

MINNETONKA SCHOOL BOARD STUDY SESSION
District Service Center

April 19, 2021
6:00 p.m.

AGENDA

- | | | |
|-------|----|---|
| 6:00 | 1. | Discussion on Goal 3 |
| 7:00 | 2. | Review of Secondary STAMP Data |
| 7:40 | 3. | Discussion on Proposed Full-Funding Resolution |
| 8:00 | 4. | Review of Ten Year Long Term Facilities Maintenance Plan |
| 8:30 | 5. | First Reading of Policy #103: Complaints |
| 9:00 | 6. | First Reading of Policy #426: Shared Positions Authorization and Conditions |
| 9:10 | 7. | Review of Goal 4 |
| 9:40 | 8. | Update on MTSS Evaluation |
| 10:10 | 9. | Review of Progress on 2020-21 Goals |

CITIZEN INPUT

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

Study Session Agenda Item #1

Title: Discussion on Goal 3

Date: April 19, 2021

EXECUTIVE SUMMARY:

The Superintendent and Executive Director of Finance and Operations will review aspects of Goal Three with the Board in an effort to complete the expected Strategic Plan.

Submitted by:



**Dennis L. Peterson
Superintendent of Schools**



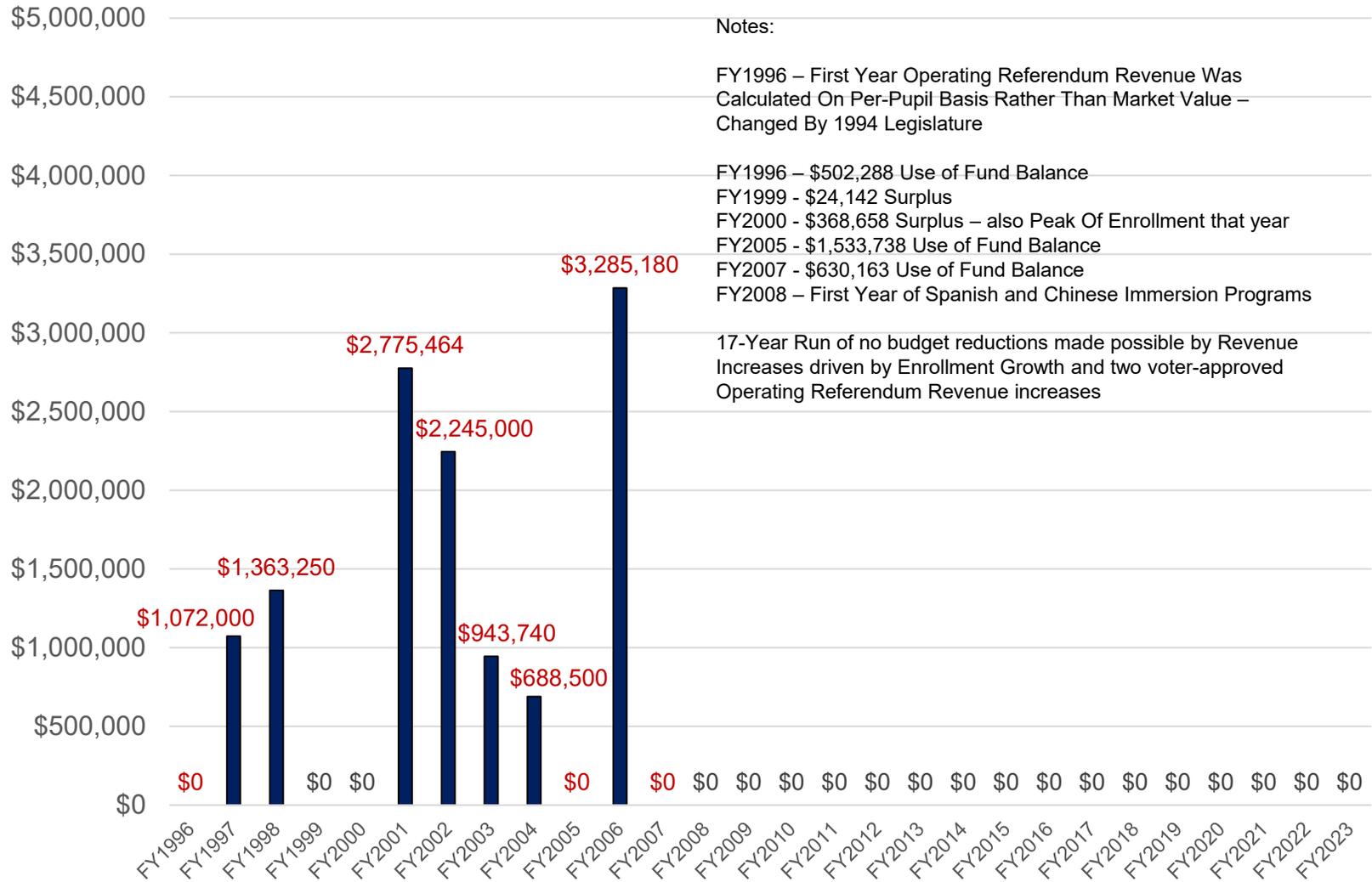
MINNETONKA
PUBLIC SCHOOLS

Goal 3 Facilities Component

April 19, 2021

Minnetonka Independent School District 276

Budget Reduction (Cost Containment History) Since FY1996

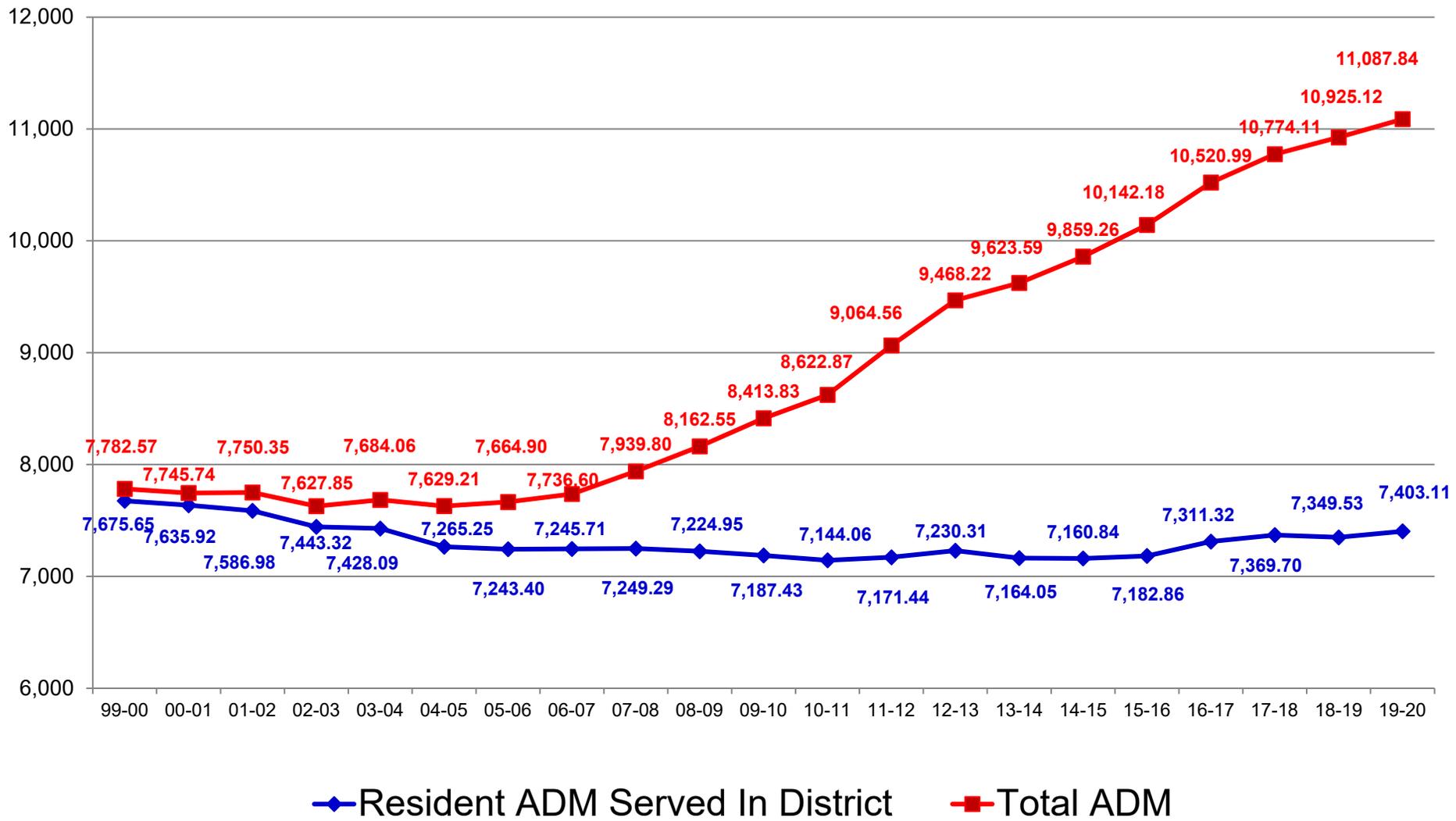


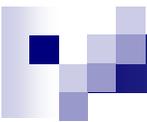


“Virtuous Cycle” Benefiting All Students

- High Quality Educational Programs drove Enrollment Growth
 - Immersion at all elementary schools, IP/AB, Vantage, Minnetonka Research, etc.
- Enrollment Growth brought incremental revenue to use for all students
 - Basic functions and costs of operating the District are covered by funding formula revenue from Resident Students – all costs that would be there without Open Enrollment
 - Revenue from Open Enrollment covers incremental costs of Open Enrollment but remainder of revenue is available to use for more educational offerings for more students

Resident ADM Served In District to Total ADM History – Pre-K HDCP To Grade 12 As Of June 30, 2020





“Virtuous Cycle” Benefiting All Students

- Enrollment Growth brought incremental revenue to use for all students
 - Basic functions and costs of operating the District are covered by revenue from various per-pupil funding formulas generated by Resident Students
 - All costs that would be there without Open Enrollment
 - Revenue from the same per-pupil funding formulas generated by Open Enrollment Students covers all incremental costs of Open Enrollment Students but there is a “remainder” since revenue from Resident Students covers the costs of operating the District
 - That “remainder” of revenue is available to use for more educational offerings for all students, allowing for program that would not be possible to offer with just the revenue from Resident students



“Virtuous Cycle” Benefiting All Students

- Revenue from Open Enrollment would not be possible without facility capacity to house them
- Without additional facility capacity, revenue from Open Enrollment would likely have topped out FY2009 or FY2010 as total enrollment would have topped out as the District grew to existing capacity at that time of about 8,200-8,300 +/- total K-12 students



Funding Mechanisms For Facilities

- Last District Building Bond Referendum was run and passed in 1996 – 25 years ago
 - Additions to the high school and four elementary school gymnasiums
 - Built to house the former projected peak of enrollment in FY2000 of approximately 7,800 K-12 students
 - Bonds will be completely paid off on February 1, 2026



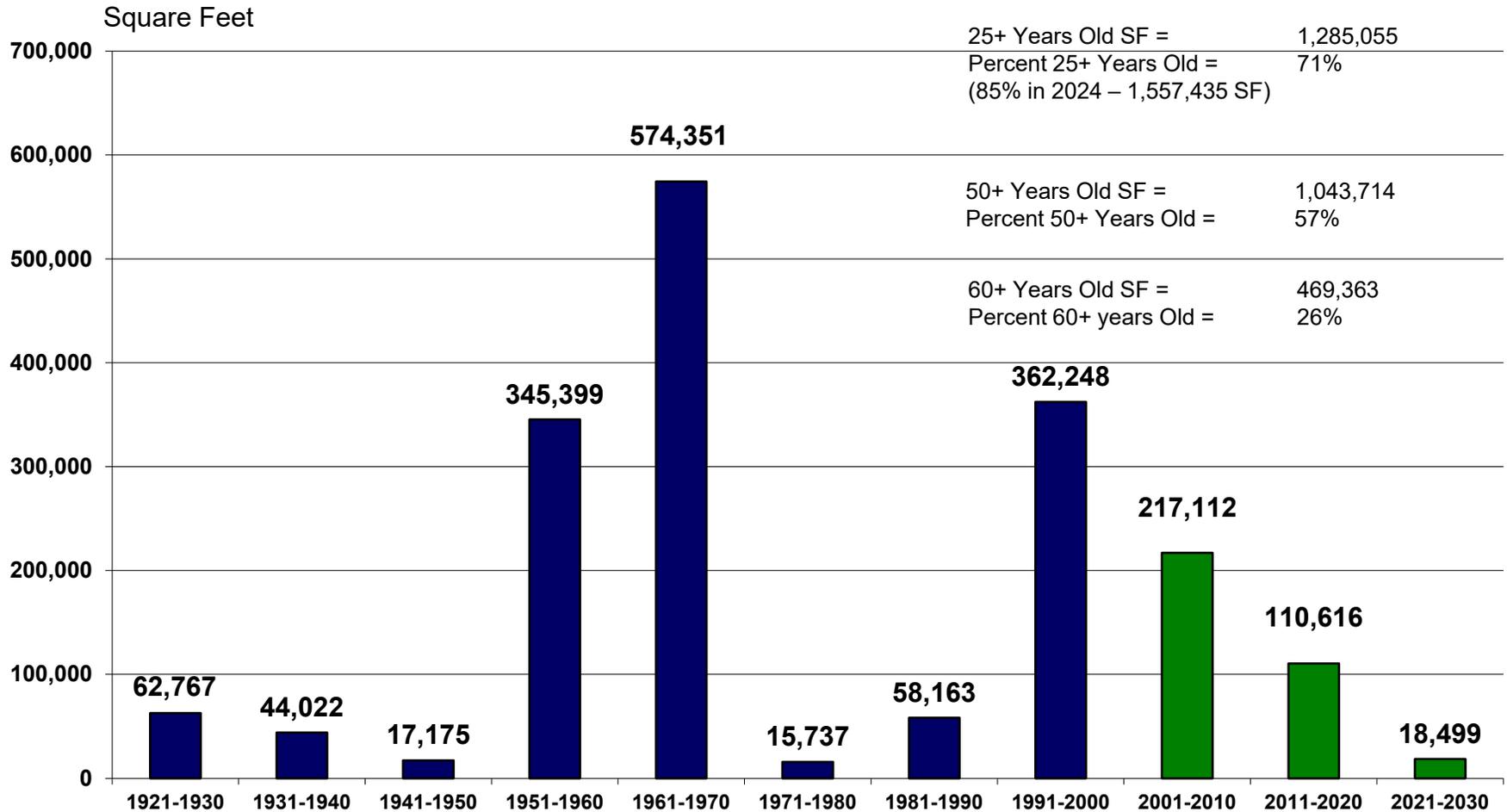
Funding Mechanisms For Facilities

- The District has used existing revenue streams to fund a total of \$78,590,000 in facility improvements from FY2008 to FY2022 to meet programmatic needs and enrollment needs
- 346,227 square feet of facilities constructed or purchased
 - Includes MCEC addition, Shorewood Building purchase and MOMENTUM addition

Minnetonka Independent School District 276

Facilities Construction And Acquisition By Decade

As Of June 30, 2021



Total SF = 1,822,978

25+ Years Old SF = 1,285,055

Percent 25+ Years Old = 71%
(85% in 2024 – 1,557,435 SF)

50+ Years Old SF = 1,043,714

Percent 50+ Years Old = 57%

60+ Years Old SF = 469,363

Percent 60+ years Old = 26%

Note: 2001-2010 increase occurred from 2008 through 2010



Funding Mechanisms For Facilities

- Operating Capital Revenue – \$229.05 per Adjusted Pupil Unit in FY2022
 - Approximately \$1,500,000 annually is dedicated to payments on bonds for various facilities improvements
 - Total Operating Capital Revenue is approximately \$2.8 million annually
- Lease Levy Revenue - \$212 per Adjusted Pupil Unit in FY2022
 - Approximately \$2,567,735 annual cap at 11,100 K-12 students
 - Bond payments must fit within the annual cap



Funding Mechanisms For Facilities

- Over the years the District has refunded and restructured bonds to lower payments on existing facility payments, through lower interest rates or smaller payments or both
- That creates “payment capacity” in both Operating Capital and Lease Levy Revenue
- That is how it is possible to have \$78,590,000 in facility improvements supported on total payment capacity of approximately \$4,067,000 annually.



Near-Term Facilities Needs

■ Vantage

- Larger and improved space for Health Sciences strand – growing - up to 80 enrolled for FY2022
- Occupying about 1,500 square feet at Highway 7 Education Center (TSP)
- Permanent space to replace the 8,900 square feet of leased space at 4350 Baker Road
 - Annual lease costs of approximately \$320,000
 - Funds could be put towards bond payments - \$320,000 would support payments on about \$4.3 million in construction bonds for a permanent 100-year facility
- Capacity for additional strands

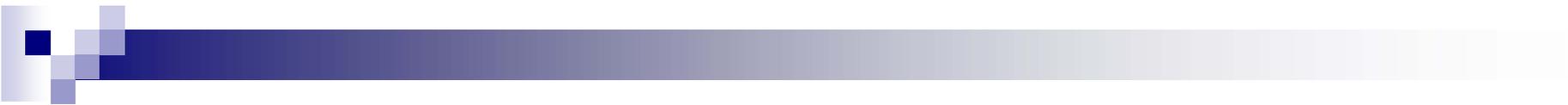
■ MOMENTUM

- Capacity for additional strands



Funding Resources for Vantage/MOMENTUM Facility at 5735 County Road 101

- Multi-tiered funding strategy – must be funded from Operating Capital revenues
- Lease Levy can only be used for additions of instructional space up to 20% of the existing building square footage – not for completely new buildings
- Lease Levy annual capacity of approximately \$2,567,000 is fully committed with MOMENTUM addition through FY2024
 - In FY2024 – summer 2023 - approximately \$1.5-\$2.0 million in capacity will be available after bond refunding and restructuring of 2016H and 2016O bonds
 - Any potential new bonds could be issued in summer 2023 with first payment in summer 2024 in FY2025



Funding Resources for Vantage/MOMENTUM Facility at 5735 County Road 101

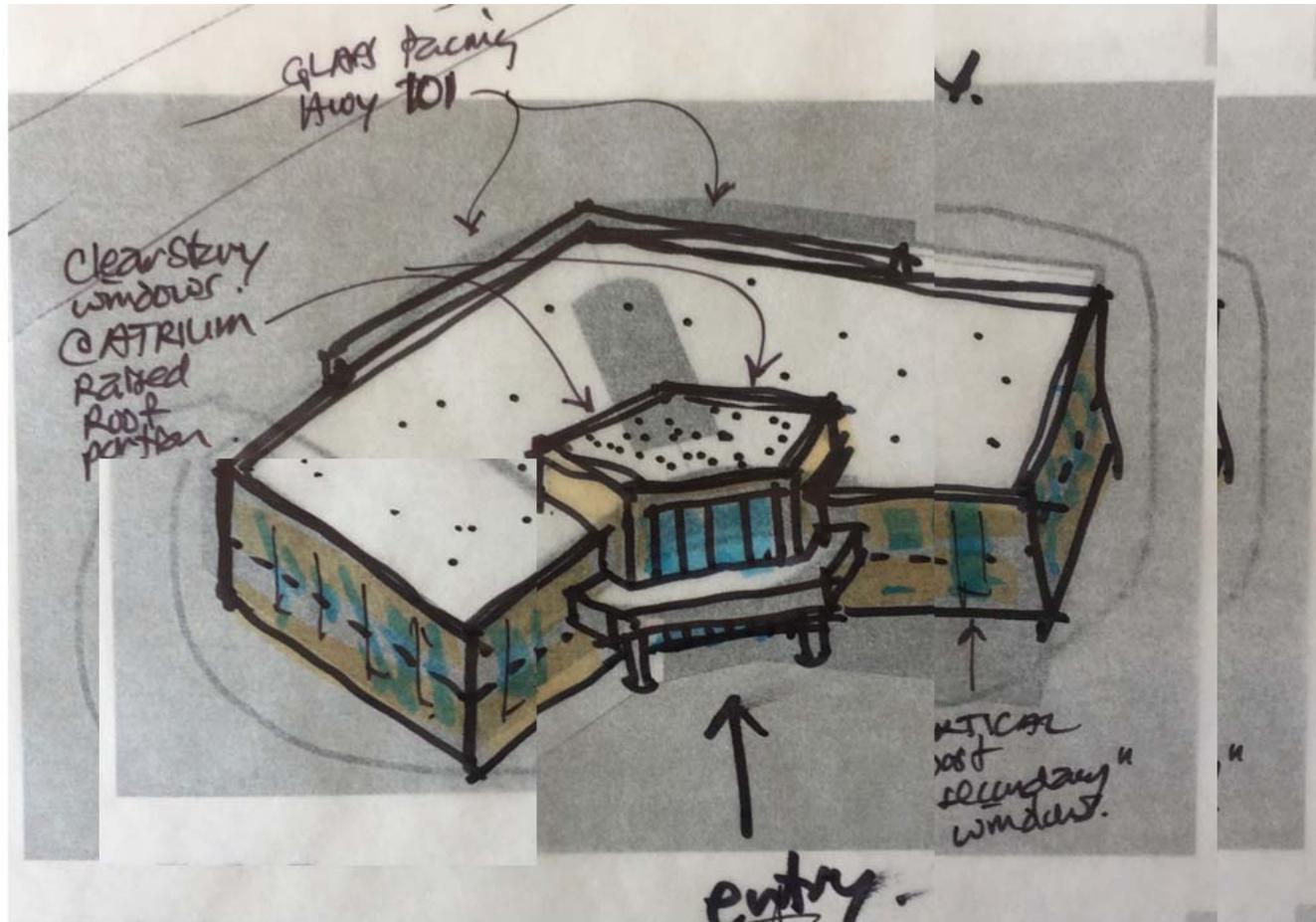
- Multi-tiered funding strategy – funded from Operating Capital
- \$250,000 remaining from 2020D land purchase and building demolition bonds
- \$2,650,000 from new July 2021 or later bond issue to fund design and initial phases of construction
 - Possible from refunding and restructuring 2016F and 2016G bonds with 2021K and 2021L bonds
- \$6.1 million from new May 2023 bond issue
 - Close in June 2023 with first payment in July 2024 after 4350 Baker Road Lease is ended – lease payments can shift to bond payments at that time
- Total \$9.0 million in bond proceeds available over two years



\$8.0 Million Option

- 18,000 square feet
- Core infrastructure for future additions
 - HVAC systems
 - Elevator
 - Restrooms
- Site work sized for future additions
 - Logical to do all site work at one time – least cost over time
- Fits within available \$9.0 million available bond proceeds

\$10.6 Million Option Concept – View Looking Northwest



A T S R

© Copyright 2020 Armstrong Torseth Skold & Rydeen, Inc.

CONCEPT MASSING – BASE 2 ST

\$8.0 Million Option Concept – View Looking South From 101

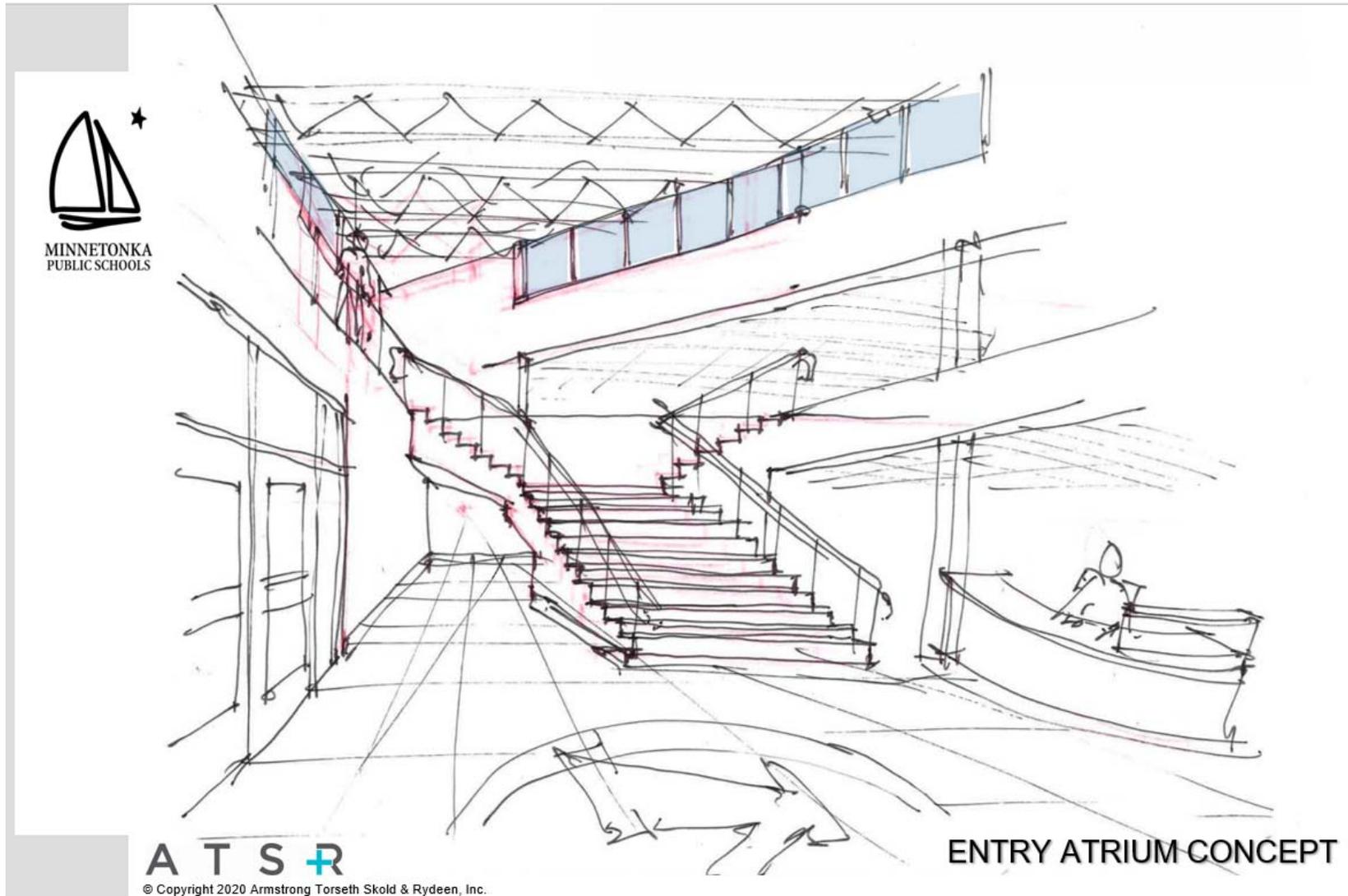


Vantage Building Design
Option - 1

View from highway 101



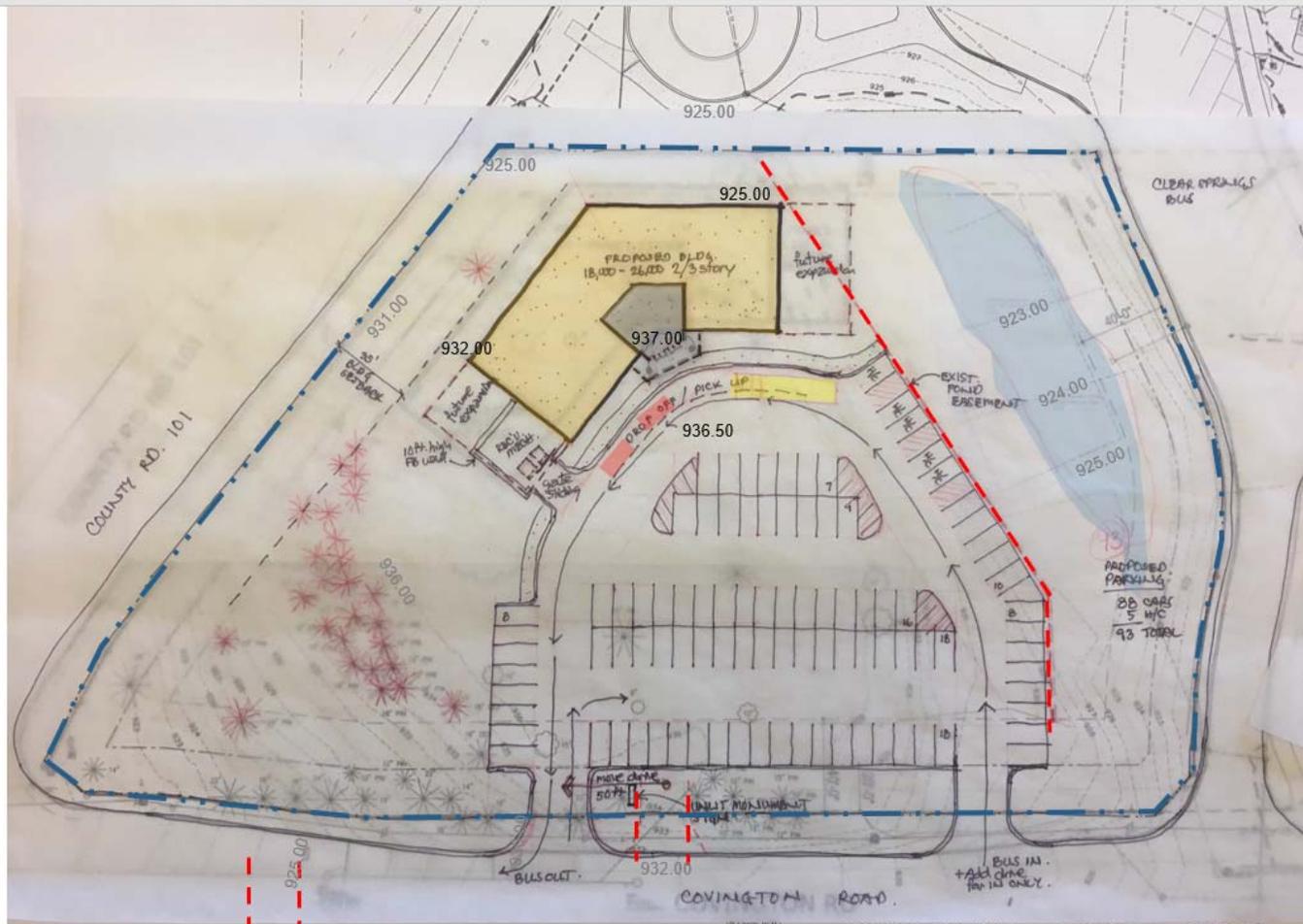
Entry Atrium Concept For All Options



Site Plan Concept For All Options



MINNETONKA
PUBLIC SCHOOLS



A T S + R

© Copyright 2020 Armstrong Torseth Skold & Rydeen, Inc.

SITE PLAN - BASE + OPT

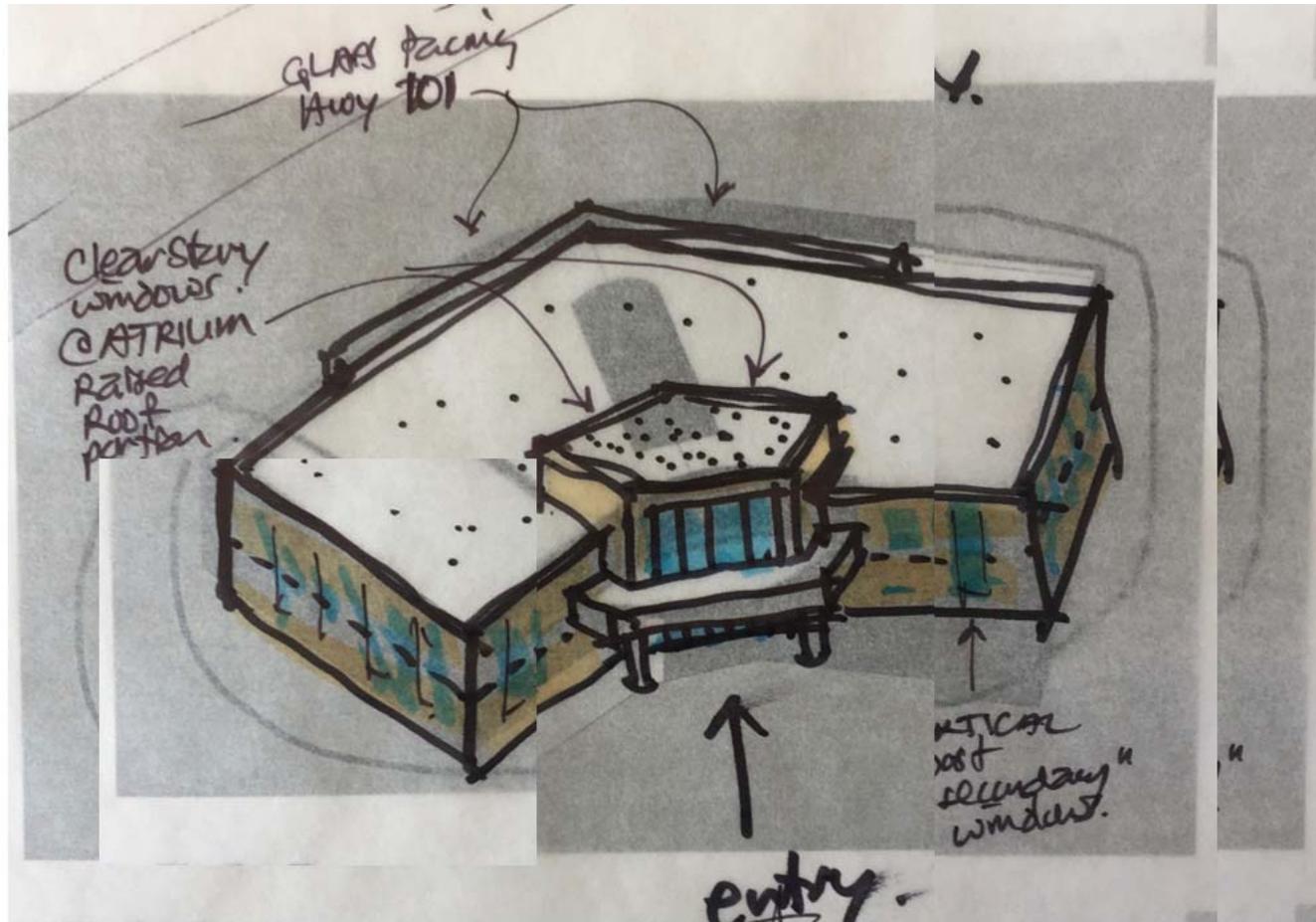


\$10.6 Million Option

- 27,000 square feet
- \$9.0 million available bond proceeds plus \$1.6 million from other District sources

- Advantage – allows for 10,000 sf expansion with two 5,000 sf “wingtips” on each side

\$10.6 Million Option Concept – View Looking Northwest



A T S R

© Copyright 2020 Armstrong Torseth Skold & Rydeen, Inc.

CONCEPT MASSING – BASE 2 ST

\$10.6 Million Option Concept – View Looking South From 101



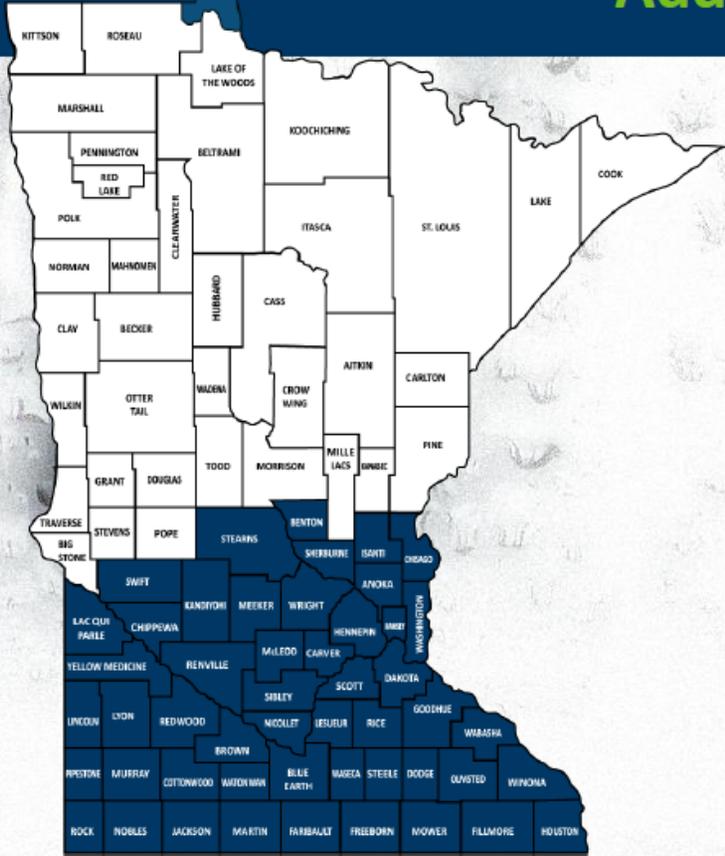
MINNETONKA
PUBLIC SCHOOLS



\$10.6 Million Option - Internal Layout Concept

423

Additions: Required Storm Shelters



- Where tornado wind speeds > 250 mph
- K-12 Schools (50 or more)
- Accommodate the SITE occupant load.
 - But the addition does not need to be made LARGER only to provide storm shelter space.
 - Can offset with other qualifying shelter space.

24

\$10.6 Million Option - Internal Layout Concept

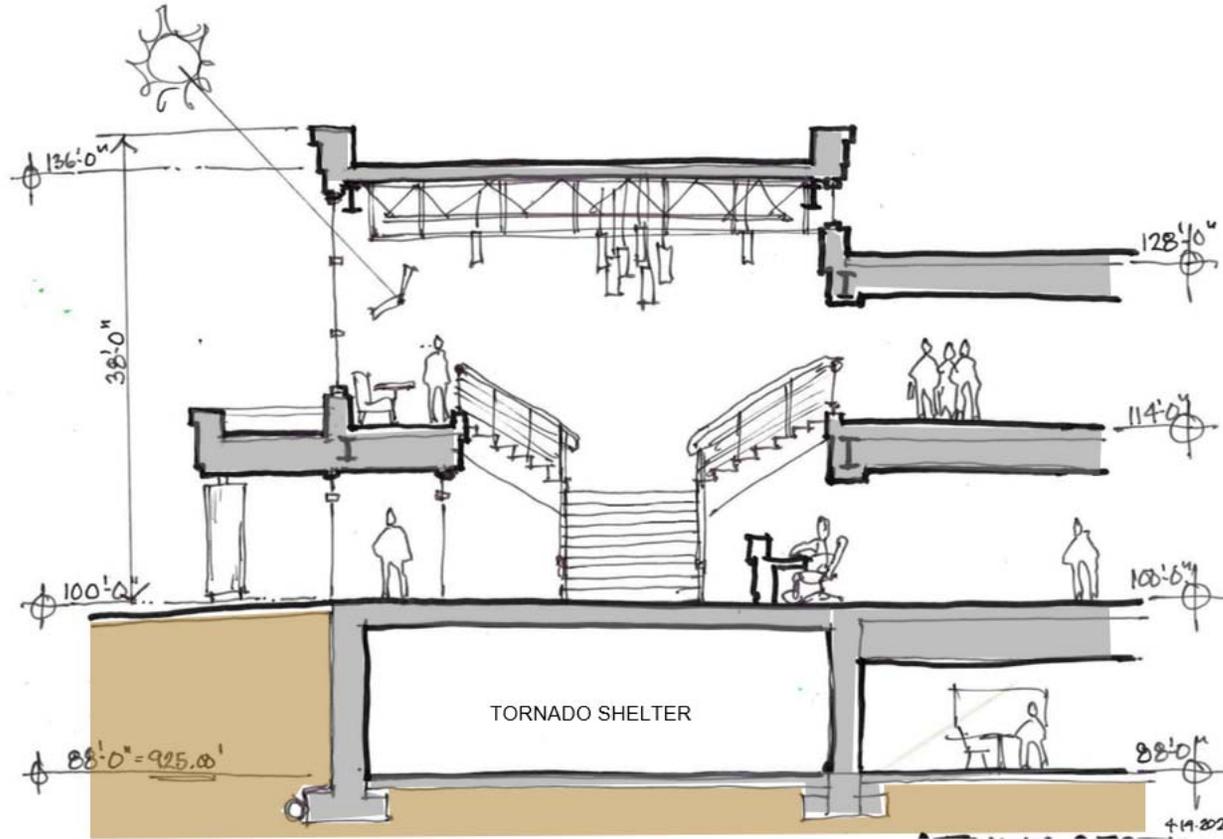


FLOOR PLANS – BASE 3 ST

A T S R

© Copyright 2020 Armstrong Torseth Skold & Rydeen, Inc.

\$10.6 Million Option - Internal Layout Concept Side View



A T S R

© Copyright 2020 Armstrong Torseth Skold & Rydeen, Inc.

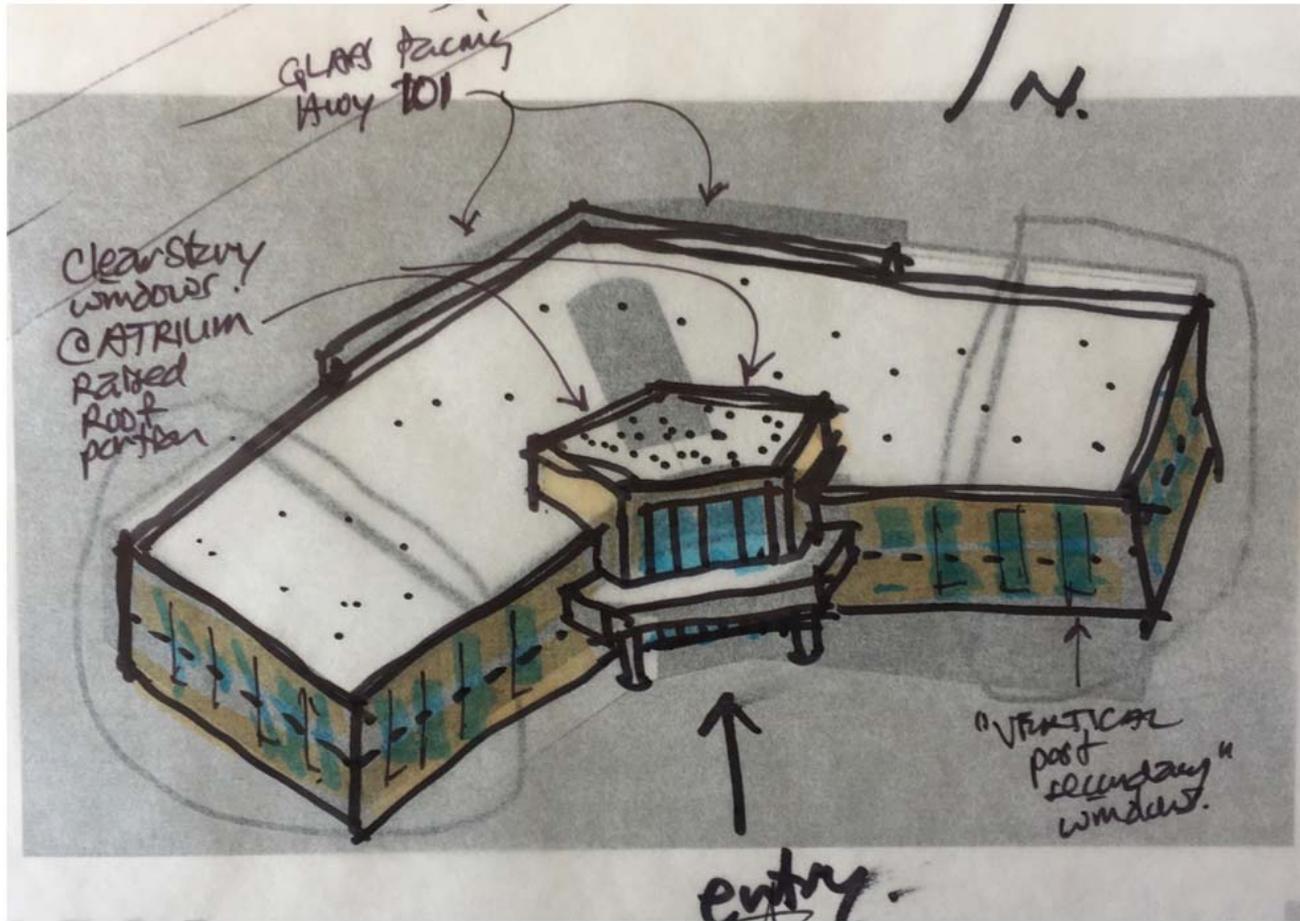
ENTRY ATRIUM BUILDING SECTION



\$14.0 Million Option

- 37,800 square feet
- \$9.0 million available bond proceeds plus \$5.0 million from other District sources

\$14.0 Million Option Concept – View Looking Northwest

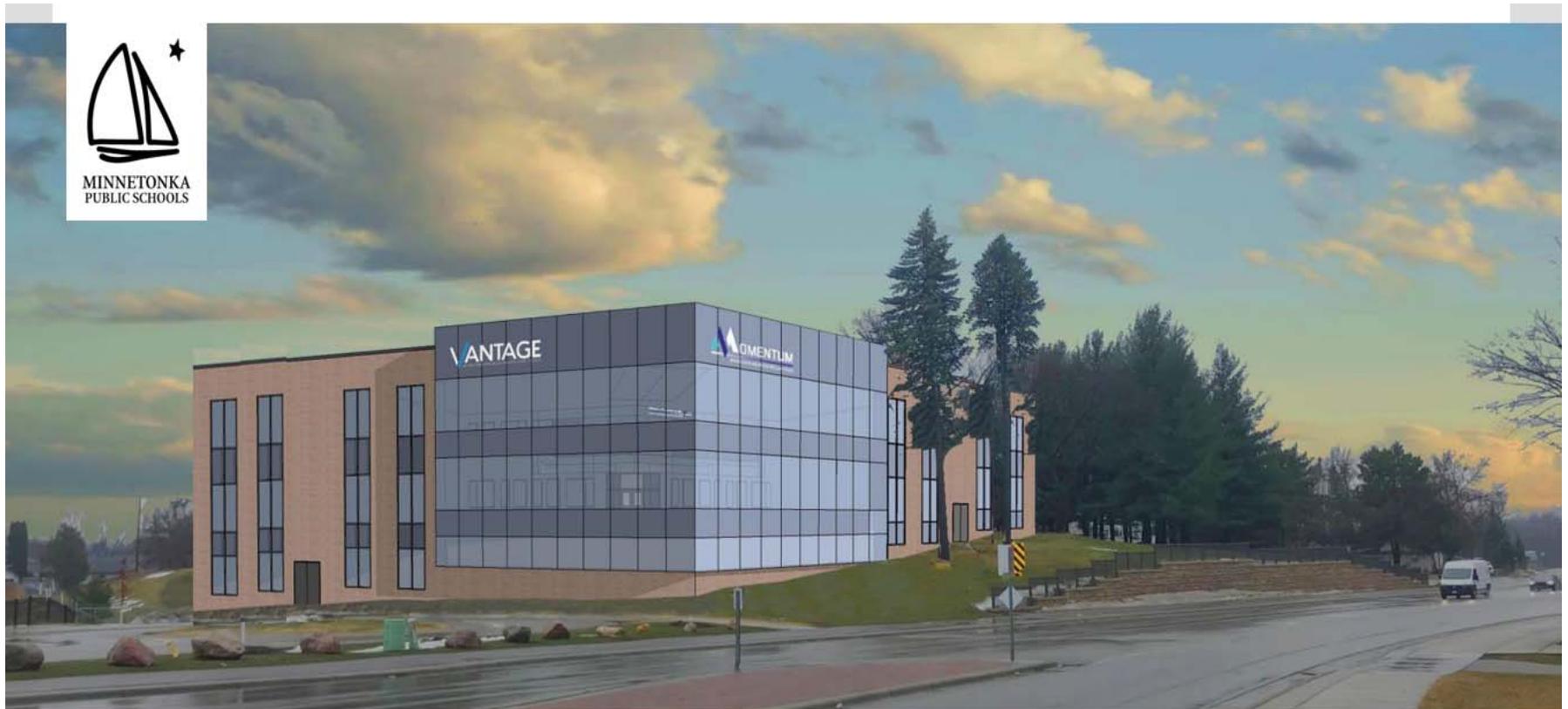


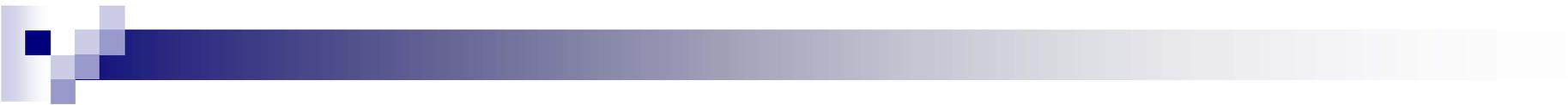
A T S R

© Copyright 2020 Armstrong Teasdale Skold & Budenz, Inc.

CONCEPT MASSING – OPT 2 ST

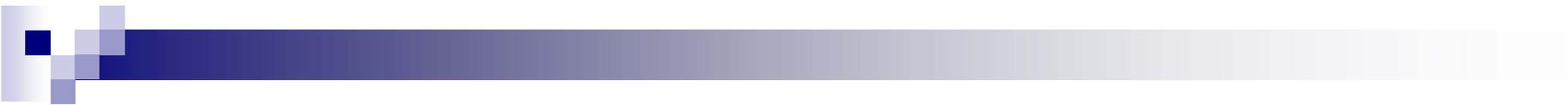
\$14.0 Million Option Concept – View Looking South From 101





Potential Additional Opportunity

- Replace “temporary” classrooms constructed in 1995 at Clear Springs with a permanent building
- Possible because of timing of 4350 Baker Road Lease ending at the end of FY24
- Vantage classes at 4350 Baker Road can continue to be held there through FY2024 and start at a new Vantage/MOMENTUM building in fall 2024 in FY2025
- Space would be available in the Vantage/MOMENTUM building for one year
- Temporarily house the four classrooms from Clear Springs while a permanent structure is built



Timing Assumptions

- Vantage/MOMENTUM structure is approved by School Board in late spring 2021
- Design, bidding and permitting of Vantage/MOMENTUM structure takes place July 2021 through February 2022
- Vantage/MOMENTUM building is constructed from April 2022 through June 2023
- Simultaneously Clear Springs permanent classrooms are designed and permitted from September 2022 through February 2023
- Clear Springs students occupy part of Vantage/MOMENTUM building from September 2023 through June 2024
- Clear Springs permanent structure is constructed from June 2023 after school is out through July 2024
- Clear Springs students move to permanent structure for September 2024
- Vantage students from 4350 Baker Road move to Vantage/MOMENTUM Building for September 2024



Funding Resources for Clear Springs Permanent Classrooms

- Multi-tiered funding strategy
- Lease Levy bonds of between \$1.5 and \$2.0 million issued in summer 2023 with first payment in summer 2024 in FY2025
 - In FY2024 – summer 2023 - approximately \$1.5-\$2.0 million in capacity will be available after bond refunding and restructuring of 2016H and 2016O bonds
- Remaining funds from other District sources



\$3.0 Million Option

- Four classrooms
- Single story
- Complies with new Tornado Shelter building code requirements for all new buildings or additions housing 50 or more occupants at one time
- Constructed in a manner that a second story could be constructed on top at a future date
 - Minnetonka High School – 1300s classroom section constructed in 1986 and 2300s classroom section constructed on top in 1997
- Fits right on top of current temporary rooms footprint – actually a slightly smaller footprint

Clear Springs Elem (K-5) – Classroom Add. (4)



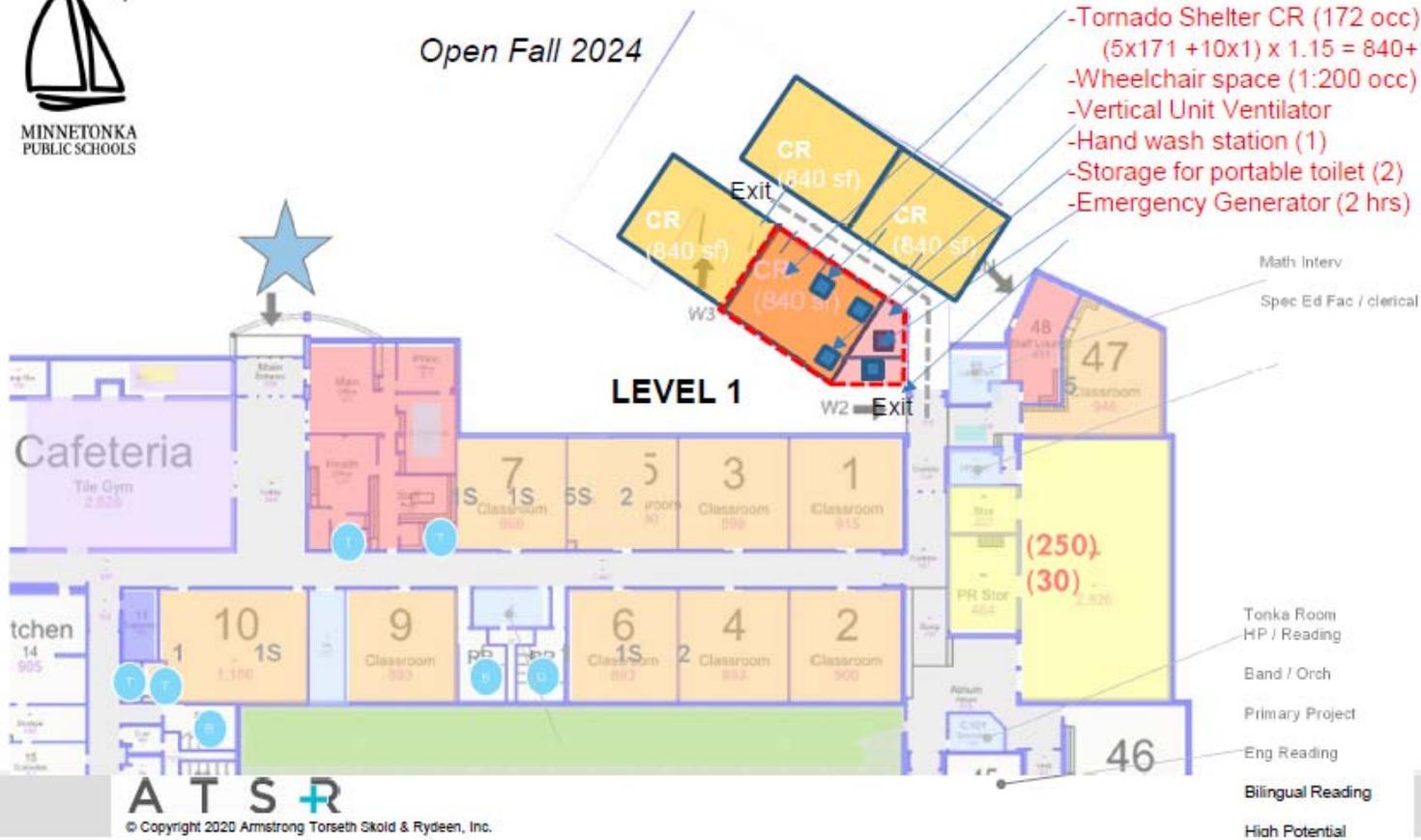
Clear Springs Elem (K-5) – Classroom Add. (4) 1 story



Open Fall 2024

IF: $840/20 = 42$ per CR.

- Tornado Shelter CR (172 occ)
 $(5 \times 171 + 10 \times 1) \times 1.15 = 840 + 155$ stor gsf)
- Wheelchair space (1:200 occ)
- Vertical Unit Ventilator
- Hand wash station (1)
- Storage for portable toilet (2)
- Emergency Generator (2 hrs)



A T S R

© Copyright 2020 Armstrong Torseth Skold & Rydeen, Inc.

Current Util. – Clear Springs Elem (K-5)

Clear Springs K-5

92,726 SF (105 sf / student)

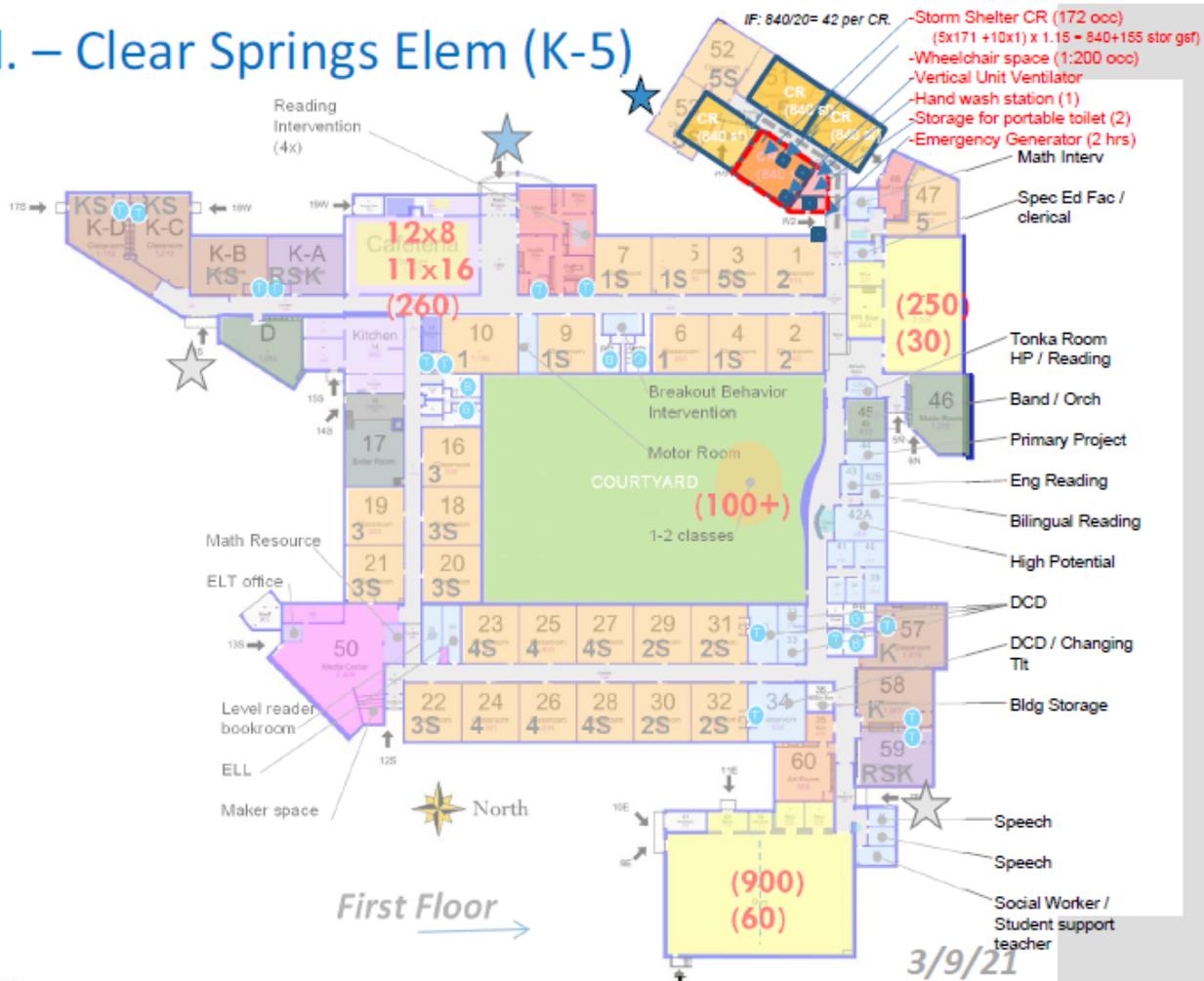
K(7) / G1(6)-2(6)-3(6)-4(6)-5(6)

916 T.cap / 881 current

165 (K) 23.6 / 716(1-5) 23.9 student:

Note:

- EXPLORERS
- KINDERGARTEN
- CLASSROOM
- SPECIAL SERVICES
- SCIENCE
- ART
- MUSIC
- AUDITORIUM / STAGE
- P.E. / HEALTH
- LRC / COMP LAB
- ADMIN / GUID / NURSE
- FOOD SERVICE
- MECH / ELEC
- DISTRICT
- LARGE / SMALL GROUP



\$3.0 Million Option From Parent Drop-off/Pick-Up



\$3.0 Million Option From Intersection





\$5.8 Million Option

- Eight classrooms
- Two story
- Complies with new Tornado Shelter building code requirements for all new buildings or additions housing 50 or more occupants at one time
- Fits right on top of current temporary rooms footprint – actually a slightly smaller footprint

\$5.8 Million Option From Parent Drop-off/Pick-Up



\$5.8 Million Option From Intersection



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

Study Session Agenda Item #2

Title: STAMP 4S 2020-21 Spring Update

Date: April 22, 2021

OVERVIEW

In February 2021, Sixth, Eighth, and Tenth Grade Chinese and Spanish Immersion students participated in the STAMP 4S assessment. The test is optional for high school students in Eleventh and Twelfth Grades. Seventh Graders do not take the STAMP Test anymore, because Immersion students are assessed several times throughout the year, which results in data redundancy and can lead to the feeling of testing fatigue among Immersion students. There are much data accessible to Immersion staff and the currently implemented assessment system amply allows for the effective monitoring of student progress and Language Immersion program evaluation. Students have the option to take the STAMP in Eleventh and Twelfth Grades if they choose to pursue the state Bilingual Seal. The Bilingual Seal affords students the opportunity to earn as much as four semester college credits if they choose to attend a Minnesota State University. Furthermore, students can earn the Seal by reaching specific benchmarks on the AP Chinese and Spanish Language Exams or the IB Chinese and Spanish Language Exams. The specific benchmarks for Bilingual Seal attainment are located on the Minnetonka District website and scores earned by students in Grades 10-12 allow students to be eligible for the Seal.

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

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

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

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

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

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

KEY FINDINGS

Chinese Immersion:

- The Chinese Immersion cohorts showed a strong increase in performance among students moving from Grade 8 to Grade 10 with the sharpest increases observed among Spanish and Chinese Immersion students in Reading and Listening.
- Chinese Immersion Tenth Grade student results increased significantly compared to last year which ranged from Intermediate-Mid to Advanced-Low ranges on the four subtests.
- With Intermediate-Low as the national target level for Writing among Immersion students in Grades 8 and 10, all Minnetonka Tenth Grade Chinese Immersion students met or surpassed national targets, while **96.5 percent** of Eighth Graders met or surpassed these targets.
- Listening results indicate near all-time high levels among Sixth graders and all-time high levels of performance among Eighth and Tenth Graders. With a national target of Intermediate-Mid, **97.6 percent** of Minnetonka Eighth Graders surpassed this target. All Tenth Grade Chinese Immersion students met or surpassed the national target of Intermediate-Mid.

- With a national target of Intermediate-Low for Chinese Immersion Eighth Grade Writing, both middle schools saw Eighth Graders eclipse the national expectations for Chinese Immersion Writing reaching their highest levels of performance to date.

Spanish Immersion:

- The Spanish Immersion cohort showed a strong increase in performance among students moving from Grade 8 to Grade 10 with the sharpest increases observed among Spanish and Chinese Immersion students in Reading and Listening.
- In Reading, Tenth Grade Spanish Immersion students for the first time had a majority of students perform at the Advanced-High level marking a two-year increase at this level.
- In 2021, **98 percent** of Grade 6 students met or surpassed the national target in Listening, and **92.3 percent** surpassed the national target proficiency level of Intermediate-Low.
- **90.4 percent** of Tenth Graders reached the Advanced-Mid and High ranges with an astounding **57.1 percent** performing at the Advanced-High level.
- **97.8 percent** of Tenth Graders have surpassed the national target of Intermediate-Mid for Speaking.

STAMP 4S Reading and Listening Level Key

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

STAMP 4S Writing and Speaking Level Key

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

It is important to note that Proficiency Guidelines are targets that are to be used to guide instruction. It is common for students to perform above and below the target level at any point in time. The STAMP test is a snapshot in time to help gauge student proficiency.

With the implementation of the ACTFL Proficiency Guidelines into every day instruction, teachers will be more aware of the levels in which their students are achieving.

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

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

National K-12 Language Immersion Proficiency Targets

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

Data Summary and Analysis: 2017-2021 Grades 6-10 Mean Score and Proficiency Level Sub-Test Results for Chinese and Spanish Immersion (see tables below)

In 2021, there were a total of **264** students who took the Chinese STAMP 4S assessment (up from 213) and **710** students who took the Spanish assessment (up from 574). Results indicate that Grades Six, Eighth, and Tenth Grade Spanish students mainly performed within the Intermediate-Mid to Advanced-Mid range and in many cases reached all-time high or second all-time high levels. Last year, the proficiency level range mainly reached a high level of Advanced-Low for the four skill areas. Grade 10 students reached the Advanced-Mid range for Reading and Listening with significant increases seen in all four areas compared to their same grade counterparts from a year ago. In Reading and Speaking, students who reach the Advanced proficiency levels can understand and use language for straightforward informational purposes and understand the content of most factual, non-specialized materials intended for a general audience.

The graphs below display the subtest scores for specific cohorts of students. In addition to cohort results, the national trend is displayed with a dotted line to draw comparisons between Minnetonka student performance and ACTFL's national language Immersion targets. Results from the 2021 STAMP Test indicate that Minnetonka Chinese and Spanish Immersion students are well-outpacing the national averages. Also, important to note, the Spanish and Chinese Immersion cohorts showed a strong increase in performance among students moving from Grade 8 to Grade 10 with the sharpest increases observed among Spanish and Chinese Immersion students in Reading and Listening. The Grade 8 Spanish Immersion cohort showed significant increases within these subtests as well. This is encouraging news, as both of these subtests measure a language learners' ability to comprehend information in the target language. It is also important to note that despite students learning in the target language for fewer minutes per day as they move from elementary to middle school, Minnetonka students are well out-performing national trends on all four subtests. The results show that there was much progress made during the pandemic.

Chinese Immersion Tenth Grade student results increased significantly compared to last year which ranged from Intermediate-Mid to Advanced-Low ranges on the four subtests. This year the proficiency levels on the Reading Test ranged from the Intermediate-Low to Intermediate-High ranges, which is similar compared to last year. There were decreases on all four subtests among Sixth Graders compared to their Sixth Grade counterparts from a year ago, however, Sixth Graders from 2021 out-performed Sixth Grade students from 2019 in Speaking and Listening and reached similar levels in Reading and Writing. Overall, Sixth Grade Chinese Immersion results have trended upward the past two years compared to previous years' scores. Eighth Graders saw improvement on two of four subtests and the same average score in Reading compared to a year ago, with only a slight decrease in Listening. The drop in Listening is not considered to be statistically significant. These assessments ultimately impact instruction, and as typical with language learners, performing within the Intermediate-Mid range for multiple years is not unexpected. Students performing within this range can create with the language and initiate conversations by asking and responding to simple questions. If

a language learner was proficient at the Intermediate-Mid level, he or she could work in a job such as a cashier, sales clerk, and possibly a police or fire officer.

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

Based on language acquisition research, language production is a skill that is acquired later in the language learning process, and it is not uncommon for students to perform lower in this skill area compared to the other three areas. For Chinese Immersion students, Reading is an area that needs to be targeted based on the predicted proficiency level of Intermediate-High at Sixth Grade and Advance Low and Mid for Seventh through Ninth Grades compared to their Novice-Mid and High performances.

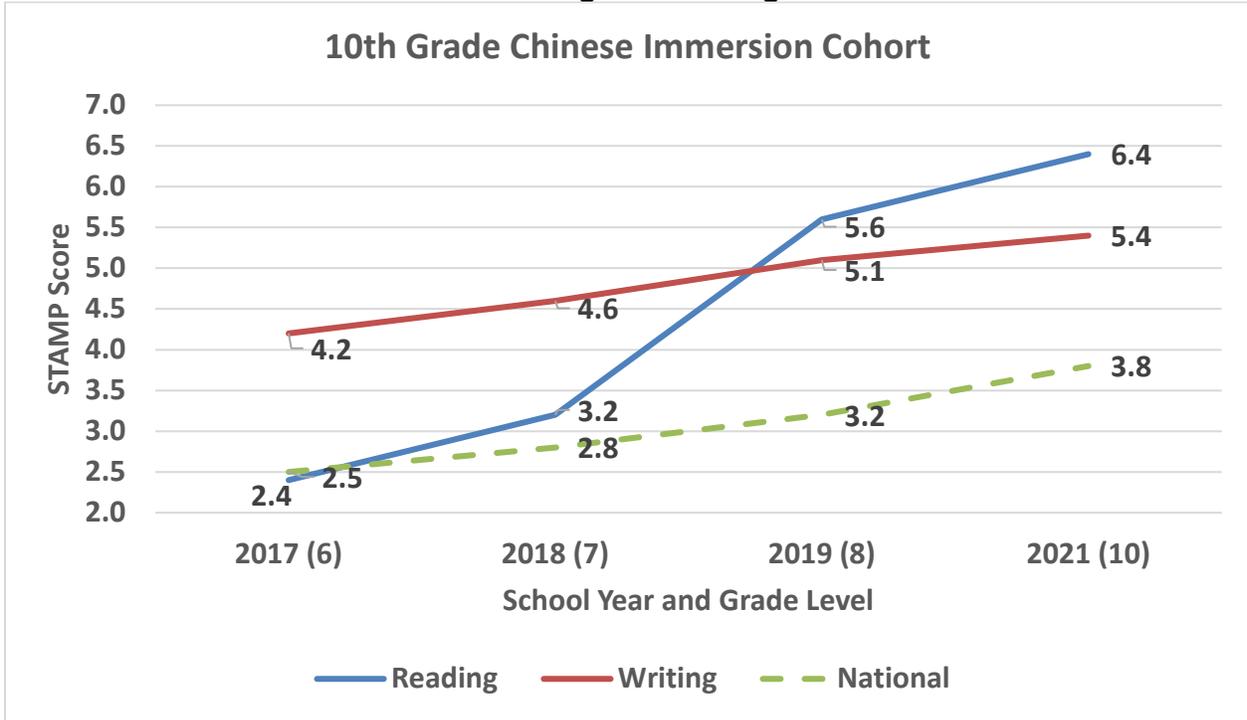
Teachers need to provide direct instruction in Reading comprehension strategies and provide multiple opportunities for students to engage with a range of informational tasks. Overall performance among Chinese and Spanish Immersion students is strong, especially during a time when one might assume *learning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

Recommendations: 2021 Grades 6-10 Mean Score and Proficiency Level Sub-Test Results for Chinese and Spanish Immersion (see tables below)

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

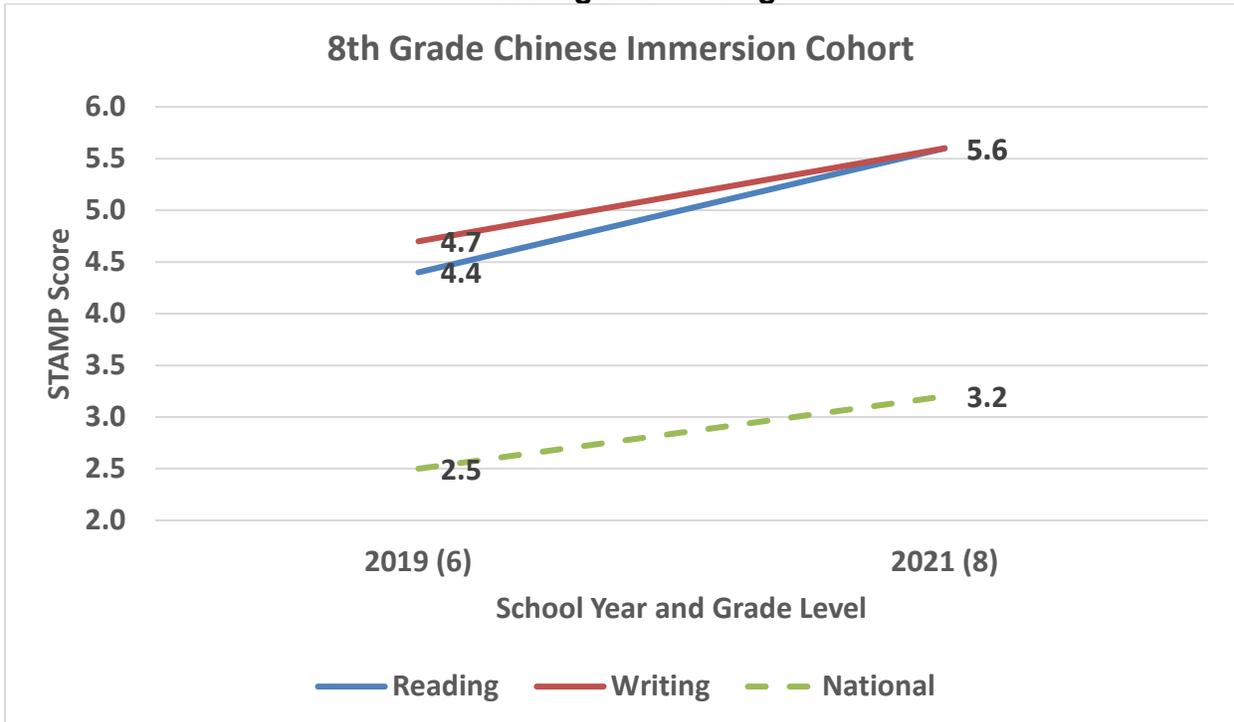
The Spanish Immersion program should continue using the ENIL leveled reading program, as this attributed to the strong annual growth for students in Grades 6-8. The Chinese Immersion program should continue to use the leveled texts, and there should continue to expand text selection in future years.

**2017-21 Mean Score Sub-Test Results for Chinese Immersion Grade 10 Cohort
Reading and Writing**

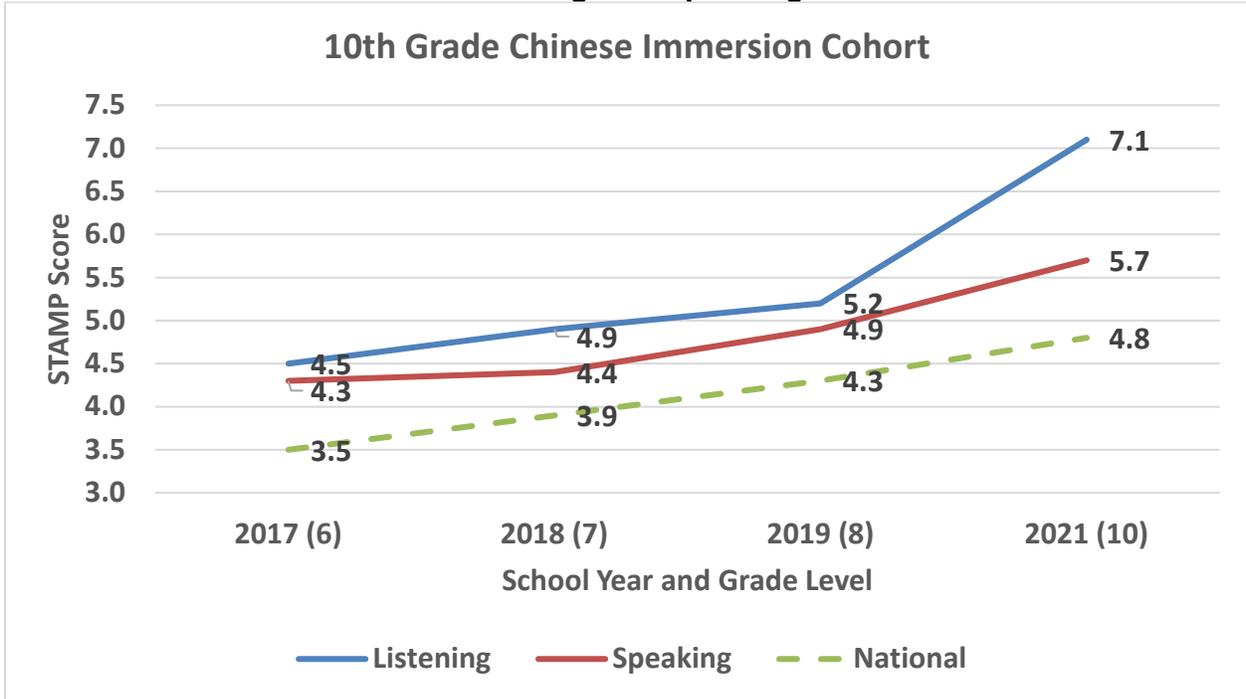


*0 out of 71 students were enrolled in two courses

**2019-21 Mean Score Sub-Test Results for Chinese Immersion Grade 8 Cohort
Reading and Writing**

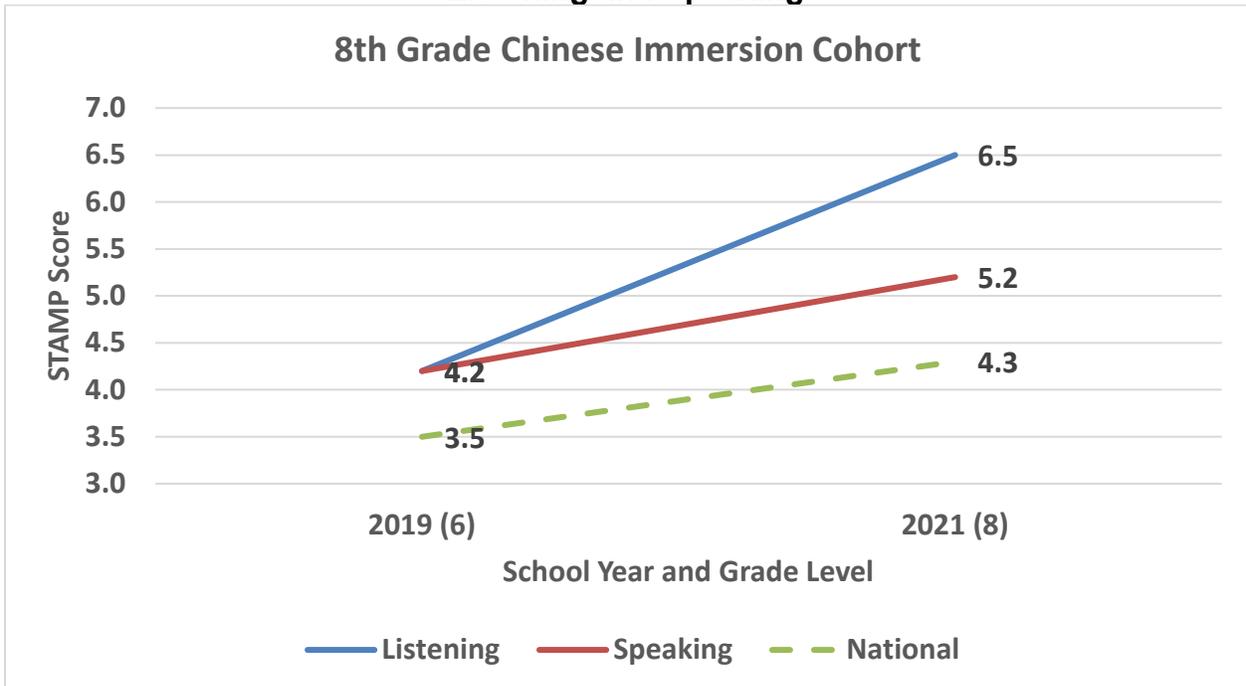


**2017-21 Mean Score Sub-Test Results for Chinese Immersion Grade 10 Cohort
Listening and Speaking**



*0 out of 71 students were enrolled in two courses

**2019-21 Mean Score Sub-Test Results for Chinese Immersion Grade 8 Cohort
Listening and Speaking**



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

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

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

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

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

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

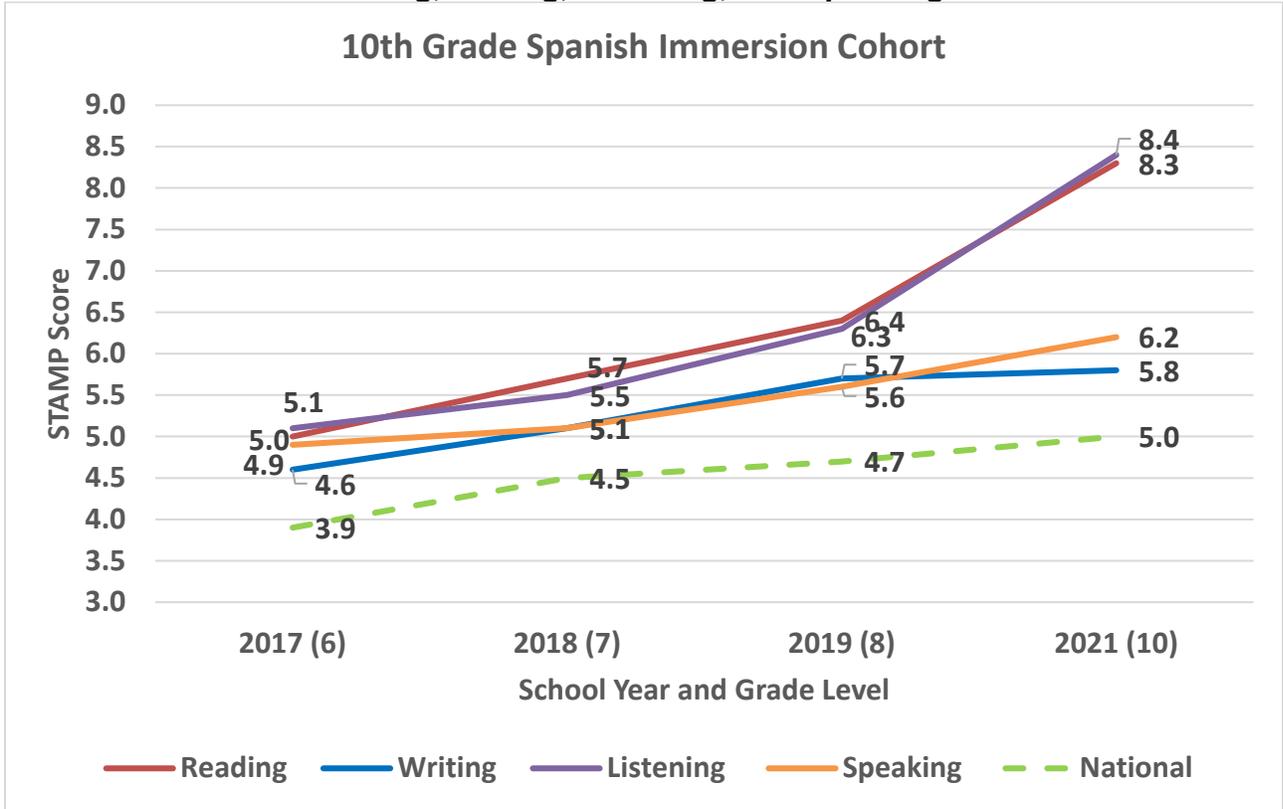
**2018 Grades 6-10 Mean Score and Proficiency Level
Sub-Test Results for Chinese Immersion**

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

**2017 Grades 6-10 Mean Score and Proficiency Level
Sub-Test Results for Chinese Immersion**

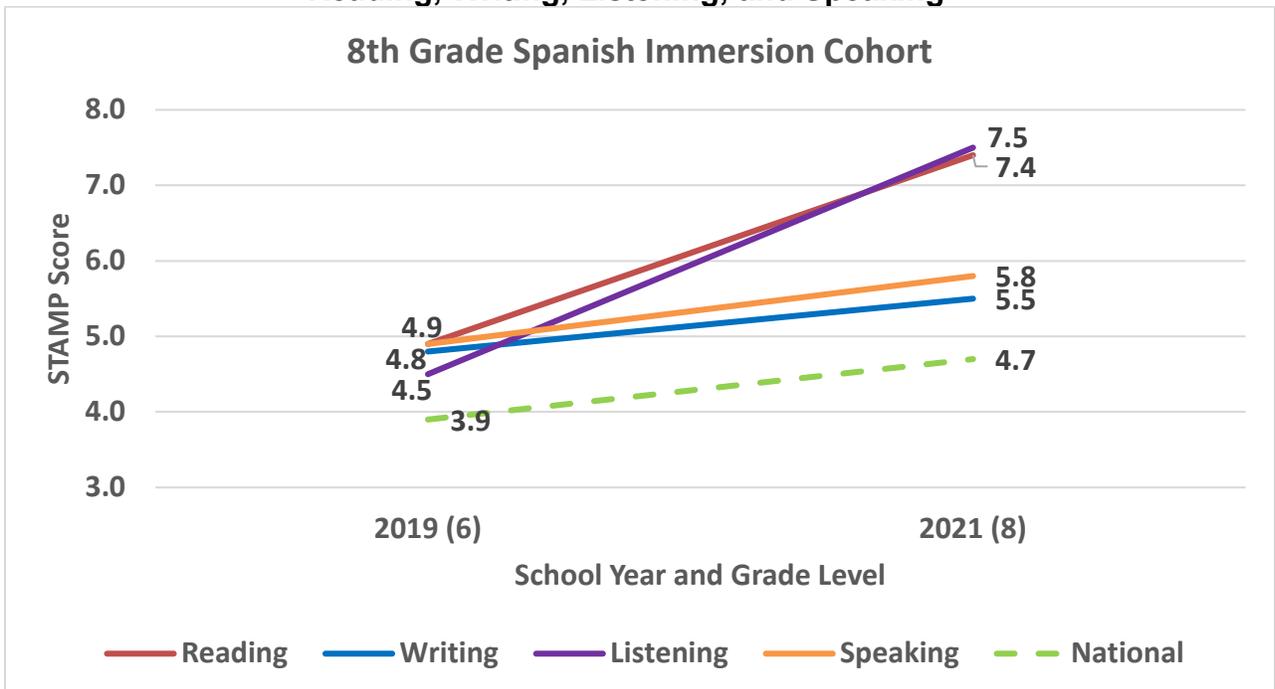
	Grade 6 Total Chinese Immersion (N=88)		Grade 7 Total Chinese Immersion (N=58)		Grade 8 Total Chinese Immersion (N=49)		Grade 9 Total Chinese Immersion (N=48)		Grade 10 Total Chinese Immersion (N=28)	
	Mean Score	Prof Level	Mean Score	Prof Level	Mean Score	Prof Level	Mean Score	Prof Level	Mean Score	Prof Level
Rdg	2.4	Nov Mid	2.7	Nov High	3.5	Int Low	3.5	Int Low	3.7	Int Low
Write	4.2	Int Low	4.5	Int Mid	5.1	Int Mid	4.7	Int Mid	4.9	Int Mid
List	4.5	Int Mid	4.6	Int Mid	5.2	Int Mid	5.2	Int Mid	5.5	Int High
Spkg	4.3	Int Low	4.2	Int Low	4.7	Int Mid	4.5	Int Mid	4.7	Int Mid

**2017-21 Mean Score Sub-Test Results for Spanish Immersion Grade 10 Cohort
Reading, Writing, Listening, and Speaking**



*3 out of 175 students were enrolled in two courses

**2019-21 Mean Score Sub-Test Results for Spanish Immersion Grade 8 Cohort
Reading, Writing, Listening, and Speaking**



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

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

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

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

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

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

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

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

**2017 Grade 6-10 Mean Score and Proficiency Level
Sub-Test Results for Spanish Immersion**

	Grade 6 Total Spanish Immersion (N=219)		Grade 7 Total Spanish Immersion (N=183)		Grade 8 Total Spanish Immersion (N=147)		Grade 9 Total Spanish Immersion (N=121)		Grade 10 Total Spanish Immersion (N=87)	
	Mean Score	Prof Level								
Rdg	5.0	Int Mid	5.6	Int High	6.0	Int High	6.7	Adv Low	6.6	Adv Low
Write	4.6	Int Mid	4.9	Int Mid	5.5	Int High	5.6	Int High	5.6	Int High
List	5.1	Int Mid	5.3	Int Mid	5.6	Int High	6.5	Adv Low	6.4	Int High
Spkg	4.9	Int Mid	5.0	Int Mid	5.1	Int Mid	5.5	Int High	5.4	Int Mid

SUB-TEST RESULTS CHINESE IMMERSION

Data Summary and Analysis: 2017-2021 Grades 6-10 Spring STAMP 4S Reading Chinese (see tables below)

According to the Reading results in the tables below, Grade 6 and 8 students saw an increase in students reaching the Novice-High level with a decrease in the percentage of students achieving at the Intermediate-High level. The **4.6 percent** increase reaching the Novice-High level is worth noting, because it marks a slight downward shift in student performance compared to Sixth Graders from the prior year. However, in 2021, a higher percentage of students scored within the Intermediate-Low and Mid levels (**26.6 percent**

difference). Over time, Chinese Immersion Sixth Graders have experienced solid performances on the Reading Test.

Although Eighth Graders saw a drop in the percentage of students reaching the Intermediate-High level (**9.3 percent**), they did maintain similar percentages compared to Eighth Graders from two years ago. In addition, Eighth Grade Chinese Immersion students reached the Advanced-Low and High levels at a higher rate than Eighth Graders from a year ago. In 2021, **12.9 percent** of students reached these proficiency levels, while in 2020, **6.3 percent** achieved at the Advanced-Low and High levels. Among Eighth Graders, there was an increase in the percentage of students reaching both the lower and higher proficiency levels in Reading.

Tenth Grade students experienced a decrease of **6.8 percent** reaching the Novice-High level and an increase of **10.6 percent** reaching the Advanced-High level. This is strong performance among Grade 10 students. Overall, **38.4 percent** of Tenth Graders performed at the Advanced levels in 2021 compared to **29.5 percent** from a year ago.

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

According to Reading results, **69.4 percent** of Sixth Grade Chinese Immersion students are performing beyond the national Immersion proficiency target level of Novice-High compared to **66.0 percent** from a year ago.

The national proficiency target in Reading among Eighth Grade Chinese Immersion students is Intermediate-Low. Minnetonka saw **78.8 percent** of students surpass this level and **85.9 percent** reach this level at a minimum. Last year, **78.1 percent** of Eighth Graders surpassed the Intermediate-Low range.

Tenth Grade national Immersion proficiency targets for Reading also indicate that students should reach the Intermediate-Low range. Only **6.8 percent** of Minnetonka Chinese Immersion students fell short of this target, and **90.5 percent** surpassed the national target.

Recommendations: 2021 Spring STAMP 4S Reading Chinese (see tables below)

Students who are reading at Novice proficiency are characterized by reliance of learned phrases and basic vocabulary, the ability to recognize the purpose of basic texts, and can understand a core of simple, formulaic utterances. Students would benefit from opportunities to learn about vocabulary and main ideas and details in the target language. This can be learned through exposure to authentic texts. In addition, students will be successful if they can engage in book discussions with partners or in small groups. Any opportunities where they are expected to use their target language skills in a variety of settings will allow them to gain proficiency. Students can hone this skill by reading authentic Chinese literature online, in books, in newspapers, or magazines. Students can learn to identify main ideas by reading blogs or other types of online media. In addition, they can engage in higher level type of activities, such as mock trials or press conferences to help them make connections and apply what they have learned in their Reading to real life experiences. Students also need explicit instruction in comprehension strategies.

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

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

2021 Spring STAMP 4S Reading Chinese

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

2020 Spring STAMP 4S Reading Chinese

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

2019 Spring STAMP 4S Reading Chinese

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

2018 Spring STAMP 4S Reading Chinese

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

2017 Spring STAMP 4S Reading Chinese

	Grade 6		Grade 7		Grade 8		Grade 9		Grade 10	
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
Nov Low	8	9.1	3	5.2	0	0.0	1	2.1	0	0.0
Nov Mid	56	63.6	36	62.1	17	34.7	17	35.4	8	28.6
Nov High	8	9.1	4	6.9	8	16.3	7	14.6	6	21.4
Int Low	13	14.8	8	13.8	11	22.4	13	27.1	5	17.9
Int Mid	2	2.3	7	12.1	9	18.4	6	12.5	6	21.4
Int High	1	1.1	0	0.0	3	6.1	2	4.2	2	7.1
Adv Low	0	0.0	0	0.0	1	2.0	0	0.0	1	3.6
Adv Mid	0	0.0	0	0.0	0	0.0	1	2.1	0	0.0
Adv High	0	0.0	0	0.0	0	0.0	1	2.1	0	0.0

Data Summary and Analysis: 2017-2021 Grades 6-10 Spring STAMP 4S Writing Chinese (see tables below)

Writing results indicate that the majority of Grade Six Chinese Immersion students performed within the Intermediate-Low and Mid ranges. However, there was a shift toward a lower performance for some students, with Grade 6 students showing an increase in percentage reaching the Novice-High and Intermediate-Low levels with a decrease in the percentage of students reaching the Intermediate-Mid level, moving from **32.9 percent** last year to **20.0 percent** in 2021. Eighth and Tenth Graders experienced a shift toward the upper levels of language proficiency. Eighth Grade students saw a drop from **40.5 percent** to **17.6 percent** of students performing at the Intermediate-Mid level. The results show a percentage increase of **5.1 percent** reaching the Intermediate-High level and an **11.5 percent** increase in students reaching the Advanced-Low level, resulting in a **16.6 percent** increase in Eighth Grade students reaching the upper levels of the STAMP Test. There was also a shift toward the upper levels of the STAMP Test among Tenth Graders. Grade 10 students improved from **25.0 percent** to **32.9 percent** reaching the Intermediate-High level, in addition to improving from **2.3 percent** to **13.7 percent** at the Advanced-Low level when compared to their same grade counterparts from a year ago. Students who are writing at the Intermediate proficiency are characterized by not being limited to formulaic utterances, and they can express factual information by manipulating grammatical structures. They should be able to write using different tenses. Students writing at the Intermediate-High level have the ability to perform jobs such as tour guides and receptionists.

Chinese students are currently exposed to writing in a variety of ways including writing to a prompt using the six traits method. With most Grade Six Chinese Immersion students

(83.5 percent) performing at the Intermediate range and above, there is evidence that student experiences with the formal writing process in the target language has positively impacted their writing ability. More students reached the upper levels of the test as Tenth Graders compared to previous years with **46.1 percent** reaching the Intermediate-High level or above. Grade 10 students significantly out-performed Tenth Graders from a year ago with **46.6 percent** of students reaching the Intermediate-High and Advanced-Low levels compared to **27.3 percent** reaching these levels from a year. This is an important data point to note, as it is an indication of many students making expected one year's growth by improving at least one sub-level. All Tenth Graders reached the Intermediate ranges and higher.

With Intermediate-Low as the national target level for Writing among Immersion students in Grades 8 and 10, all Minnetonka Tenth Grade Chinese Immersion students met or surpassed national targets, while **96.5 percent** of Eighth Graders met or surpassed these targets. With Novice-High set as the Immersion national target for Sixth Graders, **97.6 percent** of Minnetonka Chinese Immersion students met or surpassed this proficiency level.

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

Recommendations: 2021 Spring STAMP 4S Writing Chinese (see tables below)

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

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

2021 Spring STAMP 4S Writing Chinese

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

2020 Spring STAMP 4S Writing Chinese

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

2019 Spring STAMP 4S Writing Chinese

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

2018 Spring STAMP 4S Writing Chinese

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

2017 Spring STAMP 4S Writing Chinese

	Grade 6		Grade 7		Grade 8		Grade 9		Grade 10	
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
Nov Low	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Nov Mid	3	3.4	1	1.7	0	0.0	0	0.0	0	0.0
Nov High	8	9.1	5	8.6	0	0.0	0	0.0	0	0.0
Int Low	49	55.7	25	43.1	15	30.6	21	43.8	5	17.9
Int Mid	26	29.5	18	31.0	20	40.8	22	45.8	21	75.0
Int High	2	2.3	8	13.8	10	20.4	4	8.3	1	3.6
Adv Low	0	0.0	1	1.7	4	8.2	1	2.1	1	3.6

Data Summary and Analysis: 2017-2021 Grades 6-10 Spring STAMP 4S Listening Chinese (see tables below)

Listening results indicate near all-time high levels among Sixth graders and all-time high levels of performance among Eighth and Tenth Graders. Sixth Grade students showed a slight drop in percentage of students reaching the Intermediate-High range (**8.5 percent drop**), with a slight increase in percentage of students achieving within the Intermediate-Low range (**6.5 percent increase**). These results show a slight drop in student performance compared to last year. However, the results show a trend of high performance in Listening and indicate second all-time high levels among Sixth Graders on this subtest. The national target for Sixth Grade Listening is Intermediate-Low, and **96.4 percent** of Minnetonka Sixth Grade students reached or surpassed this target. In addition, **91.7 percent** surpassed the national targets.

Eighth Graders experienced an increase of **3.5 percent** reaching the Intermediate-High level and a higher percentage of students reaching the Advanced levels (**27.1 percent**). With a national target of Intermediate-Mid, **97.6 percent** of Minnetonka Eighth Graders surpassed this target with only **1.2 percent** (one student) not reaching the national target.

Tenth Graders also experienced success on the Listening Test, with **54.8 percent** of students reaching the Advanced levels and an increase of **21.1 percent** performing at the

Advanced-Mid and High levels compared to last year. Similar to Eighth Grade, this was an all-time high performance for Tenth Graders. All Tenth Grade Chinese Immersion students met or surpassed the national target of Intermediate-Mid, and only one student did not surpass the national target.

Recommendations: 2021 Spring STAMP 4S Listening Chinese (see tables below)

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

2021 Spring STAMP 4S Listening Chinese

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

2020 Spring STAMP 4S Listening Chinese

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

2019 Spring STAMP 4S Listening Chinese

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

2018 Spring STAMP 4S Listening Chinese

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

2017 Spring STAMP 4S Listening Chinese

	Grade 6		Grade 7		Grade 8		Grade 9		Grade 10	
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
Nov Low	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Nov Mid	3	3.4	1	1.7	0	0.0	0	0.0	0	0.0
Nov High	14	15.9	8	13.8	2	4.1	3	6.3	0	0.0
Int Low	34	38.6	18	31.0	11	22.4	12	25.0	6	21.4
Int Mid	17	19.3	17	29.3	17	34.7	14	29.2	4	14.3
Int High	17	19.3	12	20.7	12	24.5	14	29.2	16	57.1
Adv Low	3	3.4	2	3.4	6	12.2	4	8.3	1	3.6
Adv Mid	0	0.0	0	0.0	1	2.0	0	0.0	1	3.6
Adv High	0	0.0	0	0.0	0	0.0	1	2.1	0	0.0

Data Summary and Analysis: 2017-2021 Grades 6-10 Spring STAMP 4S Speaking Chinese (see tables below)

Speaking performances among Grades 6, 8, and 10 are at all-time high levels, well surpassing achievement in recent years. The increase in the percentage of students reaching the Intermediate-High level is impressive, especially considering the national target for Grade 6 is Intermediate-Low, and the target for Grades 8 and 10 is Intermediate-Mid.

Sixth Graders increased from **21.1 percent** last year reaching Intermediate-High to **71.8 percent** this year. Only three students scored below the national target of Intermediate-Low. Eighth Graders had similar success increasing from **20.3 percent** to **70.6 percent** reaching the Intermediate-High level. Only one student scored below the national target. Finally, Grade 10 students improved from **13.6 percent** to **45.2 percent** scoring at the Intermediate-High level, with a **3.7 percent** increase reaching the Advanced-Low proficiency level.

The majority of Minnetonka Immersion students should be expected to understand and speak the Chinese language while scoring at least a three on the AP Chinese Language Exam. According to the latest STAMP results, most Chinese Immersion students will very likely score a four or five on the exam should they take the assessment as Ninth Graders.

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

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

Recommendations: 2021 Spring STAMP 4S Speaking Chinese (see tables below)

Students beginning to reach the lower levels of Intermediate proficiency have good language control throughout the majority of their responses. Mostly the errors students make within the Intermediate level do not affect the overall meaning of the topic begin discussed. In order to move toward the next levels of proficiency students will need to be exposed to more authentic speaking experiences. Students can present in front of their peers or engage in group conversations. Group discussions in the target language will enable teachers to not only assess students in an authentic manner but also assess them more efficiently. With this approach to authentic assessments, students will be more

engaged and teachers will gain valuable knowledge about their students' oral proficiency levels.

Overall, it will be important to analyze the performances of the Eighth and Tenth Grade cohorts over time. This year, there was a noticeable shift from the Intermediate-Mid level to the Intermediate-High levels. This could be evidence of staffing improvements made at those levels or possible alignment upgrades for students transitioning from the middle to the high school. This will continue to warrant annual analysis.

2021 Spring STAMP 4S Speaking Chinese

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

2020 Spring STAMP 4S Speaking Chinese

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

2019 Spring STAMP 4S Speaking Chinese

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

6062018 Spring STAMP 4S Speaking Chinese

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

2017 Spring STAMP 4S Speaking Chinese

	Grade 6		Grade 7		Grade 8		Grade 9		Grade 10	
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
Nov Low	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Nov Mid	1	1.2	0	0.0	0	0.0	0	0.0	0	0.0
Nov High	9	10.7	7	12.1	2	4.1	5	10.6	1	3.6
Int Low	41	48.8	34	58.6	16	32.7	15	31.9	7	25.0
Int Mid	32	38.1	16	27.6	24	49.0	25	53.2	19	67.9
Int High	1	1.2	1	1.7	7	14.3	2	4.3	1	3.6
Adv Low	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0

SUB-TEST RESULTS SPANISH IMMERSION

Data Summary and Analysis: 2017-2021 Grades 6-10 Spring STAMP 4S Reading Spanish (see tables below)

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

All three grade levels tested experienced solid scores once again this year. Since the dramatic increase in performance in 2020, Spanish Immersion students have maintained high levels of performance on the STAMP Test with some minor fluctuations.

Grade 6 students saw an increase of **7.5 percent** of students reaching the Intermediate-High level, which when compared to last year's same grade counterparts, indicates a shift from students performing at the Advanced-Low level. This proficiency level saw a drop of **8.4 percent**. Despite this slight shift, Sixth Graders have performed at second all-time high levels with **98.8 percent** of Grade 6 students meeting or surpassing national targets.

Similar to Grade 6 students, Eighth Graders reached second all-time highs keeping pace with solid performances compared to Eighth Graders from a year ago with over **65 percent** of students reaching the Advanced proficiency. The majority of students are

reaching the Advanced levels. With the exception of three students, all Eighth Graders met or surpassed national targets.

Tenth Grade Spanish Immersion students for the first time had a majority of students perform at Advanced-High proficiency marking a two-year increase at this level. The increase from last year to this year was **9.7 percent**. All Tenth Graders met or surpassed national targets.

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

Recommendations: 2021 Spring STAMP 4S Reading Spanish (see tables below)

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

2021 Spring STAMP 4S Reading Spanish

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

2020 Spring STAMP 4S Reading Spanish

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

2019 Spring STAMP 4S Reading Spanish

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

2018 Spring STAMP 4S Reading Spanish

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

2017 Spring STAMP 4S Reading Spanish

	Grade 6		Grade 7		Grade 8		Grade 9		Grade 10	
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
Nov Low	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Nov Mid	3	1.4	0	0.0	0	0.0	1	0.8	0	0.0
Nov High	32	14.6	17	9.3	14	9.5	1	0.8	4	4.6
Int Low	55	25.1	38	20.8	18	12.2	6	5.0	7	8.0
Int Mid	50	22.8	30	16.4	30	20.4	13	10.7	8	9.2
Int High	37	16.9	36	19.7	14	9.5	22	18.2	9	10.3
Adv Low	38	17.4	47	25.7	44	29.9	46	38.0	34	39.1
Adv Mid	3	1.4	12	6.6	24	16.3	29	24.0	20	23.0
Adv High	1	0.5	3	1.6	3	2.0	3	2.5	5	5.7

Data Summary: Data Summary and Analysis: 2017-2021 Grades 6-10 Spring STAMP 4S Writing Spanish (see tables below)

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

Sixth Graders saw a shift in performance compared to last year's Sixth Graders. The proficiency level fluctuated from Intermediate-Mid and High to Intermediate-Low. There was an **18.6 percent** drop in students reaching the Intermediate-Mid and High levels with an increase of **16.8 percent** achieving at the Intermediate-Low level. The results for Sixth Graders were similar to the performance of Sixth Graders two years ago from 2019. Despite the drop in performance compared to their same grade counterparts from last year, **95.1 percent** of Grade 6 Spanish Immersion students met or surpassed the national target in Writing this year, compared to **98.7 percent** from a year ago.

Eighth Grade Spanish Immersion students experienced solid performances over the past three years. There was a slight decrease of **10.8 percent** of students reaching the Intermediate-High and Advanced-Low levels, shifting toward the Intermediate-Mid level,

however, **91.1 percent** of students met or surpassed the national target for Writing of Intermediate-Mid. There was an increase of **8.4 percent** of students performing at the Intermediate-Mid level compared to last year.

Tenth Graders experienced a decrease of **22.3 percent** of students reaching the Advanced-Low level and an increase of **24.3 percent** reaching the Intermediate-High level, indicating a shift of one sub-level lower compared to last year. **99.4 percent** of Tenth Grade Spanish Immersions students met or surpassed the national target for Writing of Intermediate-Mid. Last year, **97.5 percent** of Grade 10 students met or surpassed the national target, and **94.3 percent** reached this mark two-years ago.

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

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

Recommendations: 2021 Spring STAMP 4S Writing Spanish (see tables below)

Overall, there were solid Writing Test performances for Minnetonka Spanish Immersion students, but compared to previous years' performances, Writing is an area in which to focus for Spanish Immersion. Students writing at the Intermediate level can produce strings of sentences that vary as they utilize different verbs to create independent thoughts, mostly composed of a recombination of learned simple sentences with some added detail. As students are asked to perform presentational speaking activities, they can also be expected to write in a presentational manner. In addition to presentational writing opportunities, students can practice writing authentically in the manner in which they are tested. Students can be given real-world experiences by writing emails to other Immersion students within the District or communicating in writing to students in other countries. The more authentic writing experiences students are exposed to, the more opportunities they will have to internalize the language and move toward the next levels of proficiency.

2021 Spring STAMP 4S Writing Spanish

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

2020 Spring STAMP 4S Writing Spanish

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

2019 Spring STAMP 4S Writing Spanish

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

2018 Spring STAMP 4S Writing Spanish

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

2017 Spring STAMP 4S Writing Spanish

	Grade 6		Grade 7		Grade 8		Grade 9		Grade 10	
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
Nov Low	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Nov Mid	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Nov High	9	4.1	4	2.2	1	0.7	0	0.0	1	1.1
Int Low	88	40.2	52	28.4	22	15.0	8	6.6	4	4.6
Int Mid	96	43.8	82	44.8	52	35.4	51	42.1	36	41.4
Int High	25	11.4	40	21.9	44	29.9	44	36.4	33	37.9
Adv Low	1	0.5	5	2.7	26	17.7	16	13.2	12	13.8
Adv Mid	0	0.0	0	0.0	2	1.4	2	1.7	1	1.1

Data Summary: Data Summary and Analysis: 2017-2021 Grades 6-10 Spring STAMP 4S Listening Spanish (see tables below)

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

For the past two years, there has been a shift in the proficiency ranges reached among Sixth Graders. Sixth Graders were primarily reaching the Novice-High and Intermediate-Low proficiency levels, until last year, where there was a shift toward the Intermediate-Mid and High levels. This year there was no exception. The majority of students performed within the Intermediate-Mid to Advanced-Low ranges, with a slight drop in percentage of students reaching the mid and upper Advanced level ranges. This marks two years in a row of very strong scores on the Listening Test for Spanish Immersion Sixth Graders. In 2021, **98 percent** of Grade 6 students met or surpassed the national target in Listening, and **92.3 percent** surpassed the national target proficiency level of Intermediate-Low.

For the past two years, there has been an increase in the percentage of Eighth Graders reaching the upper Advanced proficiency levels on the Listening Test. This year, **54.4 percent** of Eighth Graders reached the Advanced-Mid and High ranges, with **60.2 percent** reaching these levels last year. Two years ago, only **26.7 percent** reached these levels.

Tenth Graders have now reached all-time high levels on the Listening Test. In 2021, **90.4 percent** of Tenth Graders reached the Advanced-Mid and High ranges with an astounding **57.1 percent** performing at the Advanced-High level. Two years ago, **8.2 percent** of Tenth Graders scored at the Advanced-High level.

Recommendations: 2021 Spring STAMP 4S Listening Spanish (see tables below)

Students who are reading or listening at advanced proficiency can understand and use language for straightforward informational purposes. They can also understand the content of most factual, non-specialized materials intended for a general audience. In

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

2021 Spring STAMP 4S Listening Spanish

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

2020 Spring STAMP 4S Listening Spanish

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

2019 Spring STAMP 4S Listening Spanish

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

2018 Spring STAMP 4S Listening Spanish

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

2017 Spring STAMP 4S Listening Spanish

	Grade 6		Grade 7		Grade 8		Grade 9		Grade 10	
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
Nov Low	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Nov Mid	2	0.9	1	0.5	0	0.0	0	0.0	0	0.0
Nov High	44	20.1	32	17.5	25	17.0	3	2.5	4	4.6
Int Low	37	16.9	24	13.1	18	12.2	13	10.7	9	10.3
Int Mid	48	21.9	50	27.3	28	19.0	15	12.4	15	17.2
Int High	39	17.8	21	11.5	18	12.2	17	14.0	10	11.5
Adv Low	37	16.9	38	20.8	38	25.9	39	32.2	28	32.2
Adv Mid	11	5.0	14	7.7	15	10.2	25	20.7	15	17.2
Adv High	1	0.5	3	1.6	5	3.4	9	7.4	6	6.9

Data Summary: Data Summary and Analysis: 2017-2021 Grades 6-10 Spring STAMP 4S Speaking Spanish (see tables below)

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

Sixth Graders experienced a slight shift in the percentage of students performing at the Intermediate-Low range, increasing from **6.9 percent** last year to **13.1 percent** this year. In addition, there was a slight drop in percentage of students reaching the Intermediate-High level, decreasing from **53.7 percent** to **45.1 percent**. Furthermore, last year only **1** student performed within the Novice range, and this year **15** students scored within this range. Despite the decreases, the majority of Sixth Graders continue to reach the Intermediate-Mid and High levels. This year **78.7 percent** reached these levels, compared to **87.9 percent** last year and **65.4 percent** two years ago. Overall, over the past two years, Sixth Graders have experienced significant improvement on the Speaking Test. This year, **93.8 percent** met or surpassed the national target of Intermediate-Low, compared to **99.6 percent** from a year ago.

Eighth Graders performed similarly to last year on the Speaking Test. During the past two years, Grade 8 students experienced a strong increase in the percentage of students reaching the Intermediate-High level. Two years ago, **47.7 percent** of Eighth Grade students reached this year, and three years ago, **28.5 percent** were performing at this level. Last year and this year, Eighth Graders saw over **65 percent** reaching this level, with **66.4 percent** performing at the Intermediate-High level this year.

Tenth Graders experienced an outstanding performance on the 2021 STAMP Speaking Test, reaching all-time high levels. Grade 10 students saw a **14.5 percent** increase in students scoring at the Intermediate-High and Advanced-Low ranges, with a combined **97.7 percent** reaching these levels, compared to **83.2 percent** last year. **97.8 percent** of Tenth Graders have surpassed the national target of Intermediate-Mid for Speaking.

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

Recommendations: 2021 Spring STAMP 4S Speaking Spanish (see tables below)

As students begin to move into the Intermediate-Mid to High proficiency range, they begin to speak with great accuracy, only making minor errors that do not affect the overall meaning. Their delivery may be somewhat choppy, and they may have a repetitive use of concrete vocabulary with occasional use of expanding terms. However, their accuracy of complex sentences is beginning to emerge. In order to improve upon their skills

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

2021 Spring STAMP 4S Speaking Spanish

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

2020 Spring STAMP 4S Speaking Spanish

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

2019 Spring STAMP 4S Speaking Spanish

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

2018 Spring STAMP 4S Speaking Spanish

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

2017 Spring STAMP 4S Speaking Spanish

	Grade 6		Grade 7		Grade 8		Grade 9		Grade 10	
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
Nov Low	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Nov Mid	0	0.0	0	0.0	1	0.7	0	0.0	0	0.0
Nov High	6	2.7	2	1.1	5	3.4	0	0.0	0	0.0
Int Low	66	30.1	50	27.5	33	22.6	13	11.0	9	10.7
Int Mid	100	45.7	87	47.8	50	34.2	48	40.7	36	42.9
Int High	44	20.1	40	22.0	50	34.2	47	39.8	35	41.7
Adv Low	3	1.4	3	1.6	7	4.8	10	8.5	4	4.8

Data Summary and Analysis: 2019-2021 Spring STAMP 4S Chinese Immersion Gender

Gender results indicate strong performances for students in Grades 6, 8 and 10 with scores in bold highlighting increases compared to the same grade counterparts from a year ago. Each grade level saw significant improvement among both genders. Like students learning the English language, there is an expected difference in performance in Reading, which measures reading comprehension. Typically, Female students out-perform Males in this area. In fact, the STAMP Test measures language arts skills, which is historically an area in which Females out-perform Males. The only area in which Males out-paced Females was among Tenth Graders in the area of Listening. Males scored an average of **7.2 points**, while Females earned an average score of **7.1 points**, both within the Advanced-Low range.

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

Recommendations: 2021 Spring STAMP 4S Chinese Immersion Gender

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

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

2019-2021 Grade 6 Spring STAMP 4S Chinese Immersion Gender

	Grade 6 - 2019				Grade 6 - 2020				Grade 6 - 2021			
	Males (N=42)		Females (N=47)		Males (N=45)		Females (N=46)		Males (N=41)		Females (N=44)	
	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level
Rdg	2.4	Nov Mid	2.4	Nov Mid	2.4	Nov Mid	2.4	Nov Mid	3.9	Int Low	4.6	Int Mid
Write	4.1	Int Low	4.2	Int Low	4.1	Int Low	4.1	Int Low	4.2	Int Low	4.7	Int Mid
List	4.3	Int Low	4.3	Int Low	4.3	Int Low	4.4	Int Low	5.5	Int High	5.8	Int High
Spkg	4.0	Int Low	4.0	Int Low	4.0	Int Low	4.0	Int Low	4.1	Int Low	4.6	Int Mid

2019-2021 Grade 8 Spring STAMP 4S Chinese Immersion Gender

	Grade 8 - 2019				Grade 8 - 2020				Grade 8 - 2021			
	Males (N=31)		Females (N=47)		Males (N=36)		Females (N=43)		Males (N=42)		Females (N=43)	
	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level
Rdg	2.9	Nov High	3.5	Int Low	2.9	Nov High	3.5	Int Low	5.3	Int Mid	6.0	Int High
Write	4.8	Int Mid	5.7	Int High	4.7	Int Mid	5.6	Int High	5.3	Int Mid	5.9	Int High
List	4.8	Int Mid	5.0	Int Mid	4.8	Int Mid	5.0	Int Mid	6.3	Int High	6.7	Adv Low
Spkg	4.4	Int Low	4.4	Int Low	4.4	Int Low	4.4	Int Low	5.0	Int Mid	5.3	Int Mid

2019-2021 Grade 10 Spring STAMP 4S Chinese Immersion Gender

	Grade 10 - 2019				Grade 10 - 2020				Grade 10 - 2021			
	Males (N=16)		Females (N=26)		Males (N=16)		Females (N=26)		Males (N=26)		Females (N=47)	
	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level
Rdg	3.0	Nov High	3.1	Nov High	3.1	Nov High	3.1	Nov High	6.1	Int High	6.6	Adv Low
Write	4.2	Int Low	4.3	Int Low	4.2	Int Low	4.2	Int Low	5.2	Int Mid	5.5	Int High
List	5.0	Int Mid	5.0	Int Mid	5.1	Int Mid	5.0	Int Mid	7.2	Adv Low	7.1	Adv Low
Spkg	4.3	Int Low	4.4	Int Low	4.4	Int Low	4.4	Int Low	5.5	Int High	5.8	Int High

Data Summary and Analysis: 2019-2021 Spring STAMP 4S Spanish Immersion Gender

Spanish Immersion students showed improvement in almost all areas compared to their same grade counterparts from a year ago, with only one exception. Grade 10 Female students dropped **0.1 points** in Writing compared to last year, while continuing to perform at the Intermediate-High level, one sub-level beyond the national target. Grade 10 Male students maintained the same average score of **5.7 points** in Writing. Grades 6, 8, and 10 students experienced significant increases in Reading and Listening, eclipsing the average scores from the past two years by over **one point**. Across all grade levels, students are well out-pacing the national targets for their specific grade levels and skills tested, and teachers and students should be commended for their strong efforts in the classroom resulting in historically strong performances on the STAMP Test.

Recommendations: 2021 Spring STAMP 4S Spanish Immersion Gender

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

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

2019-2021 Grade 6 Spring STAMP 4S Spanish Immersion Gender

	Grade 6 - 2019				Grade 6 - 2020				Grade 6 - 2021			
	Males (N=117)		Females (N=124)		Males (N=120)		Females (N=122)		Males (N=110)		Females (N=134)	
	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level
Rdg	4.7	Int Mid	4.7	Int Mid	4.6	Int Mid	4.7	Int Mid	6.6	Adv Low	6.4	Int High
Write	4.5	Int Mid	4.4	Int Mid	4.5	Int Mid	4.5	Int Mid	4.5	Int Mid	5.0	Int Mid
List	4.5	Int Mid	4.5	Int Mid	4.5	Int Mid	4.5	Int Mid	6.4	Int High	6.4	Int High
Spkg	4.6	Int Mid	4.9	Int Mid	4.6	Int Mid	4.9	Int Mid	5.0	Int Mid	5.3	Int Mid

2019-2021 Grade 8 Spring STAMP 4S Spanish Immersion Gender

	Grade 8 - 2019				Grade 8 - 2020				Grade 8 - 2021			
	Males (N=90)		Females (N=115)		Males (N=92)		Females (N=120)		Males (N=105)		Females (N=121)	
	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level
Rdg	5.5	Int High	5.6	Int High	5.6	Int High	5.7	Int High	7.4	Adv Low	7.4	Adv Low
Write	5.0	Int Mid	5.1	Int Mid	5.1	Int Mid	5.1	Int Mid	5.2	Int Mid	5.7	Int High
List	5.1	Int Mid	5.2	Int Mid	5.2	Int Mid	5.2	Int Mid	7.2	Adv Low	7.7	Adv Mid
Spkg	5.0	Int Mid	5.0	Int Mid	4.9	Int Mid	5.0	Int Mid	5.6	Int High	6.0	Int High

2019-2021 Grade 10 Spring STAMP 4S Spanish Immersion Gender

	Grade 10 - 2019				Grade 10 - 2020				Grade 10 - 2021			
	Males (N=57)		Females (N=66)		Males (N=75)		Females (N=85)		Males (N=69)		Females (N=108)	
	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level
Rdg	7.0	Adv Low	6.9	Adv Low	7.0	Adv Low	7.0	Adv Low	8.3	Adv Mid	8.3	Adv Mid
Write	5.8	Int High	6.1	Int High	5.7	Int High	6.0	Int High	5.7	Int High	5.9	Int High
List	6.7	Adv Low	7.0	Adv Low	6.7	Adv Low	7.0	Adv Low	8.5	Adv High	8.4	Adv Mid
Spkg	5.7	Int High	5.8	Int High	5.7	Int High	5.9	Int High	6.1	Int High	6.2	Int High

Data Summary and Analysis: 2019-2021 Spring STAMP 4S Resident, Open Enrollment Chinese Immersion

According to results from the tables below, there was not a significant difference in performances between Open-Enrolled and Resident students with the exception of students in Grade 10. However, with only **27** students identified as Open-Enrolled and **46** students listed as Resident, the average scores can be impacted significantly by a small number of students. Among the Sixth Grade population, where there is a similar number of Open-Enrolled and Resident students, average scores of both student populations are similar with the differences in performances not to be considered statistically significant.

Regardless of their enrollment status Chinese Immersion students performed stronger compared to performances from a year ago. Students at the next proficiency level of Intermediate-High can understand fully, and with relative ease, key words, as well as phrases across a range of texts. It is important to note that Reading is an area in which it

is common to perform at lower levels while learning to acquire a new language. Comprehending a language is known to pose more of a challenge when learning in a target language according to ACTFL and NCSSFL research.

Recommendations: 2021 Spring STAMP 4S Resident, Open Enrollment Chinese Immersion

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

**2019-2021 Grade 6 Spring STAMP 4S
Chinese Immersion Resident/Open Enrolled**

	Grade 6 – 2019				Grade 6 - 2020				Grade 6 - 2021			
	Resident (N=52)		Open Enrolled (N=41)		Resident (N=48)		Open Enrolled (N=28)		Resident (N=41)		Open Enrolled (N=44)	
	Mean Score	Mean Prof. Level	Mean Score	Mean Prof. Level	Mean Score	Mean Prof. Level	Mean Score	Mean Prof. Level	Mean Score	Mean Prof. Level	Mean Score	Mean Prof. Level
Rdg	2.3	Nov Mid	4.3	Nov Mid	4.6	Int Mid	4.8	Int Mid	4.2	<i>Int Low</i>	4.3	<i>Int Low</i>
Write	4.0	Int Low	4.6	Int Low	4.8	Int Mid	5.1	Int Mid	4.4	<i>Int Low</i>	4.5	<i>Int Mid</i>
List	4.4	Int Low	4.1	Int Low	5.9	Int High	6.0	Int High	5.6	<i>Int High</i>	5.7	<i>Int High</i>
Spkg	4.3	Int Low	4.0	Int Low	4.7	Int Mid	4.8	Int Mid	4.2	<i>Int Low</i>	4.5	<i>Int Mid</i>

**2019-2021 Grade 8 Spring STAMP 4S
Chinese Immersion Resident/Open Enrolled**

	Grade 8 - 2019				Grade 8 - 2020				Grade 8 - 2021			
	Resident (N=48)		Resident (N=44)		Resident (N=44)		Open Enrolled (N=30)		Resident (N=47)		Open Enrolled (N=38)	
	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level
Rdg	3.1	Nov High	3.4	Nov High	5.5	Int High	5.6	Int High	5.8	Int High	5.5	Int High
Write	5.0	Int Mid	5.5	Int High	5.4	Int Mid	5.4	Int Mid	5.7	Int High	5.5	Int High
List	4.9	Int Mid	5.0	Int Mid	6.7	Adv Low	6.5	Adv Low	6.4	Int High	6.6	Adv Low
Spkg	4.4	Int Low	4.3	Int Low	5.1	Int Mid	5.0	Int Mid	5.1	Int Mid	5.3	Int Mid

**2019-2021 Grade10 Spring STAMP 4S
Chinese Immersion Resident/Open Enrolled**

	Grade 10 - 2019				Grade 10 - 2020				Grade 10 - 2021			
	Resident (N=28)		Resident (N=26)		Resident (N=26)		Open Enrolled (N=14)		Resident (N=46)		Open Enrolled (N=27)	
	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level
Rdg	3.7	Int Low	3.6	Int Low	6.0	Int High	5.9	Int High	6.2	Int High	6.9	Adv Low
Write	4.9	Int Mid	4.6	Int Mid	4.9	Int Mid	5.1	Int Mid	5.3	Int Mid	5.7	Int High
List	5.2	Int Mid	5.5	Int High	6.2	Int High	6.8	Adv Low	6.8	Adv Low	7.5	Adv Mid
Spkg	4.7	Int Mid	4.8	Int Mid	5.2	Int Mid	4.9	Int Mid	5.5	Int High	6.0	Int High

Data Summary and Analysis: 2019-2021 Spring STAMP 4S Resident, Open Enrollment Spanish Immersion

According to the results from the tables below, there continues to not be a significant difference between Resident and Open-Enrolled students in the Spanish Immersion program for Grades 6, 8, and 10 despite the small open-enrolled population in the program. Tenth Graders experienced an increase on three of four sub-tests for both student groups, with the greatest increases occurring in Reading and Listening among Open-Enrolled students. However, both groups are solidly reaching the Intermediate-levels of proficiency, and at the upper grades are moving into the Advanced level. This should bode well as students consider taking the AP Spanish Language Exam in Ninth Grade. Sixth and Eighth Grade students saw most areas decrease compared to a year ago. Despite the decreases, results maintained second all-time high levels.

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

Recommendations: 2021 Spring STAMP 4S Resident, Open Enrollment Spanish Immersion

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

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

**2019-2021 Grade 6 Spring STAMP 4S
Spanish Immersion Resident/Open Enrolled**

	Grade 6 - 2019				Grade 6 - 2020				Grade 6 - 2021			
	Resident (N=173)		Open Enrolled (N=70)		Resident (N=158)		Open Enrolled (N=73)		Resident (N=157)		Open Enrolled (N=87)	
	Mean Score	Mean Prof. Level	Mean Score	Mean Prof. Level	Mean Score	Mean Prof. Level	Mean Score	Mean Prof. Level	Mean Score	Mean Prof. Level	Mean Score	Mean Prof. Level
Rdg	5.0	Int Mid	5.0	Int Mid	6.6	Adv Low	6.6	Adv Low	6.5	Adv Low	6.4	Int High
Write	4.7	Int Mid	4.7	Int Mid	5.1	Int Mid	5.1	Int Mid	4.8	Int Mid	4.8	Int Mid
List	5.1	Int Mid	5.1	Int Mid	6.7	Adv Low	6.9	Adv Low	6.3	Int High	6.4	Int High
Spkg	4.9	Int Mid	4.9	Int Mid	5.6	Int High	5.5	Int High	5.2	Int Mid	5.2	Int Mid

**2019-2021 Grade 8 Spring STAMP 4S
Spanish Immersion Resident/Open Enrolled**

	Grade 8 - 2019				Grade 8 - 2020				Grade 8 - 2021			
	Resident (N=169)		Open Enrolled (N=39)		Resident (N=156)		Open Enrolled (N=63)		Resident (N=147)		Open Enrolled (N=61)	
	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level
Rdg	6.0	Int High	6.0	Int High	7.5	Adv Mid	7.5	Adv Mid	7.5	Adv Mid	7.2	Adv Low
Write	5.6	Int High	5.6	Int High	5.6	Int High	5.7	Int High	5.5	Int High	5.4	Int Mid
List	5.7	Int High	5.7	Int High	7.7	Adv Mid	7.8	Adv Mid	7.6	Adv Mid	7.2	Adv Low
Spkg	5.1	Int Mid	5.1	Int Mid	5.9	Int High	6.0	Int High	5.8	Int High	5.8	Int High

**2019-2021 Grade 10 Spring STAMP 4S
Spanish Immersion Resident/Open Enrolled**

	Grade 10 - 2019				Grade 10 - 2020				Grade 10 - 2021			
	Resident (N=97)		Open Enrolled (N=26)		Resident (N=126)		Open Enrolled (N=34)		Resident (N=147)		Open Enrolled (N=30)	
	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level
Rdg	7.0	Adv Low	7.1	Adv Low	8.1	Adv Mid	7.7	Adv Mid	8.3	Adv Mid	8.3	Adv Mid
Write	5.9	Int High	6.2	Int High	6.1	Int High	5.9	Int High	5.8	Int High	5.9	Int High
List	6.8	Adv Low	7.2	Adv Low	8.1	Adv Mid	7.6	Adv Mid	8.4	Adv Mid	8.4	Adv Mid
Spkg	5.8	Int High	6.0	Int High	6.0	Int High	5.7	Int High	6.1	Int High	6.2	Int High

Data Summary and Analysis: 2019-2021 Spring STAMP 4S Chinese Immersion HP, Non-HP

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

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

Recommendations: 2021 Spring STAMP 4S Chinese Immersion HP, Non-HP

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

2019-2021 Grades 6 Spring STAMP 4S Chinese Immersion HP, Non-HP

	Grade 6 - 2019				Grade 6 - 2020				Grade 6 - 2021			
	High Potential (N=25)		Non-High Potential (N=68)		High Potential (N=21)		Non-High Potential (N=55)		High Potential (N=22)		Non-High Potential (N=63)	
	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level
Rdg	2.6	Nov High	2.6	Nov High	5.1	Int Mid	4.4	Int Low	5.2	Int Mid	3.9	<i>Int Low</i>
Write	4.2	Int Low	4.2	Int Low	5.5	Int High	4.7	Int Mid	5.1	<i>Int Mid</i>	4.3	<i>Int Low</i>
List	4.2	Int Low	4.2	Int Low	6.1	Int High	5.9	Int High	6.1	Int High	5.5	<i>Int High</i>
Spkg	4.2	Int Low	4.2	Int Low	5.0	Int Mid	4.6	Int Mid	5.0	Int Mid	4.1	<i>Int Low</i>

2019-2021 Grades 8 Spring STAMP 4S Chinese Immersion HP, Non-HP

	Grade 8 - 2019				Grade 8 - 2020				Grade 8 - 2021			
	High Potential (N=29)		Non-High Potential (N=49)		High Potential (N=20)		Non-High Potential (N=59)		High Potential (N=26)		Non-High Potential (N=59)	
	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level
Rdg	4.3	Int Low	4.3	Int Low	6.5	Adv Low	5.2	Int Mid	6.3	<i>Int High</i>	5.3	Int Mid
Write	6.0	Int High	6.0	Int High	5.6	Int High	5.4	Int Mid	5.9	Int High	5.5	Int High
List	6.0	Int High	6.0	Int High	7.4	Adv Low	6.3	Int High	7.0	<i>Adv Low</i>	6.3	Int High
Spkg	5.6	Int High	5.6	Int High	5.4	Int Mid	4.9	Int Mid	5.5	Int High	5.0	Int Mid

**2019-2021 Grades 10 Spring STAMP 4S
Chinese Immersion HP, Non-HP**

	Grade 10 - 2019				Grade 10 - 2020				Grade 10 - 2021			
	High Potential (N=10)		Non-High Potential (N=32)		High Potential (N=13)		Non-High Potential (N=31)		High Potential (N=28)		Non-High Potential (N=45)	
	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level
Rdg	5.3	Int Mid	3.3	Nov High	6.6	Adv Low	5.7	Int High	7.4	Adv Low	5.8	Int High
Write	5.9	Int High	4.6	Int Mid	5.2	Int Mid	4.9	Int Mid	6.0	Int High	5.1	Int Mid
List	7.1	Adv Low	4.9	Int Mid	6.6	Adv Low	6.4	Int High	8.0	Adv Mid	6.5	Adv Low
Spkg	5.6	Int High	4.5	Int Mid	5.2	Int Mid	5.0	Int Mid	6.2	Int High	5.4	Int Mid

Data Summary and Analysis: 2019-2021 Spring STAMP 4S Spanish Immersion HP, Non-HP

Among Spanish Immersion students, the High Potential student performance was strong. However, there were notable drops in performance across the grade levels. Sixth Grade High Potential students experienced drops in all four areas, with the steepest decline of **0.4 points** coming in the area of Writing. Again, with only **64** students listed as High Potential, there will be fluctuations in the results over time. Sixth Grade High Potential students in 2021 out-performed Sixth Graders from two years ago. Non-High Potential students performed solidly compared to students from two years ago as well, except in the area of Writing. This is an area of focus among all three grade levels, similar to Chinese Immersion. Sixth Graders could also improve in the area of Speaking as well, considering the drop of **0.4 points** by Non-High Potential students (**181 students**).

Grade 8 students saw drops in performances across all four subtests, however over the past three years, students have shown a solid trend of demonstrating high levels of proficiency on the STAMP Test. Writing should be an area of focus among Eighth Graders as well.

Tenth Graders are mainly reaching the Intermediate-High and Advanced levels. However, among High Potential students, there was a **0.5 point** drop in Writing, highlighting a need to focus in this area. Like Grade 6 and 8, most students are out-performing the national targets and continue to have success on the STAMP Test over the past three years.

Recommendations: 2021 Spring STAMP 4S Spanish Immersion HP, Non-HP

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

2019-2021 Grades 6 Spring STAMP 4S Spanish Immersion HP, Non-HP

	Grade 6 - 2019				Grade 6 - 2020				Grade 6 - 2021			
	High Potential (N=63)		Non-High Potential (N=180)		High Potential (N=60)		Non-High Potential (N=171)		High Potential (N=64)		Non-High Potential (N=181)	
	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level
Rdg	6.1	Int High	6.1	Int High	7.3	Adv Low	6.4	Int High	7.2	Adv Low	6.2	Int High
Write	5.0	Int Mid	5.0	Int Mid	5.5	Int High	5.0	Int Mid	5.1	Int Mid	4.7	Int Mid
List	5.9	Int High	5.9	Int High	7.5	Adv Mid	6.5	Adv Low	7.2	Adv Low	6.1	Int High
Spkg	5.1	Int Mid	5.1	Int Mid	5.8	Int High	5.5	Int High	5.6	Int High	5.1	Int Mid

2019-2021 Grades 8 Spring STAMP 4S Spanish Immersion HP, Non-HP

	Grade 8 - 2019				Grade 8 - 2020				Grade 8 - 2021			
	High Potential (N=61)		Non-High Potential (N=147)		High Potential (N=55)		Non-High Potential (N=164)		High Potential (N=61)		Non-High Potential (N=165)	
	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level
Rdg	6.9	Adv Low	6.9	Adv Low	8.4	Adv Mid	7.2	Adv Low	8.1	Adv Mid	7.2	Adv Low
Write	5.6	Int High	5.6	Int High	5.9	Int High	5.6	Int High	5.6	Int High	5.4	Int Mid
List	6.4	Int High	6.4	Int High	8.5	Adv High	7.5	Adv Mid	8.2	Adv Mid	7.2	Adv Low
Spkg	5.3	Int Mid	5.3	Int Mid	6.2	Int High	5.8	Int High	6.0	Int High	5.7	Int High

2019-2021 Grades 10 Spring STAMP 4S Spanish Immersion HP, Non-HP

	Grade 10 - 2019				Grade 10 - 2020				Grade 10 - 2021			
	High Potential (N=30)		Non-High Potential (N=93)		High Potential (N=42)		Non-High Potential (N=118)		High Potential (N=58)		Non-High Potential (N=119)	
	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level
Rdg	7.6	Adv Mid	6.8	Adv Low	8.6	Adv High	7.8	Adv Mid	8.7	Adv High	8.1	Adv Mid
Write	6.3	Int High	5.8	Int High	6.4	Int High	5.9	Int High	5.9	Int High	5.8	Int High
List	7.6	Adv Mid	6.6	Adv Low	8.7	Adv High	7.8	Adv Mid	8.7	Adv High	8.3	Adv Mid
Spkg	5.9	Int High	5.8	Int High	6.2	Int High	5.9	Int High	6.2	Int High	6.1	Int High

MIDDLE SCHOOL RESULTS BY BUILDING

OVERVIEW

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

Data Summary and Analysis: Spring 2017-2021 STAMP 4S Chinese Immersion Building Comparison by STAMP Score and Proficiency Levels for Reading, Writing, Listening, and Speaking

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

Reading results show MME Sixth Graders have maintained solid levels of performance over the past three years with a slight decrease this year compared to last year. The drop in performance is not considered to be statistically significant, and students continue to perform within the Intermediate-Mid level. This is well beyond the national target of Novice-High. MMW Sixth Graders have experienced a fairly significant decrease in performance this year compared to last year, dropping by **0.4 points**, still maintaining an average proficiency level of Intermediate-Low, surpassing the national target as well.

Eighth Grade results show that both MME and MMW students are maintaining high levels of proficiency, by reaching the Intermediate-High level for the second year in a row. According to these results, most students will be well prepared to enroll in the AP Chinese course as Ninth Graders.

Writing Results show that MME Sixth Graders continue to perform solidly in the Intermediate-Mid range, despite dropping slightly by **0.3 points** compared to last year. MMW Sixth Graders experienced a second year of declining average scores. Two years ago, MMW Sixth Grade students averaged **4.5 points**, dropping by **0.2 points** last year, and dropping by **0.5 points** this year. Writing will need to be an area of focus for students at both schools, and more analysis will need to occur to determine the cause for a two year drop in performance at MMW. With a national target of Intermediate-Low for Chinese Immersion Eighth Grade Writing, both middle schools saw Eighth Graders eclipse the national expectations for Chinese Immersion Writing, reaching their highest levels of performance to date.

Listening results show that MME and MMW Sixth Graders have reached their second all-time high levels, dropping slightly by **0.2 points** compared to last year's Sixth Graders. Both performances should be considered as strong due to reaching two sub-levels

beyond the national target of Intermediate-Low. Eighth Grade results show very strong performances from both sites, with MMW tying their all-time highest levels with an average score of **6.4 points**. MME Eighth Graders reached their second highest all-time high levels with an average score of **6.5 points**. This places MME Eighth Graders in the Advanced-Low range for the second year in a row and MMW students in the Intermediate-High range for the second year in a row. The national target for Grade 8 Listening is Intermediate-Mid.

Speaking Test results show a fluctuation in scoring among Sixth Graders at both MME and MMW. For MME, two years ago Sixth Graders earned an average score of **4.3 points**, and last year they earned a score of **5.2 points**. This year the average score dropped to **4.8 points**. MMW students saw scores fluctuate from **4.0 points to 4.1 points**, to **3.8 points** this year. These results show that Speaking, in addition to Writing, should be an area of focus for Sixth Grade students. On average, MME students are performing one sub-level beyond the national target of Intermediate-Low, and MMW students are performing on average at the national target.

Eighth Grade results show two years of increasing average scores for MME, now reaching an all-time high average score of **5.4 points**, resulting in Intermediate-Mid proficiency. MMW students have maintained solid levels of performance with a slight **0.1 point** drop to **4.8 points**, still placing students on average within the Intermediate-Mid level. Intermediate-Mid is the national target for Eighth Grade Speaking proficiency.

Recommendations: Spring 2021 STAMP 4S Chinese Immersion Building Comparison by STAMP Score and Proficiency Levels for Reading, Writing, Listening, and Speaking

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

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

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

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

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

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

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

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

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

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

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

**Spring 2017 STAMP 4S Chinese Immersion Building
Comparison by STAMP Score and Proficiency Levels for Reading**

	Chinese Immersion Reading					
	Grade 6		Grade 7		Grade 8	
	<i>MME (N=50)</i> <i>MMW (N=38)</i>		<i>MME (N=27)</i> <i>MMW (N=31)</i>		<i>MME (N=29)</i> <i>MMW (N=20)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	2.4	Nov Mid	3.3	Nov High	3.6	Int Low
MMW	2.4	Nov Mid	2.1	Nov Mid	3.4	Nov High

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

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

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

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

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

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

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

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

**Spring 2017 STAMP 4S Chinese Immersion Building
Comparison by STAMP Score and Proficiency Levels for Writing**

Chinese Immersion Writing						
	Grade 6		Grade 7		Grade 8	
	<i>MME (N=50)</i> <i>MMW (N=38)</i>		<i>MME (N=27)</i> <i>MMW (N=31)</i>		<i>MME (N=29)</i> <i>MMW (N=20)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	4.3	Int Low	5.1	Int Mid	5.1	Int Mid
MMW	4.0	Int Low	4.0	Int Low	5.0	Int Mid

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

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

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

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

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

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

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

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

**Spring 2017 STAMP 4S Chinese Immersion Building
Comparison by STAMP Score and Proficiency Levels for Listening**

Chinese Immersion Listening						
	Grade 6		Grade 7		Grade 8	
	<i>MME (N=50) MMW (N=38)</i>		<i>MME (N=27) MMW (N=31)</i>		<i>MME (N=29) MMW (N=20)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	4.5	Int Mid	5.2	Int Mid	5.3	Int Mid
MMW	4.4	Int Low	4.1	Int Low	5.2	Int Mid

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

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

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

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

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

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

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

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

**Spring 2017 STAMP 4S Chinese Immersion Building
Comparison by STAMP Score and Proficiency Levels for Speaking**

	Chinese Immersion Speaking					
	Grade 6		Grade 7		Grade 8	
	<i>MME (N=50)</i> <i>MMW (N=38)</i>		<i>MME (N=27)</i> <i>MMW (N=31)</i>		<i>MME (N=29)</i> <i>MMW (N=20)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	4.3	Int Low	4.4	Int Low	4.9	Int Mid
MMW	4.2	Int Low	4.0	Int Low	4.6	Int Mid

Data Summary and Analysis: Spring 2017-2021 STAMP 4S Spanish Immersion Building Comparison by STAMP Score and Proficiency Levels for Reading, Writing, Listening, and Speaking

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

Reading results show that MME and MMW Sixth Graders have reached their second all-time highest levels, performing similarly to last year. In 2017 MME students averaged **5.1 points** and MMW averaged **4.9 points**. MME is now averaging **1.5 points** higher, moving from Intermediate-Mid to Advanced-Low. MMW has improved by **1.5 points** since 2017 as well, improving from Intermediate-Mid to Intermediate-High. Sixth Grade performance has been encouraging over the past two years and can be predictive of success on the AP Exam, especially since students reaching the Advanced-Low levels by the end of Eighth Grade have typically scored a 5 on the AP Exam as Ninth Graders. MMW Eighth Graders tied their all-time high performance with an average score of **7.5 points**, and MME students reached their second all-time high average score of **7.4 points**, just **0.1 points** lower than last year's Eighth Grade student performance. MMW students are performing at the Advanced-Mid level, while MME Eighth Graders are reaching the Advanced-Low level in Reading. This is a solid performance as student results have now shifted from the Intermediate levels to the Advanced levels over the past two years.

Writing Results show that both MME and MMW Sixth Graders' average scores dropped by **0.3 points** compared to their same grade counterparts from a year ago. Even though there was a drop in performance, MME Sixth Graders have tied their second all-time high performance with an average score of **5.0 points**, placing them at the Intermediate-Mid proficiency level. MMW Sixth Graders reached their third all-time high results, maintaining a solid performance over the past four years. MMW students are also scoring within the Intermediate-Mid level. As stated previously, the national proficiency target for Sixth Graders is Intermediate-Low. On average, Minnetonka Spanish Immersion Sixth Graders are surpassing the national targets in Writing. Eighth Grade student results show a slight drop in performance for both MME and MMW. MME students dropped by **0.3**

points to 5.5 points. Although this is their lowest average score in four years, there is only a range **0.3 points** from the highest to the lowest average score. MMW Eighth Graders averaged **5.4 points**, tying them for their lowest performance in four years, however, the range of scores over this time-period is only **0.2 points**. Students at both schools have experienced consistent results over the past four years. MME students surpassed the national target of Intermediate-Mid by one sub-level, and MMW students met the national target of Intermediate-Mid. Despite a solid effort in Writing, this is an area of focus for Spanish Immersion students.

The national proficiency target for Grade 6 Spanish Immersion Listening is Intermediate-Low, and for Eighth Graders it is Intermediate-Mid. Both Sixth and Eighth Graders for MME and MMW met or surpassed these targets. In addition, Sixth and Eighth Grade students have reached their second all-time high levels of performance on the Listening Test. MMW Grade 6 students are now performing at the Intermediate-High level, while MME students have reached the Advanced-Low level, both well out-pacing the national target of Intermediate-Low. Eighth Graders at MME have reached the Advanced-Mid level for the second year in a row, while MMW students performed at the Advanced-Low level, slightly lower than a year ago, but well on pace for a strong performance on the AP Exam next year.

Speaking Test results showed historic strong performances at both MME and MMW among Eighth Graders. The national target for Speaking is Intermediate-Low for Sixth Graders and Intermediate-Mid for Eighth Grade students. Sixth Graders at MME reached their second all-time high levels, averaging **5.4 points**, while MMW students tied their second all-time high level from two years ago, averaging **5.0 points**. Both schools saw students surpass the national target of Intermediate-Low by one sub-level. Eighth Graders at MMW tied their all-time high performance with an average score of **5.9 points**, while MME Eighth Graders reached their second all-time high average score, only **0.2 points** shy of their highest score of **6.0 points** attained last year. Both schools saw students reach the Intermediate-High level for the third straight year, which is one sub-level beyond the national target.

Recommendations: Spring 2021 STAMP 4S Spanish Immersion Building Comparison by STAMP Score and Proficiency Levels for Reading, Writing, Listening, and Speaking

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

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

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

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

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

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

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

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

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

**Spring 2017 STAMP 4S Spanish Immersion Building
Comparison by STAMP Score and Proficiency Levels for Reading**

Spanish Immersion Reading						
	Grade 6		Grade 7		Grade 8	
	<i>MME (N=113)</i> <i>MMW (N=106)</i>		<i>MME (N=104)</i> <i>MMW (N=79)</i>		<i>MME (N=91)</i> <i>MMW (N=56)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	5.1	Int Mid	5.7	Int High	5.9	Int High
MMW	4.9	Int Mid	5.4	Int Mid	6.1	Int High

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

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

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

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

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

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

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

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

**Spring 2017 STAMP 4S Spanish Immersion Building
Comparison by STAMP Score and Proficiency Levels for Writing**

Spanish Immersion Writing						
	Grade 6		Grade 7		Grade 8	
	<i>MME (N=113)</i> <i>MMW (N=106)</i>		<i>MME (N=104)</i> <i>MMW (N=79)</i>		<i>MME (N=91)</i> <i>MMW (N=56)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	4.7	Int Mid	5.1	Int Mid	5.5	Int High
MMW	4.5	Int Mid	4.8	Int Mid	5.5	Int High

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

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

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

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

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

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

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

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

**Spring 2017 STAMP 4S Spanish Immersion Building
Comparison by STAMP Score and Proficiency Levels for Listening**

Spanish Immersion Listening						
	Grade 6		Grade 7		Grade 8	
	<i>MME (N=113)</i> <i>MMW (N=106)</i>		<i>MME (N=104)</i> <i>MMW (N=79)</i>		<i>MME (N=91)</i> <i>MMW (N=56)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	5.3	Int Mid	5.5	Int High	5.6	Int High
MMW	4.9	Int Mid	5.2	Int Mid	5.7	Int High

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

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

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

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

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

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

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

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

**Spring 2017 STAMP 4S Spanish Immersion Building
Comparison by STAMP Score and Proficiency Levels for Speaking**

	Spanish Immersion Speaking					
	Grade 6		Grade 7		Grade 8	
	<i>MME (N=113)</i> <i>MMW (N=106)</i>		<i>MME (N=104)</i> <i>MMW (N=79)</i>		<i>MME (N=91)</i> <i>MMW (N=56)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	4.9	Int Mid	4.9	Int Mid	5.0	Int Mid
MMW	4.9	Int Mid	5.0	Int Mid	5.3	Int Mid

CONCLUSIONS

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

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

Based on language acquisition research, language production is a skill that is acquired later in the language learning process, and it is not uncommon for students to perform lower in this skill area compared to the other three areas. For Chinese Writing and Reading is an area to be targeted, and Spanish Immersion students would benefit from a focus in Writing.

RECOMMENDATIONS

Chinese Immersion Recommendations for Reading

Students would benefit from opportunities to learn about vocabulary and main ideas and details in the target language. This can be learned through exposure to authentic texts. In addition, students will be successful if they can engage in book discussions with partners or in small groups. Any opportunities where they are expected to use their target language skills in a variety of settings will allow them to gain proficiency. Students can hone this skill by Reading authentic Chinese literature online, in books, in newspapers, or magazines. Students can learn to identify main ideas by Reading blogs or other types of online media. In addition, they can engage in higher level type of activities, such as mock trials or press conferences to help them make connections and apply what they have learned in their Reading to real life experiences.

Chinese Immersion Recommendations for Writing

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

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

Chinese Immersion Recommendations for Listening

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

Chinese Immersion Recommendations for Speaking

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

Spanish Immersion Recommendations for Reading

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

Spanish Immersion Recommendations for Writing

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

Spanish Immersion Recommendations for Listening

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

Spanish Immersion Recommendations for Speaking

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

Spanish and Chinese Immersion Students Overall

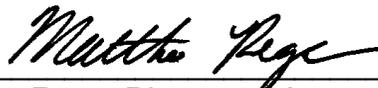
Both Spanish and Chinese Immersion students will benefit from teachers continuing to utilize and revise integrated performance assessment model. At this time all immersion teachers use this model. Integrated Performance Assessment (IPA) provides teachers with the knowledge they need of student performance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

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

RECOMMENDATION/FUTURE DIRECTION:

The information provided in this report is designed to update the School Board on the results of the Spring 2021 administration of the STAMP 4S assessment.

Submitted by: _____



Matt Rega, Director of Assessment

Concurrence: _____

Dennis Peterson, Superintendent

DISCUSSION

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

Study Session Agenda Item #3

Title: Discussion on Proposed Full-Funding Resolution Date: April 19, 2021

EXECUTIVE SUMMARY:

Many organizations throughout the State are considering adoption of the attached resolution to present to the Legislature and Governor. This resolution can be adopted as presented or revised.

Submitted by:



**Dennis L. Peterson
Superintendent of Schools**

PARTNERSHIP PLAN FOR FULL FUNDING

Whereas, most Minnesotans want similar things for our children, including safe and supportive public schools where all students – no matter what they look like or where they come from -- can thrive and succeed; and

Whereas, in 2003, the state made significant changes in how Minnesota funds schools so that total real per-pupil state aid is \$503 less per student now than it was in 2003, costing the Minnetonka School District nearly \$6.1 million in the 2020-21 school year; and

Whereas, public schools in Minnesota have faced decades of chronic underfunding; and

Whereas, unfunded legislation is negatively impacting funds available for students, staff, and programs, and

Whereas, all Minnesota students are in desperate need of more school social workers, nurses, counselors, psychologists, and other support staff; and

Whereas, too many students are trying to learn in overcrowded and aging classrooms and buildings; and

Whereas, we need enriched opportunities for professional development for teachers to be able to have culturally responsible schools and meet the needs of all students; and

Whereas, all educators and support personnel working with our students deserve more respect for the contribution to the care and education of our children including better pay, affordable health care, and safe working conditions;

Now, therefore, be it resolved that the Minnetonka School Board, in partnership with Minnetonka Teachers Association, calls on the governor and Minnesota's legislature to either remove or fund any and all unfunded mandates and find the courage to fully fund all aspects of Minnesota's public schools so all students can receive the opportunities and supports they deserve.

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

Study Session Agenda Item #4

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

Date: April 19, 2021

EXECUTIVE SUMMARY:

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

Minnetonka Independent School District 276 has 1,822,978 square feet of space and 259 acres of land that require sustained long-term maintenance to remain in a state of good repair to support the educational programs. Of the 1,822,978 square feet, 1,285,055 or 71% is 25 years old or older, and 1,043,714 - 57% - is 50 years old or older. All of the district's school facilities were initially built in 1967 or earlier, with the exception of the former TSP building, which was constructed in 2001, and the former Shorewood Professional Building, which was constructed in 1997. Included in that square footage is 469,363 square feet that exceeds 60 years of age. Excelsior Elementary School has the three-story section dating to 1929, Minnewashta Elementary School has a section that dates to 1936, and Minnetonka Community Education Center has a large section that dates to 1938. The bulk of the remainder of District original construction was built starting with the 1947 addition to the Minnetonka Community Education Center through the ensuing 20 years through the completion of Scenic Heights Elementary School in 1967. The original construction on Minnetonka High School dates to 1952 – which means that as of the end of the FY21 school year it will have had 70 years of use. The replacement value of the 1,822,978 square feet is \$638,042,300 at current new construction costs of \$350 per square foot.

The age of so much square footage has resulted in the need to make significant “mid-life” component replacement in the facilities to ensure their readiness for the next 60 years of use. In effect, the district facilities are in the process of being “re-built” in place during the summers when school is not in session. Since the District qualified for the Alternative Facilities program in FY2004 (now the Long-Term Facilities Maintenance Program), the District has completed approximately \$99.3 million in long term facility maintenance projects to work towards catching up on and eliminating deferred maintenance through the end of FY2020. This period should represent a “high water mark” for long term maintenance for many decades. Additional mid-life component replacement needs to be continued over the next 10 years, as with a large fleet of buildings the need for long term maintenance is ongoing.

The update of the 10 Year Long Term Facilities Maintenance Plan projects out remaining long term maintenance needs for the next decade starting with FY2021 through FY2030. The total projects listed in the plan for those 10 years are estimated at \$60,070,000, or an average of just over \$6.0 million annually.

It is possible to now spend just \$3.29 per square foot annually on long term maintenance, even allowing for inflation, because the District has completed significant “once-every-40-50-years” projects over the last decade and has mostly eliminated deferred maintenance.

Each of the years in the FY2022-FY2031 Long-Term Facilities Maintenance Plan will be able to be funded with bond funding while at the same time the total amount of outstanding long-term bonds of the district declines every year as older bonds are paid off. While the annual plan projects potential needs of approximately \$6.0 million annually, if in a given year competitive prices result in not all of the bond proceeds being spent in that year, that will allow for bonding at a lower level in the subsequent year. The overall goal continues to be keeping the facilities in a state of good repair by doing only necessary projects, and completing those necessary projects for the most competitive cost.

The net result of this rebuilding of the district facilities infrastructure means that the community’s original investment in its school facilities is being maximized, as these facilities will continue to be used for another 60 years or more each. This is a much more cost effective strategy to maximize taxpayer investment, as the alternative to rebuilding would be the cost of complete replacement at a time much sooner in the future. As previously noted, at current construction costs of \$350 per square foot (106 times more than the annual long-term maintenance cost per square foot), the cost of complete replacement of district buildings would total over \$638 million.

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

ATTACHMENTS:

Long Term Facilities Maintenance Plan – FY2022 through FY2031
Long Term Facilities Maintenance History and Projection
Outstanding Debt Principal and Projection – 2017 Actual Through 2030

RECOMMENDATION/FUTURE DIRECTION:

The update of the 10 Year Long Term Facilities Maintenance Plan for FY2022 through FY2031 is submitted for the School Board’s review.

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

Concurrence: _____
Dennis Peterson, Superintendent

**Minnetonka Independent School District 276
Long-Term Facilities Maintenance Ten-Year Plan
FY2022 Through FY2031**

June 30, 2021

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

FY2022 Projects

School	Cost Ctr Course	Fin MDE	Project Description	Project Amount
Clear Springs Elementary	900	379	Painting per plan	\$ 2,000
	903	379	Carpet/VCT replacement	\$ 150,000
	920	379	1958-60 classroom cabinet replacement - 11 rooms	\$ 255,000
Deephaven Elementary	900	379	Painting per plan	\$ 2,000
Excelsior Elementary	900	379	Painting per plan	\$ 2,000
	902	368	Tuckpointing	\$ 85,000
	905	380	Replace rooftop hvac mechanical units	\$ 382,000
Groveland Elementary	900	379	Painting per plan	\$ 2,000
	903	379	Carpet/VCT replacement	\$ 2,000
Minnewashta Elementary	900	379	Painting per plan	\$ 2,000
	901	384	Parking lot mill and overlay	\$ 170,000
Scenic Heights Elementary	900	379	Painting per plan	\$ 2,000
Minnetonka Middle School East	900	379	Painting per plan	\$ 2,000
	902	383	Roofing replacement per plan	\$ 255,000
	903	379	Carpet/VCT replacement	\$ 2,000
	905	380	Replace mechanical units boiler room rms 102-159	\$ 370,000
Minnetonka Middle School West	900	379	Painting per plan	\$ 2,000
	902	383	Roofing replacement per plan	\$ 465,000
	903	379	Carpet/VCT replacement	\$ 2,000
	905	380	1964 mech room replace original air handling units	\$ 1,240,000
Minnetonka High School	900	379	Painting per plan	\$ 2,000
	901	384	Retaining wall replacement - stadium	\$ 450,000
	901	384	Retaining wall replacement - north side	\$ 310,000
	902	383	Roofing replacement per plan	\$ 327,000
	903	379	Carpet/VCT replacement	\$ 60,000
	905	380	Replace R-22 HVAC units artscenter office area	\$ 65,000
	905	380	Replace mechanical controls - auditorium 10-1100s	\$ 100,000
	945	381	Replace restroom plumbing west entry restrooms	\$ 220,000
Communty Education Center	900	379	Painting per plan	\$ 1,000
	901	384	Parking lot mill and overlay	\$ 32,000
Pagel Activity Center	900	379	Painting per plan	\$ 1,000
Highway 7 Education Center	900	379	Painting per plan	\$ 1,000
Shorewood Education Center	901	384	Paving	\$ 135,000
District Service Center	900	379	Painting per plan	\$ 1,000
Warehouse	900	379	Painting per plan	\$ 1,000
Total 21-22				\$ 5,100,000

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

FY2023 Projects

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

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

FY2024 Projects

School	Cost Ctr Course	Fin MDE	Project Description	Project Amount
Clear Springs Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 5,000
	905	380	Replace unit ventilators - 1958 section - 15 rooms	\$ 600,000
	920	368	1996 window replacement at west side	\$ 400,000
Deephaven Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 50,000
Excelsior Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 5,000
	920	379	1958 classroom cabinet replacement - 14 rooms	\$ 420,000
Groveland Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement - 1958 wall finishes	\$ 250,000
	920	379	1958-66 classroom cabinet replacement - 22 rooms	\$ 650,000
	905	380	Replace unit ventilators - 1958 section - 11 rooms	\$ 440,000
Minnewashta Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 5,000
Scenic Heights Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 5,000
	905	380	Replace rooftop hvac mechanical units	\$ 225,000
	905	380	Replace unit ventilators - 1967 section - 14 rooms	\$ 560,000
Minnetonka Middle School East	900	379	Painting per plan	\$ 14,000
	903	379	Carpet/VCT replacement	\$ 5,000
Minnetonka Middle School West	900	379	Painting per plan	\$ 14,000
	903	379	Carpet/VCT replacement	\$ 5,000
	904	379	1968 science cabinet replacement	\$ 600,000
	931	379	Stucco replacement	\$ 100,000
Minnetonka High School	900	379	Painting per plan	\$ 20,000
	903	379	Carpet/VCT replacement	\$ 10,000
	902	383	Roofing replacement per plan	\$ 645,000
	905	380	Replace rooftop hvac mechanical units	\$ 550,000
	958	384	Synthetic turf replacement-JV baseball infield	\$ 100,000
Communty Education Center	900	379	Painting per plan	\$ 8,000
	903	379	Carpet/VCT replacement	\$ 5,000
Pagel Activity Center	900	379	Painting per plan	\$ 9,000
Highway 7 Education Center	900	379	Painting per plan	\$ 1,000
	905	380	Replace 2000 hvac mechanical units	\$ 400,000
Shorewood Education Center	900	379	Painting per plan	\$ 1,000
District Service Center	900	379	Painting per plan	\$ 5,000
	902	383	Roofing replacement per plan	\$ 225,000
Warehouse	900	379	Painting per plan	\$ 1,000
Total 23-24				\$ 6,375,000

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

FY2025 Projects

School	Cost Ctr Course	Fin MDE	Project Description	Project Amount
Clear Springs Elementary	900	379	Painting per plan	\$ 5,000
	902	383	Roofing replacement per plan	\$ 320,000
	903	379	Carpet/VCT replacement	\$ 20,000
	905	380	Replace unit ventilators - 1958 section - 12 rooms	\$ 480,000
Deephaven Elementary	900	379	Painting per plan	\$ 5,000
	903	379	Carpet/VCT replacement	\$ 20,000
	905	380	Replace rooftop hvac mechanical units	\$ 250,000
	905	380	Replace unit ventilators - 1956 section - 12 rooms	\$ 480,000
	920	368	1996 window replacement at east side	\$ 300,000
Excelsior Elementary	900	379	Painting per plan	\$ 5,000
	902	383	Roofing replacement per plan	\$ 500,000
	903	379	Carpet/VCT replacement	\$ 300,000
	920	379	1958-64 classroom cabinet replacement - 13 rooms	\$ 405,000
Groveland Elementary	900	379	Painting per plan	\$ 5,000
	903	379	Carpet/VCT replacement	\$ 20,000
Minnewashta Elementary	900	379	Painting per plan	\$ 5,000
	903	379	Carpet/VCT replacement	\$ 20,000
Scenic Heights Elementary	900	379	Painting per plan	\$ 5,000
	901	384	Pavement mill and overlay per plan	\$ 200,000
	903	379	Carpet/VCT replacement	\$ 20,000
	905	380	Replace unit ventilators - 1967 section - 12 rooms	\$ 480,000
Minnetonka Middle School East	900	379	Painting per plan	\$ 8,000
	902	383	Roofing replacement per plan	\$ 325,000
	903	379	Carpet/VCT replacement	\$ 30,000
Minnetonka Middle School West	900	379	Painting per plan	\$ 8,000
	903	379	Carpet/VCT replacement	\$ 10,000
Minnetonka High School	900	379	Painting per plan	\$ 20,000
	901	384	Pavement mill and overlay per plan	\$ 125,000
	902	383	Roofing replacement per plan	\$ 500,000
	903	379	Carpet/VCT replacement	\$ 20,000
	905	380	Replace rooftop hvac mechanical units	\$ 600,000
Communty Education Center	900	379	Painting per plan	\$ 50,000
	903	379	Carpet/VCT replacement	\$ 20,000
Pagel Activity Center	900	379	Painting per plan	\$ 9,000
Highway 7 Education Center	900	379	Painting per plan	\$ 1,000
Shorewood Education Center	900	379	Painting per plan	\$ 1,000
	905	380	Replace 1997 hvac mechanical units	\$ 400,000
District Service Center	900	379	Painting per plan	\$ 2,000
Warehouse	900	379	Painting per plan	\$ 1,000
Total 24-25				\$ 5,975,000

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

FY2026 Projects

School	Cost Ctr Course	Fin MDE	Project Description	Project Amount
Clear Springs Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
	905	380	1996 replace gym area hvac rooftop units	\$ 300,000
Deephaven Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
	901	384	Pavement mill and overlay per plan	\$ 100,000
	905	380	1996 replace gym area hvac rooftop units	\$ 300,000
	905	380	Replace unit ventilators - 1956 section - 15 rooms	\$ 600,000
Excelsior Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
	901	384	Pavement mill and overlay per plan	\$ 300,000
Groveland Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
	905	380	1996 replace gym area hvac rooftop units	\$ 300,000
Minnewashta Elementary	902	383	Roofing replacement per plan	\$ 350,000
	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
Scenic Heights Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
	920	369	1967 classroom cabinet replacement - 17 rooms	\$ 510,000
Minnetonka Middle School East	900	379	Painting per plan	\$ 14,000
	903	379	Carpet/VCT replacement	\$ 15,000
	971	370	1964 replace original switch gear & transformer	\$ 250,000
Minnetonka Middle School West	902	383	Roofing replacement per plan	\$ 291,000
	900	379	Painting per plan	\$ 14,000
	903	379	Carpet/VCT replacement	\$ 15,000
	970	370	1964 replace original switch gear & transformer	\$ 250,000
Minnetonka High School	900	379	Painting per plan	\$ 20,000
	903	379	Carpet/VCT replacement	\$ 20,000
	989	384	2013 replace synthetic turf soccer field	\$ 895,000
	921	368	1952 South side section - window replacement	\$ 540,000
	905	380	1996 replace gym area hvac rooftop units	\$ 300,000
	905	380	1952 replace boiler 3 exhaust system	\$ 300,000
Communtiy Education Center	900	379	Painting per plan	\$ 7,000
Pagel Activity Center	900	379	Painting per plan	\$ 3,000
Highway 7 Education Center	900	379	Painting per plan	\$ 1,000
Shorewood Education Center	900	379	Painting per plan	\$ 1,000
District Service Center	900	379	Painting per plan	\$ 1,000
Warehouse	900	379	Painting per plan	\$ 1,000
Total 25-26				\$ 5,800,000

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

FY2027 Projects

School	Cost Ctr Course	Fin MDE	Project Description	Project Amount
Clear Springs Elementary	900	379	Painting per plan	\$ 7,000
	901	384	Pavement rebuild per plan	\$ 300,000
	902	383	Roofing replacement per plan	\$ 130,000
	903	379	Carpet/VCT replacement	\$ 10,000
	908	368	1996 window replacement	\$ 500,000
	967	380	1993 hvac replacement	\$ 175,000
Deephaven Elementary	900	379	Painting per plan	\$ 7,000
	902	383	Roofing replacement per plan	\$ 130,000
	903	379	Carpet/VCT replacement	\$ 10,000
	967	380	1993 hvac replacement	\$ 100,000
Excelsior Elementary	900	379	Painting per plan	\$ 7,000
	901	384	Pavement mill and overlay per plan	\$ 100,000
	903	379	Carpet/VCT replacement	\$ 10,000
	967	380	1993 hvac replacement	\$ 145,000
Groveland Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
	967	380	1993 hvac replacement	\$ 180,000
Minnewashta Elementary	900	379	Painting per plan	\$ 7,000
	901	384	Pavement rebuild per plan	\$ 300,000
	902	383	Roofing replacement per plan	\$ 350,000
	903	379	Carpet/VCT replacement	\$ 10,000
	967	380	1993 hvac replacement	\$ 180,000
Scenic Heights Elementary	900	379	Painting per plan	\$ 7,000
	901	384	Pavement rebuild per plan	\$ 300,000
	902	383	Roofing replacement per plan	\$ 50,000
	903	379	Carpet/VCT replacement	\$ 10,000
	920	369	1967 classroom cabinet replacement - 20 rooms	\$ 600,000
	967	380	1993 hvac replacement	\$ 180,000
Minnetonka Middle School East	900	379	Painting per plan	\$ 14,000
	902	383	Roofing replacement per plan	\$ 125,000
	903	379	Carpet/VCT replacement	\$ 15,000
	967	380	1993 hvac replacement	\$ 250,000
Minnetonka Middle School West	900	379	Painting per plan	\$ 14,000
	902	383	Roofing replacement per plan	\$ 50,000
	903	379	Carpet/VCT replacement	\$ 15,000
	967	380	1993 hvac replacement	\$ 250,000
Minnetonka High School	900	379	Painting per plan	\$ 21,000
	902	383	Roofing replacement per plan	\$ 380,000
	903	379	Carpet/VCT replacement	\$ 20,000
Communty Education Center	900	379	Painting per plan	\$ 7,000
	905	380	Replace 1938-area hvac rooftop units-partial	\$ 410,000
Pagel Activity Center	900	379	Painting per plan	\$ 3,000
Highway 7 Education Center	900	379	Painting per plan	\$ 1,000
Shorewood Education Center	900	379	Painting per plan	\$ 1,000
District Service Center	900	379	Painting per plan	\$ 1,000
Warehouse	900	379	Painting per plan	\$ 1,000
Total 26-27				\$ 5,400,000

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

FY2028 Projects

School	Cost Ctr Course	Fin MDE	Project Description	Project Amount
Clear Springs Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
Deephaven Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
	908	368	1996 window replacement	\$ 500,000
Excelsior Elementary	900	379	Painting per plan	\$ 7,000
	901	384	Pavement mill and overlay per plan	\$ 325,000
	903	379	Carpet/VCT replacement	\$ 10,000
	908	368	1996 window replacement	\$ 500,000
Groveland Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
	908	368	1996 window replacement	\$ 500,000
Minnewashta Elementary	900	379	Painting per plan	\$ 7,000
	901	384	Pavement rebuild per plan	\$ 100,000
	903	379	Carpet/VCT replacement	\$ 10,000
Scenic Heights Elementary	900	379	Painting per plan	\$ 7,000
	901	384	Pavement rebuild per plan	\$ 300,000
	902	383	Roofing replacement per plan	\$ 200,000
	903	379	Carpet/VCT replacement	\$ 10,000
Minnetonka Middle School East	900	379	Painting per plan	\$ 14,000
	902	383	Roofing replacement per plan	\$ 335,000
	903	379	Carpet/VCT replacement	\$ 15,000
Minnetonka Middle School West	900	379	Painting per plan	\$ 14,000
	902	383	Roofing replacement per plan	\$ 400,000
	903	379	Carpet/VCT replacement	\$ 15,000
Minnetonka High School	900	379	Painting per plan	\$ 21,000
	903	379	Carpet/VCT replacement	\$ 20,000
	977	380	Replace area hvac rooftop units-partial	\$ 250,000
	915	380	Ice chiller R-22 replacement	\$ 1,275,000
	978	384	2006 track - rebuild and replace	\$ 1,585,000
Communty Education Center	900	379	Painting per plan	\$ 7,000
Pagel Activity Center	900	379	Painting per plan	\$ 3,000
Highway 7 Education Center	900	379	Painting per plan	\$ 1,000
Shorewood Education Center	900	379	Painting per plan	\$ 1,000
District Service Center	900	379	Painting per plan	\$ 1,000
Warehouse	900	379	Painting per plan	\$ 1,000
Total 27-28				\$ 6,485,000

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

FY2029 Projects

School	Cost Ctr Course	Fin MDE	Project Description	Project Amount
Clear Springs Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
Deephaven Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
Excelsior Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
	908	368	1996 window replacement-single story section	\$ 400,000
Groveland Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
	908	368	1996 window replacement	\$ 400,000
Minnewashta Elementary	900	379	Painting per plan	\$ 7,000
	903	379	Carpet/VCT replacement	\$ 10,000
Scenic Heights Elementary	900	379	Painting per plan	\$ 7,000
	902	383	Roofing replacement per plan	\$ 280,000
	903	379	Carpet/VCT replacement	\$ 10,000
Minnetonka Middle School East	900	379	Painting per plan	\$ 14,000
	901	384	Pavement mill and overlay per plan	\$ 300,000
	902	383	Roofing replacement per plan	\$ 380,000
	903	379	Carpet/VCT replacement	\$ 15,000
	905	380	Replace unit ventilators - 1958 section - 15 rooms	\$ 600,000
Minnetonka Middle School West	900	379	Painting per plan	\$ 14,000
	901	384	Pavement rebuild per plan	\$ 300,000
	902	383	Roofing replacement per plan	\$ 330,000
	903	379	Carpet/VCT replacement	\$ 15,000
	905	380	Replace unit ventilators - 1958 section - 15 rooms	\$ 600,000
Minnetonka High School	900	379	Painting per plan	\$ 21,000
	901	384	Pavement rebuild per plan	\$ 300,000
	902	383	Roofing replacement per plan	\$ 350,000
	903	379	Carpet/VCT replacement	\$ 20,000
	977	380	Replace MHS cooling tower	\$ 1,045,000
Communty Education Center	900	379	Painting per plan	\$ 7,000
PageI Activity Center	900	379	Painting per plan	\$ 3,000
Highway 7 Education Center	900	379	Painting per plan	\$ 1,000
Shorewood Education Center	900	379	Painting per plan	\$ 1,000
District Service Center	900	379	Painting per plan	\$ 1,000
Warehouse	900	379	Painting per plan	\$ 1,000
Total 28-29				\$ 5,500,000

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

FY2030 Projects

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

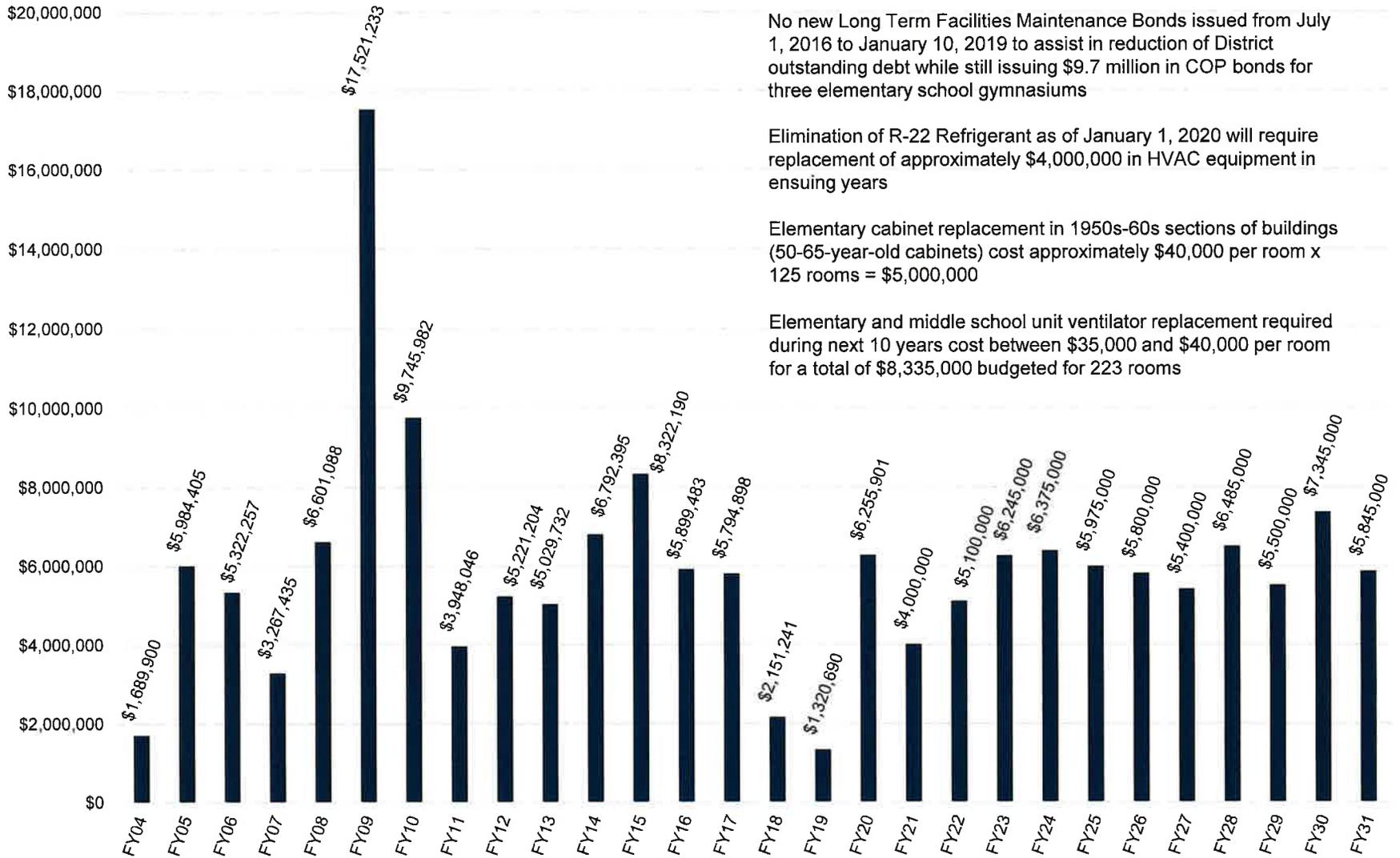
**Minnetonka Independent School District 276
Long Term Facilities Maintenance Plan**

FY2031 Projects

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

Long Term Facilities Maintenance History And Projection

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



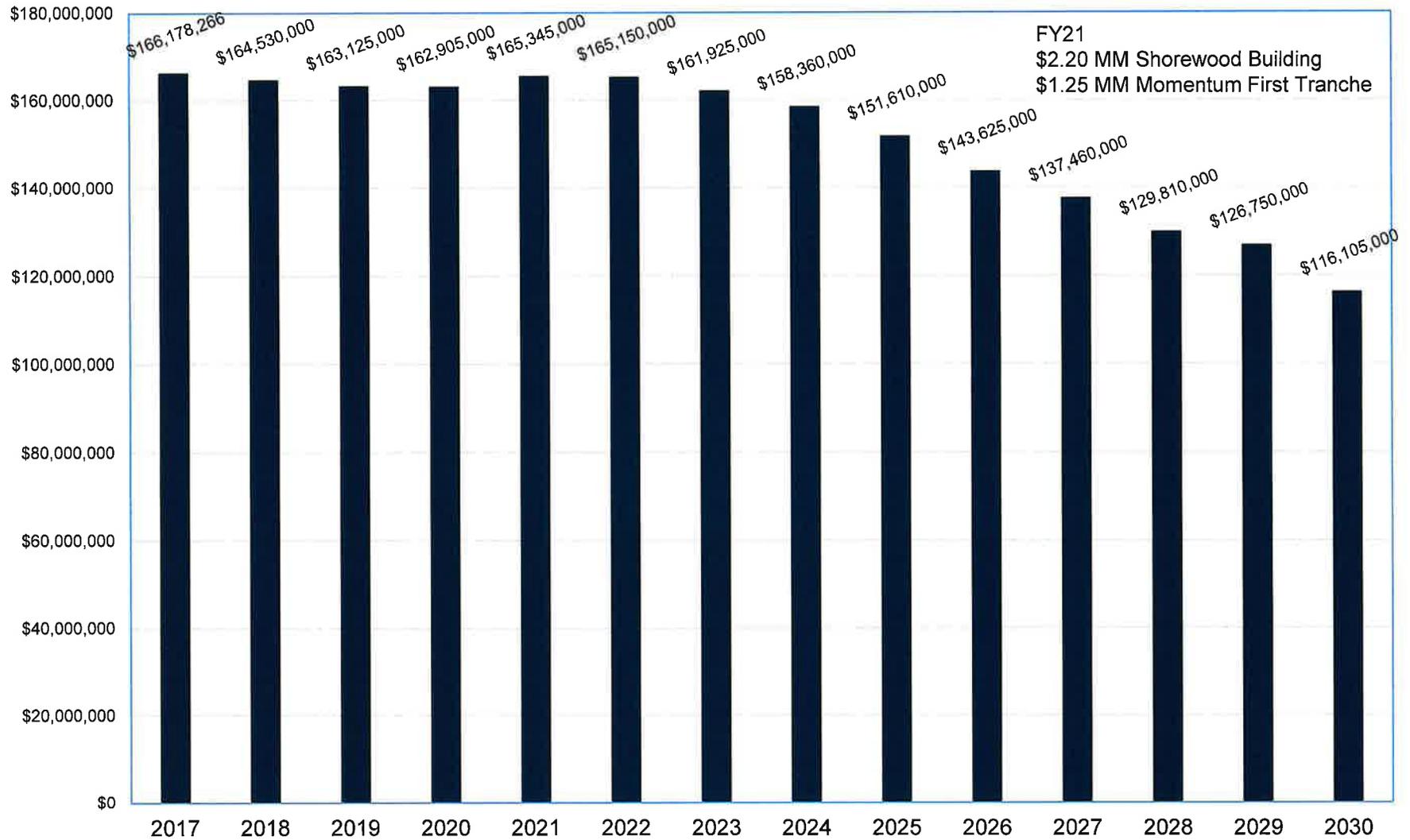
No new Long Term Facilities Maintenance Bonds issued from July 1, 2016 to January 10, 2019 to assist in reduction of District outstanding debt while still issuing \$9.7 million in COP bonds for three elementary school gymnasiums

Elimination of R-22 Refrigerant as of January 1, 2020 will require replacement of approximately \$4,000,000 in HVAC equipment in ensuing years

Elementary cabinet replacement in 1950s-60s sections of buildings (50-65-year-old cabinets) cost approximately \$40,000 per room x 125 rooms = \$5,000,000

Elementary and middle school unit ventilator replacement required during next 10 years cost between \$35,000 and \$40,000 per room for a total of \$8,335,000 budgeted for 223 rooms

Outstanding Debt Principal Projection At Fiscal Year End – 2017-2020 Actual Through 2030



FIRST READING

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

Study Session Agenda Item #5

Title: First Reading of Policy #103: Complaints

Date: April 19, 2021

EXECUTIVE SUMMARY:

Policy #103 is being presented to the Board as a proposed new policy on a complaint process. Even though the District has a complaint process in Policy #206, the Board has directed the Superintendent to bring Policy #103 (MSBA Model Policy) forward to formalize the handling of some complaints. It should be noted that the District has been receiving, addressing and resolving complaints since its inception in 1952.

Submitted by:



**Dennis L. Peterson
Superintendent of Schools**

MINNETONKA PUBLIC SCHOOLS

**POLICY #103: COMPLAINTS—STUDENTS, EMPLOYEES, PARENTS,
OTHER PERSONS**

I. PURPOSE

The school district takes seriously all concerns or complaints by students, employees, parents or other persons. If a specific complaint procedure is provided within any other policy of the school district, the specific procedure shall be followed in reference to such a complaint. If a specific complaint procedure is not provided, the purpose of this policy is to provide a procedure that may be used.

II. GENERAL STATEMENT OF POLICY

- A. Students, parents, employees or other persons, may report concerns or complaints to the school district. While written reports are encouraged, a complaint may be made orally. Any employee receiving a complaint shall advise the principal or immediate supervisor of the receipt of the complaint. The supervisor shall make an initial determination as to the seriousness of the complaint and whether the matter should be referred to the superintendent. A person may file a complaint at any level of the school district; i.e., principal, superintendent or school board. However, persons are encouraged to file a complaint at the building level when appropriate.
- B. Depending upon the nature and seriousness of the complaint, the supervisor or other administrator receiving the complaint shall determine the nature and scope of the investigation or followup procedures. If the complaint involves serious allegations, the matter shall promptly be referred to the superintendent who shall determine whether an internal or external investigation should be conducted. In either case, the superintendent shall determine the nature and scope of the investigation and designate the person responsible for the investigation or follow up relating to the complaint. The designated investigator shall ascertain details concerning the complaint and respond promptly to the appropriate administrator concerning the status or outcome of the matter.
- C. The appropriate administrator shall respond in writing to the complaining party concerning the outcome of the investigation or followup, including any appropriate action or corrective measure that was taken. The superintendent shall be copied on the correspondence and consulted in advance of the written response when appropriate. The response to the complaining party shall be consistent with the rights of others pursuant to the applicable provisions of Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act) or other law.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)

Cross References: MSBA/MASA Model Policy 206 (Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations)
MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 514 (Bullying Prohibition)
MSBA Service Manual, Chapter 13, School Law Bulletin “I” (School Records – Privacy – Access to Data)

Reviewed: April 19, 2021

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

Study Session Agenda Item #6

**Title: First Reading of Policy #426:
Shared Positions Authorization and Conditions**

Date: April 19, 2021

OVERVIEW:

The Board has not reviewed or updated its job-sharing policy for eighteen years. The pandemic has revealed certain shortcomings in how the policy was crafted, which this revision seeks to address. Specifically, this policy was aimed primarily at two continuing contract teachers, presumably early in their careers. As the year began, we found ourselves needing to move forward with last-minute job-share arrangements that did not conform to the Board's 2003 policy, given emergent circumstances at the time. The pandemic has also shown us that some late-career teachers could benefit from the option to job-share. Unfortunately, the supply of peers who would be likewise willing to reduce his/her income by 50% in order to join a late-career teacher in the arrangement is limited. Thus, this policy revision seeks to permit other non-continuing contract teachers who have successfully worked in the District for at least two years to come forward as a potential job-share partner. This revision also elaborates that the Board, at its sole discretion, may approve or deny job share recommendations. Other revisions to this policy language are:

- the inclusion of other categories of employees who have contractual provisions allowing for job-sharing;
- the elimination of posting requirements that are obsolete in the internet age; and
- the elimination of typographical errors and correction of word omissions.

Submitted by: _____


Michael Cyrus, Executive Director of Human Resources

Concurrence: _____

Dennis Peterson, Superintendent

MINNETONKA PUBLIC SCHOOLS

POLICY #426: SHARED POSITIONS AUTHORIZATION AND CONDITIONS

draft

1.0 I. PURPOSE

The purpose of this policy is to provide guidance to school district employees as to the policy and procedure for requesting shared positions.

2.0 II. GENERAL STATEMENT OF POLICY

- A. The Minnetonka School Board recognizes that at certain points in their career some employees would prefer to work in a part time job rather than in a full time position, due to family commitments, or other factors, which preclude full-time employment.
- B. The Board further recognizes that in some instances it may be to the advantage of the school district to provide the option of sharing a job in order to retain proven and dependable staff members, rather than requiring them to resign from a position.
- C. Hence, under certain circumstances which assure the continuation of high quality provision of services, the ~~district believes it may be mutually beneficial to~~ Board in its sole discretion may approve job-sharing arrangements.

3.0 III. CONDITIONS FOR APPROVAL

- A. The district will consider job-sharing applications only from ~~tenured~~ a pair of classroom teachers, one of whom must be on continuing contract status, with a satisfactory record of performance, which the district believes will provide for a successful shared position arrangement;
 - 1. In the event that one of the job share partners is not on continuing contract status, the individual not on a continuing contract must have worked successfully for the District for a minimum of two years.
- B. ~~The district will provide an annual informational posting of those position categories which will be eligible for job sharing for the following year, as provided for in Administrative Rules and Procedures;~~
- C. B. The administration will draft procedures, which will outline the application process for job sharing, the conditions under which job sharing will occur, and special expectations. Procedures for non-teachers seeking job-sharing arrangements shall take into consideration any contractual provisions affecting the employees' bargaining groups as appropriate.

4.0 IV. COST AND FINANCES

- A. Job sharing arrangements will be approved only under the condition that they shall be financially neutral; that is, the cost and financial liability to the school district of two 0.5 teachers sharing a 1.0 job shall not be greater than with one teacher occupying the full position.

5.0 V. TERM OF SHARED POSITIONS

- A. At its discretion, the district will grant approval for ~~allow enter into~~ a shared position arrangement for one full year; the arrangement may continue for a subsequent year(s) but a new application for approval must be submitted annually. ~~only on the basis of one year at a time.~~ As governed by related policy and any bargaining agreement provisions, and under ordinary circumstances, continuing contract teachers shall take a half time leave of absence (0.5 FTE) from a full position for one year. A job-share partner who is not a teacher on continuing contract status shall be employed as a long-term substitute for no more than 0.5 FTE under this arrangement. During the term of the shared position, ~~each~~ both teachers ~~will thus be assigned no more than .5~~ 1.0 FTE of work in total. ~~shared position and .5 leave of absence.~~

6.0 VI. SERVICE EXPECTATIONS

- A. The district will evaluate the job-sharing arrangement in order to ensure a high level of parental satisfaction and student success with the services being provided. ~~continue the expectation of an annual evaluation of each job sharing arrangement, with the purpose to assure a high level of parental satisfaction and student success with the services being provided.~~ Such evaluation shall occur annually prior to approving a ~~the~~ job share arrangement for the following year.

7.0 VII. ADMINISTRATIVE PROCEDURES

- A. The administration shall prepare and maintain Administrative Rules and Procedures which implement this policy.

Approved: May 15, 2003

Reviewed: April 19, 2021

MINNETONKA PUBLIC SCHOOLS

PROCEDURES FOR POLICY #426

draft

1.0 Authorization for Shared Position Arrangements

Consistent with Board Policy, the administration shall accept job share applications from February 1 through April 15 of the school year prior to the commencement of any proposed job sharing arrangement.~~identify those position categories which for the following year will be eligible for shared position arrangements, and post notice of the availability of these positions no later than March 15 of the year prior to the school year under consideration. The posting of the availability of job share arrangements will not in any way obligate the school district to place certain teachers in shared position arrangements, or fulfill an obligation to place teachers in these positions. This is a permissive authorization which will provide communication to teachers who may be considering such arrangement.~~ The administration may recommend to the School Board approval for teachers to participate in the job share arrangement subject to provisions of this policy.

2.0 Conditions for Approval

- 2.1 The district will consider job-sharing applications ~~only~~ from pairs of teachers, one of whom must have attained continuing contract status. ~~tenure teachers,~~ Job-share partners who have not attained continuing contract status must have two years' employment experience within the Minnetonka Public School District. Both teachers in a job share application must have demonstrated with a proven record of good performance.
- 2.2 Teachers wishing to participate in a shared position arrangement must make this request by February 1 and no later than April 15 of the year preceding the school year for which the arrangement would be effective, ~~unless other timelines are provided in the posted notices described in 1.0 above.~~
- 2.3 ~~Along with the posting which will occur no later than March 15,~~ The administration will provide an separate application for job sharing, describing seeking the following:
 - 2.3.1 Evidence that the two teachers are compatible in teaching style, communication style, and in relationships with students, to assure a smooth transition for students on a day to day basis;
 - 2.3.2 Evidence of support from one or more principals interested in having the job share arrangement in his or her building;

- 2.3.3 Evidence of an understanding of the expectations of the shared job arrangement, including plans and provisions for parental and student communication, and other strategies necessary for making the job share arrangement successful;
- 2.3.4 An understanding of the service expectations of the shared position arrangement, ~~including, as part of the 0.5 contract:~~ includes:
- 2.3.4.1. Both teachers would attend all full day workshops and in-services scheduled for all teachers.
 - 2.3.4.2 Both would attend all parent conferences, curriculum nights, and all such parent functions;
 - 2.3.4.3 Both would attend faculty meetings and other school or district functions as directed by the building principal.
 - 2.3.4.4 ~~Job share partners Both will would~~ attempt to make arrangements with the other partner ~~teacher to cover each other's absences if he/she they knew they~~ knows an absence is impending (e.g., attending a workshop, personal day), ~~and both team members would first try to make arrangements with the other team member to assure continuity with students;~~
 - 2.3.4.5 Other provisions suggested by the teachers to carry out ~~the provisions of this~~ policy and assure high quality service to students.
- 2.4 The administration will consider job-sharing applications from non-teachers per any applicable contractual agreements. The same basic conditions specified in this set of procedures shall apply to all job-sharing arrangements to the extent possible.

3.0 Financial Ramifications

Board policy provides that job sharing arrangements shall be financially neutral. In the case of teachers seeking to job-share, that is, the cost and financial liability to the school district of two ~~teachers~~ employees sharing a 1.0 FTE position shall not be greater than one of the employees ~~teachers~~ occupying the full position. The interpretation of this would be that all the above expectations would be done as part of the .5 basic part-time contract. The only exception to this would be work which for a full-time employee teacher would be compensated at another rate. For example, additional workshop days outside of the normal contract year would be paid at the in-service rate, and additional days outside of the normal contract year for curriculum writing would be paid at the curriculum-writing rate.

4.0 Term of Shared Positions

~~As described above, the district will post those positions available for shared time positions by March 15, and expect applications from teachers by April 1. Under ordinary circumstances,~~ teachers on continuing contract status and approved for job sharing ~~arrangements~~ shall request a

one year 0.5 leave of absence. Teachers not on continuing contract status will be employed on 0.50 FTE long-term substitute contracts for one school year at a time. Non-teaching employees shall be required to seek a 0.50 FTE leave of absence from full-time work for the year of the job-share. The administration will make recommendations to the school board for those job share arrangements for which approval is sought. The term of the shared position arrangement will be one year, subject to renewal only on the consent of all parties, including both teachers and the administration.

5.0 Service Expectations

~~While 2.0 describes service expectations, beyond the base service expectations, the teachers and principals shall jointly develop an evaluation protocol to gauge some manner of evaluating the success of the job share arrangement; before any succeeding job share arrangement is approved for a particular pair, the principal administration and teachers shall cooperatively review the results of that job-share evaluation.~~

Approved: May 15, 2003

Reviewed: April 19, 2021

REVIEW

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

Study Session Agenda Item #7

Title: Review of Goal 4

Date: April 19, 2021

EXECUTIVE SUMMARY:

Extensive work has been done on Goal Four during this year, as it mostly embodies the various learning models and adjustments to the calendar that have involved all students and staff. This review of Goal Four will meet the Board's expectations.

Submitted by:



**Dennis L. Peterson
Superintendent of Schools**

District Goal 4: Multimodal Learning

In pursuit of child-centered excellence, Minnetonka Schools will expand the implementation of personalized learning for students and continue to develop ways to personalize instruction to meet unique needs, abilities and interests of all of our students, families and staff.

The initial implementation and progress report will be presented in the back to school Opening Report in October 2020, with additional progress reports as needed.

- Develop a schedule for instruction that encompasses the health and policy directives of the State of Minnesota/Minnesota Department of Education
- Adapt the Minnetonka Curriculum to enable students to achieve their highest potential while adapting the learning environment to meet the needs of both the educational process and needs of the families while best supporting child-centered excellence.
- Educational content should be expected to be delivered in a multimodal fashion, leveraging the success of the Tonka Online system, as well as blended in-person model and taking into consideration the needs and abilities of all educational process constituents.
- The District will have plans in place to quickly identify student learners who need additional educational and/or mental health support and will create alternative methods to support their educational achievement.
- The District will adapt current plans and support structures to take into consideration students' unique needs across academics, social, emotional, belonging and mental health aspects of the educational process.

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

Study Session Agenda Item #8

Title: Update on MTSS Evaluation

Date: April 19, 2021

EXECUTIVE SUMMARY:

The purpose of this report is to provide the School Board with an update on the Multi-Tiered Systems of Support (MTSS) Evaluation. In response and work on Board Goal One objectives, stating Minnetonka School District would follow through on the recommendations from Dr. William Dikel's *Evaluation of Student and Family Well-being* completed in 2019-2020, the District is in the process of an in-depth assessment of our PK-12 systems of support for all students.

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

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

Dr. Dikel recommended Dr. Kim Gibbons of CAREI to further explore our MTSS as an educational process, to assist in clarifying our universal core instruction, evidence based interventions, roles and responsibilities, the pre-referral processes, professional development and teacher training.

There are many benefits of having an articulated and clear MTSS process and system. One of the most noted benefits of MTSS is improving the education for all students. MTSS also provides support for teachers with instructionally relevant, easily understood information which allows teachers to know what works to improve a student's educational experience. MTSS encourages better collaboration between teachers and families.

Additional benefits include:

- Clearly stated instructional standards and evidence based interventions.

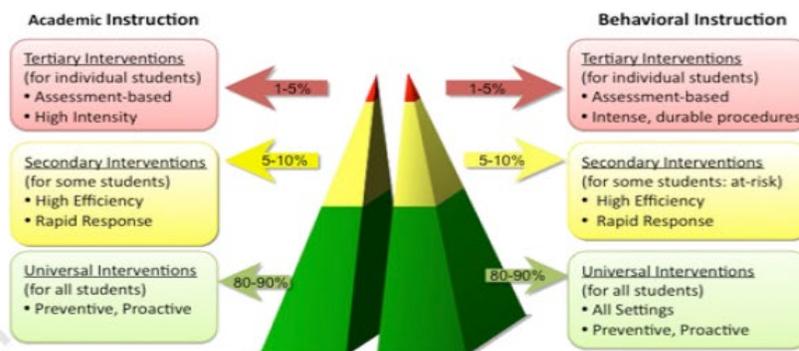
- Specific types of support for teachers in the form of professional development, technical assistance, and instructional coaching.
- Clearly defined roles, responsibilities, and accountability for teachers, building leaders, and district personnel; the aligned instructional processes.
- A coherent system for continuous improvement.
- A common understanding or language to articulate implementation and expected outcomes aligned with core instruction and evidence based practices.
- ALL students will benefit when the MTSS model is implemented with fidelity.

MTSS Framework:

Multi-Tiered Systems of Support (MTSS) is a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the educational system for supporting students in the areas of academics, social, emotional, and behavioral needs. The base of this model is core instruction, the learning that all students engage in through our district curriculum. This includes how teachers think about differentiating during the learning process to both intervene and to challenge each learner.

Multi-Tiered Systems of Support - MTSS

Designing Schoolwide Systems for Student Success



Implementation Review

Through our partnership with CAREI we are collecting information on our district's implementation of a MTSS framework, what has often been referred to in Minnetonka as Response to Intervention (RTI). This information is intended to help our district prioritize, plan, and implement the MTSS framework with fidelity to ensure we are meeting student needs and improving student outcomes. The implementation review has been conducted as a continuous improvement process which will result in the creation of a consistent district wide MTSS guide. Rather than imposing judgments as to whether practices are "good or bad," the goal of this review is to provide information that will help facilitate our district's efforts to move to the next level of performance.

Guiding Questions:

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

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

Process to Gather Data:

CAREI staff conducted interviews with district leadership as well as a leadership team at each school. Leadership teams were made up of a primary and intermediate classroom teacher or two core content area teachers, a reading and/or math interventionist, special education facilitator, school psychologist, school nurse, administrative support or assistant principal, a social worker or counselor, and the lead building principal. Members of these leadership teams also each completed an individual survey. In addition, all staff received a link to two surveys, one focused on beliefs and one on perceptions, in order to collect additional information and ensure that all voices were heard. Each building exceeded the necessary completion rate to ensure a valid sample. Finally, existing district data, including academic achievement, behavior trends, an initiative inventory, an assessment inventory, and professional development offerings, were gathered and shared with CAREI staff for them to review and analyze as a means to obtain a comprehensive picture of our system, processes, and implementation. All data was collected between February and April of 2021. See Attachment.

Moving Forward:

The evaluation will provide information on implementation for each building and will also be summarized by elementary, secondary, and at the district level. Following the implementation review, CAREI will facilitate the development of a multi-year implementation plan at the district level.

A report of findings and recommendations will be provided to the district, and CAREI staff will facilitate professional development to create a shared understanding and common language, followed by action planning with district and building staff.

Timeline:

- May 28, 2021: CAREI provides a report of findings to the District leadership team.
- June 7, 2021: CAREI presents findings to the District leadership team.
- June 15, 2021: CAREI shares findings through an embedded professional development approach with the district and building leadership teams including teaching and learning, special education, principals, and teacher leaders. An overview of the district priorities will be provided, and school-based leadership teams will complete initial planning.
- June 17, 2021: CAREI presents findings to the School Board at the study session. District leadership team provides a status report including plans for next steps.
- August 17, 2021: CAREI and District leadership will facilitate an action planning session with district and building leadership teams. This will include sharing of the complete District action plan. Time and support will be provided to further dig into

the details of the MTSS report and for teams to develop detailed building level plans.

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

Special Education Evaluation

While all eight of the questions CAREI set out to answer through this evaluation connect directly to special education, questions six and seven and the answers unearthed will impact special education most significantly. Question six states: *What is the impact of the MTSS framework on special education child count?* Data used to answer this question include but is not limited to MCA, NWEA, grades and discipline referrals and removals. CAREI staff are going to review the percentage of students receiving special education services by category over three years and review ratios of intervention specialists and special education teachers to total student population by building in order to have a measured outcome of a description of special education child count and staffing. Question seven states: *To what extent is special education programming for all settings consistent with best practices research?* CAREI staff are going to use staff interviews and focus groups, review extant data, conduct staff (special education teachers and administrators) surveys of effective practices and complete a literature review. In addition, they will review a random sample of Individualized Education Plans (IEPs), Functional Behavior Assessments (FBAs) and Positive Behavior Support Plans (PBSPs) using the TATE Evaluation Tool. The measured outcomes of this question will ensure alignment between research and practice as well as a description of the continuum of services with procedures to ensure Least Restrictive Environment (LRE).

While our goal was to complete the special education evaluation portion of the MTSS Evaluation concurrently with the rest of the MTSS evaluation, it became apparent that we needed to pause and recognize/honor where our teachers were at during this challenging year. In order to really acquire the best data to drive analysis and decision-making, collectively we made the decision to move the special education evaluation portion of this project to Fall 2021. This will allow our special education and general education teaching staff, related services, and administrators to focus on finishing the 2020-2021 year prior to this review.

Therefore, in the Fall of 2021, CAREI will conduct the focus groups with elementary, middle and high school teachers, support staff, building principals and district administration. They will interview 12 groups of staff with roughly 6-10 participants in each group. The purpose of these focus groups is to gather information on the high-incidence disability programming within the Minnetonka School District. Specifically, CAREI will seek to determine what is currently working within our programs and where there might be opportunities for improvement. They are also interested in the strategies and skills needed to best support special education teachers and general education teachers in

implementing programming to best meet the needs of the students they serve. This information will be used by the school district to guide the development of professional development, as well as to determine how else we can support improved instruction for students with disabilities.

In addition to the focus groups, CAREI will conduct staff surveys, which contain 40-50 items asking staff to rate the extent to which evidence-based practices that target challenging behaviors are important, are happening in their school(s), and their level of preparedness to implement these evidence-based practices.

Special education is monitored by the Minnesota Department of Education (MDE) on a six year cycle for due process compliance. As Michelle Ferris shared two years ago with the school board, Minnetonka was found to be one of two districts in the state to earn a 100% compliance rating. Therefore, the special education department feels confident in our due process abilities and recognizes there is room for evaluation and improvement in instructional practices, efficacy, and fidelity of instruction. We look forward to the final evaluation, report, findings and recommendations from CAREI to ensure Minnetonka's special education department remains one of the top in the state.

SUMMARY

This report was to provide an update on our work with CAREI to date and forecast the plans going forward. We look forward to Dr. Gibbons providing CAREI's full report of the findings at the June Study Session. We are excited for the opportunities will be provided through this intentional process work and ongoing District-wide consistent implementation of MTSS that is supported and led in collaboration by the District and building leadership teams.

ATTACHMENTS:

- Minnetonka MTSS Proposal
- Minnetonka MTSS Implementation Review Progress Check-In

RECOMMENDATION/FUTURE DIRECTION:

This report is an update on the MTSS evaluation being completed by CAREI. Dr. Kim Gibbons will present the full report of the findings at the Study Session on June 17, 2021.

Submitted by: Christine G. Breen
Christine Breen, Executive Director of Special Education

Submitted by: Michelle Ferris
Michelle Ferris, Executive Director of Student Support Services

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

Concurrence: _____
Dennis Peterson, Superintendent



Center for
Applied Research and
Educational Improvement

UNIVERSITY OF MINNESOTA

Driven to Discover®

**A Proposal to Evaluate the Implementation of the
Multi-Tiered System of Support (MTSS) Framework
for
Minnetonka Public Schools**

Prepared by:
Kim Gibbons, Ph.D.
Ellina Xiong, Ph.D.

November 30, 2020

Purpose of the Evaluation

Minnetonka Public School District is located in the West Metro of the Twin Cities, and serves 10 surrounding communities: Minnetonka, Chanhassen, Deephaven, Eden Prairie, Excelsior, Greenwood, Shorewood, Tonka Bay, Victoria and Woodland. Minnetonka serves over 11,000 kindergarten-12th grade students consisting of six elementary schools (grades kindergarten to 5th), two middle schools (grades 6th to 8th), and one high school (grades 9th to 12th). The district also has an early childhood family education program serving children from birth to five years old. Minnetonka Public Schools is committed to a world-class education dedicated to child-centered excellence.

Minnetonka has set four goals for the 20-21 academic year:

- ❖ Goal 1- Student Well-being: The District will continue to foster and promote positive student well-being efforts and identify leading causes of issues that have a detrimental effect on student well-being.
- ❖ Goal 2- Excellence and Belonging: The District is dedicated to providing a school environment where all students feel safe, welcome, supported and accepted, regardless of race, religion, gender, sexual orientation, country of origin and socioeconomic status.
- ❖ Goal 3- District Strategic Plan: The District will create and publish a five-year Strategic Plan with a specific lens toward the implication of flattening enrollment and the state-imposed levy cap.
- ❖ Goal 4- Multimodal Learning: The District will expand the implementation of personalized learning for students and continue to develop ways to personalize instruction to meet unique needs, abilities and interests of all of our students, families and staff.

District leaders reached out to CAREI for technical assistance pertaining to the current level of implementation of the MTSS framework and special education services. This proposal provides three options of support from CAREI for the district to consider for prioritizing, planning and implementing the framework with fidelity to improve student outcomes.

Option 1: Implementation Review and District Action Planning

Option 1 will provide information on implementation for each building with information summarized by elementary, secondary, and at the district level. Following the implementation review, CARE will facilitate the development of a multi-year implementation plan at the district level. The following evaluation questions guide systematic data collection and analysis processes:

1. To what extent is Minnetonka Public Schools implementing an aligned (K-12) MTSS framework across all buildings?
2. To what extent do teachers and staff support implementation of a MTSS framework?

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

Option 2: Technical Assistance (2021-22 School Year)

Option 2 includes coaching and technical assistance component for the second year from CAREI and will focus on helping the district ensure the MTSS framework is being implemented with fidelity.

1. To what extent is the district implementing an MTSS framework with fidelity?

The Center for Applied Research and Educational Improvement (CAREI) Capability

CAREI is an independent research and evaluation center in the College of Education and Human Development at the University of Minnesota. The center was created in 1988 to improve the quality of education for all learners through rigorous research, evaluation and assessment. As an integrated research and evaluation center within the University, CAREI has complete access to the full array of resources available at the University of Minnesota, including faculty expertise, technology support, libraries, equipment, and facilities.

Project Evaluation Team

CAREI's evaluation team for this project includes Kim Gibbons, Kim Gibbons, Ph.D., Director, Laura Potter, Ph.D., Research Associate, Ellina Xiong, Ph.D., Research Associate, and Dan Knewitz, M.A., Research Associate. Dr. Gibbons has extensive experience implementing and evaluating the implementation of the MTSS framework and is author and co-author of four MTSS books. The other members of the team have at least 10 years of MTSS implementation experience and have worked as school psychologists in a variety of districts.

Evaluation Work Plan

The work plan for evaluating the implementation of MTSS involves collecting data through surveys and semi-structured interviews as well as reviewing and analyzing extant data. CAREI's

evaluators will work in close collaboration with district leaders to implement data collection methodologies. The evaluation work plan (p.5) outlines the evaluation questions, data collection and analysis processes, measurement outcomes, and a projected evaluation timeline for completing the work.

Rationale for Data Collection Methods and Analysis

The proposed MTSS evaluation will consist of analyzing descriptive statistics from semi-structured interviews and implementation surveys. Results will be used to identify strengths and opportunities for growth. A review of extant data will focus on student achievement from statewide tests and local assessments to determine the percentage of students at low, medium, and high risk along with outcomes. These data are expected to inform decisions about MTSS implementation and future action planning.

Evaluation Activities Timeline

Option 1:

- ✓ January - February 2021: Interviews with building & district teams and other key stakeholders
- ✓ February - March 2021: Administration of implementation surveys
- ✓ April - May 2021: Analysis and summary of interviews, surveys, and extent data.
- ✓ June 2021: Final Report submitted with a board presentation upon request
- ✓ July - August 2021: Development of District and Building Implementation plans

Option 2:

- ✓ August 2021 – June 30, 2022: Monthly meeting with district implementation team
- ✓ August, 2022 – June 30th, 2023: Three meetings per year (half-day) with each building implementation team.
- ✓ January 2022: Interim Report 1
- ✓ June 30, 2022: Final Report Year 2

Communication (Dissemination) Plan

The evaluators understand that successful communication of the findings begins with anticipating the questions and concerns of stakeholders. The CAREI evaluators will collaborate with Minnetonka Public Schools staff to structure reports, presentations, and findings in ways that meet the organization's information needs. Minnetonka Public Schools staff and CAREI evaluators will collaborate on how information will be disseminated to various potential users of the evaluation.

Evaluation of MTSS Implementation Work Plan
MINNETONKA PUBLIC SCHOOLS
Evaluation Design Work Plan

Evaluation Question	Data Type/Measures	Data Collection and Analysis	Measured Outcomes	Evaluation Timeline
<p>1. To what extent is Minnetonka Public Schools implementing an aligned MTSS framework across all buildings?</p>	<ul style="list-style-type: none"> ● Interviews using the American Institute of Research <i>RtI Essential Components Worksheet</i> ● <i>RtI/MTSS Implementation Survey</i> ● <i>Review of Extant Data</i> 	<ul style="list-style-type: none"> ● Building leadership teams will be interviewed along with other key stakeholders (intervention teachers & district office administration). Interviews will be scored using the American Institute of Research <i>Fidelity of Implementation Rubric</i>. ● Building leadership teams will complete the <i>RtI/MTSS Implementation Survey</i>. 	<ul style="list-style-type: none"> ● Outcomes will be measured in five key areas of assessment, data based decision-making, multilevel instruction, infrastructure and support, and fidelity and evaluation. 	<p>January-February 2021</p>

		<ul style="list-style-type: none">● Results will be analyzed at the district and building level.		
--	--	--	--	--

Evaluation Question	Data Type/Measures	Data Collection and Analysis	Measured Outcomes	Evaluation Timeline
<p>2. To what extent do teachers and staff support implementation of an MTSS framework?</p>	<ul style="list-style-type: none"> ● Interviews using the American Institute of Research <i>RtI Essential Components Worksheet</i> ● <i>RtI Beliefs Survey</i> ● <i>Perception of RtI Survey</i> ● <i>School Survey of Practices Associated with High Performance</i> 	<ul style="list-style-type: none"> ● Building leadership teams will be interviewed from each site along with other key stakeholders (parents, intervention teachers, & district office administration). ● Interviews will be scored using the American Institute of Research <i>Fidelity of Implementation Rubric</i>. ● All staff will complete the <i>RtI Beliefs Survey</i>, <i>Perception of RtI Survey</i>, <i>School Survey of Practices Associated with High Performance</i> ● Results will be analyzed at the district and building level. 	<ul style="list-style-type: none"> ● The evaluation will measure staff concerns, beliefs, perceptions, and needs regarding MTSS implementation ● Needs will be identified in the five areas of assessment, data based decision-making, multilevel instruction, infrastructure and support, and fidelity and evaluation. 	<p>February-March 2021</p>

<p>3. To what extent is staffing sufficient and equitable across tiers of service to support quality implementation of an MTSS framework?</p>	<ul style="list-style-type: none"> ● Staffing Survey ● Review of extent data ● Focus groups 	<ul style="list-style-type: none"> ● Special education staff will complete a survey on staffing and services developed by CAREI. ● A review of staffing data and district staffing guidelines will be examined. ● Results will be analyzed at the district and building level. 	<ul style="list-style-type: none"> ● The degree to which there are adequate, but not excessive, staff required to implement the MTSS framework and accomplish the provision of a Free Appropriate Public Education (FAPE) for students with disabilities. ● The degree to which staffing decisions are fair and impartial with consideration for diversity and poverty and distribution of resources in the district. 	<p>March - May 2021</p>
---	--	---	---	-------------------------

<p>4. To what extent is staffing efficient and responsive to appropriately address student needs?</p>	<ul style="list-style-type: none"> ● Staffing Survey ● Review of extent data ● Focus groups 	<ul style="list-style-type: none"> ● All staff will complete a survey on staffing and services developed by CAREI ● Results will be analyzed at the district and building level. 	<ul style="list-style-type: none"> ● The degree that the system organizes the delivery of needed services across tiers to students to ensure maximum use of time, talent and resources, and in keeping with effective practices research. ● The degree that trained and qualified teachers and related service providers deliver the instruction and related services with support from well-trained paraprofessionals 	<p>March - May 2021</p>
---	--	--	--	-------------------------

Evaluation Question	Data Type/Measures	Data Collection and Analysis	Measured Outcomes	Evaluation Timeline
<p>5. What is the relationship between implementation of the MTSS framework and student achievement and behavioral outcomes?</p>	<ul style="list-style-type: none"> ● Review of extant data including <i>Minnesota Comprehensive Assessment (MCA)</i> and other local assessments as determined by the district. ● Review extant data regarding disciplinary incidents along with Minnesota Student Survey Results. 	<ul style="list-style-type: none"> ● Review student achievement data from MCA's and other local assessments. ● Analyze MCA proficiency trends. 	<ul style="list-style-type: none"> ● Student proficiency levels across three areas of risk (low, medium, and high). 	<p>February - May 2021</p>
<p>6. What is the impact of the MTSS framework on special education child count?</p>	<ul style="list-style-type: none"> ● Review of extant data 	<ul style="list-style-type: none"> ● Review percent of students receiving special education services by category over three years. ● Review ratios of intervention specialists and special education teachers to total student population by building. 	<ul style="list-style-type: none"> ● Description of special education child count and staffing 	<p>March-May 2021</p>

Evaluation Question	Data Type/Measures	Data Collection and Analysis	Measured Outcomes	Evaluation Timeline
7. To what extent is special education programming for all settings consistent with best practice research?	<ul style="list-style-type: none"> ● Interviews ● Review of Extant Data ● Staff Survey of Effective Practices ● Literature Review 	<ul style="list-style-type: none"> ● Interviews with special education and related services staff and administrators ● Surveys of special education staff and administrators ● A random sample of IEP's, FBAs, and BIPs will be reviewed and evaluated using the TATE Evaluation Tool 	<ul style="list-style-type: none"> ● Alignment between research and practice. ● Description of continuum of services with procedures to ensure Least Restrictive Environment (LRE) 	March - June 2021
8. How will the results of the MTSS audit be organized into a 3-year implementation plan for the district and each building?	<ul style="list-style-type: none"> ● Review of MTSS implementation findings by district and building. 	<ul style="list-style-type: none"> ● Consensus on strengths, barriers to implementation, and prioritized needs. 	<ul style="list-style-type: none"> ● Development of a 3-year implementation plan. 	July - August 2021

<p>9. Option 2: To what extent is the district implementing an MTSS framework with fidelity?</p>	<ul style="list-style-type: none"> ● Development of Fidelity Measures ● Observation ● Review of extant data 	<ul style="list-style-type: none"> ● Measures will be developed and used to evaluate fidelity of the action plan and any barriers to implementation. ● Tri-annual on-site meetings with building leadership teams. ● Monthly meetings with the district leadership team or district MTSS coordinator. 	<ul style="list-style-type: none"> ● Fidelity observations for team functioning ● Review of extent achievement and behavioral data. ● Results will be analyzed at the district and building level. 	<p>September 2021 - June 2022</p>
---	--	--	---	-----------------------------------

Minnetonka MTSS Implementation Review Progress Check-In
[Shared Minnetonka Implementation Review Checklist](#)

Focus Groups	Progress
MTSS groups	Data collection complete
Special Education groups	Postpone until Fall

Surveys	Progress
MTSS Self-Assessment	Data collection complete
MTSS Beliefs	Data collection complete
MTSS Perceptions	Data collection complete
Student Survey - Need to review questions	Postpone until Fall
Special Education Best Practices on Mild Disabilities	Postpone until Fall

Extant Data	Progress
Student academic data SY18, SY 19, SY 20	Data collection complete
Student behavior data SY18, SY 19, SY 20	Data collection complete
Child Count data	Data collection complete
SpEd Staffing data	Data collection complete
Initiative inventory	Still need list of initiatives in the district for the last 2 school years
District level assessment inventory	Still need assessment calendars for last 2 school years Received 4/12/21
Professional development offerings - Use this template to report PD offerings if helpful	Still need PD data for the last 2 school years
Random sample of IEPs + BIPs for students with mild disabilities	Data collection complete

Notes:

- PD: Looking for what's required for all (or certain groups)
- Clarified - Initiative inventory is what initiatives have been the focus for the last 2 school years (and potentially forecasting into the future)
 - Including updates to board goals

Timeline for next steps:

- **May 28th:** CAREI sends report to Minnetonka district team (Amy, Christine, Michelle)
- **June 7 (afternoon) or June 8 (date TBD):** CAREI presents findings to district-level team (2 hour meeting)
- **June 15:** CAREI shares findings with broader MPS staff group (principals and teacher leaders)
 - CAREI presents (embedded PD) for about 3-3.5 hours in the morning, then teams do work in the afternoon
 - Need to determine what is in person vs. virtual (building teams will be in person)
- **June 17 (~6 pm):** MPS School Board meeting presentation
 - CAREI (and MPS leadership) share status report - here's what we know and have done so far, here are plans for next steps
- **August 17 (half or whole day):** MPS T&L academy days - CAREI and MPS leadership will use this time used to dig into details of the MTSS report and have teams build out detailed building-level plans
- **September 2021:** Reconnect with MPS school board to share more details about MPS's work plan overall (and CAREI's role in this work)

REVIEW

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

Study Session Agenda Item #9

Title: Review of Progress on 2020-21 Goals

Date: April 19, 2021

EXECUTIVE SUMMARY:

The attached summary of work done on each goal has been backed up by full documents and reports already provided to the Board. The Board will provide further direction to the Superintendent regarding expectations that have not yet been fulfilled.

Submitted by:



**Dennis L. Peterson
Superintendent of Schools**

Goal 1: Student Well-Being

In pursuit of child-centered excellence, the well-being of students is a continuing priority for families and the District. In 2020-2021, the District will continue the development and implementation of a plan that supports families' desires to have their students be socially and emotionally strong and provides the necessary level of support to students for their academic, social, and emotional well-being. The District will continue to foster and promote positive student well-being efforts and identify leading causes of issues that have a detrimental effect on student well-being.

Updates on the implementation and recommendations will be presented to the Board in October, January and May will include:

- **Recommendations from the Evaluation of Student and Family Well-being completed in 2019-20.**

We have reviewed all of the recommendations in the report (2019-20) and provided a detailed review of each recommendation and the work that has been completed on each recommendation in a report provided by the Superintendent in February, 2021. We have also hired CAREI to provide us with an evaluation of the MTSS work in the District. That review is currently in process. Multi-Tiered Systems of Support (MTSS) is a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the educational system for supporting students in the areas of academics and social, emotional, and behavioral needs. Dr. Dikel recommended that we further analyze our District wide systems of support--Multi-Tiered Systems of Support (MTSS)--and enlist the expertise of Dr. Kim Gibbons and the Center of Applied Research and Educational Improvement (CAREI) to further assess our systems and process for instructional and behavioral supports for all students. We began working with Dr. Gibbons earlier this year to complete the evaluation and shared this initial work at the February Board meeting. An update will be shared at the April 19 Board work session. In addition, Dr. Gibbons will be providing CAREI's full report of the findings at the June study session.

- **The completion of the Student and Parent Focus group identified in the Evaluation of Student and Family Well-being.**

We have facilitated the completion of student and parent focus groups by Dr. Dikel that were postponed from 2019-20 because of the COVID closure in the spring of 2020. The results of those focus groups' information have been presented to the Board.

- **Incorporating key recommendations from the Mental Health Advisory Committee.**

The Mental Health Advisory Committee has met monthly throughout the year, and its various recommendations have been incorporated into the mental health work of the

District. The Minnetonka Mental Health Advisory Council has taken an active role in planning and hosting three mental health town hall events to provide education and outreach to families and the community around student well-being and mental health. Presently the advisory council students are working on a video series with community clinicians and school support professionals to provide outreach during the month of May, National Mental Health Awareness Month.

- **Ongoing Staff training to give all staff the support, resources, tools and training needed.**

Extensive staff training has been provided to give all staff the support, resources, tools and training they have needed. Updates on this training have been provided to the Board.

- **Quantifiable measurements to evaluate Student well-being and the impact of Minnetonka's efforts within our scope/boundaries as a public institution.**

We have provided reports on the quantifiable measures used to evaluate student well-being in the District and to determine program and staffing needs to better serve students. Reports to the Board have been extensive. One area the District will expand upon next year, with the guidance of CAREI and the MTSS process, is further ongoing uniform student screening and surveying. We are looking to expand our K-6 student screening (SAEBRS) to a comprehensive PK-12 tool to gain additional data and input from our secondary students. Due to the nature of this year, we will solidify our tool and implement as part of our MTSS work and establish a baseline in the fall of 2021.

Goal 2: Excellence and Belonging – Diversity. Equity. Inclusion.

The Minnetonka School Board and District Administration believe a commitment to diversity, equity, inclusion, world class culture and child-centered excellence strengthens Minnetonka Public Schools. We are committed to deepening our understanding of racial and socio-economic factors in academic performance and discovering new strategies for closing all achievement gaps. We believe that students who feel a sense of belonging or connectedness to their school are more likely to experience success inside and outside the classroom. Belonging is defined in this goal as a strong feeling of positive connection, acceptance and importance as a member of the Minnetonka Schools community, regardless of race, religion, gender, sexual orientation, country of origin, and socioeconomic status. We are dedicated to working tirelessly to providing a school environment where all students feel safe, welcome, supported and accepted.

Minnetonka has long sought to close achievement gaps by seeking excellence in the education of every student in the District and raising the achievement of students through high expectations and a constant drive to assure all students are treated equally and fairly. Diverse students in the District far out-perform similar students in many other Minnesota Districts, state-wide and nationally. They often out-perform Caucasian students state-wide and in specific other Minnesota districts. As student achievement

has risen in Minnetonka over the years, the achievement of students of all races and ethnic backgrounds has also climbed. The District has been achieving equity through excellence, and this goal expects excellence to continue to produce real equity among students.

The Minnetonka School Board has developed a series of measurable, meaningful and intentional action steps below for the District to promote belonging in our schools. We are committed to action and to making necessary changes. We look forward to partnering with students, parents, staff and community members on this important work. It will not be done in isolation and will require thoughtful consideration. The School Board and District leadership will listen with compassion, examine our own biases and determine what we also can do to help to ensure all students, families and staff feel safe and accepted. We will be a part of the solution, lead by example and continue to listen and learn. Our commitment to belonging and child-centered excellence will be the foundation for all our efforts.

The work on Goal Two has been driven by the expectation of this statement—excellence and belonging. We have continued to use the District's excellence in programs and instruction to continue to drive equity and inclusion. The District's acceptance of students has continued to expand the diversity of the District's student and staff base. We have achieved results in equity for our diverse student body, and we will continue to progress on that journey this year and in future years.

This will be a multi-year endeavor. In the 2020-2021 school year, the District will:

It is understood that completing the expectations of this goal will take time, but we have made great progress this year despite the demands of Goal Four during the pandemic to constantly adjust to new circumstances in order to educate our students.

- **Publish the Minnetonka Commitment for Excellence and Belonging which will detail the District's beliefs and commitment to diversity, equity, inclusion and excellence. This will be completed by September 2020.**

The Minnetonka Commitment for Excellence and Belonging was developed for the Board's consideration, and it has been published and made available to families in the District. It was completed according to the expectations of the Board.

- **Publish an Action Plan, Resource Guide and Website for these efforts. The initial resources will be available by September 2020, and updates will be made throughout the school year. This will include, but will not be limited to, sharing the work done through the Barriers to Success and Reimagine Minnesota programs.**

The Action Plan, Resource Guide and Website were all developed in a timely manner for the reference of families in the District. It continues to include the extensive work done through specific goals and interventions under the Barriers to Success framework and

within the extensive involvement of Minnetonka in the Reimagine Minnesota work in the past five years. All of this has been reported to the Board.

- **Conduct an in-depth review of board vision and district policies #504, 514, 534, 604, 607 using a lens of diversity, equity, inclusion and excellence.**

The Superintendent assisted the Board in a very in-depth review of the policies named and enabled the Board to conduct public listening sessions on the policies and make changes as the Board saw fit. The policy changes have been implemented in the schools.

- **Report on the efforts of the Committee on Belonging. Reports will be delivered to the School Board in October 2020; February 2021; and May 2021. Reports will include recommendations for actions. This will include an addition of committees for the elementary and middle school levels.**

The High School Belonging Committee has continued the work it had done prior to the inclusion of this expectation in a goal, and it has divided into a parent committee and a student committee. The middle schools have organized their Belonging committees and have received input and made changes driven by the work. The principals of the High School and both middle schools have provided progress reports to the Board. Each of the elementary schools are forming their Belonging committees and will commence work this spring. They will be able to report to the Board later this spring. These committees will provide insights for improving behaviors of students and employees in diverse environments. The reporting system for student complaints regarding other students or staff relative to racist or discriminatory comments has been developed as a result of input by the Belonging Committee at the High School.

- **Evaluate the curriculum review process/Policy #606 to ensure it embraces diversity, equity, inclusion and excellence. This will be completed by December 2020 and brought to the Board for approval. The revised process will be utilized in curriculum review work beginning in January 2021. Add materials as appropriate where there are gaps in the curriculum in the interim.**

An extensive report on the curriculum review process and a review of Policy #606 were presented to the Board with an emphasis on diversity, equity, inclusion and excellence. The policy was revised by the Board to reflect these values, by specifically including more opportunities for student voice and family feedback. As we review the curriculum for gaps in specific areas, we are adding content and resources to reflect the Board's expectations.

- **Conduct a minimum of two mandatory training sessions for all staff, students and school board members regarding diversity, equity, inclusion and excellence. One session will be completed in each semester. The District will incorporate training in staff and school board onboarding activities.**

One mandatory training session for all staff has been held within the direction provided by Board Leadership, and another session will be provided this month. Furthermore, two

training sessions will be provided to all students prior to the end of the year. The training for board members will be scheduled as desired by the Board. The first staff training provided an introduction to the Search Institute's *Developmental Relationship Framework*. This will serve as a foundation for creating the conditions for each student to experience a sense of belonging within our school community. The follow-up training will go deeper into understanding the importance of being both intentional and inclusive in building relationships with each student and will provide staff tools and resources to support this work. The first learning session for students focused on belonging. The follow-up sessions will focus on empathy next as a critical element in building an inclusive environment for students and staff to thrive. The core of this work will be included in future staff and school board member onboarding activities.

- **Develop an action plan to partner with students, parents, staff, alumni and community members. This may include efforts such as listening sessions, surveys, reporting tools and follow-up mechanisms. A system to report issues and concerns with diversity, equity and inclusion will also be included.**

Throughout the school year, we have created and harnessed opportunities to engage our constituents on the work around Goal Two. Rather than a written 'action plan' for engagement, we wanted to remain flexible and to provide intentional opportunities, as the year played out. For example, we held listening sessions when several district policies were being reviewed to provide the community with the opportunity to give feedback. We expanded our work with the student and parent belonging committee (now two separate committees) at the high school, developed committees at the middle schools and are now forming committees at the elementary schools. We worked with the student belonging committee to select a tool, process and message for our confidential reporting tool. We developed a website that outlines Goal Two, provides the steps that the district is taking to achieve this goal and provides updates to the goal along the way. We have shared updates about this goal at School Board Meetings and Study Sessions, in our School Board News write-ups (with video from the School Board Meetings, as well), and have welcomed the hundreds of emails, calls, Let's Talk messages and in-person conversations with students, families, staff, alumni and community members throughout the school year. Additionally, we provide an opportunity each year at the high school for students to take a 'climate' survey to share how they are feeling about the school. And, we provide an annual parent survey, which is sent to parents in mid-May, with many open-ended questions for parents to share with us everything they would like to say. We then sort through the responses and determine themes that are emerging, and we provide all of that information (summaries, themes and all open-ended comments) to the School Board, the Superintendent and to principals and executive staff for their schools or departments. All of this input helps us to improve. We have had various listening sessions with students and parents. The tool for reporting incidents of racism and discrimination related to diversity, equity and inclusion has been created and is in use. More direction from the Board on the action plan aspects of this expectation will be helpful to fulfilling them by June.

- **Determine a staff resource or resources in each building to support belonging initiatives. Ensure students are aware and have access to these resources.**

Each school has a designated staff resource or resources to support belonging initiatives and provide a go-to resource for students in each school. Each principal needs to assure that students are aware of the resource(s) in their respective school.

- **Review hiring activities to further promote hiring staff with diverse backgrounds, particularly people who are BIPOC and LGBTQIA+, to enrich the learning environment for all students by way of diversified perspectives, identities and experiences. Conduct a minimum of three recruiting activities aimed at this effort**

Hiring activities in the District have been reviewed in order to promote hiring staff with diverse backgrounds, particularly people who are BIPOC and LGBTQIA+. The Board has assured the public that this activity will focus on the applicant pool for each position and that the District will still assure the hiring of the best candidate for each open position. The expected effort to conduct a minimum of three recruiting activities intended to produce more candidates of the designated backgrounds have already been completed. A report on this overall aspect of the goal was provided earlier this year.

Goal 3: District Strategic Plan

Create and publish a five-year Strategic Plan for the district with a specific lens toward the implication of flattening enrollment and the state-imposed levy cap. Update will be presented for review by April 2021 including new learnings.

Extensive work to prepare for the completion of this Strategic Plan was completed in 2019-20, and we have built on it this year. The implications of flattening enrollment are likely to impact the District for many years, and the demands of funding the various instructional plans this year have added to the challenges. There has been no progress this year on the levy cap, but there is an element in the Governor's finance plan that could be the vehicle in future years. A report was provided in March and another report is being presented in April.

Key components should include:

- **Space and capacity plans for students, classrooms and non-instructional spaces**

A complete report was completed by ARS&R in 2019-20 regarding the various spaces and classroom capacities, and the District has continued to analyze those conclusions and recommendations, as well as further identification of facilities' needs. The building capacities will help the public understand the ability of the District to safely provide appropriate space for all students enrolled.

- **Facility upkeep and maintenance plans for education and non-instructional spaces**

The District has done an outstanding job of maintaining existing facilities over the past twenty years and provides a proposed plan for assuring continuing work on education and non-instructional spaces.

- **Technology plan for fixed assets (infrastructure) and variable (students, staff, vendors) needs and expenses**

The District has continued to do an outstanding job of providing a technology plan for enabling students and staff to function at high levels. It has also provided the necessary tools for every learner to reach maximum levels of success. Reports have been given to the Board and requests for funding have been presented to enable the District to quickly transition all students to virtual environments as needed. Also, tools for streaming effectively to students not in school were provided throughout the school year.

- **Curriculum that is demonstrably meeting the needs of tomorrow's workforce**

The District has processes in place and the Board regularly approves changes in curriculum and programs to provide every student with the instruction to be successful in tomorrow's workforce. Presentations have enabled the Board to assess the District's success in preparing students for the workforce they will be entering. We are enabling our students to be leaders in navigating that landscape.

- **District budget that considers the effects of enrollment trends, facility needs and provides options that deal with fluctuations of state/local funding and enrollment.**

Regular budget updates have been provided to the Board throughout the year, and the latest projections were provided at the April 6 meeting. Facility needs have been laid out for the Board, and means of funding improvements have been provided.

Goal 4: Multimodal Learning

In pursuit of child-centered excellence, Minnetonka Schools will expand the implementation of personalized learning for students and continue to develop ways to personalize instruction to meet unique needs, abilities and interests of all of our students, families and staff.

The incredible amount of work done by teachers and administrators this year has supported the designing and implementing of personalized learning opportunities for each student. Virtually all students have experienced more than one learning model as we have navigated the rise and fall and rise again of the COVID-19 virus. These personalized

opportunities have been built to meet students' unique needs, abilities and interests, as well as meet parents' expectations and utilize staff members' skills.

The initial implementation and progress report will be presented in the back to school Opening Report in October 2020, with additional progress reports as needed.

Actually, the first report to the Board on plans for starting the 2020-21 school year was made on August 6, 2020, when the proposal for the overall learning model was made to the Board and adopted that night by the Board. The planning for that presentation had taken all summer and involved about 700 parents and staff members.

- **Develop a schedule for instruction that encompasses the health and policy directives of the State of Minnesota/Minnesota Department of Education.**

We have carefully developed our instructional plan and schedule for implementation using the State's guidelines and requirements, and we received approval for the initial plan based on the level of COVID-19 incidence in the County. We developed health plans and cleaning requirements that surpassed the State's requirements in order to assure the safety of students and staff. We continued to implement adjustments to plans as required by the State.

- **Adapt the Minnetonka Curriculum to enable students to achieve their highest potential while adapting the learning environment to meet the needs of both the educational process and needs of the families while best supporting child-centered excellence.**

Each of the models we have made available to students throughout the year has been designed to assure the highest possible levels of student achievement and support for families. We assured that child-care was available to younger students when we moved all students to e-learning in December and early January. At each step, options were offered to students and support was made available to each.

- **Educational content should be expected to be delivered in a multimodal fashion, leveraging the success of the Tonka Online system, as well as blended in-person model and taking into consideration the needs and abilities of all educational process constituents.**

The experience the District had with Tonka Online was invaluable in creating e-learning experiences for students when the closure for COVID-19 occurred, and that tool was very useful throughout the fall and winter as well. A blended model was created for students in Grades 6-12 and modified throughout the year. The blended model has continued to be used with students in Grades 6-12 during the implementation of in-person learning for most students in those grades.

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

Each school had sufficient contact with all learners to assure that learning and emotional issues could be quickly detected and addressed. The elementary schools had their usual support staff available to support in-person and e-learners, and the secondary schools have used an expanded version of MAST to assure that students did not get into academic problems. Test results this spring will reveal the effectiveness of this work.

- **The District will adapt current plans and support structures to take into consideration students' unique needs across academics, social, emotional, belonging and mental health aspects of the educational process.**

The staff and administrators have made certain that the support structures were implemented to address students' unique needs in academics, social and emotional areas. Furthermore, adjustments were made to usual processes for assuring belonging and to secure the identification of mental health needs. The secondary schools provided opportunities for students with any of these specific challenges to come into school or meet counselors or social workers online.