data from this assessment to provide targeted activities that are aligned to standards. Between the Minnetonka Curriculum and the resources that are available from MDE and Pearson, our teachers will have the ability to personalize instruction with the goal of moving students to the next level. Instructions to use these resources are made clear during individual school data retreats scheduled near the beginning of the school year.

Since the 2012-13 school year, school staff at the elementary level participated in district staff development on the MCA test specifications for Reading. Teachers focused their teaching in the areas outlined throughout the specifications document. This entailed creating spiraling activities to ensure assessed concepts were revisited often throughout the school year in order to provide the best opportunities for retention of key skills tested. The proactive work that the teachers did to provide focused instructional experiences positively impacted student performance. The Common Core State Standards are known to provide a level of rigor around critical thinking and problem-solving skills, and those skills are a primary focus for teachers, which resulted in alignment of instruction and assessment. As teachers continue to refine their focus toward the test specifications and state standards, student performance will improve.

In addition to expanding upon data analysis strategies, groundwork has been laid to improve upon the Reading and Writing experience at the elementary level. This will impact results through the secondary level. Implementation of the *Making Meaning* and Reading program began for Grades 2-5 during the 2015-16 school year. This program is aligned to the Common Core State Standards. In addition to an aligned Reading program, *Being A Writer* was implemented as well for Grades 1-5 the previous year. Four years ago, *Wilson Foundations* was introduced District-wide in Grades K-1 and among intervention classrooms. Although the impact was not felt in the first year, students will benefit soon. The new assessments utilized with these programs are more authentic and diagnostic by nature. This allows teachers the ability to more accurately pinpoint students' strengths and areas for growth in writing and reading comprehension.

Spring 2022 MCA III Reading Comparisons to Comparable Metro Districts Grade 3

District Name	Grade	Subject	Proficiency
WAYZATA PUBLIC SCHOOL DISTRICT	3	Reading	73.7
WESTONKA PUBLIC SCHOOL DISTRICT	3	Reading	73.2
EDINA PUBLIC SCHOOL DISTRICT	3	Reading	70.7
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	3	Reading	67.9
ORONO PUBLIC SCHOOL DISTRICT	3	Reading	65.2
MINNETONKA PUBLIC SCHOOL DISTRICT	3	Reading	64.9
WACONIA PUBLIC SCHOOL DISTRICT	3	Reading	59.0
EASTERN CARVER COUNTY PUBLIC SCHOOL	3	Reading	58.3
HOPKINS PUBLIC SCHOOL DISTRICT	3	Reading	49.5

Spring 2022 MCA III Reading Comparisons to Comparable Metro Districts Grade 4

District Name	Grade	Subject	Proficiency
WESTONKA PUBLIC SCHOOL DISTRICT	4	Reading	73.5
ORONO PUBLIC SCHOOL DISTRICT	4	Reading	72.6
MINNETONKA PUBLIC SCHOOL DISTRICT	4	Reading	71.8
EDINA PUBLIC SCHOOL DISTRICT	4	Reading	71.7
WAYZATA PUBLIC SCHOOL DISTRICT	4	Reading	70.1
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	4	Reading	64.7
WACONIA PUBLIC SCHOOL DISTRICT	4	Reading	62.5
EASTERN CARVER COUNTY PUBLIC SCHOOL	4	Reading	61.7
HOPKINS PUBLIC SCHOOL DISTRICT	4	Reading	52.5

Spring 2022 MCA III Reading Comparisons to Comparable Metro Districts Grade 5

District Name	Grade	Subject	Proficiency
ORONO PUBLIC SCHOOL DISTRICT	5	Reading	84.3
EDINA PUBLIC SCHOOL DISTRICT	5	Reading	81.8
MINNETONKA PUBLIC SCHOOL DISTRICT	5	Reading	81.1
WESTONKA PUBLIC SCHOOL DISTRICT	5	Reading	80.1
WAYZATA PUBLIC SCHOOL DISTRICT	5	Reading	79.6
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	5	Reading	78.7
WACONIA PUBLIC SCHOOL DISTRICT	5	Reading	74.1
EASTERN CARVER COUNTY	5	Reading	71.7
HOPKINS PUBLIC SCHOOL DISTRICT	5	Reading	59.2

Data Summary: Spring 2022 MCA Reading Comparisons to Comparable Metro Districts Middle School Grades 6-8

Prior to the Pandemic, during the last three test administrations, Grades 6-8 performed at the top of the group for metro area schools, thus making the Spring of 2021 atypical. Minnetonka Sixth Graders ranked second in Reading with **77.1 percent** proficiency, trailing the top ranked District by **4.7 percent**. Seventh Graders were **72.0 percent** proficient, ranking fourth, yet also trailing the top ranked District by **4.7 percent**. Eighth Graders were ranked third reaching **73.1 percent** proficiency, trailing the second ranked District by **1.4 percent** and the top ranked District by **6.3 percent**. In typical years, Minnetonka proficiency at the middle school level ranges from **85-87 percent** in Reading. In 2022, middle school performance rebounded among Grades 6-8, ranking them third in the metro across each of the grade levels. There is very little difference among the top 5 performing school districts.

Data Analysis: Spring 2022 MCA Reading Comparisons to Comparable Metro Districts Middle School Grades 6-8

As students increase in levels, the MCA is designed to make it more difficult to reach proficiency. It is not uncommon for proficiency levels to decrease from elementary to middle school unless there is a strong instructional program in place. Minnetonka students out-performed the state by **25-27 percent** for Grades 6-8 compared to **22-24 percent** from 2021. The consistently high levels of Reading performance for Minnetonka students is a result of the increased academic rigor occurring at all grade levels in addition to a focused effort to provide alignment between the two middle schools' language arts departments. In addition, the work by each middle school to use multiple data points to drive instruction is apparent. In past years, Minnetonka middle school teachers utilized data from the ACT EXPLORE Test to provide useful and specific information about the strengths and areas of growth for their students. With the elimination of the ACT EXPLORE Test, teachers began to focus on their locally created common assessments along with NWEA data to help drive instructional decisions. In recent years, the middle school language arts chairs have worked with the Director of Assessment to continue providing the language arts teachers with District-led data retreats in an attempt to better align practices. Also, the work over the past several years at the elementary level to provide English Language Teaching (ELT) instruction for the Immersion students and provide a language arts program focused on improving critical reading skills has ensured students are more prepared to transition from elementary to middle school.

Spring 2022 MCA III Reading Comparisons to Comparable Metro Districts Grade 6

District Name	Grade	Subject	Proficiency
WAYZATA PUBLIC SCHOOL DISTRICT	6	Reading	82.2
ORONO PUBLIC SCHOOL DISTRICT	6	Reading	80.9
MINNETONKA PUBLIC SCHOOL DISTRICT	6	Reading	80.2
EDINA PUBLIC SCHOOL DISTRICT	6	Reading	78.0
WESTONKA PUBLIC SCHOOL DISTRICT	6	Reading	76.8
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	6	Reading	70.1
WACONIA PUBLIC SCHOOL DISTRICT	6	Reading	67.9
EASTERN CARVER COUNTY	6	Reading	67.0
HOPKINS PUBLIC SCHOOL DISTRICT	6	Reading	56.6

Spring 2022 MCA III Reading Comparisons to Comparable Metro Districts Grade 7

District Name	Grade	Subject	Proficiency
WAYZATA PUBLIC SCHOOL DISTRICT	7	Reading	77.1
WESTONKA PUBLIC SCHOOL DISTRICT	7	Reading	74.0
MINNETONKA PUBLIC SCHOOL DISTRICT	7	Reading	71.9
ORONO PUBLIC SCHOOL DISTRICT	7	Reading	69.5
EDINA PUBLIC SCHOOL DISTRICT	7	Reading	69.1
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	7	Reading	63.4
WACONIA PUBLIC SCHOOL DISTRICT	7	Reading	60.2
EASTERN CARVER COUNTY	7	Reading	56.6
HOPKINS PUBLIC SCHOOL DISTRICT	7	Reading	50.0

Spring 2022 MCA III Reading Comparisons to Comparable Metro Districts Grade 8

District Name	Grade	Subject	Proficiency
WAYZATA PUBLIC SCHOOL DISTRICT	8	Reading	76.9
ORONO PUBLIC SCHOOL DISTRICT	8	Reading	74.4
MINNETONKA PUBLIC SCHOOL DISTRICT	8	Reading	70.9
EDINA PUBLIC SCHOOL DISTRICT	8	Reading	69.8
WESTONKA PUBLIC SCHOOL DISTRICT	8	Reading	65.5
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	8	Reading	61.6
WACONIA PUBLIC SCHOOL DISTRICT	8	Reading	60.4
EASTERN CARVER COUNTY	8	Reading	52.4
HOPKINS PUBLIC SCHOOL DISTRICT	8	Reading	48.2

Data Summary: Spring 2022 MCA Reading Comparisons to Comparable Metro Districts High School Grade 10

Grade 10 performed near the top of the list of comparable metro area school districts, ranking third with **72.2 percent** proficiency. This is down from **80.4 percent** proficiency in 2021. In 2019, Minnetonka ranked third with **80.1 percent** proficiency. There was a significant gap in performance between the top four performing districts and the rest of the districts included on the list and a slim margin between the second and third ranked districts.

Data Analysis: Spring 2022 MCA Reading Comparisons to Comparable Metro Districts High School Grade 10

As students move through the academic program it is becoming more apparent that their exposure to a rigorous reading curriculum is having a positive impact on assessment results. Students learn in Guided Reading groups, they develop their phonemic awareness, phonics, fluency, vocabulary, and comprehension skills through their exposure to the curriculum, and teachers differentiate for students based on their learning needs. This model of instruction along with the benchmark assessments, such as NWEA and the oral reading fluency tests, allows students to build the stamina and critical thinking skills necessary to achieve success on standardized assessments such as the MCA. In Minnetonka, Reading Comprehension is not only measured by the English department, but work to improve comprehension and require students to read critically happens across all core content areas. This alignment is having a positive effect on student performance.

Spring 2022 MCA III Reading Comparisons to Comparable Metro Districts Grade 10

District Name	Grade	Subject	Proficiency
WAYZATA PUBLIC SCHOOL DISTRICT	10	Reading	81.2
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	10	Reading	72.7
MINNETONKA PUBLIC SCHOOL DISTRICT	10	Reading	72.2
EDINA PUBLIC SCHOOL DISTRICT	10	Reading	71.7
WESTONKA PUBLIC SCHOOL DISTRICT	10	Reading	67.6
ORONO PUBLIC SCHOOL DISTRICT	10	Reading	65.2
WACONIA PUBLIC SCHOOL DISTRICT	10	Reading	58.4
EASTERN CARVER COUNTY	10	Reading	57.0
HOPKINS PUBLIC SCHOOL DISTRICT	10	Reading	43.1

Math

Data Summary: Spring 2022 MCA Math Comparisons to Comparable Metro Districts Elementary Grades 3-5

Student performance has shown signs of improvement after the previous year. Minnetonka students ranked third in Grades 3 and 4 and fourth in Grade 5. Although Third and Fourth Graders were ranked third, there was very little gap between second and third.

Data Analysis: Spring 2021 MCA Math Comparisons to Comparable Metro Districts Elementary Grades 3-5

Across the state, all grade levels, saw a significant decline in proficiency from 2019. The Minnesota Department of Education confirmed that there were no major changes to the MCAs prior to last year, and it is concluded that circumstances related to COVID had the greatest impact on the drop in performance. Although this helps to provide perspective to the declining performance from 2019, there is still work to be done, even though overall performances continue to be relatively strong. It would be beneficial for staff to focus on comparing NWEA and MCA data among their current grade levels as well as analyzing the data for students moving into their grade levels. Staff can use these data to focus on areas of growth and utilize the MCA Math Table of Specifications to help identify specific grade level skills for students in which to focus. As the students continue to be exposed to the new and improved strategies, Math performance is projected to improve as students move through the Math program.

Spring 2022 MCA III Math Comparisons to Comparable Metro Districts Grade 3

District Name	Grade	Subject	Proficiency
ORONO PUBLIC SCHOOL DISTRICT	3	Math	87.1
WAYZATA PUBLIC SCHOOL DISTRICT	3	Math	84.3
MINNETONKA PUBLIC SCHOOL DISTRICT	3	Math	83.6
EDINA PUBLIC SCHOOL DISTRICT	3	Math	80.4
WACONIA PUBLIC SCHOOL DISTRICT	3	Math	78.3
WESTONKA PUBLIC SCHOOL DISTRICT	3	Math	77.8
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	3	Math	75.7
EASTERN CARVER COUNTY	3	Math	72.3
HOPKINS PUBLIC SCHOOL DISTRICT	3	Math	57.1

Spring 2022 MCA III Math Comparisons to Comparable Metro Districts Grade 4

District Name	Grade	Subject	Proficiency
WAYZATA PUBLIC SCHOOL DISTRICT	4	Math	84.1
ORONO PUBLIC SCHOOL DISTRICT	4	Math	81.9
MINNETONKA PUBLIC SCHOOL DISTRICT	4	Math	81.3
EDINA PUBLIC SCHOOL DISTRICT	4	Math	78.1
WACONIA PUBLIC SCHOOL DISTRICT	4	Math	77.7
WESTONKA PUBLIC SCHOOL DISTRICT	4	Math	77.5
EASTERN CARVER COUNTY	4	Math	69.0
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	4	Math	67.3
HOPKINS PUBLIC SCHOOL DISTRICT	4	Math	53.2

Spring 2022 MCA III Math Comparisons to Comparable Metro Districts Grade 5

District Name	Grade	Subject	Proficiency
WESTONKA PUBLIC SCHOOL DISTRICT	5	Math	74.5
WAYZATA PUBLIC SCHOOL DISTRICT	5	Math	72.1
ORONO PUBLIC SCHOOL DISTRICT	5	Math	72.0
MINNETONKA PUBLIC SCHOOL DISTRICT	5	Math	67.2
EDINA PUBLIC SCHOOL DISTRICT	5	Math	61.4
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	5	Math	60.6
WACONIA PUBLIC SCHOOL DISTRICT	5	Math	59.4
EASTERN CARVER COUNTY	5	Math	55.2
HOPKINS PUBLIC SCHOOL DISTRICT	5	Math	38.6

Data Summary: Spring 2022 MCA Math Comparisons to Comparable Metro Districts Middle School Grades 6-8

In 2019, Minnetonka Sixth Graders ranked third in the metro in Math with a proficiency rate of **78.0 percent**, compared to a **60.4 percent** proficiency rate in 2021, ranking Minnetonka Sixth Graders fifth in the metro. However, the top ranked District was **65.1 percent** proficient. The state experienced an **8.7 percent** drop in proficiency among Sixth Graders, with Minnetonka dropping by **9.4 percent**. In 2019 Minnetonka Seventh Graders were ranked second in the metro with **84.1 percent** proficiency compared to **58.6 percent** proficient in 2021 (**25.5 percent** drop). The state decreased by **16.0 percent**. Minnetonka Seventh Grade students were ranked fifth in the metro in 2021, trailing the top ranked performer by **12.7 percent**. Eighth Graders in 2019 were ranked first in the metro with **89.4 percent** proficiency compared to **66.8 percent** proficiency in 2021, resulting in a ranking of second in the metro, trailing the top ranked District by **10.0 percent**. The state proficiency dropped by **16.9 percent** compared to Minnetonka Eighth Grade proficiency dropping by **22.5 percent**.

In 2022, Minnetonka Sixth and Eighth Graders ranked second in the metro with Seventh Graders ranking fourth, slightly behind third by **0.2** points. This was a rebound year for middle schoolers after the negative impact COVID appeared to have on the hybrid model of instruction for middle school students. Although Minnetonka proficiency rates are not at the levels of 2019, they are trending in the right direction.

Data Analysis: Spring 2022 MCA Math Comparisons to Comparable Metro Districts Middle School Grades 6-8

Overall, middle school students solidly, yet below historical performance on the MCA III Math. A focused effort on the part of staff to use data to drive instruction throughout the school year will be needed to ensure students continue to make progress toward mastering the state standards. Minnetonka middle school proficiency percentages outpaced the state by approximately **24-29 percent** in 2018 to **27-33 percent** in 2019, **21-27 percent** in 2021, and **28-33 percent** in 2022. As stated previously, Minnetonka fared more positively than the state overall on the MCAs, as evidenced by the significant gap between Minnetonka and statewide proficiency percentages. Despite the lower proficiency rates, the data suggest that students are being challenged through the academic program and are working at their instructional level and ready to move successfully to the next grade level. Students were able to demonstrate their knowledge in the content area. Data will continue to be analyzed at the building to ensure that what is assessed is taught.

Spring 2022 MCA III Math Comparisons to Comparable Metro Districts Grade 6

District Name	Grade	Subject	Proficiency
WAYZATA PUBLIC SCHOOL DISTRICT	6	Math	72.1
MINNETONKA PUBLIC SCHOOL DISTRICT	6	Math	70.8
WESTONKA PUBLIC SCHOOL DISTRICT	6	Math	66.1
EDINA PUBLIC SCHOOL DISTRICT	6	Math	65.3
ORONO PUBLIC SCHOOL DISTRICT	6	Math	62.2
WACONIA PUBLIC SCHOOL DISTRICT	6	Math	61.9
EASTERN CARVER COUNTY	6	Math	53.2
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	6	Math	46.4
HOPKINS PUBLIC SCHOOL DISTRICT	6	Math	42.8

Spring 2022 MCA III Math Comparisons to Comparable Metro Districts Grade 7

District Name	Grade	Subject	Proficiency
WAYZATA PUBLIC SCHOOL DISTRICT	7	Math	75.4
WESTONKA PUBLIC SCHOOL DISTRICT	7	Math	72.7
WACONIA PUBLIC SCHOOL DISTRICT	7	Math	65.5
MINNETONKA PUBLIC SCHOOL DISTRICT	7	Math	65.3
ORONO PUBLIC SCHOOL DISTRICT	7	Math	62.1
EDINA PUBLIC SCHOOL DISTRICT	7	Math	59.9
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	7	Math	52.8
HOPKINS PUBLIC SCHOOL DISTRICT	7	Math	45.6
EASTERN CARVER COUNTY	7	Math	29.6

Spring 2022 MCA III Math Comparisons to Comparable Metro Districts Grade 8

District Name	Grade	Subject	Proficiency
WAYZATA PUBLIC SCHOOL DISTRICT	8	Math	79.1
MINNETONKA PUBLIC SCHOOL DISTRICT	8	Math	73.1
ORONO PUBLIC SCHOOL DISTRICT	8	Math	65.5
EDINA PUBLIC SCHOOL DISTRICT	8	Math	63.6
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	8	Math	57.1
WESTONKA PUBLIC SCHOOL DISTRICT	8	Math	57.3
WACONIA PUBLIC SCHOOL DISTRICT	8	Math	53.6
EASTERN CARVER COUNTY	8	Math	48.2
HOPKINS PUBLIC SCHOOL DISTRICT	8	Math	29.8

Data Summary: Spring 2022 MCA Math Comparisons to Comparable Metro Districts High School Grade 11

Eleventh Graders ranked fourth in the metro in 2019 and 2021 improving their proficiency rates compared to Eleventh Graders from 2019. Eleventh Grade proficiency percentage improved from **63.1 percent** in 2019 to **69.0 percent** in 2021, trailing the top ranked performer by **8.2 percent**. While Eleventh Grade proficiency percentage decreased statewide by **5.6 percent** to **41.2 percent**, Minnetonka proficiency increased by **5.9 percent** to **69.0 percent**.

In 2022, Eleventh Graders ranked second in the metro with **66.7 percent** proficiency trailing the first ranked district by **11.6 percent**. There was a significant gap in proficiency percentage between Minnetonka and the third ranked district (**6.8 percent**). The range of proficiency levels was significant this year, indicating the negative impact on Math the Pandemic had on several districts. Minnetonka faired positively compared to most school districts.

Data Analysis: Spring 2022 MCA Math Comparisons to Comparable Metro Districts High School Grade 11

As the legislative rule changed regarding GRAD retesting, Minnetonka is working to provide the best option for students to demonstrate proficiency. Students continue to take challenging Math courses and more students are participating in higher level math classes each year. Teachers have analyzed the data within the department and are working more collaboratively to ensure that students are receiving consistent Math instruction regardless of the classroom in which they are placed. According to high school Math staff, Higher Algebra offers targeted learning opportunities with data analysis, and only about half of Minnetonka students are taking this course at least two school years before the MCA Math Test. Beginning in the Fall of 2015 and continuing to the present, the high school Math department analyzed each of their incoming students' data profiles, so they could gain a clearer understanding of the students enrolled in their class including the school path those students had taken in addition to their achievement history. In addition to studying student profiles, it will be important for students to take part in MAST and the Math Center. Teachers will need to ensure that students participating in the opportunities are receiving targeted support designed to help them overcome any gaps they may have in their Math skills.

Spring 2022 MCA III Math Comparisons to Comparable Metro Districts Grade 11

District Name	Grade	Subject	Proficiency
WAYZATA PUBLIC SCHOOL DISTRICT	11	Math	78.3
MINNETONKA PUBLIC SCHOOL DISTRICT	11	Math	66.7
EDINA PUBLIC SCHOOL DISTRICT	11	Math	59.9
WESTONKA PUBLIC SCHOOL DISTRICT	11	Math	53.2
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	11	Math	50.7
ORONO PUBLIC SCHOOL DISTRICT	11	Math	46.5
EASTERN CARVER COUNTY	11	Math	42.1
HOPKINS PUBLIC SCHOOL DISTRICT	11	Math	40.1
WACONIA PUBLIC SCHOOL DISTRICT	11	Math	34.0

Science

Data Summary: Spring 2022 MCA Science Comparisons to Comparable Metro Districts Grades 5, 8, and High School

Minnetonka Fifth Graders ranked first the past three years compared to metro area districts prior to 2019. In 2019, at **76.7 percent**, Fifth Grade dropped to third falling slightly behind the second ranked district by **0.2 percent**. Eighth Graders saw a solid increase in proficiency, improving from **69.9 percent** proficient to **73.2 percent** proficient improving to a number one ranking in the metro area. The high school reached **80.3 percent**

proficiency in 2018 and **77.2 percent** in 2019. In 2021, the high school improved to **77.9 percent**, while the state average decreased by **7.5 percent**.

In 2022, Minnetonka Fifth Graders once again ranked first in the metro, with Eighth Graders ranking third, and high schoolers ranking second. Like all middle school students statewide, middle school students saw a decline. Minnetonka High School students experienced an increase of **0.7 percent**, while the state saw a decrease of **2.6 percent**.

Data Analysis: Spring 2022 MCA Science Comparisons to Comparable Metro Districts Grades 5, 8, and High School

There has been a strong focus in STEM education as well as hands on learning opportunities at all levels throughout the district. Although Science results are not calculated in the Adequate Yearly Progress (AYP) formula, school leaders have made a calculated effort to improve the science education for Minnetonka students. With the use of iPads in the science classrooms, students are learning to become critical thinkers while enjoying science instruction through real world connections teachers help facilitate in the classroom. It will be important for the middle school staff to study their results as they have begun the analysis of Science scores to start the school year. Minnetonka staff should start the process of studying each of the students' academic profiles who were not proficient on the MCA to try to understand any patterns in which they can gain insight and possibly impact delivery of the curriculum. It is also important to note that standardized assessments should be viewed over time, and drastic changes to the curriculum or instructional practices are not recommended.

Spring 2022 MCA III Science Comparisons to Comparable Metro Districts Grade 5

District Name	Grade	Subject	Proficiency
MINNETONKA PUBLIC SCHOOL DISTRICT	5	Science	77.9
WESTONKA PUBLIC SCHOOL DISTRICT	5	Science	75.9
WAYZATA PUBLIC SCHOOL DISTRICT	5	Science	72.2
ORONO PUBLIC SCHOOL DISTRICT	5	Science	71.8
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	5	Science	69.9
WACONIA PUBLIC SCHOOL DISTRICT	5	Science	67.1
EDINA PUBLIC SCHOOL DISTRICT	5	Science	64.4
EASTERN CARVER COUNTY PUBLIC SCHOOL	5	Science	63.0
HOPKINS PUBLIC SCHOOL DISTRICT	5	Science	45.5

**Spring 2022 MCA III Science Comparisons to Comparable
Metro Districts Grade 8**

District Name	Grade	Subject	Proficiency
WAYZATA PUBLIC SCHOOL DISTRICT	8	Science	61.0
ORONO PUBLIC SCHOOL DISTRICT	8	Science	60.4
MINNETONKA PUBLIC SCHOOL DISTRICT	8	Science	55.0
WESTONKA PUBLIC SCHOOL DISTRICT	8	Science	47.5
EDINA PUBLIC SCHOOL DISTRICT	8	Science	39.5
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	8	Science	37.9
EASTERN CARVER COUNTY PUBLIC SCHOOL	8	Science	37.4
WACONIA PUBLIC SCHOOL DISTRICT	8	Science	27.9
HOPKINS PUBLIC SCHOOL DISTRICT	8	Science	27.4

**Spring 2022 MCA III Science Comparisons to Comparable
Metro Districts High School**

District Name	Grade	Subject	Proficiency
EDINA PUBLIC SCHOOL DISTRICT	HS	Science	87.5
MINNETONKA PUBLIC SCHOOL DISTRICT	HS	Science	78.8
WAYZATA PUBLIC SCHOOL DISTRICT	HS	Science	70.3
EASTERN CARVER COUNTY PUBLIC SCHOOL	HS	Science	63.6
WESTONKA PUBLIC SCHOOL DISTRICT	HS	Science	63.6
ORONO PUBLIC SCHOOL DISTRICT	HS	Science	63.5
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	HS	Science	59.4
WACONIA PUBLIC SCHOOL DISTRICT	HS	Science	42.7
HOPKINS PUBLIC SCHOOL DISTRICT	HS	Science	29.4

Data Summary: Spring 2018-2022 MCA III Math Proficiency by Level (All Students)

In 2011, elementary and middle school students began taking the MCA III Math. In 2012, students were given multiple opportunities to take the assessment, resulting in higher proficiency rates. In 2013, students were given one opportunity to test and proficiency rates decreased. Overall, Math achievement was solid this year. In recent years, there was a downward trend at the elementary level since 2015 with proficiency reaching as high as **83.2 percent** to dropping as low as **80.7 percent** proficiency in 2019 and **73.1 percent** in 2021. Middle school Math performance remained consistent since 2017, with the noted drop-off in 2021. Math proficiency at the high school has fluctuated since 2017, rebounding in 2021 with an improvement of **6.9 percent** and dropping slightly by **2.6 percent** in 2022.

Data Analysis: Spring 2018-2022 MCA III Math Proficiency by Level (All Students)

As stated previously, students experienced a solid performance in comparison to local metro school districts, and the high school decreased slightly since last year but remaining consistent the last four testing sessions. Included in the tables below are students enrolled in Tonka Online. There are very few students in Tonka Online, as noted in the tables below, so the comparisons to in person performance should be viewed in context. The purpose for reporting Tonka Online results is to measure their performance over time. It will be important to study the results more closely with the aid of the MCA Table of Specifications is recommended at each of the sites. It is suggested that this type of analysis continue each year so teachers can differentiate according to students' personal needs as early as possible in the school year.

Spring 2018-2022 MCA III Math Proficiency by Level (All Students)

Group	2018 % Proficient	2019 % Proficient	2021 % Proficient	2022 % Proficient
Elementary	81.2	80.7	73.7	77.4
Middle	84.6	83.8	62.0	69.7
High School	70.0	63.1	69.0	66.4

Data Summary: Spring 2018-2022 MCA Math Proficiency by School

Overall, combined grade level results indicate a significant rebound in Math performance at each of the elementary and middle schools. Clear Springs, Deephaven, Excelsior and Scenic Heights reached pre-Pandemic proficiency levels. Although Minnewashta and Groveland are well below pre-Pandemic proficiency levels, they each made a solid rebound since last year.

Similarly, students and MME and MMW saw solid performances compared to last year and are trending toward performances prior to the Pandemic with room for improvement.

High school students rebounded from 2019 by increasing their proficiency rate from **63.1 percent** to **69.0 percent**. They reached similar levels of proficiency compared to previous years, well surpassing the state proficiency level of **41.2 percent**. In 2022, they took saw a slight decline, like what was experienced on the ACT Math subtest.

Data Analysis: Spring 2018-2022 MCA Math Proficiency by School

The High School continues to have students take higher level Math courses through the AP and IB programs. More students who have never taken an honors level course in the past are taking honors level courses such as AP Statistics. Regarding elementary student proficiency, if results were disparate across all sites, there could be a concern regarding

the Math program. However, this is not the case, and a deeper review of individual school performances is warranted. Staff should consider measuring MCA Math performance against NWEA Math performance. The new Math assessments implemented at the elementary level four years ago and revised during the Summer 2022 should yield improved performance over time as they are closely aligned with the state standards and District Essential Learnings. In addition, consistent implementation of the Everyday Math materials along with the supplemental Singapore Math materials should pay dividends for years to come. In the meantime, it is recommended that all elementary staff focus on analyzing their individual student performance and spend time during the Fall data retreats analyzing the most recent NWEA Math results. Again, it is suggested that they re-examine the MCA Math test specifications to ensure they are helping the students master the most important concepts in which they are tested. With regards to the middle school performance, the Math 6 team completed a stronger scope/sequence, to incorporate all common assessments, and to truly make sure all curriculum is aligned to the state standards. In addition, middle school Math teachers have implemented a focused assessment system to monitor progress of students on a regular basis to ensure students are obtaining knowledge of the Essential Learnings.

Spring 2018-2022 MCA III Math Proficiency by School

School	2018 Math % Proficient MCA III	2019 Math % Proficient MCA III	2021 Math % Proficient MCA III	2022 Math % Proficient MCA III
Clear Springs	76.9	74.2	70.7	75.7
Deephaven	76.2	81.7	74.0	77.9
Excelsior	78.1	77.1	72.7	78.7
Groveland	83.3	81.3	68.5	72.8
Minnewashta	84.8	82.2	68.6	71.8
Scenic Heights	85.4	86.7	83.3	87.1
Tonka Online 3-5	n/a	n/a	n/a	78.6
MME	83.5	81.5	64.4	70.7
MMW	85.9	85.7	59.5	68.7
Tonka Online 6-8	n/a	n/a	n/a	81.8
MHS	70.0	63.1	69.0	66.3
Tonka Online 11	n/a	n/a	n/a	100.0

Tonka Online Grade Level	# of Math Test Takers	# of Eligible Students	Percent of Students of Took MCA Math
Grade 3	15	18	83.3%
Grade 4	17	35	48.6%
Grade 5	10	23	43.5%
Grade 6	5	17	29.4%
Grade 7	3	17	17.6%
Grade 8	3	27	11.1%
Grade 11	1	12	8.3%
TOTAL	54	154	35.1%

Data Summary: Spring 2018-2022 MCA Reading Proficiency by Level and School (All Students)

Students began taking the MCA III Reading during the Spring of 2013. The chart below should be used to see the history of successful Reading performance across all levels in previous years. Reading proficiency decreased at each of the sites, except for high school student performance, in which they saw an increase in their proficiency percentage of **0.3 points**. Both middle schools typically eclipse the **80 percent** proficiency mark, and this year MME performed at **73.2 percent** proficiency, while MMW reached **75.0 percent** proficiency. On average, the state dropped by **9.4 percent**, and MME decreased by **12.7 percent**, with MMW declining by **13.2 percent**.

Among the elementary schools, Deephaven and Minnewashta experienced the greatest drop in proficiency levels, with Deephaven declining by **8.9 percent** and Minnewashta dropping by **9.5 percent**. On average the state dropped by **7.1 percent** at the elementary level.

Data Analysis: Spring 2018-2022 MCA Reading Proficiency by Level and School (All Students)

Minnetonka students have performed well on the MCA III Reading in past years as displayed in the table below. However, the past two years understandably have yielded atypical results with a disparate performance across the elementary sites to be noted. Proficiency levels ranged from **83.1 percent** to **66.0 percent**. When comparing schools with similar programs, the proficiency percentage ranged from **83.1 percent** to **72.8 percent**. Excelsior and Scenic Heights students performed at pre-Pandemic levels. The academic program is designed in a way for students to receive differentiated instruction through guided reading lessons at the elementary level. The lessons learned in elementary school allow students to make a smooth transition into their reading and language arts classes at the middle school. By the time students reach high school, they are typically performing well above their peers across the state and out-performing most students across metro area districts. Various instructional strategies to help students

improve their critical thinking skills in Reading and strategies to help students build stamina to read independently, not only has aided with increasing test results, but it has also helped to create a passion for reading in students. Students are expected to read every night at a young age, and schools implement Reading initiatives that recognize students for their hard work in this area.

Spring 2018-2022 MCA Reading Proficiency by Level (All Students)

Group	2018 % Proficient MCA III	2019 % Proficient MCA III	2021 % Proficient MCA III	2022 % Proficient MCA III
Elementary	78.2	82.0	72.9	72.4
Middle	86.9	87.0	74.1	74.4
High School	78.5	80.1	80.4	72.1

Spring 2018-2022 MCA Reading Proficiency by School

School	2018 MCA III Reading % Proficient	2019 MCA III Reading % Proficient	2021 MCA III Reading % Proficient	2022 MCA III Reading % Proficient
Clear Springs	78.8	74.6	70.5	72.3
Deephaven	76.8	78.5	69.6	66.0
Excelsior	72.0	73.1	69.0	72.8
Groveland	79.4	76.0	74.2	72.3
Minnewashta	82.0	80.3	70.8	66.4
Scenic Heights	80.3	82.3	81.1	83.1
Tonka Online 3-5	n/a	n/a	n/a	66.7
MME	85.9	85.9	73.2	75.3
MMW	88.2	88.2	75.0	73.7
Tonka Online 6-8	n/a	n/a	n/a	60.0
MHS	78.5	80.1	80.4	72.1
Tonka Online 10	n/a	n/a	n/a	n/a

Tonka Online Grade Level	# of Reading Test Takers	# of Eligible Students	Percent of Students of Took MCA Reading
Grade 3	15	18	83.3%
Grade 4	17	35	48.6%
Grade 5	10	23	43.5%
Grade 6	6	17	35.3%
Grade 7	5	17	29.4%
Grade 8	4	27	14.8%
Grade 10	0	11	0.0%
TOTAL	57	148	38.5%

Data Summary: Spring 2018-2022 MCA III Science Proficiency by School

Student performance on the MCA III Science saw eight of the nine schools show an increase in proficiency compared to 2021 with Fifth Graders improving by **7.6 percent**. To add context to Minnetonka’s performance, statewide, Fifth Graders increased by **2.1 percent**, Eighth Graders decreased by **4.6 percent**, and high school students experienced a **2.6 percent** drop. Although Minnetonka middle school students experienced a slight drop of **1.4 percent**, the decrease was not as steep as seen statewide. While the state showed a drop at the high school level, Minnetonka High School students increased by **0.4 percent**. Typically, both middle schools are top ranked in the metro area, and in 2021 they were ranked second, despite the significant drop in performance from 2019. Minnetonka Eighth Graders ranked third, 6.0 percent shy of the top ranked district. All six elementary sites surpassed the **70 percent** proficiency mark with Scenic Heights proficiency reaching **84.6 percent** and Deephaven proficiency levels reaching **80.0 percent**. Last year, only four of six elementary sites eclipsed the **70 percent** mark. Among the elementary sites, Clear Springs and Scenic Heights experienced the greatest increases in proficiency. Clear Springs improved by **16.6 percent** and Scenic Heights improved by **6.2 percent**. Most elementary schools performed or surpassed pre-Pandemic proficiency rates.

Data Analysis: Spring 2018-2022 MCA III Science Proficiency by School

When viewing Science performance on the MCA III over the past four testing sessions, it is encouraging to see most sites rebound to previous levels of proficiency. All staff will need to analyze the student performances and delve deeply into the profile of the student who was not proficient on this test to identify patterns of atypical student performance.

K-5 STEM practices integrate the two content areas of Math and Science. Beyond the elementary classrooms, middle schools also implement STEM strategies which should yield improvement over time for students on the Science MCA Test.

Spring 2018-2022 MCA Science Proficiency by School

School	2018 MCA III Science % Proficient	2019 MCA III Science % Proficient	2021 MCA III Science % Proficient	2022 MCA III Science % Proficient
Clear Springs-GR 5	77.5	76.4	60.4	77.0
Deephaven-GR 5	77.5	74.1	76.0	80.0
Excelsior-GR 5	70.1	77.1	64.4	76.0
Groveland-GR 5	91.1	81.7	70.6	71.1
Minnewashta-GR 5	84.7	75.5	72.7	75.9
Scenic Heights-GR 5	78.6	75.7	78.4	84.6
Tonka Online-GR 5	n/a	n/a	n/a	100.0
MME-GR 8	73.6	72.4	60.7	55.3
MMW-GR 8	66.0	74.2	52.1	54.9
Tonka Online-GR 8	n/a	n/a	n/a	33.3
MHS-BIO students	80.3	77.2	77.9	78.7
TO-BIO students	n/a	n/a	n/a	0.0

Tonka Online Grade Level	# of Science Test Takers	# of Eligible Students	Percent of Students of Took MCA Science
Grade 5	9	23	39.1%
Grade 8	3	27	11.1%
Grades 11-12	1	17	5.9%
TOTAL	13	67	19.4%

Data Summary: Spring 2018-2022 MCA Math Proficiency by Gender

There has been a consistent performance for Males and Females over the past testing instances in Math, with a slight gap in performance in 2021 and 2022 on the MCA Math Test. Over time, Males and Females have performed similarly on this test. It is clear that both student groups contributed to the improved overall Math testing performance this year.

Data Analysis: Spring 2017-2021 MCA Math Proficiency by Gender

In terms of Math proficiency, Males are slightly more proficient than Females, but the difference is not statistically significant, especially under the unpredictable nature of results from the past two years. Females consistently perform better than Males in Reading, which continues to match national trends.

Spring 2018-2022 MCA Math Proficiency by Gender

	2018 Math MCA III	2019 Math MCA III	2021 Math MCA III	2022 Math MCA III
Females	80.5	78.8	65.6	70.4
Males	81.9	80.9	69.9	74.9

Data Summary: Spring 2018-2022 MCA III Reading Proficiency by Gender

The MCA III Reading was implemented in 2013. Female performance continues to show that they out-perform Males in Reading, and this year the gap between the two groups is **5.4 percentage points**, compared to **7.3 percentage points** in 2021. There is a statistically significant difference in Reading performance between the two subgroups.

Data Analysis: Spring 2018-2022 MCA III Reading Proficiency by Gender

In terms of Reading proficiency, Females are more proficient than Males, and the difference is statistically significant. Females consistently perform better than Males in Reading, which continues to match national trends. Due to the gap in Reading performance between Males and Females, it will be important for schools to study their gender data to ensure that the instructional program is equally meeting the needs of both groups. This is now the eighth year in a row with this notable gap, warranting a thorough analysis of performance at the school level.

Spring 2018-2022 MCA Reading Proficiency by Gender

	2018-Reading MCA III	2019-Reading MCA III	2021-Reading MCA III	2022-Reading MCA III
Females	84.7	85.1	78.1	76.0
Males	79.4	78.9	70.8	70.6

Data Summary: Spring 2018-2022 MCA Science Proficiency by Gender

The Science MCA III was implemented in 2012. Last year, Females out-performed Males on the MCA Science Test. In 2018, Male performance rebounded to its second highest levels in four years, with Female performance holding steady at **75.9 percent** from the previous two years. In 2018, Males matched their proficiency levels from 2017 while the proficiency percentage for Females dropped by **1.7 percent**. It is difficult to know how circumstances impacting Female and Male performance, but on the 2021 MCA Science Test, Female proficiency levels dropped by **6.1 percent** compared to the **9.4 percent** drop among Males. In 2022, Science performance match previous trends prior to the Pandemic.

Data Analysis: Spring 2018-2022 MCA Science Proficiency by Gender

Overall, the performance trend for girls is strong and there is no longer a statistically significant difference between Male and Female proficiency. In addition, for Females, they have maintained strong proficiency levels during the past several years. There still needs to be a focus on increasing the number of girls in Accelerated Science, as this is typically a subject in which boys gravitate. It will be important to monitor Science performance of Females both in the classroom and monitor the negative trend that Males have experienced.

Spring 2018-2022 MCA Science Proficiency by Gender

(**Bold** indicates an increase from the previous year and *italics* indicates a decrease)

	2018-Science	2019-Science	2021-Science	2022-Science
Females	75.9	74.2	68.1	69.2
Males	77.2	77.2	67.8	71.6

Ethnicity

Compared to other districts, Minnetonka does not have significant numbers of ethnically diverse students, however the numbers have significantly risen since 2021. For example, in the American Indian student group there are 15 students in the grades tested with MCA III Reading, but the numbers of African American and Hispanic students have substantially increased. When examining ethnicity, the percentage of students reaching proficiency is highest for Asian and Caucasian students and lowest for American Indian (N=15), African American (N=141), and Hispanic students (N=293). The African American performance was slightly ahead of the American Indian performance in 2021 and slightly lower in 2022, however, with the lower numbers of students, it clearly creates a large fluctuation in results among the student groups. In particular, the Minnetonka data mirror the national pattern of African-American and Hispanic students lagging behind other student groups, however Minnetonka's African American and Hispanic population is out-performing students statewide in most areas by a wide margin.

Data Summary: 2018-2022 Minnetonka and Minnesota MCA III Reading Proficiency by Ethnicity

Minnetonka students continue to out-perform the state among all student groups in Reading. The greatest disparity in performance can be seen among the Hispanic (**63.8 percent**) and Asian (**83.6 percent**) populations. In addition, the African American student performance surpassed the state performance by **7.4 percent**. All three of these ethnic student groups increased the achievement gap in Reading compared to the state. The data in the table below are provided to show historical performance from 2018-2022, in

which all student groups were showing a pattern of strong Reading performance on the MCA Test with an increase among American Indian and Hispanic student group populations. With very low numbers of students, any student group is susceptible to large fluctuations in student performance results. All student groups showed a decrease in Reading proficiency since 2018.

Data Analysis: Spring 2018-2022 Minnetonka and Minnesota MCA III Reading Proficiency by Ethnicity

Although Minnetonka does not have a large population in some student groups compared to other districts across the state, there are significant numbers of students in each of these groups. Minnetonka Asian, Hispanic, African American and American Indian students out-performed their counterparts across the state on the MCA III Reading. In addition, Hispanic students showed solid performances over the past four years. Hispanic students are out-performing their counterparts across the state by **33.4 percent**. Last year this gap was **35.1 percent**. It will be important to continue to monitor the performances of the various student groups to ensure that all students continue to perform at high levels.

Spring 2022 Minnetonka and Minnesota MCA III Reading Proficiency by Ethnicity

	American Indian	Asian	African American	Hispanic	Caucasian
Minnetonka 2022	40.0	83.6	37.6	63.8	74.1
Minnesota 2022	27.2	46.3	30.2	30.4	59.3

Spring 2018-2022 MCA Reading Proficiency by Ethnicity

	American Indian	Asian	African American	Hispanic	Caucasian
2022	40.0	83.6	37.6	63.8	74.1
2021	33.3	83.9	35.5	65.9	75.5
2019	57.1	86.2	55.3	79.1	83.0
2018	50.0	84.7	51.7	72.1	83.5

Spring 2018-2022 MCA Reading Student Count by Ethnicity

	American Indian	Asian	African American	Hispanic	Caucasian
2022	15	377	141	293	4,611
2021	9	316	121	249	4,181
2019	14	348	150	282	4,688
2018	16	300	147	229	4,722

Data Summary: Spring 2018-2022 Minnetonka and Minnesota MCA III Math Proficiency by Ethnicity

According to the tables below, Hispanic and Asian students out-paced the state by a larger gap compared to any other student group. The gap between Minnetonka ethnic student groups and the state ranged from **14.4 percent** among the African American student group to **46.8 percent** among the Asian student group.

Data Analysis: Spring 2018-2022 Minnetonka and Minnesota MCA III Math Proficiency by Ethnicity

Overall, results for the ethnic student groups listed in the table show solid performances compared to the state. The American Indian population outpaced their state counterparts by a significant margin of **29.2 percent**. The African American population scored **14.4 percentage points** higher than African American students statewide compared to **18.8 percentage points** higher in 2019 and **18.6 percentage** points from 2018. Hispanic students outperformed their counterparts by **33.0 percent** compared to a **35.2 percent** difference from 2018 to 2019. Despite the smaller population, school staff have access to the pertinent data to make instructional decisions based on the students' individual needs.

Spring 2022 Minnetonka and Minnesota MCA III Math Proficiency by Ethnicity

	American Indian	Asian	African American	Hispanic	Caucasian
Minnetonka 2022	46.7	88.1	33.6	54.8	73.7
Minnesota 2022	17.5	41.8	19.2	21.8	54.2

Spring 2018-2022 MCA III Math Proficiency by Ethnicity

	American Indian	Asian	African American	Hispanic	Caucasian
2022	46.7	88.1	33.6	54.8	73.7
2021	60.0	86.4	26.2	55.3	68.2
2019	58.3	88.8	46.5	67.4	81.2
2018	64.7	88.9	47.2	70.2	82.4

Spring 2018-2022 MCA III Math Student Count by Ethnicity

	American Indian	Asian	African American	Hispanic	Caucasian
2022	15	387	137	294	4,544
2021	10	301	107	244	4,153
2019	12	321	144	270	4,660
2018	17	305	142	238	4,683

Data Summary: Spring 2018-2022 Minnetonka and Minnesota MCA III Science Proficiency by Ethnicity

Like Reading and Math, students in all student groups significantly out-performed students across the state on the MCA III Science Test. Asian students showed a strong performance with **82.7 percent** meeting proficiency. There was also a strong performance among Hispanic students with **52.9 percent** reaching proficiency. Each of the student groups showed a strong performance. Although the proficiency levels are relatively solid among the student groups, there is still work to be done, along with an analysis of student results at the site level among school leadership.

Data Analysis: Spring 2018-2022 Minnetonka and Minnesota MCA III Science Proficiency by Ethnicity

Similar to Reading and Math, the fluctuation in results for most of the ethnic student groups is due to the low number of students taking the test. With the performance by the African American population, they too significantly out-performed the state by **11.6 percent**, down from **13.4 percent** in 2021. Although staff do not target students for individualized or small group instruction based on ethnicity, it is important to note that efforts made by teachers to address the needs of struggling learners is apparent with the strong performances observed among students.

Spring 2022 Minnetonka and Minnesota MCA III Science Proficiency by Ethnicity

	American Indian	Asian	African American	Hispanic	Caucasian
Minnetonka 2022	25.0	82.7	27.9	52.9	71.6
Minnesota 2022	17.1	36.7	16.3	20.3	49.3

Spring 2018-2022 MCA III Science Proficiency by Ethnicity
(Bold indicates an increase from the previous year and italics indicates a decrease; MCA III Science began in 2012)

	American Indian	Asian	African American	Hispanic	Caucasian
2022	<i>25.0</i>	82.7	<i>27.9</i>	<i>52.9</i>	71.6
2021	60.0	78.5	30.0	59.8	69.1
2019	33.3	80.5	38.1	62.4	77.3
2018	80.0	83.3	42.9	64.8	78.2

Spring 2018-2022 MCA III Science Student Count by Ethnicity

	American Indian	Asian	African American	Hispanic	Caucasian
2022	8	162	61	119	1,909
2021	5	130	50	97	1,743
2019	6	128	63	114	1,975
2018	5	126	63	105	1,906

Special Education

Special Education students have been monitored as a group. The Math department has worked on aligning classes to ensure that all students receive the instruction to be successful on the state assessments and work has been done at the high school among Learning Center staff to ensure student individual needs are being met. Special Education staff work closely with content teachers to ensure necessary supports and instruction for students.

Data Summary: Spring 2018-2022 MCA Math SpED Proficiency by Grade Level

In 2019, Grades 3-6 experienced decreases in proficiency levels with grades 4-6 experiencing significant decreases in proficiency percentages. In 2021, the results from this student group mirrored the overall results in that there was a more significant decrease in proficiency percentage at the middle school level, with less of a decrease among elementary and high school students. In 2022, students receiving Special Education services improved in Grades 3, 5, 7, and 11. With fewer than 100 students being tested after Grade 5, it is expected that proficiency percentages will fluctuate from one year to the next. However it is important to monitor these levels over time. As the grade levels increase, the numbers of students receiving services decreases due to students exiting the program. In addition, it is important to note that there are new students entering at particular grade levels throughout the year (ex: new to district and new to special education).

Data Analysis: Spring 2018-2022 MCA Math SpED Proficiency by Grade Level

Overall data show that Special Education students have performed solidly over the past four years. Specifically, after a three year drop, Grade 3 improved by **11.6 percent**. Additionally, Grade 5 improved by **16.9 percent** after a **12.7 percent** drop a year ago. This is still higher than the state average of **57.0 percent** for all Third Graders. Grade 4 out-paced the overall state average for Fourth Graders by **1.3 percent**, with Fifth Graders (**47.9 percent**) out-pacing the overall state average of **42.9 percent**. It is clear that Minnetonka Special Education students are significantly out-performing their counterparts from across the state, and in some cases they are out-performing the on-grade level student performance, however, the trend results for Minnetonka will be important to monitor, so students can receive specific intervention for the areas of greatest need in Math.

In addition, it is difficult to view cohort data among the Special Education population, because the cohorts may change from one year to the next as students move in and out of the program. There may be multiple variables that explain performance for Special Education students. For one, there are a lower number of students, and those results could be impacted by outlier performances. The Special Education model is continuously under review and many aspects of the program will be studied to aid long-term improvement. Some students with needs receive instruction in the mainstream classroom while others receive more individual support through the pull out model of instruction. In addition, the Pandemic most likely has a greater impact on the learning of students with special learning needs. The programming model will be reviewed to determine how to meet the needs of individual students at each of the school sites.

Staff have made changes to the Learning Center classes at MHS to ensure that support in those classes is based on individual student needs. To aid in this process, students will be clustered in classes with similar needs to ensure a more focused level of support. At the elementary and middle school levels, the District will be encouraging staff to continue to give the NWEA Winter Test as a formative assessment for either Math or Reading, depending on students' needs.

Important to note, through the Special Education curriculum review process, staff have focused their efforts on Language Arts and Math. They regularly analyze data in relationship to time on task with direct explicit instruction, what are identified as high quality intensive interventions, such as Wilson and Add+Vantage Math Recovery (AVMR). Student Support Services leadership will build capacity for all Special Education and ELL teachers in content instructional strategies and interventions that focus on Language Arts and Math.

The Student Support Services team has assessed application fidelity to ensure that all IEP's are written using standards aligned to current grade level. Based on findings, the team offered specific professional learning opportunities.

Through the ELL curriculum review process, staff analyzed service delivery and time students have access to the core curriculum. These processes are the focus in Special Education and the intentional focus in ELL, as ELL is also analyzed data, service delivery

and supports with their most recent curriculum review. Staff will review ELL service delivery and time on task with explicit direct core instruction for all language learners.

Student Support Services will work with Matt Rega to study and analyze data through the individual school intervention Google spreadsheets in addition to studying NWEA and MCA reporting data in Prolific and the NWEA reporting site. The analysis will aid teachers in creating appropriate annual goals for students.

Spring 2018-2022 MCA III Math Special Education Proficiency by Grade Level
 (**Bold** indicates an increase from the previous year and *italics* indicates a decrease)

GR	2018 % Proficient MCA III	2019 % Proficient MCA III	2021 % Proficient MCA III	2022 % Proficient MCA III
3	71.1	69.6	58.0	69.6
4	69.7	62.1	60.5	57.5
5	48.8	43.7	31.0	47.9
6	55.7	47.2	37.4	35.1
7	42.3	54.4	18.9	27.8
8	44.9	57.5	33.3	25.3
11	15.2	9.1	15.8	25.0

Spring 2018-2022 MCA III Math Special Education Student Count by Grade Level

Grade	2018	2019	2021	2022
3	128	102	88	135
4	109	116	124	113
5	121	103	87	121
6	88	108	91	77
7	78	79	74	79
8	78	73	84	79
11	46	44	38	52

Data Summary: Spring 2018-2022 MCA Reading Special Education Proficiency by Grade Level

Reading results also showed increases in performances. The overall state average for all Fifth Graders was **59.3 percent**, and Minnetonka Special Education students saw **58.3 percent** reach proficiency. Fourth Grade Special Education students fell slightly below the overall state average for all students by **5.2 percent**. These are great signs for the Minnetonka Special Education program. There is additional analysis needed to study the

drop-off among Grades 6 and 8. However, with the low population of Special Education students, it is difficult to refer to the percentage increases and decrease as significant. Despite the lower numbers, it is important to note the positive trend in Special Education with Grades 5-6 performing at or near the **50 percent** proficiency level.

Data Analysis: Spring 2018-2022 MCA Reading Special Education Proficiency by Grade Level

When dealing with a small population, any significant fluctuation in the number of students testing can impact results. Although the improvements in Reading are more modest than those in Math, the overall increases and decreases mirror those of the overall population in Minnetonka and across the state. More work will need to be done to help close the gap in performance between students receiving Special Education services and those not receiving these services. It should also be noted that the impact of the Pandemic most likely impacted this particular student group more than others due to their unique needs of this population. As instructional experiences return to a more typical delivery model, scores are expected to continue to rebound for students in need of social, emotional, behavior and academic intervention.

Spring 2018-2022 MCA Reading Special Education Proficiency by Grade Level

Grade	MCA III 2018 % Proficient	MCA III 2019 % Proficient	MCA III 2021 % Proficient	MCA III 2022 % Proficient
3	57.0	48.0	37.8	41.0
4	56.9	54.7	48.8	44.6
5	63.9	62.1	46.6	58.3
6	61.8	58.3	52.1	48.7
7	51.9	55.0	29.7	40.7
8	53.8	50.7	36.9	35.0
10	28.9	43.4	40.0	34.5

Spring 2017-2021 MCA Reading Special Education Student Count by Grade Level

Grade	MCA III 2018	MCA III 2019	MCA III 2021	MCA III 2022
3	128	102	90	134
4	109	117	123	112
5	119	103	88	120
6	89	108	94	76
7	81	80	74	81
8	78	73	84	80
10	45	53	50	55

Data Summary: Spring 2018-2022 MCA Science Special Education Proficiency by Grade Level

Students began taking the MCA III Science Test in 2012. The fluctuation in the student count for Special Education can result in large contrasts in proficiency levels from year to year.

Data Analysis: Spring 2018-2022 MCA Science Special Education Proficiency by Grade Level

There were somewhat mixed performances in Science proficiency overall. Minnetonka High School Special Education students performed at **43.4 percent** proficiency while statewide, all students reached **45.3 percent** proficiency for Grade Eleven and **16.3 percent** of students in Special Education reached proficiency statewide. All middle school students statewide were **18.0 percent** proficient. Minnetonka Special Education middle school students were **20.0 percent** proficient, and **11.2 percent** of students in Special Education reached proficiency statewide.

Spring 2018-2022 MCA Science Proficiency by Special Education

Grade	MCA III 2018% Proficient	MCA III 2019% Proficient	MCA III 2021% Proficient	MCA III 2022% Proficient
5	62.6	63.7	46.0	65.3
8	32.5	40.0	30.4	20.0
10	n/a	n/a	n/a	0.0
11	41.2	37.0	37.1	43.4
12	0.0	0.0	0.0	0.0

Spring 2018-2022 MCA Science Student Count by Special Education

Grade	MCA III 2018	MCA III 2019	MCA III 2021	MCA III 2022
5	123	102	87	121
8	77	75	79	75
10	n/a	n/a	n/a	5
11	34	27	35	53
12	1	3	1	2

Limited English Proficiency

Minnetonka's Limited English Proficient or English Learner Demographic is a very small cell size to be tested but has significantly increased in 2022. There will be variability year to year based on the students that make up this group. LEP students in Minnetonka are diverse and include students with special needs, immigrants, refugees, adopted students, students from different socioeconomic backgrounds, and students and families with limited or interrupted formal education.

Students that are "New-to-Country" are now required to take the MCA Reading Test during their first year. They must take the MCA Math Test every year and are only considered "New-to-Country" for one year even though research proves that it takes much longer to become proficient in a language. Their results are included in the District's academic progress calculations during their second year and are included in the District's academic achievement calculations during and after their third year.

Data Summary: Spring 2018-2022 MCA Math, Reading, and Science Proficiency by Limited English

Students began taking the MCA III Math in 2011, Science in 2012, and Reading in 2013. Overall, Limited English Proficient (LEP) students showed an increase in proficiency in Math and Science, with a slight decrease in Reading.

Data Analysis: Spring 2018-2022 MCA Math, Reading, and Science Proficiency by Limited English

Compared to the state, Minnetonka students are performing well above the state performance in Math (**25.4 percent**) compared to LEP students statewide (**11.4 percent**) and below the **45.2 percent** proficient rate of all students statewide. In Reading, statewide only **10.7 percent** of LEP students reached proficiency, compared to **16.3 percent** of Minnetonka LEP students. Statewide, non-LEP students reached **55.3 percent** proficiency. In Science, only **4.5 percent** of LEP students reached proficiency statewide, compared to **21.7 percent** of Minnetonka LEP students. Overall, **41.0 percent** of students were proficient on the MCA III Science statewide. Clearly, LEP students are challenged the most by content areas that rely on their ability to read and comprehend English, however, Minnetonka students significantly out-performed their peers statewide. In addition, the number of students needing LEP services decreased significantly by high school. This is an important statistic to gauge the effectiveness of the LEP program in Minnetonka. Students are reaching levels high enough to warrant exiting them out of the LEP program. Minnetonka's year-to-year rises and dips in LEP percent proficiency on the MCA tend to mirror trends in Statewide data and trends in "like-districts" data.

**Spring 2018-2022 MCA Math, Reading, and Science Proficiency
by Limited English
(MCA III Math 2012, MCA III Reading 2013, MCA III Science 2012)**

	2018 % Proficient	2019 % Proficient	2021 % Proficient	2022 % Proficient
Math	32.2	29.9	25.4	25.8
Reading	16.7	20.8	21.6	16.3
Science	14.3	4.2	6.7	21.7

**Table 54: Spring 2018-2022 MCA Math, Reading, and Science
Student Count by Limited English**

	2018	2019	2021	2022
Math	59	77	67	93
Reading	66	77	74	98
Science	21	24	15	23

Immersion

Data Summary: Spring 2019-2022 MCA III Reading and MCA III Math Grade 3 Proficiency by English and Immersion

Reading and Math results saw an increase in performance for Chinese Immersion with a decreasing trend for Spanish Immersion and English Program students. However, both Spanish and Chinese Immersion students had strong performances relatively speaking. For Reading, English students showed a decrease, dropping their proficiency level by **3.5 percent** with an increase in proficiency for Chinese Immersion (**8.5 percent**) and a decrease for Spanish Immersion students (**11.1 percent**).

Data Analysis: Spring 2019-2022 MCA III Reading and MCA III Math Grade 3 Proficiency by English and Immersion

At Scenic Heights, **81.0 percent** of Chinese Immersion Third Grade students were proficient (**2021: 81.3 percent**) in Reading. At Excelsior, **56.6 percent** reached proficiency in Reading (**2021: 72.7 percent**). In Math, **96.6 percent** of Scenic Heights Chinese Immersion Third Grade students were proficient, with **93.8 percent** reaching proficiency in 2021. At Excelsior, **79.2 percent** of the Third Grade Chinese Immersion students were proficient (**2021: 86.1 percent**). Scenic Heights' Third Graders showed a strong performance in Math and Reading, with both sites showing solid results in Math. For Reading it will be important for Chinese Immersion teachers at Excelsior to review the data to fully understand the student performance and be able to focus on specific skills for the current school year. This can be accomplished by reviewing NWEA data for the same group of students as well. In addition, it is important to note that Third Grade is the first year that Immersion students receive English language instruction. As the

Chinese Immersion population increases, the impact of individual outlier student results will decline. Literacy has been an emphasis for Immersion over the past two years and will continue to be in the upcoming school year.

For Spanish, **65.9 percent** of Clear Springs' students were proficient (**2021: 68.0 percent**), **44.2 percent** of Deephaven students were proficient (**2021: 60.3 percent**), **66.2 percent** of Groveland students were proficient (**2021: 60.0 percent**), and **52.8 percent** of Minnewashta students were proficient (**2021: 60.3 percent**) on the MCA III Reading Test. This was a lower performance for Spanish Immersion students, yet the District average for proficiency was **64.9 percent** for all Third Grade. Math results yielded higher proficiency rates for Spanish Immersion students. **85.4 percent** of Clear Springs students were proficient (**2021: 74.0 percent**), **86.5 percent** of Deephaven students were proficient (**2021: 87.3 percent**), **77.9 percent** of Groveland students were proficient (**2021: 65.0 percent**), and **78.7 percent** of Minnewashta students were proficient (**2021: 82.2 percent**) on the MCA III Math Test. Overall, District Third Graders saw **83.6 percent** of students reach proficiency.

As the Chinese and Spanish Immersion population increases, the impact of individual outlier student results will decline. Despite the lower numbers of students, both Immersion programs show consistency in their results over time.

Spring 2019-2022 MCA III Reading and MCA III Math Grade 3 Proficiency by English and Immersion

Main Language of Instruction	% 2019 Reading Proficient	% 2021 Reading Proficient	% 2022 Reading Proficient	% 2019 Math Proficient	% 2021 Math Proficient	% 2022 Math Proficient
English	69.6	66.1	67.6	83.0	76.1	83.4
Chinese	68.9	77.4	69.6	89.9	90.5	88.4
Spanish	75.1	64.0	59.0	88.7	78.3	82.1

Spring 2019-2022 MCA III Reading and MCA III Math Grade 3 Proficiency by Immersion and School

School	% 2019 Reading Proficient	% 2021 Reading Proficient	% 2022 Reading Proficient	% 2019 Math Proficient	% 2021 Math Proficient	% 2022 Math Proficient
Scenic Heights	66.7	81.3	81.0	90.9	93.8	96.6
Excelsior	71.7	72.2	56.6	88.7	86.1	79.2
Chinese Total	68.9	77.4	69.6	89.9	90.5	88.4
Clear Springs	72.2	68.0	65.9	88.9	74.0	85.4
Deephaven	80.0	60.3	44.2	92.3	87.3	86.5
Groveland	71.4	60.0	66.2	89.6	65.0	77.9
Minnewashta	76.7	60.3	52.8	84.7	82.2	78.7
Spanish Total	75.1	66.6	59.0	88.7	78.3	82.1

Data Summary: Spring 2019-2022 MCA III Reading and MCA III Math Grade 4 Proficiency by English and Immersion

Overall, Grade 4 students showed an increase in Math and Reading proficiency on the MCA III Tests. However, there were some exceptions for the Immersion student groups. Deephaven, Groveland, and Minnewashta saw a decrease in proficiency percentage with Deephaven and Minnewashta experiencing a two year decrease. However, during the Pandemic, results should be viewed cautiously. Over time, there should be less fluctuation in results.

Data Analysis: Spring 2019-2022 MCA III Reading and MCA III Math Grade 4 Proficiency by English and Immersion

At Scenic Heights, **80.4 percent** of Chinese Immersion Fourth Grade students were proficient (**2021: 75.9 percent**), and at Excelsior, **80.5 percent** reached proficiency in Reading (**2021: 67.6 percent**). In Math, **96.4 percent** of Scenic Heights Chinese Immersion students met proficiency (**2021: 91.4 percent**), and at Excelsior, **92.7 percent** of Chinese Immersion students were proficient (**2021: 82.9 percent**). The District average for Math proficiency was **77.5 percent** and for Reading it was **70.7 percent**. For both Reading and Math, Fourth Grade Chinese Immersion students performed solidly on the 2022 MCAs, with Immersion students out-performing the overall District average in Math.

For Spanish, **81.3 percent** of Clear Springs' students were proficient (**2021: 71.5 percent**), **71.4 percent** of Deephaven students were proficient (**2021: 75.5 percent**), **72.3 percent** of Groveland students were proficient (**2021: 80.0 percent**), and **67.1 percent** of Minnewashta students were proficient (**2021: 71.4 percent**) on the MCA III Reading Test. The District average for Fourth Graders was **71.8 percent**, so in most cases Fourth Grade Spanish Immersion students out-paced the overall District average for Fourth Grades in Reading. For Math, **82.5 percent** of Clear Springs' students were proficient (**2021: 82.1 percent**), **88.9 percent** of Deephaven students were proficient (**2021: 86.8 percent**), **75.0 percent** of Groveland students were proficient (**2021: 70.9 percent**), and **78.1 percent** of Minnewashta students were proficient (**2021: 63.2 percent**) on the MCA III Math Test. Overall, District Fourth Graders saw **81.3 percent** of students reach proficiency. Two of the four elementary school surpassed the overall District average for Fourth Graders on the MCA Math Test.

Spring 2019-2022 MCA III Reading and MCA III Math Grade 4 Proficiency by English and Immersion

Main Language of Instruction	% 2019 Reading Proficient	% 2021 Reading Proficient	% 2022 Reading Proficient	% 2019 Math Proficient	% 2021 Math Proficient	% 2022 Math Proficient
English	74.2	67.1	67.7	81.2	75.8	77.5
Chinese	73.7	72.8	80.4	92.6	88.2	94.8
Spanish	80.8	75.2	74.6	83.8	76.4	82.0

Spring 2019-2022 MCA III Reading and MCA III Math Grade 4 Proficiency by Immersion and School

School	% 2019 Reading Proficient	% 2021 Reading Proficient	% 2022 Reading Proficient	% 2019 Math Proficient	% 2021 Math Proficient	% 2022 Math Proficient
Scenic Heights	88.0	75.9	80.4	94.0	91.4	96.4
Excelsior	57.8	67.6	80.5	91.1	82.9	92.7
Chinese Total	73.7	72.8	80.4	92.6	88.2	94.8
Clear Springs	72.2	71.1	81.3	77.8	82.1	82.5
Deephaven	91.5	75.5	71.4	87.2	86.8	88.9
Groveland	78.7	80.0	72.3	90.2	70.9	75.0
Minnewashta	82.1	71.4	67.1	80.8	63.2	78.1
Spanish Total	80.8	75.2	74.6	83.8	76.4	82.0

Data Summary: Spring 2019-2022 MCA III Reading and MCA III Math Grade 5 Proficiency by English and Immersion

Fifth Grade Chinese Immersion students showed improvement in Math at both Scenic Heights and Excelsior Elementary Schools and Reading at Scenic Heights, while Excelsior maintained the same proficiency rates for Reading compared to 2021. Student proficiency decreased in Math for the Spanish Immersion program at all four sites, while there were slight decreases in Reading Spanish Immersion except for Clear Springs Elementary. Spanish and Chinese Immersion students performed higher or the same compared to the District average in Reading at five of six sites. The overall District average in Reading, which was **81.1 percent**. Also, for Math, three of the six sites surpassed the overall District average of **67.2 percent**.

Data Analysis: Spring 2019-2022 MCA III Reading and MCA III Math Grade 5 Proficiency by English and Immersion

At Scenic Heights, **93.4 percent** of Chinese Immersion Fifth Grade students were proficient (**2021: 85.2 percent**), and at Excelsior, **66.7 percent** reached proficiency in Reading (**2021: 66.7 percent**). In Math, **86.9 percent** of Scenic Heights Chinese Immersion students met proficiency (**2021: 72.2 percent**), and at Excelsior, **76.9 percent** of Chinese Immersion students were proficient (**2021: 75.0 percent**). As stated previously, with the low number of students, few students can have a significant impact on results for the group. There is a less of a discrepancy in performance between Excelsior and Scenic Heights as compared to 2019.

For Spanish, **86.9 percent** of Clear Springs students were proficient (**2021: 85.1 percent**), **87.3 percent** of Deephaven students were proficient (**2021: 89.5 percent**), **81.1 percent** of Groveland students were proficient (**2021: 82.2 percent**), and **83.1 percent** of Minnewashta students were proficient (**2021: 88.2 percent**) on the MCA III Reading Test. This was a strong performance for Spanish Immersion students considering that the District average for proficiency was **81.1 percent** for all Fifth Grade. For Math, **65.5**

percent of Clear Springs' students were proficient (**2021: 66.7 percent**), **72.7 percent** of Deephaven students were proficient (**2021: 77.2 percent**), **58.5 percent** of Groveland students were proficient (**2021: 67.1 percent**), and **63.6 percent** of Minnewashta students were proficient (**2021: 68.4 percent**) on the MCA III Math Test. Overall, District Fifth Graders saw **67.2 percent** of students reach proficiency. It will be important to study the individual student achievement data at both the elementary and middle schools to learn if these scores result in addressing individual student needs that require intervention.

Spring 2019-2022 MCA III Reading and MCA III Math Grade 5 Proficiency by English and Immersion

Main Language of Instruction	% 2019 Reading Proficient	% 2021 Reading Proficient	% 2022 Reading Proficient	% 2019 Math Proficient	% 2021 Math Proficient	% 2022 Math Proficient
English	82.4	78.2	77.7	66.9	57.4	63.8
Chinese	85.2	76.5	83.2	82.7	73.5	83.2
Spanish	87.6	86.3	85.7	76.8	69.6	66.8

Spring 2019-2022 MCA III Reading and MCA III Math Grade 5 Proficiency by Immersion and School

School	% 2019 Reading Proficient	% 2021 Reading Proficient	% 2022 Reading Proficient	% 2019 Math Proficient	% 2021 Math Proficient	% 2022 Math Proficient
Scenic Heights	90.7	85.2	93.4	92.9	72.2	86.9
Excelsior	78.9	66.7	66.7	71.8	75.0	76.9
Chinese Total	85.2	76.5	83.2	82.7	73.5	83.2
Clear Springs	85.1	85.1	86.9	63.8	66.7	65.5
Deephaven	81.7	89.5	87.3	71.7	77.2	72.7
Groveland	91.8	82.2	81.1	85.2	67.1	58.5
Minnewashta	89.2	88.2	83.1	78.4	68.4	63.6
Spanish Total	87.6	86.3	85.7	76.8	69.6	66.8

Data Summary: Spring 2018-2022 MCA III Science Grade 5 Proficiency by English and Immersion

Grade 5 English and Immersion students have rebounded with increased proficiency levels on the MCA III Science Test improving to **77.9 percent** proficiency compared to **70.3 percent** proficiency in 2021. Immersion and English students have experienced a similar phenomenon with all three student groups reaching proficiency levels within close range of each other. Regarding Immersion Science results, it is important to note that it is typical to see fluctuations in proficiency levels, however, when analyzing the data over time, the Immersion population is seeing strong performances in this subject area. Statewide proficiency on the MCA Science was **49.8 percent**, improving by **2.1 percent**. Minnetonka proficiency was **70.3 percent**, improving by **7.6 percent**.

Data Analysis: Spring 2018-2022 MCA III Science Grade 5 Proficiency by English and Immersion

With the work to improve translated material for the Immersion program, and improvements to Science instruction with a focus on STEM activities, Science results in Minnetonka should improve. In addition, with the new state Science standards, work will begin to align Minnetonka curriculum to the new standards as well.

At Scenic Heights, **88.5 percent** of Chinese Immersion Fifth Grade students were proficient (**2021: 79.2 percent**), and at Excelsior, **69.2 percent** reached proficiency in Science (**2021: 62.5 percent**). The District average for Fifth Grade Science was **77.9 percent** reaching proficiency, showing significant disparity in performance between the two schools compared to the District average. This difference in performance between the two schools occurred in the past three testing instances, however Science is a subject that contains Reading content above grade level. For second language learners, especially Chinese language learners, it is expected for students to be challenged especially in the area of comprehension. Further discussion between the two sites is warranted during the 2022-23 school year to understand the major difference in results.

For Spanish, **77.4 percent** of Clear Springs' students were proficient (**2021: 63.2 percent**), **89.1 percent** of Deephaven students were proficient (**2021: 82.5 percent**), **64.2 percent** of Groveland students were proficient (**2021: 66.7 percent**), and **81.8 percent** of Minnewashta students were proficient (**2021: 69.7 percent**) on the MCA III Science Test. Five of the six elementary schools saw improvements that would be considered statistically significant. It is important for staff to study the data and test specifications to ensure students are mastering the necessary standards that ensure growth in Science by the end of Fifth Grade.

Spring 2018-2022 MCA III Science Grade 5 Proficiency by English and Immersion (2012 was the first year all Grade 5 Immersion students took the MCA Science)

Main Language of Instruction	Number of Students Tested	% 2018 Science Proficiency	% 2019 Science Proficiency	% 2021 Science Proficiency	% 2022 Science Proficiency
English	444	77.8	76.8	70.0	75.9
Chinese	101	77.8	76.5	71.3	81.2
Spanish	286	83.8	76.0	70.4	79.7

Spring 2018-2022 MCA Science Grade 5 Proficiency by Immersion and School

School	Number of Students Tested	% 2018 Science Proficiency	% 2019 Science Proficiency	% 2021 Science Proficiency	% 2022 Science Proficiency
Scenic Heights	61	82.8	88.1	79.2	88.5
Excelsior	39	70.7	64.1	62.5	69.2
Chinese Total	101	77.8	76.5	71.3	81.2
Clear Springs	84	75.8	66.0	63.2	77.4
Deephaven	55	86.4	76.7	82.5	89.1
Groveland	53	90.8	75.4	66.7	64.2
Minnewashta	77	81.3	80.8	69.7	81.8
Spanish Total	286	83.8	76.3	70.4	79.7

Data Summary: Spring 2019-2022 MCA Reading and Math Grade 6-8 Proficiency by English and Immersion

Middle school performance was much improved compared to 2021 for both MME and MMW with significant increases in student proficiency for many areas for both Math and Reading. It is very important for trend data to be reviewed as well as comparisons to the Fall NWEA performances to ensure students are on track for the current school year. Sixth Grade Spanish Immersion students experienced a decrease in Reading, dropping from **86.3 to 86.0 percent (0.3 percent drop)**, and Chinese Immersion students increased from **77.2 percent to 79.2 percent (2.0 percent increase)**. The statewide drop in proficiency for Reading among Sixth Graders was **0.5 percent**. Math performance saw increases in Spanish Immersion proficiency improving by **9.5 percent** and Chinese Immersion proficiency improving by **4.0 percent**. The statewide increase in Math proficiency among Sixth Graders was **2.2 percent**, increasing to **39.0 percent**.

Data Analysis: Spring 2019-2022 MCA Reading and Math Grade 6-8 Proficiency by English and Immersion

At MME, **79.3 percent** of Chinese Immersion Sixth Grade students were proficient (**2021: 80.4 percent**), and at MMW, **79.1 percent** reached proficiency in Reading (**2021: 72.7 percent**). In Math, **72.4 percent** of MME Chinese Immersion students met proficiency (**2021: 76.7 percent**), and at MMW, **81.4 percent** of Chinese Immersion students were proficient (**2021: 66.7 percent**). As stated previously, with the low number of students and the multiple learning models, few students can have a significant impact on results for the group.

For Spanish, **91.6 percent** of MME Grade 6 students were proficient (**2021: 87.7 percent**), and **81.0 percent** of MMW students were proficient (**2021: 85.1 percent**) on the MCA III Reading Test. The District average for proficiency was **80.2 percent** for all Sixth Grade.

For Math, **82.4 percent** of MME Sixth Grade students were proficient (**2021: 72.4 percent**), and **74.8 percent** of MMW students were proficient (**2021: 66.1 percent**) on

the MCA III Math Test. Overall, District Sixth Graders saw **70.8 percent** of students reach proficiency.

For Grade 7, At MME, **77.6 percent** of Chinese Immersion Seventh Grade students were proficient (**2021: 75.8 percent**), and at MMW, **76.9 percent** reached proficiency (**2021: 67.9 percent**) in Reading. In Math, **73.5 percent** of MME Chinese Immersion students met proficiency (**2021: 77.1 percent**), and at MMW, **78.9 percent** of Chinese Immersion students were proficient (**2021: 71.4 percent**). The Seventh Grade District average proficiency for Reading was **72.0 percent** and for Math it was **65.3 percent**.

For Spanish, **80.9 percent** of MME Grade 7 students were proficient (**2021: 73.8 percent**), and **74.0 percent** of MMW students were proficient (**2021: 84.4 percent**) on the MCA III Reading Test. The District average for proficiency was **72.0 percent** for all Seventh Grade.

In Math, **73.5 percent** of MME Seventh Grade students were proficient (**2021: 77.1 percent**), and **78.9 percent** of MMW students were proficient (**2021: 71.4 percent**) on the MCA III Math Test. Overall, District Seventh Graders saw **65.3 percent** of students reach proficiency. Seventh Grade Spanish Immersion students out-performed overall District Seventh Graders.

For Grade 8, At MME, **86.4 percent** of Chinese Immersion Eighth Grade students were proficient (**2021: 80.9 percent**), and at MMW, **74.1 percent** reached proficiency (**2021: 73.1 percent**) in Reading. MME and MMW surpassed the overall Reading proficiency rate for the grade level, which was **71.0 percent**. Statewide, the rate was **46.1 percent**. In Math at MME, **90.7 percent** of Chinese Immersion students met proficiency (**2021: 89.1 percent**), and at MMW, **77.8** were proficient (**2021: 76.9 percent**) with a District average of **73.1** percent proficient for Eighth Grade students overall. Statewide, only **39.8 percent** of Eighth Graders were proficient in Math.

For Spanish, **73.2 percent** of MME Grade 8 students were proficient (**2021: 84.0 percent**), and **83.7 percent** of MMW students were proficient (**2021: 81.4 percent**) on the MCA III Reading Test. The District average for proficiency **71.0 percent** for all Eighth Grade and **46.1 percent** statewide. For Math, **83.3 percent** of MME Eighth Grade students were proficient (**2021: 78.8 percent**), and **81.3 percent** of MMW students were proficient (**2021: 71.9 percent**) on the MCA III Math Test. Overall, District Eighth Graders saw **73.1 percent** of students reach proficiency and **39.8 percent** statewide. Minnetonka Immersion students mostly out-paced the overall District averages for their respective grade levels and significantly out-paced the state..

Spring 2019-2022 MCA Reading and Math Grade 6 Proficiency by English and Immersion

Main Language of Instruction	% 2019 Reading Proficient	% 2021 Reading Proficient	% 2022 Reading Proficient	% 2019 Math Proficient	% 2021 Math Proficient	% 2022 Math Proficient
English	82.1	72.2	76.8	72.2	53.5	64.9
Chinese	92.5	77.2	79.2	91.4	72.2	76.2
Spanish	93.8	86.3	86.0	85.5	69.0	78.5

Spring 2019-2022 MCA Reading and Math Grade 6 Proficiency by Immersion and School MME

MME	% 2019 Reading Proficient	% 2021 Reading Proficient	% 2022 Reading Proficient	% 2019 Math Proficient	% 2021 Math Proficient	% 2022 Math Proficient
Chinese	92.7	80.4	79.3	92.7	76.1	72.4
Spanish	93.9	87.7	91.6	85.6	72.4	82.4
Chinese Total	92.5	77.2	79.2	91.4	72.2	76.2
Spanish Total	93.8	86.2	86.0	85.5	69.0	78.5

Spring 2019-2022 MCA Reading and Math Grade 6 Proficiency by Immersion and School MMW

MMW	% 2019 Reading Proficient	% 2021 Reading Proficient	% 2022 Reading Proficient	% 2019 Math Proficient	% 2021 Math Proficient	% 2022 Math Proficient
Chinese	92.1	72.7	79.1	89.5	66.7	81.4
Spanish	93.7	85.1	81.0	85.6	66.1	74.8
Chinese Total	92.5	77.2	79.2	91.4	72.2	76.2
Spanish Total	93.8	86.2	86.0	85.5	69.0	78.5

Spring 2019-2022 MCA Reading and Math Grade 7 Proficiency by English and Immersion

Main Language of Instruction	% 2019 Reading Proficient	% 2021 Reading Proficient	% 2022 Reading Proficient	% 2019 Math Proficient	% 2021 Math Proficient	% 2022 Math Proficient
English	84.4	69.0	68.6	79.8	53.5	60.2
Chinese	96.3	72.1	76.4	95.1	74.6	75.9
Spanish	91.3	78.7	77.3	90.9	65.3	72.0

Spring 2019-2022 MCA Reading and Math Grade 7 Proficiency by Immersion and School MME

MME	% 2019 Reading Proficient	% 2021 Reading Proficient	% 2022 Reading Proficient	% 2019 Math Proficient	% 2021 Math Proficient	% 2022 Math Proficient
Chinese	95.9	75.8	77.6	98.0	77.1	73.5
Spanish	91.7	73.8	80.9	87.6	67.9	73.0
Chinese Total	96.3	72.1	76.4	95.1	74.6	75.9
Spanish Total	91.3	78.7	77.3	90.9	65.3	72.0

Spring 2018-2021 MCA Reading and Math Grade 7 Proficiency by Immersion and School MMW

MMW	% 2019 Reading Proficient	% 2021 Reading Proficient	% 2022 Reading Proficient	% 2019 Math Proficient	% 2021 Math Proficient	% 2022 Math Proficient
Chinese	96.9	67.9	76.9	90.6	71.4	78.9
Spanish	90.7	84.4	74.0	94.9	62.2	71.0
Chinese Total	96.3	72.1	76.4	95.1	74.6	75.9
Spanish Total	91.3	78.7	77.3	90.9	65.3	72.0

Spring 2019-2022 MCA Reading and Math Grade 8 Proficiency by English and Immersion

Main Language of Instruction	% 2019 Reading Proficient	% 2021 Reading Proficient	% 2022 Reading Proficient	% 2019 Math Proficient	% 2021 Math Proficient	% 2022 Math Proficient
English	85.3	68.2	66.9	85.8	60.3	67.9
Chinese	92.2	78.1	81.7	98.7	84.7	85.7
Spanish	89.5	82.7	77.6	94.7	75.5	82.4

Spring 2019-2022 MCA Reading and Math Grade 8 Proficiency by Immersion and School MME

MME	% 2019 Reading Proficient	% 2021 Reading Proficient	% 2022 Reading Proficient	% 2019 Math Proficient	% 2021 Math Proficient	% 2022 Math Proficient
Chinese	91.5	80.9	86.4	97.9	89.1	90.7
Spanish	90.0	84.0	73.2	96.4	78.8	83.3
Chinese Total	92.2	78.1	81.7	98.7	84.7	85.7
Spanish Total	89.5	82.7	77.6	94.7	75.5	82.4

**Spring 2019-2022 MCA Reading and Math Grade 8
Proficiency by Immersion and School MMW**

MMW	% 2019 Reading Proficient	% 2021 Reading Proficient	% 2022 Reading Proficient	% 2019 Math Proficient	% 2021 Math Proficient	% 2022 Math Proficient
Chinese	93.3	73.1	74.1	100.0	76.9	77.8
Spanish	89.0	81.4	83.7	93.0	71.9	81.3
Chinese Total	92.2	78.1	81.7	98.7	84.7	85.7
Spanish Total	89.5	82.7	77.6	94.7	75.5	82.4

Data Summary: Spring 2019-2022 MCA III Science Grade 8 Proficiency by English and Immersion

Overall Chinese and Spanish Immersion student groups outpaced the overall District average proficiency in Science (**55.0 percent**). The statewide average proficiency rate for Eighth Graders was **28.6 percent**.

Data Analysis: Spring 2019-2022 MCA III Science Grade 8 Proficiency by English and Immersion

At MME, **75.0 percent** of Chinese Immersion Eighth Graders were proficient (**2021: 62.2 percent**) on the MCA III Science Test. At MMW, **48.1 percent** were proficient (**2021: 68.0 percent**). As stated previously, with so few students tested, the fluctuating results can be easily impacted by outlier scores. Overall, District Eighth Graders saw **55.0 percent** of students reach proficiency.

At MME, **54.8 percent** of Spanish Immersion Eighth Graders were proficient (**2021: 72.9 percent**) on the MCA III Science Test. At MMW, **68.8 percent** were proficient (**2021: 61.5 percent**). The fluctuating results can be easily impacted by outlier scores. Again, overall, District Eighth Graders saw **55.0 percent** of students reach proficiency, with **28.6 percent** reaching proficiency statewide. The statewide drop in Science proficiency rate (**4.6 percent**) was over three times the drop rate among Minnetonka students (**1.4 percent**).

**Spring 2019-2022 Science Grade 8
Proficiency by English and Immersion**

Main Language of Instruction	% 2019 Science Proficient	% 2021 Science Proficient	% 2022 Science Proficient
English	69.6	50.6	51.3
Chinese	79.2	64.3	64.8
Spanish	80.4	67.2	61.1

**Spring 2019-2022 Science Grade 8
Proficiency by Immersion and School MME**

MME	% 2019 Science Proficient	% 2021 Science Proficient	% 2022 Science Proficient
Chinese	80.9	62.2	75.0
Spanish	80.7	72.9	54.8
Chinese Total	79.2	64.3	64.8
Spanish Total	80.4	67.2	61.1

**Spring 2019-2022 Science Grade 8
Proficiency by Immersion and School MMW**

MMW	% 2019 Science Proficient	% 2021 Science Proficient	% 2022 Science Proficient
Chinese	76.7	68.0	48.1
Spanish	80.0	61.5	68.8
Chinese Total	79.2	64.3	64.8
Spanish Total	80.4	67.2	61.1

Data Summary: Spring 2019-2022 MCA III Reading, Math, and Science Grades 10-12 Proficiency by English and Immersion

At the high school, Immersion students took the MCA Reading Test for the fifth time, and the Math and Science Tests for the fourth time. There were very strong performances in all areas for students in the Chinese Immersion program and in Science for Spanish Immersion students. However, there were notable drops in Reading and Math performances among English and Spanish Immersion students.

Data Analysis: Spring 2019-2022 MCA III Reading, Math, and Science Grades 10-12 Proficiency by English and Immersion

Among Chinese Immersion students, **87.0 percent** were proficient on the MCA Reading Test, and **76.4 percent** of Spanish Immersion students reached proficiency. The number of students clearly impacts the results, and with more students in the population, Spanish and Chinese Immersion students surpassed the overall average of **72.1 percent**. On the Math Test, **88.5 percent** of Chinese Immersion students were proficient, while **76.3 percent** of Spanish Immersion students reached proficiency. The overall average for Grade 11 students was **66.4 percent** proficient. On the Science Test, **91.8 percent** of Chinese Immersion students were proficient, while **92.8 percent** of Spanish Immersion students reached proficiency, surpassing pre-Pandemic levels. The overall average for Grade 11 students was **78.6 percent** proficiency with a statewide proficiency percentage of **45.3 percent**. In all areas, Immersion students out-paced the

overall average for Minnetonka and significantly out-performed their same grade counterparts statewide.

**Spring 2019-22 MCA Reading and Math Grade 10 and 11
Proficiency by English and Immersion**

Main Language of Instruction	% 2019 Reading Proficient	% 2021 Reading Proficient	% 2022 Reading Proficient	% 2019 Math Proficient	% 2021 Math Proficient	% 2022 Math Proficient
English	77.9	77.9	68.7	60.6	77.9	60.5
Chinese	87.2	86.0	87.0	71.9	82.8	88.5
Spanish	87.7	85.2	76.4	75.3	80.0	76.3

**Spring 2019-22 MCA Science Grade 10, 11 and 12
Proficiency by English and Immersion**

Main Language of Instruction	% 2019 Science Proficient	% 2021 Science Proficient	% 2022 Science Proficient
English	74.5	75.2	72.4
Chinese	81.1	86.6	91.8
Spanish	92.2	82.4	92.8

Recommendations

Math

As is standard in Minnetonka, additional data are used to determine programming decisions for students. It is expected that school staff use multiple data sources to plan for student support, which means that MCA, NWEA, math benchmark, and common summative assessments are used to help make decisions. Staff will use at least three data points to make these types of decisions.

Math improvement strategies will be strengthened this year by continued engagement in the MTSS (Multi-Tiered Systems of Support) model in collaboration with the Teaching and Learning and Student Support Services Team. Core implementation of curriculum in each classroom with an emphasis on differentiated math grouping strategies is in place in several schools with a robust intervention model for every student as a progress monitoring tool at all schools.

Elementary Chinese Immersion sites need to continue to examine the performances of students to learn about the discrepancy between the two sites around Science.

Although the results are relatively solid, there is a need to analyze all Special Education results at the middle school level to understand the discrepancy in proficiency among elementary and middle school students served in Special Education.

For the middle school, it may be beneficial to implement a data retreat or utilize the Prolific Data Warehouse to allow departments to dig deeper into the data provided by both the MCA and NWEA assessments. During the data retreat time, teachers would be given tools to access data and taught strategies for having meaningful on-going dialogue about data to better support their students on a regular basis throughout the year. School counselors can utilize the Prolific Data Warehouse to keep track of student performance daily and help to intervene in a timely manner. Middle school teachers are encouraged to continue their work with common assessments throughout the 2022-2023 school year.

The middle schools will need to analyze student data to identify relative strengths and growth areas within the Immersion program. The Language Arts Department is in the middle of the Language Arts curriculum review process. These data will need to be reviewed to inform potential recommendations for improvement.

For the High School it is recommended to collaborate to establish clear common assessment protocol. The data can be used to make adjustments to instruction before students take Spring assessments.

Teachers can take advantage of the Pearson Perspective system to provide extra practice opportunities to students that are aligned to the Math standards.

Reading

Through the work of the District Grading Committee, the Middle school staff will need to continue to work together to ensure consistency of expectations across both sites in the Language Arts Department. Additional data analysis with collaboration between the two sites is scheduled.

There is a need to analyze Special Education Reading results to understand the difference in proficiency between the middle school and elementary school model. The MTSS Reading program needs to be reviewed district-wide which will target students in the Middle and Elementary Levels who are in need of support.

For students receiving intervention, it will be important for teachers to utilize Winter Testing and study student performance against the Winter norms implemented by NWEA.

Teachers should access Pearson Perspective to help students with practice activity specific to their MCA performance. Teachers can utilize these resources to supplement the curriculum they already use to ensure student learning toward the state standards.

Science

Although many students are performing well at most grade levels in Science, there is still room for improvement. Also, it is important for teachers to continue the important work of translating texts for the Chinese and Spanish Immersion programs.

At the High School, it will be important to expand the use of common assessments, and lessons learned can be shared with the middle school Seventh and Eighth Grade teachers to help them grow their skills in this area. The Technology TOSA positions can help make this an easier transition for the staff newer to using iPads.

Elementary and middle level teachers need to expand their use of STEM activities and work to help students make connections across all content areas when studying Science. Students need to continue to receive lessons that offer hands-on and inquiry-based opportunities.

Summary

Overall, during the Pandemic, Minnetonka students performed solidly in Reading, showed much improvement in Math, and significantly out-paced the state in Science. It will be important for individual sites to study the comprehensive data provided to them by the Assessment Department and utilize the Assessment office to provide direction for examining the data on a regular basis. In addition, coupled with the data analysis, school staff should examine the MCA Tables of Specifications for Reading, Math, and Science, as the information in those documents can help provide targeted support for students struggling to reach proficiency.

Minnetonka students out-performed most comparable Metro districts and rank highly in all subject areas of proficiency. Also, all ethnic student groups significantly outperformed the state in all areas. Middle and High School students continue to compare favorably in the metro area and Reading was an overall strength for the entire District. All of these positive results are due to a solid academic program with teachers who work hard to write curriculum, plan lessons, and create assessments that are in alignment with state standards.

RECOMMENDATION/FUTURE DIRECTION:

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

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 #3

Title: Review of Draft of Annual Report

Date: September 15, 2022

OVERVIEW:

Continuing a tradition of accountability and transparency, the Administration is recommending the Minnetonka School District publish an Annual Report on Student Achievement each October. This report includes Minnesota's required World's Best Workforce Annual Report.

Minnetonka uses this report as a primary tool to communicate District goals, results and accountability to parents and citizens of the District. Per the direction of the School Board, Minnetonka's Annual Report is far more comprehensive than the report of most districts and includes financial data, reports on innovation initiatives, and student achievement beyond test scores. Per state guidelines, the report also includes elements required for the World's Best Workforce Report. Each district must report on progress toward the following five goals:

1. All children are ready for school.
2. All third graders can read at grade level.
3. All racial and economic achievement gaps between students are closed.
4. All students are ready for career and college.
5. All students graduate from high school.

The Board is also required to hold a public meeting to discuss the World's Best Workforce Report. That public meeting will be held in conjunction with the November School Board Meeting.

During this agenda item, the Board will discuss the outline, content and key messages of the report included with this agenda item.

Following the October public meeting, the 2022 Annual Report will be mailed to every parent and District resident, distributed to staff and placed in welcome packets for new families. It will also be posted as an online interactive publication, with additional multi-media to relay the incredible success stories of our students, staff and District.

RECOMMENDATION/FUTURE DIRECTION:

Provide feedback to staff regarding the content and communication plans for the report, prior to the item being placed on the October agenda as an action item.



Submitted by: _____

JacQueline Getty, Executive Director of Communications



Concurrence: _____

David Law, Superintendent

CARRY-IN INFORMATION

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

Study Session Agenda Item #4

Title: Review of 2022 Pay 2023 Preliminary Levy

Date: September 15, 2021

EXECUTIVE SUMMARY:

Minnesota Statutes require that each school district certify a preliminary property tax levy by September 30 of the calendar year.

The property tax levy set at the preliminary is the maximum amount that the school district can levy when it certifies its final levy in December of the calendar year. Adjustments to the preliminary levy amount can only be made downward after the preliminary levy is certified. School Districts must work with the Minnesota Department of Education (MDE) to calculate the levies allowed under the various statutes utilizing the MDE computerized levy system. The Certified Preliminary Levy must be physically received by the home county auditor no later than September 30, 2022.

The total levy is made up of several dozen individual levy amounts that are calculated based on formulas set in Minnesota Statute by the Legislature. Many of the levies are levies that provide partial revenue for a particular program with the remaining amount coming as a match from the State of Minnesota, and it is a requirement for the full local share to be levied in order to receive the State contribution. A reduction in those levies will result in a proportional reduction in State aid. Other levies including the Operating Referendum and Technology Levies are voter approved and determined based on the number of enrolled pupils or the value of property in the District. Finally, debt service levies are required to be calculated at 105% of debt service in order to ensure that District bond payments are met even if there are some property tax delinquencies.

The dollar amount of the Certified Preliminary Levy approved by the School Board prior to September 30 of each year becomes the highest amount of the levy - the final levy approved in December can be no greater than the preliminary amount certified by September 30. The only exception to this rule is if an Operating Referendum or Capital Projects Referendum is approved by the voters of the School District at the November election.

As of the date of this School Board Study Session of September 15, 2022, the 2022 Pay 2023 Preliminary Levy is still being finalized. Initial numbers have been input, but we are working with and reviewing information input by the Minnesota Department of Education. The Minnesota Department of Education has the authority to make further prior year adjustments after September 30 if they calculate a correction to a prior year adjustment. The review-and-iteration process started on September 9, approximately two weeks later than in prior years. As a result, an initial set of Preliminary Levy figures will be available shortly before the Study Session and will be reviewed at the Study Session.

Of particular note, the inflationary conditions across the United States have impacted the inflation factors used to calculate the Operating Referendum Levy. A comparison of the changes in the per-pupil amounts that will impact the 22 Pay 23 Levy are as follows:

20 Pay 21 Levy for FY22 Approved Levy	\$1,827.54
FY22 Updated for Actual Inflation	\$1,928.60
21 Pay 22 Levy for FY23 Approved Levy	\$1,881.81
FY23 Updated for Actual Inflation	\$2,054.83
22 Pay 23 for FY23 Initial MDE-Calculated Rate	\$1,920.07
FY24 Updated for Actual Inflation	\$2,110.97

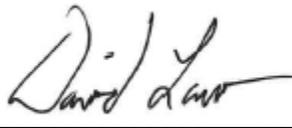
These inflation-driven changes will account for most of the change in the 22 Pay 23 Levy.

All levy categories will be reviewed at the September 15, 2022 Study Session.

RECOMMENDATION/FUTURE DIRECTION:

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

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

Concurrence: 
David Law, Superintendent

**School Board
Minnetonka I.S.D. #276
5621 County Road 101
Minnetonka, MN 55345**

Study Session Agenda Item #5

TITLE: Policy 430: Reserve Teachers

DATE: September 15, 2022

BACKGROUND

Policy 430 provides the basis for retaining teachers in a substitute capacity, typically on an on-call, daily basis.

There are two primary changes proposed to the current policy: an increase in the daily wage the District offers and to establish a fourth tier of earnings for reserve teachers. There are typographical errors in the legacy policy with regard to days of eligibility that are being proposed for correction; this will bring policy into line with actual practice in the District.

We are attaching the remuneration schedule for reserve teachers. Given the difficulty districts have in finding reserve teachers, Minnetonka included, the Administration wishes to increase the compensation level for these casual employees. We propose a raise across our traditional three tiers of reserve pay that averages 5.1% for the current school year. In addition, we are proposing a fourth tier of earnings for reserve teachers who have already been placed at and worked at the formerly highest tier, which we now call Tier C. The daily rate for Tier D is 2.5% higher than Tier C. The cost to the District for raising daily wages about 5% is estimated to be \$93,000. Adding an additional tier of compensation should increase our overall reserve cost by \$1,000.

It should be noted that Tiers A-C are based on a lifetime of days worked as a reserve teacher. Tier D will only be available for a given school year; after completing a year at Tier D, the reserve's wages will be dialed back to the Tier C level until the specified threshold is met for that year. Having this fourth tier is a way for us to reward our most loyal on-call employees each year.

In refining this recommendation for increases, we looked closely at pay data from neighboring districts. In terms of the entry rate for bringing a new teacher reserve on board, the new rate will place us about 6% below the mean among a wide swath of suburban school districts. Among our five-district comparison group, we will be about 5% below the mean at the entry level, but almost equal in the next tier and slightly above in the next two. We believe that the proposed wage increase and additional compensation level will make us more competitive with our nearest comparison districts.

Finally, we know that the cost of labor is increasing even within our district. To date, we have settled five labor contracts and the average wage increase, under the Board's parameters has been about 5%. The increase that is proposed here is approximately equal, though rounded to keep dollar amounts even.

RECOMMENDATION/FUTURE ACTION:

That the School Board approve the changes noted under Policy 430 and adopt the proposed wage structure for the remainder of the school year and next year.

Submitted by:



Michael Cyrus, Executive Director of Human Resources

Concurrence:



David Law, Superintendent of Schools

MINNETONKA PUBLIC SCHOOLS

POLICY #430: RESERVE TEACHERS

I. POLICY STATEMENT

Selection and placement of competent reserve teachers in the Minnetonka School District is essential to ensuring coverage of classrooms in the absence of regular teachers. The continuity of programs and curriculum implementation is also affected by the quality of the reserve teachers available for teaching assignments. The District Human Resources office will develop a system to provide for reserve teachers and will work together with building administrators to assure an effective deployment of reserve teachers.

II. DEFINITIONS

Reserve teacher – a licensed teacher who meets the qualifications as defined by the State Board of Teaching, the Minnesota Department of Education, and who has been approved by the Minnetonka School District Human Resources Department for assignments in the district.

III. REGULATIONS

- A. The recruitment, selection and general supervision of reserve teachers and the administration of the reserve teacher policy shall be the responsibility of the Executive Director of Human Resources.
 - 1. The building principals shall determine if a reserve teacher is necessary when a teacher is absent and shall be responsible for the daily supervision of reserve teachers within the building.
- B. The reserve teacher shall hold a valid Minnesota teacher license.
 - 1. It is the policy of the District that, whenever possible, the reserve teacher shall be assigned to teach in the licensed major or minor area.
 - 2. Consistent with Minnesota licensing requirements, the reserve teacher must teach only in the licensed major or minor area for assignments longer than 15 days.
- C. Orientation.
 - 1. The District shall conduct a general orientation for those reserve teachers who desire it prior to the start of the school year. The District shall also provide a Reserve Teacher Handbook for each reserve teacher placed on the district roster.

2. Building principals shall be responsible for the orientation of reserve teachers within the building.
- D. The working day for a reserve teacher shall normally be the same as the working day for the regular teacher whom they replace.
- E. Remuneration.
1. The Board shall periodically review the respective pay rates and adjust as they shall determine.
 - a. Except as indicated in E 1.2 below, the daily salary received shall be computed as a proportion of the basic daily casual rate in accordance with the number of hours worked.
 - b. When reserve teaching services are provided by an individual who is otherwise regularly employed in the District in another capacity, payment for reserve teaching services which occur outside the individual's regular employment shall be compensated at the designated rate for such service.
 2. After reserve teaching five (5) days at the same assignment, the reserve teacher shall be paid on a long-term basis, which shall be the first step of the salary schedule (BA Lane 1, Step 1), beginning on the sixth day in the assignment.
 - a. When it is known in advance by the employer that the teaching assignment will extend beyond five days, the reserve teacher may be paid on the long-term basis beginning on the first day of the assignment, at the discretion of the Superintendent or designee.
 3. Long-Term Substitute Contract
 - a. Long-term substitute teacher contract shall be issued under the following circumstances:
 - i. When it is known in advance by the employer that the teacher's absence will exceed thirty (30) working days; or
 - ii. When a long-term assignment extends past thirty (30) working days and the return of the classroom teacher is not imminent. In this event, the long-term substitute teacher contract shall be effective as of the thirty-first (31st) consecutive day of the assignment.
 - b. Payment under a long-term substitute contract shall be at the lane and step agreed to by the District and the teacher, taking into consideration relevant education and teaching experience. The final decision on placement shall be made by the District.

IV. REFERENCE TO CURRENT RATES

- A. All days worked on a daily casual or long-term, non-contract basis, or on a contract basis, shall be counted in determining the number of days worked as a reserve teacher during the school year.
- B. Tenured Minnetonka teachers who have retired from or otherwise left the employment of the District in good standing shall receive a differential rate established by the Board.
- C. For teachers who work at least thirty-five (35) days but less than sixty-one (61), the rate of pay shall be at a differential established by the Board. For teachers who work at least ~~sixty (60)~~ sixty-one (61) days, the rate of pay shall be at a differential established by the Board.
- D. For teachers who work at least thirty-five (35) days in a given school year, but have already earned the sixty-one (61) day rate by the conclusion of the previous school year, the rate of pay shall be a differential established by the Board.
- D. E. A Reserve teacher assigned a greater than normal class load shall receive additional compensation at a rate set by the Board.

V. FRINGE BENEFITS

With the exception of teachers employed under the conditions of Section 3 above, reserve teachers are not eligible for fringe benefit programs. Those teachers receiving long-term substitute contracts under Section 3 would qualify for benefits only if the thresholds in the regular teacher bargaining agreement are met.

VI. SCHOOL CANCELLATIONS

When school is cancelled due to weather or other factors, communication with staff and with the public shall be in accord with District policy. A school cancellation automatically discontinues the need for services for the reserve teacher. No compensation will be provided to the reserve teacher in these circumstances.

Approved: August 18, 2005

Reviewed: October 28, 2021

Approved: November 4, 2021

Reviewed: September 15, 2022

Daily Casual Rates Under Policy #430. Reserve Teacher Rates
School Year 2021-22

1. Beginning November 8, 2021, rates of pay for reserve teachers shall be as follows:

A. From the first day of reserve teaching through thirty four (34) days, \$137 per diem.

B. From thirty-five (35) days through sixty (60) days, \$142 per diem.

C. From sixty-one (61) days and up during the same school year, \$153 per diem.

Days	Full Day: More Than 4 Hours	Half Day: 4 Hours or Less (70% of daily rate)
0-35	\$137	\$96
36-60	\$142	\$99
61-over	\$153	\$107

2. Tenured Minnetonka teachers who have retired or otherwise left the employment of the District in good standing shall be paid at the rate indicated for 61 days or over.

3. A reserve teacher assigned a greater than normal class load shall receive additional compensation at the rate of \$25.00 per hour.

Approved by School Board Action: August 3, 2006

Reviewed: October 28, 2021

Daily Casual Rates Under Policy #430. Reserve Teacher Rates

School Year 2022-23

1. Beginning September 7, 2022, October 10, 2022 rates of pay for reserve teachers shall be as follows:
 - A. From the first day of reserve teaching through thirty-four (34) days, \$140 \$144 per diem.
 - B. From thirty-five (35) days through sixty (60) days, \$146 \$149 per diem.
 - C. From sixty-one (61) days and up during the same school year, \$157 \$161 per diem.
 - D. After ending the previous school year at the Tier C wage and after 35 days into the current school year, \$165 per diem through the end of the current school year.

<u>Tier</u>	Days	Full Day: More Than 4 Hours	Half Day: 4 Hours or Less (70% of daily rate)
<u>A</u>	0- <u>35-34</u>	<u>\$140 \$144.00</u>	<u>\$98 \$100.80</u>
<u>B</u>	<u>35-36-60</u>	<u>\$146 \$149.00</u>	<u>\$102 \$104.30</u>
<u>C</u>	61-over	<u>\$157 \$161.00</u>	<u>\$110 \$113.70</u>
<u>D</u>	<u>35 beyond Tier C (annually)</u>	<u>\$165.00</u>	<u>\$115.50</u>

2. Tenured Minnetonka teachers who have retired or otherwise left the employment of the District in good standing shall be paid at the rate indicated for 61 days or over (Tier C).
3. A reserve teacher assigned a greater than normal class load shall receive additional compensation at the rate of \$25.00 per hour.

Approved by School Board Action: August 3, 2006

Reviewed: October 28, 2021

Reviewed: September 15, 2022

School Board
Minnetonka I.S.D. #276
5621 County Road 101
Minnetonka, MN 55345

Study Session Agenda Item #6

TITLE: Policy 431: Wage Rates for
Part Time or Substitutes

DATE: September 15, 2022

BACKGROUND

We continue to refine the plan for substitute paraprofessional compensation. Full details are expected to be ready in time to carry in a proposal at the Board's September Study Session.

RECOMMENDATION/FUTURE ACTION:

That the School Board approve the changes in the part-time and substitute rates under Policy 431, with the changes in rates being effective October 10, 2022.

Submitted by:



Michael Cyrus, Executive Director of Human Resources

Concurrence:



David Law, Superintendent