

**MINNETONKA SCHOOL BOARD
STUDY SESSION
November 18, 2021
6:00 p.m.**

AGENDA

STUDY SESSION

- | | | |
|------|----|--|
| 6:00 | 1. | Report on Fall NWEA Results |
| 6:30 | 2. | Review of New Course Proposals, Changes and Deletions |
| 7:00 | 3. | Second Reading of Policy #709: Student Transportation Safety |
| 7:15 | 4. | Review of Self-Insurance Fund |
| 7:40 | 5. | Review of Enrollment Projections |
| 8:15 | 6. | Discussion on Superintendent Search Process |
| 8:45 | 7. | Review of Vision Document |

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: NWEA 2021-22 Fall Report

Date: November 18, 2021

EXECUTIVE SUMMARY

NWEA is an adaptive test that measures what students are ready to learn in the areas of Math and Reading. This is the fourteenth year of district-wide implementation. The following are key summary points in the analysis of the Fall 2021 administration of the NWEA:

- Most grade levels saw increased RIT scores in Math compared to Fall 2020.
- For students who are Limited English Proficient (LEP), Fall scores rebounded with average RIT scores improving in **8** out of **18** areas with four areas showing improvement in both Math and Reading.
- According to Reading non-cohort data, Immersion students surpassed their same grade counterparts from the Fall of 2020 in **9** of **22** areas.
- Math non-cohort data show that Immersion students surpassed their same grade counterparts from the Fall of 2020 in **18** of **27** areas
- For Reading, **12** of the **22** Immersion cohorts met Fall-to-Fall growth targets.
- For Math, **24** of **27** Immersion cohorts met Fall-to-Fall growth targets.
- The longer students are in Minnetonka Schools the more likely they are to make more than a year's worth of growth in one year. The acceleration becomes evident in Third and Fourth Grade and then accelerates greatly after Fourth Grade.
- More students are reaching the upper limits of the NWEA Test by middle school more than ever before ("Beyond Twelfth Grade"). The average Seventh Grader is performing at or beyond the Twelfth Grade level in Math and Reading.

OVERVIEW

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

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

This year is a unique year regarding student performance. The new 2020 norms were created with student data from 2015-2018. Students testing this Fall will have percentiles that are compared to students from a norming group who tested under typical conditions during the latest NWEA norms study. It is predictable that students testing this Fall will have lower than typical percentiles, because current student performance during the COVID pandemic does not compare in the same manner as student performance has compared in the past. Like any year when new norms are introduced, the results should be viewed cautiously. Due to the current environment, it is recommended that the results from 2020 are considered baseline and a new trend in student performance continuing this Fall should be monitored since the onset of the pandemic.

The arrows in the table below provide examples for viewing the cohort data. For example, Kindergarteners in the Fall of 2019 earned an average of **148 RIT points** on the NWEA Math Test, while in First Grade, they reached **169 RIT points** and in Second Grade, they earned an average RIT score of **187 RIT Points**. According to the NWEA Fall-to-Fall Growth targets, the Minnetonka Kindergarten to First Grade cohort met expected Fall-to-Fall Growth for Math. Average Fall-to-Fall growth from Kindergarten to First Grade is **21 RIT points**. In addition, as this cohort matriculated to Second Grade this year, they surpassed expected growth by **4 RIT points**, which is considered significant. Overall, six of eight cohorts met Fall-to-Fall Growth targets this year in Math, up from two cohorts a year ago. In addition, five of seven cohorts met Fall-to-Fall growth targets in Reading, also, and increase from two cohorts a year ago. The cohort and non-cohort performance illustrate the rebound in RIT scores students earned this Fall compared to the last Fall, highlighting the resilience and solid work by students and staff throughout the course of the pandemic.

Despite predictions from the NWEA organization, Minnetonka students flourished in Math, even though it was predicted that Math suffer more than Reading. Overall Math scores improved in more areas in Reading, and both subjects saw notable improvements.

NWEA Cohort Growth, Three-Year Trend Data

Gr	Subject	2018	2019	New Norms 2020	2020
K	Math	148	148	153	152
K	Read	148	147	148	146
1	Math	169	172	169	172
1	Read	167	168	165	165
2	Math	187	186	186	187
2	Read	181	180	180	182
3	Math	202	201	199	200
3	Read	196	195	195	196
4	Math	214	214	209	211
4	Read	209	208	206	207
5	Math	226	225	221	222
5	Read	217	216	214	215
6	Math	232	231	229	230
6	Read	222	222	222	221
7	Math	242	241	237	235
7	Read	228	227	227	225
8	Math	251	250	244	240

The middle schools changed to the Math 6+ Assessment in 2016 to utilize the Learning Continuum resources provided by NWEA. The Learning Continuum allows teachers to plan instruction more efficiently and effectively for individual and small groups of students based on their students' Fall RIT scores. In addition, three years ago, NWEA shifted from the MAP for Primary Grades Language Arts K-1 Test to the MAP for Primary Grades Language Arts Common Core State Standards K-1 Test. Kindergarten and First Graders also took a different Math test aligning to the same strands tested for students in Grades 2-8. The expectation is that the newly aligned assessments will provide valuable feedback to teachers in years to come.

NWEA NORMS

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

Growth Norms refer to the average growth for NWEA students at a certain starting level between one season and another, usually between Fall and Spring of the same year. For instance, the norm growth for Fifth Graders who scored 209 on the Math MAP test between Fall and Spring was **10.0 RIT points**. This is helpful, because if one knows his Fifth Grader scored 209 in the Fall and 224 in the Spring, he knows that the growth was more than the average for thousands of other students. During the Fall of 2021, Minnetonka students surpassed average RIT performance on **10** out of **18** tested areas compared to **2** of **18** during the Fall 2019 and Fall 2020 administration. One of the grade levels saw the same RIT averages compared to a year ago meaning that students performed at or above average RIT levels in **11** of **18** tested areas, compared to **5** out of **18** from a year ago and **3** out of **18** from two years ago. In a typical year, a drop or increase of three RIT points is considered statistically significant and a drop or increase of five RIT points is significant once RIT scores reach 240 or higher. According to the table below, there were no statistically significant decreases in Math or Reading compared to **5** significant decreases a year ago.

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

Fall Scores

Gr	Subject	2014	New Norms 2015	2016	2017	2018	2019	New Norms 2020	2021	Mean Performance Compared to the Nation
K	Math	150	150	151	149	148	148	153	152	Mid-Year K
K	Read	148	147	148	148	148	147	148	146	Mid-Year K
1	Math	171	172	171	172	169	172	169	172	Mid-Year Gr 1
1	Read	167	168	167	167	167	168	165	165	Mid-Year Gr 1
2	Math	185	187	187	187	187	186	186	187	Beginning Gr 3
2	Read	179	183	182	181	181	180	180	182	Mid-Year Gr 2
3	Math	203	202	203	202	202	201	199	200	Beginning Gr 4
3	Read	199	198	198	196	196	195	195	196	Beginning Gr 4
4	Math	217	216	214	214	214	214	209	211	Beginning Gr 5
4	Read	211	210	209	209	209	208	206	207	Mid-Year Gr 5
5	Math	227	228	227	225	226	225	221	222	Beginning Gr 7
5	Read	218	219	218	216	217	216	214	215	Beginning Gr 7
6	Math	232	233	235	234	232	231	229	230	Beginning Gr 10
6	Read	222	223	224	224	222	222	222	221	<i>Beginning Gr 10</i>
7	Math	240	239	241	242	242	241	237	235	Beyond Gr 12
7	Read	229	228	228	229	228	227	227	225	Beyond Gr 12
8	Math	244	247	247	249	251	250	244	240	Beyond Gr 12

SUMMARY OF RESULTS

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

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

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

PRESENTATION OF NWEA DATA

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

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

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

COMPARISONS BETWEEN ENGLISH, SPANISH, AND CHINESE STUDENT PERFORMANCE ON THE FALL 2021 NWEA

	Mathematics			Reading				
	Student Count	Fall 2019 Mean RIT	Fall 2020 Mean RIT	Fall 2021 Mean RIT	Student Count	Fall 2019 Mean RIT	Fall 2020 Mean RIT	Fall 2021 Mean RIT
Grade K		Math Primary Grades				Rdg Primary Grades		
English	444	145.7	150.0	149.8	441	146.0	146.8	144.9
Chinese Immersion	108	153.0	157.5	157.0	107	151.5	154.0	150.3
Spanish Immersion	308	150.1	153.9	153.5	*	*	*	*
Grade 1		Math Primary Grades				Rdg Primary Grades		
English	381	170.2	168.5	171.0	380	167.5	165.2	165.3
Chinese Immersion	110	180.4	171.9	176.1	110	171.3	165.5	164.6
Spanish Immersion	317	170.6	167.5	172.1	*	*	*	*
Grade 2		2-5 MN 2007				2-5 Common Core		
English	404	185.6	185.8	187.1	403	181.4	180.4	182.6
Chinese Immersion	109	190.6	189.8	188.6	109	177.1	179.0	175.7
Spanish Immersion	295	186.8	185.7	186.2	*	*	*	*
Grade 3		2-5 MN 2007				2-5 Common Core		
English	467	200.0	197.9	199.3	467	196.7	195.3	196.8
Chinese Immersion	111	207.2	202.5	207.7	111	196.4	195.8	196.9
Spanish Immersion	308	201.8	198.6	199.3	307	194.0	193.6	193.1
Grade 4		2-5 MN 2007				2-5 Common Core		
English	429	211.3	207.6	210.0	430	207.9	205.4	205.3
Chinese Immersion	97	219.8	216.0	214.9	97	208.0	205.5	208.2
Spanish Immersion	296	214.1	208.8	211.3	295	208.5	205.7	208.2
Grade 5		2-5 MN 2007				2-5 Common Core		
English	462	223.5	218.6	220.6	460	215.8	213.1	214.1
Chinese Immersion	103	231.5	227.4	230.8	104	217.1	214.0	215.7
Spanish Immersion	291	225.7	221.0	221.5	291	217.7	216.1	215.5
Grade 6		6 + Math				6 + Reading CCSS		
English	481	230.0	226.6	226.9	483	222.7	221.5	219.2
Chinese Immersion	101	238.3	235.2	235.5	101	223.7	221.9	221.3
Spanish Immersion	278	232.4	229.5	231.7	280	223.6	224.1	223.0
Grade 7		6 + Math				6 + Reading CCSS		
English	504	239.3	235.5	232.8	506	226.4	226.9	223.6
Chinese Immersion	89	248.2	240.6	242.7	90	232.3	227.8	226.9
Spanish Immersion	238	241.3	237.7	237.9	239	229.9	227.4	227.4
Grade 8		6 + Math				6 + Reading CCSS		
English	551	247.6	241.0	238.5	291	212.1	214.3	226.1
Chinese Immersion	69	257.6	251.5	245.9	*	*	*	*
Spanish Immersion	211	253.4	246.5	242.7	*	*	*	*

SUMMARY OF RESULTS

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

First, according to Math non-cohort data, students surpassed their same grade counterparts from the Fall of 2020 in **18** of **27** areas. Cohort data show that students met their Fall-to-Fall growth targets in **24** of **27** areas, except for the Kindergarten to First Grade Chinese and Spanish Immersion cohorts as well as the Seventh to Eighth Grader English cohort. Compared to last year, there was one statistically significant decrease compared to the same grade counterparts, and that was among Eighth Grade Chinese Immersion students. Despite the decrease from an average RIT score of **251.5** in 2020, Eighth Grade Chinese Immersion students earned an average RIT score of **245.9** this year. With only **69** students, it is expected scores will fluctuate from year to year.

According to Reading non-cohort data, students surpassed their same grade counterparts from the Fall of 2020 in **9** of **22** areas. Cohort data show that students met their Fall-to-Fall growth targets in **12** of **22** areas, except for the following cohorts: K-1 Chinese Immersion and English, 1-2 Chinese Immersion, 3-4 English, 6-7 English and Spanish Immersion, and the 7-9 English cohort. The current Fourth Grade English cohort experienced two straight years of falling short of Fall-to-Fall growth targets. The other cohorts mentioned in this section all met their Fall-to-Fall targets from 2019-2020.

Overall, there were significant increases in Math average RIT scores among Chinese Spanish Immersion First Graders and Chinese Immersion Third and Fifth Graders. Although there were no statistically significant increases in Reading, there were also no significant decreases.

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

**COMPARISONS BETWEEN ELEARNING, IN-PERSON,
AND OVERALL STUDENT PERFORMANCE ON THE FALL 2021 NWEA**

Grade Level	Mathematics						Reading					
	eLearning Mean RIT		In-Person Mean RIT		Overall Mean RIT		eLearning Mean RIT		In-Person Mean RIT		Overall Mean RIT	
	N	RIT	N	RIT	N	RIT	N	RIT	N	RIT	N	RIT
K	20	170.2	840	151.6	860	152.0	20	162.8	602	145.4	622	145.9
1	32	184.8	776	171.6	808	172.1	32	177.3	464	164.5	496	165.3
2	31	197.2	776	186.6	807	187.0	31	189.5	485	181.1	516	181.6
3	31	202.5	855	200.3	886	200.4	31	201.5	853	195.4	884	195.6
4	42	214.0	779	211.0	821	211.1	42	209.0	778	206.7	820	206.8
5	35	228.1	821	221.9	856	222.1	35	218.9	820	214.6	856	214.8
6	28	228.6	832	229.5	860	229.5	28	221.3	835	220.7	863	220.8
7	14	235.9	815	235.5	829	235.5	17	223.9	817	225.1	834	225.1
8	15	232.1	814	240.5	829	240.3	1	201.0	452	227.5	453	227.5

SUMMARY OF RESULTS

The table above includes results for eLearning and In-Person student performance. It is important to note that the number of students significantly impacts the overall average RIT scores. The purpose for providing these data is to ensure that eLearning student performance continues to be monitored and to highlight the significant difference in number of students participating in the two learning models. Data suggest that there is a different profile of student participating in eLearning compared to the in-person student group. The data also suggest that eLearning is proving to be a success for those students needing this model to help them continue to grow academically. In most cases, there is a significantly different average RIT score between the two student groups, in that on average, eLearners are significantly out-performing students receiving in-person instruction. There are exceptions in Math among Grades 3, 6, and 8. In Grades 6 and 8, students receiving in-person instruction maintain higher RIT scores, and students in Grade 3 earned slightly lower average RIT scores. In Reading, there is not a statistically significant difference in average RIT scores among students in Grade 4. These data suggest that programming is meeting the needs of students in both learning models and should therefore be viewed positively.

**COMPARISONS BETWEEN OPEN ENROLLED AND RESIDENT STUDENT
PERFORMANCE ON THE 2021 NWEA**

	Student Count	Mathematics			Student Count	Reading		
		Fall 2019 Mean RIT	Fall 2020 Mean RIT	Fall 2021 Mean RIT		Fall 2019 Mean RIT	Fall 2020 Mean RIT	Fall 2021 Mean RIT
Grade K		Math Primary Grades				Rdg Primary Grades		
Open Enrolled	311	148.6	153.7	152.4	231	146.8	149.9	147.4
Resident	549	148.2	151.8	151.8	391	147.5	147.3	145.1
Grade 1		Math Primary Grades				Rdg Primary Grades		
Open Enrolled	316	171.5	168.9	173.0	216	167.6	164.4	166.8
Resident	492	171.9	168.4	171.5	280	168.9	165.9	164.2
Grade 2		2-5 MN 2007				2-5 Common Core		
Open Enrolled	307	186.7	186.7	187.9	207	180.7	181.0	180.8
Resident	501	186.3	186.0	186.4	311	180.9	180.1	181.9
Grade 3		2-5 MN 2007				2-5 Common Core		
Open Enrolled	334	202.0	200.5	200.9	333	195.3	196.0	196.8
Resident	552	201.9	197.6	200.0	552	195.3	193.9	194.8
Grade 4		2-5 MN 2007				2-5 Common Core		
Open Enrolled	326	213.8	209.6	211.6	326	208.0	205.6	206.8
Resident	496	212.9	208.8	210.7	496	208.2	205.4	206.6
Grade 5		2-5 MN 2007				2-5 Common Core		
Open Enrolled	330	225.8	220.1	223.1	329	216.6	213.4	215.2
Resident	526	224.9	220.7	221.5	526	216.4	214.7	214.5
Grade 6		6 + Math				6 + Reading CCSS		
Open Enrolled	321	231.8	229.1	228.9	323	223.4	222.6	220.5
Resident	539	231.1	228.1	229.8	541	222.0	222.1	220.8
Grade 7		6 + Math				6 + Reading CCSS		
Open Enrolled	316	240.8	237.0	235.6	319	227.6	227.7	225.1
Resident	515	240.9	236.3	235.2	516	226.9	226.8	225.0
Grade 8		6 + Math				6 + Reading CCSS		
Open Enrolled	288	248.8	243.2	239.7	148	211.7	211.5	227.3
Resident	543	248.6	243.6	240.5	307	212.3	216.4	227.4

SUMMARY OF RESULTS

In **13** out of **18** areas for comparison, Open Enrolled students outperformed their Resident counterparts on the Fall 2021 NWEA Test compared to **13** out of **18** areas in 2020 and **10** out of **18** areas in 2019. For several years, with no exception in 2021, in all cases for both Reading and Math, the differences between the two groups' performances is not considered to be statistically significant. It's difficult to view cohort data in this category, because students may open enroll at different grade levels each year. However, 2020 Kindergarten Open-Enrolled students performed within **1.9 RIT points** on the Math Test and within **2.5 RIT points** of Resident students as First Graders. The Open-Enrolled cohort grew by **19.3 RIT points** and the Resident cohort grew by **19.7 RIT points**. Expected Fall-to-Fall growth from Kindergarten to First Grade is **20.5 RIT points**. At all grade levels, the mean RIT scores are similar for both Math and Reading. This is

consistent with previous years. Due to the standard of error of +/-3.0 RIT points, the differences in performances between the two groups is virtually non-existent.

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

	Student Count	Mathematics			Reading			
		Fall 2019 Mean RIT	Fall 2020 Mean RIT	Fall 2021 Mean RIT	Student Count	Fall 2019 Mean RIT	Fall 2020 Mean RIT	Fall 2021 Mean RIT
Grade K		Math Primary Grades				Rdg Primary Grades		
English	425	146.2	150.1	150.0	422	146.2	146.9	145.1
LEP	25	137.5	147.7	146.1	23	140.7	142.8	140.0
Grade 1		Math Primary Grades				Rdg Primary Grades		
English	362	170.2	168.8	171.2	361	167.7	165.6	165.8
LEP	34	166.5	160.7	166.1	25	162.5	155.7	156.4
Grade 2		2-5 MN 2007				2-5 Common Core		
English	390	186.3	185.9	187.4	388	181.4	181.0	183.2
LEP	18	175.9	181.3	178.8	16	166.5	168.3	167.7
Grade 3		2-5 MN 2007				2-5 Common Core		
English	456	201.4	198.7	199.6	456	197.5	196.3	197.2
LEP	21	191.9	182.4	192.1	21	183.1	176.2	183.3
Grade 4		2-5 MN 2007				2-5 Common Core		
English	403	211.8	208.0	210.6	404	207.8	206.0	206.4
LEP	29	199.4	196.1	199.0	29	186.1	189.2	188.8
Grade 5		2-5 MN 2007				2-5 Common Core		
English	448	224.2	218.9	221.1	446	216.2	213.7	214.6
LEP	15	202.7	202.2	203.9	15	189.9	184.0	199.5
Grade 6		6 + Math				6 + Reading CCSS		
English	475	230.1	227.2	226.9	477	222.4	222.0	219.5
LEP	7	206.9	204.0	202.4	7	196.6	189.3	201.3
Grade 7		6 + Math				6 + Reading CCSS		
English	493	239.5	235.8	233.3	495	226.6	227.3	224.2
LEP	13	212.3	215.7	202.2	13	197.3	204.0	200.5
Grade 8		6 + Math				6 + Reading CCSS		
English	542	247.2	241.3	238.9	284	212.6	214.8	226.7
LEP	10	222.1	223.0	214.5	8	205.0	207.8	202.4

SUMMARY OF RESULTS

This Fall, scores rebounded with average RIT scores improving in **8** out of **18** areas with four areas showing improvement in both Math and Reading. A factor that contributes to these large swings in results is that there are so few LEP students in each of the grade levels. Any one student's performance can have a noticeably positive or negative affect

on the group's overall results. Due to the low numbers of students, increases or decreases in performance are not to be considered statistically significant. However, it is important to note the individual student performances by classroom teachers and LEP staff.

It is difficult to study cohort data with the LEP population due to mobility. In addition, students frequently move in and out of the program. This is known as "exiting" or "reclassification." According to the Department Chair, between 20 and 30 percent of Minnetonka LEP students are exited each year. Because of this, there is no true cohort data. Important to note in the results, at a national level, beginning of the year Fifth Graders reach an average RIT score of **204.5** in Reading. With an average RIT score of **199.5 (up from 184.0)**, Minnetonka Fifth Grade LEP students are performing on a middle of the year Fourth Grade level compared to the national average of all students in Reading. By Sixth Grade, with an average RIT score of **201.3**, Minnetonka LEP students are performing as a middle of the year Fourth Grader in Reading as well, although it is important to note that there were only **7** LEP students tested in Reading. There was a noticeable increase in performance among the current group of LEP students for Grades 1, 3, 5 and 6 in Reading.

In recent years, NWEA has made a report available to staff to help measure individual classroom growth performance. Teachers can now track students with high achievement/high growth, low achievement/high growth, high achievement/low growth, and low achievement/low growth. In addition, ELL teachers can access the *Student Profile* to help students set individual academic goals. All teachers are encouraged to use this tool for individual students on an as needed basis. This goal setting report will allow students to be part of the goal setting process. The data systems are becoming more sophisticated allowing teachers to analyze student achievement at a more granular level to ensure that all student performance is tracked regardless of their performance level. Between the upgraded reporting and the Learning Continuum, teachers can pinpoint individual student needs based on NWEA performance.

HIGH POTENTIAL AND NAVIGATOR GROWTH COMPARED WITH ENGLISH STUDENTS ON THE FALL NWEA

	Mathematics			Reading				
	Student Count	Fall 2019 Mean RIT	Fall 2020 Mean RIT	Fall 2021 Mean RIT	Student Count	Fall 2019 Mean RIT	Fall 2020 Mean RIT	Fall 2021 Mean RIT
Grade 1		Math Primary Grades				Rdg Primary Grades		
English	358	169.7	167.7	169.5	357	167.1	164.5	164.1
HP	49	190.5	189.8	192.7	31	192.3	187.9	187.0
Grade 2		2-5 MN 2007				2-5 Common Core		
English	359	183.5	184.1	185.1	358	178.8	178.7	179.8
HP	64	201.7	202.1	199.4	41	198.5	197.3	198.7
Navigators	30	210.1	207.8	207.5	30	208.3	207.0	211.1
Grade 3		2-5 MN 2007				2-5 Common Core		
English	397	196.8	194.3	196.7	397	192.7	191.5	194.2
HP	98	213.8	212.1	212.4	98	208.7	208.7	208.0
Navigators	47	223.6	218.1	221.0	47	218.2	217.6	218.3
Grade 4		2-5 MN 2007				2-5 Common Core		
English	362	206.4	203.9	206.5	363	203.9	201.7	202.2
HP	78	226.3	220.8	224.1	78	219.5	217.2	219.6
Navigators	57	233.3	230.8	232.6	57	225.6	225.6	225.3
Grade 5		2-5 MN 2007				2-5 Common Core		
English	381	218.8	213.7	216.5	379	211.2	209.3	211.1
HP	117	240.7	233.4	237.4	118	227.4	225.3	224.6
Navigators	60	246.9	242.3	244.6	60	233.6	230.6	231.0
Grade 6		6 + Math				6 + Reading CCSS		
English	392	225.6	220.7	222.7	394	217.3	222.9	216.0
Resident	419	225.7	222.7	225.0	422	218.1	222.8	217.3
HP	177	247.9	246.7	246.2	176	234.1	238.4	233.2
Grade 7		6 + Math				6 + Reading CCSS		
Resident	394	234.1	230.3	229.8	395	223.9	222.8	221.3
HP	196	256.4	253.7	253.8	196	238.3	236.9	237.2
Grade 8		6 + Math				6 + Reading CCSS		
Resident	398	243.6	238.6	233.7	234	212.3	216.4	223.1
HP	205	265.4	261.4	259.4	*	*	*	*

SUMMARY OF RESULTS

The High Potential staff begins servicing students in First Grade. In Reading, High Potential students improved in **3** of **8** areas, and Navigator students improved in **3** of **4** areas measured compared to their same grade counterparts from a year ago. In Math, High Potential students improved in **4** of **9** areas measured, while Navigator students improved in **3** of **4** areas. The HP program saw significant increases in Math among students in Grades 4 and 5. Navigators students did not see significant increases in Math, however, once RIT scores increase beyond a score of 240, the standard error

increases to 5 RIT points as opposed to 3 RIT points for scores below 240 in Math and 230 for Reading. Regardless of programming, there were no student groups that saw widespread statistically significant decreases in performance, apart from High Potential Grade 5 students in the area Reading. They experienced a drop of 5.1 RIT points and are performing similarly to High Potential students in 2019. Overall, results indicate consistently strong NWEA scores for the past several years. This is the tenth year that students have taken the NWEA Reading Common Core State Standards Assessment, and among the High Potential and Navigator population there were strong performances at all grade levels with some gains and mainly slight decreases in RIT scores from a year ago. To add perspective, by Third Grade, HP is performing at the *middle of Fifth Grade level* and Navigator students are performing at the *beginning of Eighth Grade level* in Reading, compared to their peers at the same grade level who are performing at the *Beginning of Fourth Grade level*. In Math, Third Grade Navigator students are performing at the *Beginning of Seventh Grade level*, while HP students are performing at the *Middle of Fifth Grade level*, both increases compared to last year under the 2020 norms. Their Third Grade peers are performing at the *Beginning of Fourth Grade level*, which is up from last year, where they were reaching the *Middle of Third Grade level*.

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

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

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

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

SPECIAL EDUCATION GROWTH ON THE FALL NWEA

	Mathematics			Reading				
	Student Count	Fall 2019 Mean RIT	Fall 2020 Mean RIT	Fall 2021 Mean RIT	Student Count	Fall 2019 Mean RIT	Fall 2020 Mean RIT	Fall 2021 Mean RIT
Grade 4	2-5 MN 2007			2-5 Common Core				
Non-Special Education	748	213.5	209.8	212.0	747	208.2	206.3	208.2
Special Education-No Speech	74	200.3	200.6	201.3	75	194.0	196.6	191.9
Grade 5	2-5 MN 2007			2-5 Common Core				
Non-Special Education	769	225.9	221.7	223.4	768	217.9	215.4	216.1
Special Education-No Speech	87	210.1	209.0	210.7	87	202.7	202.7	203.3
Grade 6	6 + Math			6 + Reading CCSS				
Non-Special Education	783	232.9	230.2	230.8	786	223.9	223.6	<i>222.0</i>
Special Education-No Speech	77	217.6	214.5	215.7	78	207.7	209.2	<i>207.0</i>
Grade 7	6 + Math			6 + Reading CCSS				
Non-Special Education	752	240.7	238.3	<i>237.1</i>	755	228.6	228.5	<i>226.6</i>
Special Education-No Speech	79	226.5	220.1	<i>218.5</i>	80	214.8	213.4	<i>210.6</i>
Grade 8	6 + Math			6 + Reading CCSS				
Non-Special Education	752	250.1	245.0	<i>241.8</i>	406	213.3	215.4	229.5
Special Education-No Speech	79	232.8	229.5	<i>224.5</i>	49	209.1	213.1	<i>209.6</i>

SUMMARY OF RESULTS

When reviewing the data for Special Education, it is important to note the lower number of students within this population. In addition, it is also important to study the growth students are making within cohorts. We measure cohort growth with the non-special education population compared to the special education population to monitor gaps in each of their growth from one year to the next. It is a goal for students in Special

Education to grow at the same rate or better than students not receiving Special Education services to close the achievement gap.

First, Special Education students out-performed last year’s counterparts in Math in **3 of 5** areas: Grades 4, 5, and 6. In Reading, Special Education students surpassed their same grade counterparts in Grade 5. Again, due to the lower number of students it is difficult to conclude if increases and decreases are statistically significant, however, there were only two decreases that could be considered significant. In Reading, Grade 4 experienced a decrease from **196.6 RIT points** to **191.9 RIT points**, and Eighth Graders dropped from **213.1 RIT points** to **209.6 RIT points**. By Fifth Grade, Special Education students are reaching the *Beginning of Fifth Grade* level in Reading, and the *Beginning of Sixth Grade* level in Math. By Fifth Grade, Special Education students are performing at or above grade level compared to all students.

For the purposes of this analysis, the movement from one grade level to the next is to be considered a cohort, although some students may have exited or entered the program within any particular year. Despite this likelihood, it is still important to measure students as a cohort. For example, the Fourth to Fifth Grade cohort in Math shows non-Special Education students growing **13.2 RIT points** from last year, while the Special Education student group grew **10.1 RIT points**. In Reading, the non-Special Education Fourth to Fifth Grade cohort increased by **9.8 RIT points** compared to **6.7 RIT points** among the Special Education student group. The goal for teachers in Special Education is to help students work toward closing that gap, and the Fourth to Fifth Grade Special Education cohort surpassed Fall-to-Fall national growth targets for all students in Math. However, they fell short in Reading, mirroring the lower growth of all students within this cohort. In addition, there is encouraging news, with Special Education students in Grade 5 performing at grade level nationally in Reading and a year above grade level in Math. It is typical for Special Education students to perform at least one grade level below compared to all students nationally.

HIGH POTENTIAL FALL MEAN RIT SCORES BY GRADE LEVEL

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

	2019 HP Math	2020 HP Math	2021 HP Math	2019 HP Rdg	2020 HP Rdg	2021 HP Rdg	2019 NonHP Math	2020 NonHP Math	2021 NonHP Math	2019 NonHP Rdg	2020 NonHP Rdg	2021 NonHP Rdg
KG	*	*	*	*	*	*	*	*	*	*	*	*
1	199.7	190.5	192.7	192.3	187.9	<i>187.0</i>	170.7	167.9	170.8	167.4	164.5	<i>163.9</i>
2	203.8	204.9	<i>202.0</i>	202.0	201.7	203.9	184.1	184.1	185.0	176.5	177.3	177.9
3	216.6	214.7	215.2	212.1	212.6	<i>211.4</i>	198.9	195.6	197.5	191.8	191.2	192.5
4	228.4	224.3	227.7	220.0	220.2	<i>222.0</i>	209.1	205.2	207.8	203.9	201.8	203.7
5	242.3	235.9	239.8	229.0	226.8	<i>226.7</i>	219.7	216.1	217.5	212.4	210.7	211.6
6	247.9	246.7	<i>246.2</i>	234.1	234.4	<i>233.2</i>	226.8	222.5	225.1	218.4	218.2	<i>217.5</i>
7	256.4	253.7	253.8	238.3	238.4	<i>237.2</i>	235.3	230.7	<i>229.6</i>	223.9	223.2	<i>221.3</i>
8	267.4	261.4	<i>259.4</i>	*	*	<i>241.3</i>	243.4	238.4	<i>233.9</i>	211.6	214.7	223.0

SUMMARY OF RESULTS

Students who receive *High Potential (HP)* services showed significant average RIT score increases in Grades 4 and 5, improving by 3.4 to 3.9 RIT points compared to their same grade counterparts a year ago. Students identified as non-High Potential improved in Grades 1-6 in Math and in Grades 2-5 in Reading. Although High Potential students only showed improvement in one area in Reading, the decreases are not to be considered statistically significant.

For HP students, the average Math RIT score for a Fifth grader is **239.8 points**, which is *Beyond the Twelfth Grade* level nationally. In addition, for Reading, the average Fifth Grade HP student scored *Beyond the Twelfth Grade* level nationally, with an average RIT score of **226.7 points**. Overall, the average HP student performed well beyond grade level, even during a time when students were predicted to perform significantly below the mark in Math and slightly below expectations in Reading.

GENDER FALL MEAN RIT COMPARISON FOR MATH AND READING

	2019 Math Males	2020 Math Males	2021 Math Males	2019 Math Females	2020 Math Females	2021 Math Females
KG	148.2	153.1	152.1	148.5	151.7	152.0
1	172.7	169.2	174.2	170.7	168.0	169.8
2	187.8	187.1	188.0	185.1	185.5	186.0
3	202.8	200.4	201.9	199.4	197.1	198.9
4	214.6	211.0	212.7	211.2	206.9	209.4
5	227.4	222.0	224.1	223.1	218.9	219.8
6	234.2	230.4	230.5	229.5	226.5	228.4
7	240.9	239.6	237.0	239.3	233.6	233.6
8	249.1	244.2	242.8	248.2	242.6	237.6
	2019 Rdg Males	2020 Rdg Males	2021 Rdg Males	2019 Rdg Females	2020 Rdg Females	2021 Rdg Females
KG	146.9	147.6	144.5	148.6	149.3	147.6
1	167.9	164.6	165.6	169.0	165.9	164.9
2	179.3	179.5	181.1	181.2	181.4	181.9
3	194.5	193.6	194.0	196.2	195.8	197.1
4	207.0	204.9	205.4	208.2	206.2	208.0
5	215.1	213.2	214.1	217.5	215.4	215.6
6	222.1	221.9	219.6	222.7	222.8	221.8
7	226.0	227.6	224.1	228.5	226.7	226.0
8	211.9***	214.0	226.3	212.5***	216.4	228.3

* 41 males and 24 females in 8th grade took the Reading NWEA in Fall 2019

** 45 males and 25 females in 8th grade took the Reading NWEA in Fall 2020

*** 225 males and 230 females in 8th grade took the Reading NWEA in Fall 2021

SUMMARY OF RESULTS

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

In Reading, the Kindergarten to First Grade cohort saw **21.1 RIT points** growth in 2021 compared to **17.7 RIT points** growth for Males in 2020, which surpassed Fall-to-Fall growth norms by **0.5 RIT points**. For Females this Fall, the Kindergarten to First Grade cohort grew **18.1 RIT points** compared to **17.3 RIT points** in 2020 with expected growth being **20.5 RIT points**. Most cohorts made expected Fall-to-Fall growth, apart from the Kindergarten to First Grade cohorts. However, this cohort out-paced K-1 cohort from a year ago among both student groups. Based on historical information, one can conclude that this Fall is truly a rebound year and like typical years.

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

ETHNICITY FALL MEAN RIT COMPARISON - READING

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

	2020 Asian	2021 Asian	2020 African-American	2021 African-American	2020 Hispanic	2021 Hispanic	2020 Caucasian	2021 Caucasian
KG	153.7	154.4	143.9	144.3	147.7	<i>143.6</i>	147.8	<i>145.5</i>
1	174.1	<i>171.0</i>	158.2	<i>156.4</i>	164.0	<i>161.6</i>	164.7	165.1
2	187.1	190.5	177.6	178.9	174.9	184.8	179.8	180.2
3	204.9	<i>202.8</i>	183.7	191.0	189.9	<i>189.8</i>	194.4	195.4
4	207.6	211.9	196.3	<i>194.5</i>	197.4	202.5	206.0	206.8
5	219.1	<i>217.9</i>	200.8	204.5	206.9	208.3	214.6	215.0
6	224.9	227.0	214.0	<i>210.1</i>	217.2	<i>215.0</i>	222.7	<i>220.7</i>
7	232.2	<i>228.4</i>	219.4	<i>210.8</i>	223.2	<i>221.3</i>	227.1	<i>225.8</i>
8	218.0	234.5	214.3	<i>212.5</i>	214.7	222.6	214.8	227.4

*1 Asian/7 Black/6 Hispanic/50 Caucasian students took the NWEA Reading in Fall 2019 for Grade 8.

**3 Asian/9 Black/6 Hispanic/51 Caucasian students took the NWEA Reading in Fall 2020 for Grade 8.

**47 Asian/18 Black/19 Hispanic/369 Caucasian students took the NWEA Reading in Fall 2021 for Grade 8.

SUMMARY OF RESULTS

When viewing results that contain lower numbers of students among student groups, it is important to understand that results can fluctuate from year to year. More importantly, the data explain more about student performance when focusing on cohort growth. Last year, among the African American student population, except for the Kindergarten to First Grade cohort, all students met the NWEA Fall-to-Fall national norm targets for Reading.

In addition, compared to their same grade counterparts, African American students surpassed average RIT scores from 2020 among the following grade levels: K, 2, 3, and 5. There were statistically significant increases among Grades 3 and 5.

Among the Hispanic student population, all cohorts surpassed Fall-to-Fall National norm targets. Last year, four cohorts met the targets, and two years ago, five cohorts surpassed the NWEA Fall-to-Fall National norm targets. Like the African American population, four grade levels surpassed their same grade counterparts from a year ago and those were Grades 2, 4, 5, and 8. There were also statistically significant increases among Grades 2, 4, and 8.

NATIONAL AND MINNETONKA ETHNICITY FALL MEAN RIT COMPARISON - READING

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

	2020 National Norms Asian	2021 Asian	2020 National Norms African-American	2021 African-American	2020 National Norms Hispanic	2021 Hispanic	2020 National Norms Caucasian	2021 Caucasian
K		154.4	Norms	144.3	Norms	143.6	Norms	145.5
1	NWEA does not have Asian Norms	171.0	begin	156.4	begin	161.6	begin	165.1
2		190.5	GR 3	178.9	GR 3	184.8	GR 3	180.2
3		202.8	185.0	191.0	182.7	189.8	192.9	195.4
4		211.9	193.8	194.5	191.8	202.5	202.0	206.8
5		217.9	200.5	204.5	198.2	208.3	208.6	215.0
6		227.0	204.5	210.1	203.1	215.0	213.8	220.7
7		228.4	208.3	210.8	206.6	221.3	217.8	225.8
8		234.5	212.3	212.5	209.7	222.6	221.8	227.4

*47 Asian/18 Black/19 Hispanic/369 Caucasian students took the NWEA Reading in Fall 2021 for Grade 8.

SUMMARY OF RESULTS

With the new norms released, there were no updated norms available for the specific ethnic student groups. The norms displayed in the table above reflect norms from the 2011 NWEA Norms Study. In 2020, with the new norms, the average RIT norms did not significantly change for all students, so it is reasonable to utilize the 2011 national norms for ethnic student groups to make comparisons among Minnetonka students. Across almost all grade levels the Minnetonka means are mostly significantly higher in every ethnic student group when compared to the national norms. Students are making more gains from one year to the next, compared to their student group counterparts nationally.

Compared to the national norms, students in all grades out-performed their peers on the Reading (CCSS) assessment.

Fifth Grade African American students performed at the *Beginning of Fifth Grade* level compared to all students. Fifth Grade Hispanic students performed at the *Middle of Fifth Grade* level compared to all students. Typically, these student groups are performing at least a year below the NWEA national norms. Sixth Grade African American students are reaching the *Beginning of Sixth Grade* level compared to the national norms with Hispanic Sixth Graders reaching the *End of Seventh Grade* level for all students as well. Due to the small populations in these student groups, it will be important that more analysis of specific student performance be conducted to meet individual student needs.

ETHNICITY FALL MEAN RIT COMPARISON - MATH

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

	2020 Asian	2021 Asian	2020 African American	2021 African American	2020 Hispanic	2021 Hispanic	2020 Caucasian	2021 Caucasian
KG	159.3	161.5	147.8	<i>146.5</i>	149.0	150.2	152.2	<i>151.8</i>
1	176.6	180.4	159.6	160.2	166.0	168.9	168.4	171.9
2	192.4	196.0	183.3	<i>179.9</i>	183.8	186.1	185.9	186.4
3	207.9	<i>207.1</i>	187.0	193.6	195.7	<i>195.3</i>	198.3	200.3
4	215.0	221.5	196.4	199.2	198.9	206.2	209.2	210.6
5	233.1	<i>231.6</i>	208.4	209.4	212.8	210.9	220.0	221.8
6	237.2	241.8	213.3	<i>213.1</i>	223.9	<i>221.1</i>	228.6	229.1
7	248.2	<i>245.0</i>	224.6	<i>214.8</i>	227.4	228.4	236.3	<i>236.0</i>
8	253.2	254.4	233.3	<i>222.5</i>	239.5	<i>229.1</i>	243.5	<i>240.3</i>

SUMMARY OF RESULTS

Results in Math on the Fall 2021 NWEA were strong. African American students surpassed their same grade counterparts in **4** of **9** areas, and Hispanic students out-paced their counterparts in **6** of **9** areas. Among African American students, Third Graders made statistically significant gains, improving from **187.0** to **193.6 RIT points**. Fourth and Fifth Grade Hispanic students made statistically significant gains compared to their same grade counterparts from a year ago as well.

Among the African American student population, the following three cohorts surpassed the NWEA Fall-to-Fall national norm targets in Math: Grades **1 to 2**, **3 to 4**, and **5 to 6**. Last year, the four cohorts surpassed the NWEA Fall-to-Fall National norm targets.

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

cohorts surpassed the Fall-to-Fall national targets, and two years ago, five cohorts surpassed the NWEA Fall-to-Fall National norm targets. It will be important to review the Fourth to Fifth Grade year, as this is the fifth year in a row that this grade span saw students not meet Fall-to-Fall national targets in Math. It is encouraging to see that both African American and Hispanic student groups made positive gains from last Fall to this Fall, considering the majority student group, on average, did not meet the national Fall-to-Fall growth targets.

NATIONAL AND MINNETONKA ETHNICITY FALL MEAN RIT COMPARISON - MATH

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

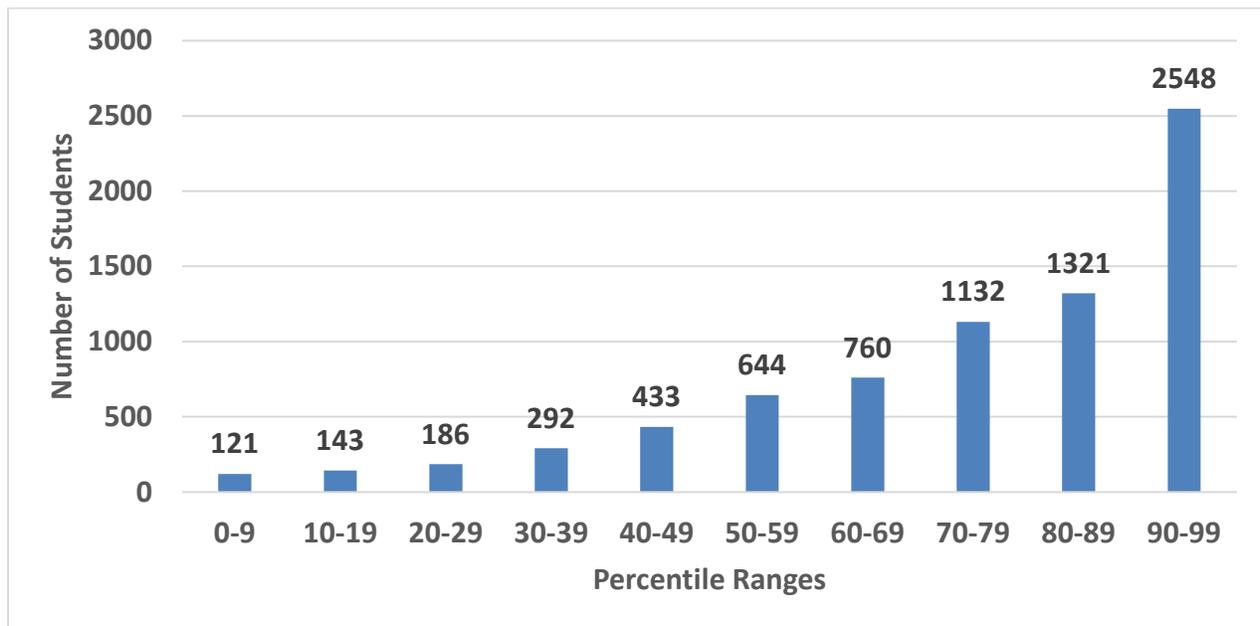
	2020 National Norms Asian	2021 Asian	2020 National Norms African-American	2021 African-American	2020 National Norms Hispanic	2021 Hispanic	2020 National Norms Caucasian	2021 Caucasian
K		161.5	Norms begin GR 3	146.5	Norms begin GR 3	150.2	Norms begin GR 3	151.8
1		180.4		160.2		168.9		171.9
2	NWEA does not have Asian Norms	196.0		179.9		186.1		186.4
3		207.1	188.4	193.6	187.2	195.3	195.0	200.3
4		221.5	198.7	199.2	197.4	206.2	205.6	210.6
5		231.6	206.8	209.4	204.9	210.9	214.1	221.8
6		241.8	212.2	213.1	211.0	221.1	221.2	229.1
7		245.0	217.2	<u>214.8</u>	215.5	228.4	227.2	236.0
8		254.4	222.3	222.5	218.5	229.1	232.3	240.3

SUMMARY OF RESULTS

Minnetonka students in all grade levels outperformed their peers across the nation in Math by a significant margin in most cases, except for Grade 7 African American students. The Hispanic population out-performed the Caucasian population nationally among Grades 3, 4, and 7 and significantly out-performed their peers national at all grade levels. Although the African American population did not out-pace the Caucasian population nationally, they did out-perform their peers and by a statistically significant margin among Third Graders. The Asian population out-performed the Caucasian population nationally, with Fifth Graders reaching *Beyond the Twelfth Grade* level according to national targets. The numbers of students in these populations are small compared to Caucasian students, so it is very likely that results will fluctuate greatly from year to year either positively or negatively. Seventh Grade African American students are performing at the *Beginning of Sixth Grade* level nationally regardless of ethnicity. In addition, by Seventh Grade, Hispanic students are performing at the *Middle of Ninth Grade* level compared to the nation. Regardless of ethnicity, students receive differentiated instructional support

designed to help them reach individual growth targets. It is important for us not to jump to conclusions based on positive or negative trends among populations with a small number of students, as it is most effective to monitor smaller student group performance over time.

FALL MATH DECILE DISTRIBUTION FOR ALL STUDENTS

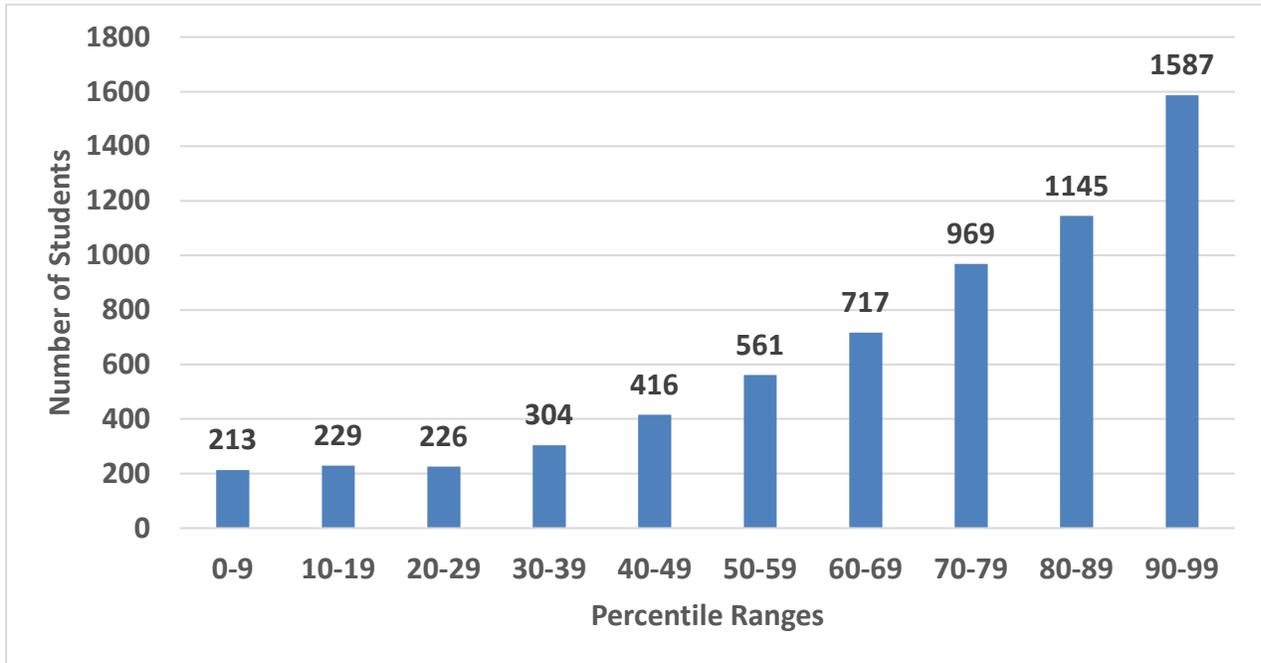


SUMMARY OF RESULTS

There were 7580 students who took an NWEA Math assessment this Fall compared to 7516 in 2020. 2323 students, or **33.6 percent**, reached the **90-99th percentile** in Math, which is up from **30.9 percent** in 2020 and down from **34.3 percent** in 2019. In addition, 1321 students, or **17.4 percent**, reached the **80-89th percentile**, which is up from last Fall's total of **16.5 percent** and **15.8 percent** in 2019. Last year, **9.9 percent** of students performed below the **40th percentile** compared to **9.8 percent** this year. A slightly higher percentage of students (**increase of 0.9 percent**) performed at the upper levels (**80-99 percentile**) of the NWEA Math assessment, and a slightly lower percentage (**0.1 percent increase**) performed at the lowest levels compared to 2020, which at **9.8 percent** and a second all-time best. Students performed solidly compared to the nation and surpassed the expectations for student Math performance based on NWEA research regarding the impact of COVID on national math results. In addition, the introduction of supplemental curriculum materials and staff development has added an extra emphasis in this subject area among the elementary schools. Finally, quarterly math meetings, focusing on the alignment of curriculum to standards and an analysis of strand data, informed math instruction at the middle school level throughout the year. There were **742 students** who performed below the **40th percentile**, and those students may qualify to receive additional services beyond the classroom. Last year there were **745 students** who performed below the **40th percentile**. Currently, school staff have finalized the groups who need

additional support and will begin providing the necessary targeted support in the coming days.

FALL READING DECILE DISTRIBUTION FOR ALL STUDENTS



SUMMARY OF RESULTS

There were 6367 students that took an NWEA Reading assessment this Fall compared to 5731 in 2020. 1587 students, or **25.0 percent**, reached the **90-99th percentile** in Reading, which is the same compared to **25.0 percent** last Fall and slightly lower than **25.7 percent** in 2019. In addition, 1145 students reached the **80-89th percentile (18.0 percent)**, which is a **0.9 percent** decrease compared to last Fall. **17.9 percent** reached this level in 2019. Last year, **16.4 percent** of students performed below the **40th percentile** compared to **15.3 percent** this year.

Overall, Reading results are considered to be strong, and the number of students performing below the **40th percentile** is 972 compared to 901 a year ago. The number performing in the highest ranges is 2732 compared to 2518 from a year ago. The wide range of student performance illustrates the need for differentiation in classrooms as most students are ready for above grade level coursework. The language arts standards require students to understand complex texts and employ critical reading strategies. At both the elementary and secondary level, the language arts curriculum review teams have revised existing curriculum and assessments to align more closely with the new standards, and the latest review is currently underway. In addition, four years ago several teachers implemented new materials that were designed to meet the increased rigor of

the new standards. Also, the use of the Leveled Literacy Intervention (LLI) helped to serve students who were performing slightly below the grade level standard, but not as low performing as students needing more intense support.

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

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

The chart below illustrates middle school sub-test performance results from the Fall of 2016-2021 using the NWEA Math 6+ assessment.

	2016	2017	2018	2019	2020	2021
Algebra	239.6	240.9	240.0	239.8	236.3	235.6
Geometry and Measurement	240.4	241.2	240.6	239.0	235.8	234.0
Number Sense	240.9	241.9	241.6	240.2	236.1	235.3
Stats and Probability	242.4	242.8	242.5	240.5	237.4	235.2

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

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

FALL MATH SUB-TEST SCORES FOR KINDERGARTEN THROUGH EIGHTH GRADES

Math For Primary Grades K-1		Combined RIT 2020	Combined RIT 2021
Number and Operation		161.0	162.2
Algebra		157.3	159.1
Geometry and Measurement		161.9	162.8
Data Analysis		160.9	162.8
	Number of Students	Math Mean RIT	Math Mean RIT
Kindergarten		860	152.5
Grade 1		808	168.6

Math Grades 2-5		Combined RIT 2020	Combined RIT 2021
Number and Operation		202.7	204.4
Algebra		203.6	204.7
Geometry and Measurement		205.1	205.9
Data Analysis		203.4	206.1
	Number of Students	Math Mean RIT	Math Mean RIT
Grade 2		808	186.3
Grade 3		886	198.7
Grade 4		822	209.1
Grade 5		856	220.5

Math Grades 6+		Combined RIT 2020	Combined RIT 2021
Algebra		236.3	235.5
Geometry and Measurement		235.8	234.0
Number Sense		236.0	235.2
Stats and Probability		237.4	235.1
	Number of Students	Math Mean RIT	Math Mean RIT
Grade 6		860	228.5
Grade 7		831	236.5
Grade 8		831	243.5

SUMMARY OF RESULTS

Math for Primary Grades K-1

For students in Kindergarten and First Grade taking the NWEA Math for Primary Grades Assessment, there was an increase in all strands with Algebra being the greatest area for growth. In 2020, there was a decrease in performance across all strands. Last year, Data Analysis was an area identified for growth, which is typical of this grade level following Fall testing, as is Algebra. Kindergarteners this year fell slightly behind Kindergarteners from a year ago, dropping from an average RIT score of **152.5** to **152.0**. In addition, First Graders experienced a significant increase compared to First Graders from a year ago, increasing the average RIT score by **3.5 RIT points**. Kindergarten students on average performed at the *Middle of Kindergarten* level nationally. First Graders performed at the *Middle of First Grade* nationally, which was the same level as last year according to the former 2020 norms. These levels are consistent with typical years; however, schools are strongly encouraged to focus on the strands in which they under-performed in this Fall.

Math Grades 2-5

On the NWEA Math 2-5 Assessment, students in Grades Two through Five showed a more typical performance compared to previous years prior to the impact of COVID. Among Grades 2-5, all grade levels saw improvement compared to their same grade counterparts from a year ago. This is encouraging news, as there is now further evidence of students rebounding from the impact of the pandemic. Overall, students in Grades 1-5 experienced an increase in average RIT scores. In addition, by Fifth Grade, with an average RIT score of **222.1**, students are reaching the *Middle of Seventh Grade* level in Math.

Math 6+

Students in Grades 6-8 took the Math 6+ test this year. Grades 7 and 8 experienced decreases compared to their same grade counterparts from a year ago. However, none of the decreases are statistically significant and are within the average standard of error of +/- 3.0 RIT points. According to the average RIT score performance in the table, Grade 6 students performed at the *Middle of Eighth Grade* level, and Grade 7 and 8 students performed *Beyond the Twelfth Grade* level. Teachers will be able to use the Learning Continuum based on the Math 6+ results to identify specific skills in which students need support. This tool allows staff to view data at a granular level to provide students to skills in which they will be assessed again in the Spring.

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

FALL READING SUB-TEST SCORES FOR KINDERGARTEN THROUGH SEVENTH GRADES

Reading For Primary Grades K-1		Combined RIT 2020	Combined RIT 2021
Foundational Skills		153.9	152.8
Vocabulary		159.0	156.3
Literature and Informational Text		158.4	156.6
Language and Writing		153.7	152.4
	Number of students	Reading Mean RIT	Reading Mean RIT
Kindergarten	622	148.3	145.9
Grade 1	496	165.3	165.3

Reading Grades 2-5 Common Core (CCSS)		Combined RIT 2020	Combined RIT 2021
Informational Text		200.7	201.1
Literature		201.0	201.8
Foundational Skills and Vocabulary		200.3	201.7
	Number of students	Reading Mean RIT	Reading Mean RIT
Grade 2	518	180.4	181.5
Grade 3	885	194.7	195.6
Grade 4	822	205.5	206.7
Grade 5	855	214.2	214.8

Reading Grades 6+ Common Core (CCSS)		Combined RIT 2020	Combined RIT 2021
Informational Text		224.8	223.0
Literature		224.3	222.3
Foundational Skills and Vocabulary		225.2	223.2
	Number of students	Reading Mean RIT	Reading Mean RIT
Grade 6	864	222.3	220.7
Grade 7	835	227.1	225.0

SUMMARY OF RESULTS

Reading For Primary Grades K-1

On the Primary Grades Tests, Kindergartners and First Graders were out-paced by their same grade counterparts from a year ago on each of the four subtests. Teachers at each of the elementary schools studied their data, and it is recommended that the focus be in the areas of Foundational Skills along with Language and Writing.

Reading Grades 2-5 Common Core (CCSS)

Grades 2-5 performance saw increases on each of the four subtests. In addition, each of the four grade levels experienced an increase in average RIT score. Although each of the increases are not considered to be statistically significant, there is further evidence that students have rebounded from the impact of the pandemic and are trending toward typical performance levels. Second Graders are performing at the *Middle of Second Grade* level, Third Graders are reaching the *Middle of Third Grade* level, Fourth Graders are now at the *Beginning of Fifth Grade* level, and Fifth Graders have reached the *Beginning of Seventh Grade* level. As students move through the Minnetonka academic program, there is evidence that growth begins to accelerate. After reviewing the data, most students should be focusing on *Informational Text*. In most years, the focus alternates between Literature and Informational Text, as the scores on the Reading Test are typically within close range of each other.

Reading Grades 6+ Common Core (CCSS)

Seventh Graders are performing *Beyond the Twelfth Grade* level in Reading and Sixth Graders are reaching the *Middle of Ninth Grade* level. An area of growth among middle school students could be in *Literature*. *Literature* is typically an area of strength among most grade levels district-wide, and although there was a slight drop in this area, the decrease is not considered to be statistically significant.

RECOMMENDATIONS FOR ACTION

PREVIOUS FALL SCORES COMPARED TO CURRENT FALL SCORES

The NWEA Fall results are a snapshot in time of student performance, and the results should be used in conjunction with other formative assessments to make instructional decisions. Elementary and middle school staff used Oral Reading Fluency Assessments and Benchmarking Assessments to triangulate data to ensure ample data is used to help drive instruction. Utilizing the *Learning Continuum* (analysis software) information developed by NWEA, teachers will have tools to help them differentiate for their students. Also, teachers have access to their *Prolific One-Click Reports* to help provide deeper analysis of student performance and provide a predictor for MCA Reading and Math Test performance in the Spring. This will enable teachers to participate in differentiated

professional development at their own pace or with their grade level teams. As shared previously in this report, there is ample evidence that scores have rebounded this Fall, and in many areas, student performances are like previous years.

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

At a national level, beginning of the year Fifth Graders reach an average RIT score of **204.5** in Reading. With an average RIT score of **199.5 (up from 184.0)**, Minnetonka Fifth Grade LEP students are performing on a middle of the year Fourth Grade level compared to the national average of all students in Reading. By Sixth Grade, with an average RIT score of **201.3**, Minnetonka LEP students are performing as a middle of the year Fourth Grader in Reading as well, although it is important to note that there were only **7** LEP students tested in Reading. There was a noticeable increase in performance among the current group of LEP students for Grades 1, 3, 5 and 6 in Reading.

SPECIAL EDUCATION

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

First, Special Education students out-performed last year's counterparts in Math in **3 of 5** areas: Grades 4, 5, and 6. In Reading, Special Education students surpassed their same grade counterparts in Grade 5. Again, due to the lower number of students it is difficult to conclude if increases and decreases are statistically significant, however, there were only two decreases that could be considered significant. In Reading, Grade 4 experienced a decrease from **196.6 RIT points** to **191.9 RIT points**, and Eighth Graders dropped from **213.1 RIT points** to **209.6 RIT points**. By Fifth Grade, Special Education students are reaching the *Beginning of Fifth Grade* level in Reading, and the *Beginning of Sixth Grade* level in Math. By Fifth Grade, Special Education students are performing at or above grade level compared to all students.

With Special Education students in Grade 5 performing at grade level nationally in Reading and a year above grade level in Math, Special Education students are performing at least one grade level below compared to all students nationally.

DISTRICT PERFORMANCE COMPARED TO NATION

Minnetonka students surpassed national expectations in Math and Reading, and the Fall performance should be a positive sign for students and staff. However, there is still work to be done this year to help students make expected gains by the Spring and to continue

to address unfinished or uneven learning created by the COVID pandemic. With the improvements made to the academic program prior to this Fall and continued improvements throughout the year, accompanied by consistent instructional delivery, Fall to Spring growth should be positively impacted.

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

IMMERSION

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

According to Reading non-cohort data, students surpassed their same grade counterparts from the Fall of 2020 in **9** of **22** areas. Cohort data show that students met their Fall-to-Fall growth targets in **12** of **22** areas, except for the following cohorts: K-1 Chinese Immersion and English, 1-2 Chinese Immersion, 3-4 English, 6-7 English and Spanish Immersion, and the 7-9 English cohort. The current Fourth Grade English cohort experienced two straight years of falling short of Fall-to-Fall growth targets. The other cohorts mentioned in this section all met their Fall-to-Fall targets from 2019-2020.

Overall, there were significant increases in Math average RIT scores among Chinese Spanish Immersion First Graders and Chinese Immersion Third and Fifth Graders. Although there were no statistically significant increases in Reading, there were also no significant decreases.

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

HIGH POTENTIAL/NAVIGATOR PROGRAMS

Since most students are performing within the 90th-99th percentile, there are many students who are not identified as High Potential but have some similar needs. The Learning Continuum is a tool from NWEA that can help identify what students are ready to learn if they are far above grade level. When students have exceeded the limits of the

test other measures there is a plan in place to examine other assessment options. The High Potential leadership and staff will look closely at any negative-trend data and will continue their work that was begun with the curriculum review where achievement gaps were addressed.

Teachers would benefit from staff development focused on the use of guided Math instruction. Guided Reading has historically been an instructional tool for teachers, but there is a trend in education to implement guided Math instruction. Within this instructional model, teachers can make subtle changes to their instruction to increase the rigor in the classroom, especially for the students performing at the highest levels, thus impacting growth for a population that is already performing at or near record high levels.

Lastly, since the implementation of the edSpring/Proliftic data mining system, teachers can view their students' data with an increased awareness. This system allows teachers to measure how their students are predicted to meet the state standards on the MCA tests when they are taken in Third through Eighth Grades. In addition to understanding if their students are on target, teachers can measure students accelerated growth beyond the NWEA national norms, which is beneficial for challenging students are not only performing well below grade level but for students reaching the upper reaches of the NWEA RIT scale. Coupled with the Proliftic and NWEA sites, teachers have access to a comprehensive school data profile that contains several years of trend data to track grade levels, programs, and strand level data for individual sites. This file should be used to view standardized assessment data over time, as intended. Lastly, the *Student Profile* offered by NWEA will help teachers set individual student goals with students to help involve students in the goal setting process.

GENDER

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

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

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

Most cohorts made expected Fall-to-Fall growth, except for the Kindergarten to First Grade cohorts. However, this cohort out-paced K-1 cohort from a year ago among both student groups. Based on historical information, one can conclude that this Fall is truly a rebound year and like typical years.

ETHNICITY

Results in Math on the Fall 2021 NWEA were strong. African American students surpassed their same grade counterparts in **4 of 9** areas, and Hispanic students out-paced their counterparts in **6 of 9** areas. Among African American students, Third Graders made statistically significant gains, improving from **187.0 to 193.6 RIT points**. Fourth and Fifth Grade Hispanic students made statistically significant gains compared to their same grade counterparts from a year ago as well.

In Reading, the Kindergarten to First Grade cohort saw **21.1 RIT points** growth in 2021 compared to **17.7 RIT points** growth for Males in 2020, which surpassed Fall-to-Fall growth norms by **0.5 RIT points**. For Females this Fall, the Kindergarten to First Grade cohort grew **18.1 RIT points** compared to **17.3 RIT points** in 2020 with expected growth being **20.5 RIT points**. Most cohorts made expected Fall-to-Fall growth, except for the Kindergarten to First Grade cohorts. However, this cohort out-paced K-1 cohort from a year ago among both student groups. Based on historical information, one can conclude that this Fall is truly a rebound year and like typical years.

Teachers can work to create common assessments to address the target skills necessary to increase performance among a particular strand. Assessments can be in the form of homework, quizzes, tests, and differentiated activities. In previous discussions, teachers learned more about formative assessment using *Google Apps for Education*. This tool will help to expand what has already been in practice. Teachers now can assess students in an efficient manner that provides immediate feedback, resulting in a more effective way to differentiate for students.

Teachers should use the Learning Continuum tool to help them plan with the new strands and sub strands within the strands as all the NWEA information embedded in the Prolific product.

OPEN ENROLLMENT

In **13** out of **18** areas for comparison, Open Enrolled students outperformed their Resident counterparts on the Fall 2021 NWEA Test compared to **13** out of **18** areas in 2020 and **10** out of **18** areas in 2019. For several years, with no exception in 2021, in all cases for both Reading and Math, the differences between the two groups' performances is not considered to be statistically significant. It's difficult to view cohort data in this category, because students may open enroll at different grade levels each year. However, 2020 Kindergarten Open-Enrolled students performed within **1.9 RIT points** on the Math Test and within **2.5 RIT points** of Resident students as First Graders. The Open-Enrolled cohort grew by **19.3 RIT points** and the Resident cohort grew by **19.7 RIT points**. Expected Fall-to-Fall growth from Kindergarten to First Grade is **20.5 RIT points**. At all grade levels, the mean RIT scores are similar for both Math and Reading. This is consistent with previous years. Due to the standard of error of ± 3.0 RIT points, the differences in performances between the two groups is virtually non-existent.

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

MATH

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

READING

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

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

Teachers at the elementary level can address writing needs across all areas with the *Being a Writer* curriculum materials and comprehension needs with the *Making Meaning* materials. *Informational Text* should be an emphasis for the elementary language arts review team. This work has already begun with the work by teachers to align instructional practices with the English Language Arts standards. The proactive work and deeper analysis by teachers will enable them to have success with implementation of the new Reading curricular materials.

LEARNING CONTINUUM

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

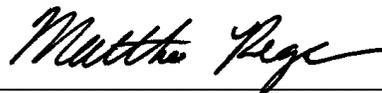
Multi-Tiered Systems of Supports (MTSS)

The District uses NWEA data and fluency data to identify students in need of additional Reading and Math support. This practice has been used for over a decade and has been successful for identifying the most struggling students based on data. This ensures that all students are identified consistently; previously students were not identified using multiple measures. Multiple measures need to be used for students as they enter MTSS services at the middle school level and should be used to exit students from these services as well. Currently, middle school administrators have improved and implemented plans for the MTSS process at the middle schools.

RECOMMENDATION/FUTURE DIRECTION:

The information provided in this report is designed to update the School Board on the results of the Fall 2021 administration of the NWEA assessment.

Submitted by:



Matt Rega, Director of Assessment

Concurrence:



Dennis Peterson, Superintendent

REVIEW

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

Study Session Agenda Item #2

**Title: Review of New Course Proposals, Changes
and Deletions**

Date: November 18, 2021

OVERVIEW

This report includes new course proposals and course revisions for the 2022-23 school year. All new course proposals have been reviewed by department chairs, building administration, district administration, and the Teaching and Learning Advisory Committee. Courses that are approved by the School Board will be included in the Skipper Log and available to students as they register for the 2022-23 school year. Course development and implementation funds will be allocated if the course has sufficient enrollment.

DEPARTMENT PROPOSALS

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

Course Title	Grade(s)
Automotive Braking Systems	10-12
Automotive Career Investigation	9-12
Automotive Electrical/Electronic Systems	10-12
Automotive Engine Performance	10-12
Automotive Steering and Suspension Systems	10-12
CIS College Algebra	11-12
Disability Studies	11-12
Engineering Design and Development	12
Forensic Science	11-12
Mathematics of Home Renovation/Home Renovation and Applied Mathematics	11-12
Metal Sculpture 2	9-12
The Geology and Biomes of US Parks and Forests	10-12
VANTAGE Education	11-12
Virtual Enterprise	11-12

COURSE REMOVAL LIST

Each year courses that have not reached the minimum student enrollment for three years in a row, or that have been replaced by new courses, are removed from the Skipper Log. AP Physics 1 (AP 316 and AP 318) will not be included in the 2022-23 *Skipper Log*. Building and District administration will continue to monitor courses that have not run for subsequent years.

COURSE TITLE CHANGES

Departments have recommended revising several course titles to more accurately reflect the content of the courses and course sequences. The proposed and current titles are listed below

Proposed Title	Current Title
Automotive Investigation	Auto 1
Unified PE	Integrated PE
TO Personal and Family Relationships	TO Relationships
Textiles & Applied Design	Quilting

ATTACHMENTS:

New Course Proposals

RECOMMENDATION/FUTURE DIRECTION:

These course proposals are submitted for School Board review and consideration.

Submitted by: _____


Steve Urbanski, Director of Curriculum

Submitted by: _____


Justin Sawyer, MHS Associate Principal

Concurrence: _____


Dennis Peterson, Superintendent

New Course Proposal



Course Title: Automotive Braking Systems

Submitted by: Lee Berger
Department: Momentum

Description of the Proposal:

- 1) **What is the proposed course name?** Automotive Braking Systems
What grade levels? Grades 10-12
Semester? Semester Course
One-part or two-part course? One part
Offered in Semester 1; Semester 2 or both? Both Semesters
Any pre-requisite courses? Auto Investigation or Power and Energy
In what subject will students earn this credit? Tech Ed

- 2) **How did this proposal originate?**
Department members, Innovation, parents/students

- 3) **What is the anticipated level of participation? What information are you using to determine this level of participation?**
The level of participation seems high based on student planning input.

- 4) **What is the rationale for the proposal? What need does it fulfill?**
This course will be the next level following Automotive Investigation. The content will be Automotive Brake Systems taught at a rigorous industry standard level.

Analysis of the Proposal:

- 1) **How is this proposal compatible with the vision, mission, and beliefs of the district?**
This proposal is directly related to recommendations from the student advisory group and is in line with the district's goals to provide career exploration and preparation opportunities for all students.

- 2) **What is the relation of the proposal to the Minnesota Graduation Standards?**
This proposal is not directly related to Minnesota Graduation Standards.

- 3) **What is the effect of the proposal on district resources?**
 - a) **Space: Where is space currently available for the activity?**
The teaching space will be in the new Momentum building.
 - b) **Time: Where will the activity fit in the daily schedule?**
Classes will be part of the six-period day schedule.
 - c) **Personnel: What staff will be necessary?**

The necessary personnel are currently on staff.

- d) **Financial Costs: What is the cost to the district of this proposal? What are the requirements for texts, equipment/supplies/curriculum writing? Are funds currently allocated and available for this activity?**
There are substantial costs associated with this proposal. Curriculum materials, tools, and equipment will need to be purchased.

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

- a) **How does the proposal expand, complement, or strengthen an existing program?**
This course will expand the Momentum department.
- b) **How does the proposal affect existing programs?**
This course will provide an additional path for students who have taken other courses, such as Automotive Investigation.
- c) **Does this course/activity substitute for an existing program? Could it be integrated into an existing course/activity? Are there courses/activities that should be eliminated if this proposal is approved?**
No courses will need to be eliminated. This course will be unique at MHS.

New Course Proposal



Course Title: Automotive Career Investigation

Submitted by: Lee Berger
Department: Momentum

Description of the Proposal:

- 1) **What is the proposed course name?** Automotive Career Investigation
What grade levels can enroll? Grades 9 - 12
Semester? Semester Course
One-part or two-part course? One part
Offered in Semester 1; Semester 2 or both? Both Semesters
In what subject will students earn this credit? Tech Ed

- 2) **How did this proposal originate?**

Innovation, parents/students, department members

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

The level of participation seems high based on student planning input.

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

This course will introduce students to various automotive careers and provide curriculum and activities that introduce students to basic automotive services.

Analysis of the Proposal:

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

This proposal is directly related to recommendations from the student advisory group and is in line with the district's goals to provide career exploration and preparation opportunities for all students.

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

This proposal is not directly related to Minnesota Graduation Standards.

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

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

The teaching space will be in the new Momentum building.

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

Classes will be part of the six-period day schedule

- c) **Personnel: What staff will be necessary?**

The necessary personnel are currently on staff.

- d) **Financial Costs: What is the cost to the district of this proposal? What are the requirements for texts, equipment/supplies/curriculum writing? Are funds currently allocated and available for this activity?**
There are substantial costs associated with this proposal. Curriculum materials, tools, and equipment will need to be purchased.

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

- a) **How does the proposal expand, complement, or strengthen an existing program?**
This course will expand the Momentum department.
- b) **How does the proposal affect existing programs?**
This course will provide an additional path for students who have taken other courses, such as Power and Energy.
- c) **Does this course/activity substitute for an existing program? Could it be integrated into an existing course/activity? Are there courses/activities that should be eliminated if this proposal is approved?**
No courses will need to be eliminated. This course will be unique at MHS.

New Course Proposal



Course Title: Automotive Electrical/Electronic Systems

Submitted by: Lee Berger

Department: Momentum

Description of the Proposal:

- 1) What is the proposed course name?** Automotive Electrical/Electronic Systems
What grade levels can enroll? Grades 10-12
Semester? Semester Course
One-part or two-part course? One part
Offered in Semester 1; Semester 2 or both? Both Semesters
Any pre-requisite courses? Auto Investigation or Power and Energy
In what subject will students earn this credit? Tech Ed

- 2) How did this proposal originate?**

Innovation, parents/students, department members

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

The level of participation seems high based on student planning input.

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

This course will be the next level following Automotive Investigation. The content will be Automotive Electrical and Electronic Systems taught at a rigorous industry standard level.

Analysis of the Proposal:

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

This proposal is directly related to recommendations from the student advisory group and is in line with the district's goals to provide career exploration and preparation opportunities for all students.

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

This proposal is not directly related to Minnesota Graduation Standards.

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

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

The teaching space will be in the new Momentum building.

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

Classes will be part of the six-period day schedule.

- c) **Personnel: What staff will be necessary?**
The necessary personnel are currently on staff.
- d) **Financial Costs: What is the cost to the district of this proposal? What are the requirements for texts, equipment/supplies/curriculum writing? Are funds currently allocated and available for this activity?**
There are substantial costs associated with this proposal. Curriculum materials, tools, and equipment will need to be purchased.

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

- a) **How does the proposal expand, complement, or strengthen an existing program?**
This course will expand the Momentum department.
- b) **How does the proposal affect existing programs?**
This course will provide an additional path for students who have taken other courses, such as Automotive Investigation.
- c) **Does this course/activity substitute for an existing program? Could it be integrated into an existing course/activity? Are there courses/activities that should be eliminated if this proposal is approved?**
No courses will need to be eliminated. This course will be unique at MHS.

New Course Proposal



Course Title: Automotive Engine Performance

Submitted by: Lee Berger
Department: Momentum

Description of the Proposal:

- 1) **What is the proposed course name?** Automotive Engine Performance
What grade levels can enroll? Grades 10-12
Semester? Semester Course
One-part or two-part course? One part
Offered in Semester 1; Semester 2 or both? Both Semesters
Any pre-requisite courses? Auto Investigation or Power and Energy
In what subject will students earn this credit? Tech Ed
- 2) **How did this proposal originate?**
Innovation, parents/students, department members
- 3) **What is the anticipated level of participation? What information are you using to determine this level of participation?**
The level of participation seems high based on student planning input.
- 4) **What is the rationale for the proposal? What need does it fulfill?**
This course will be the next level following Automotive Investigation. The content will be Automotive Engine Performance taught at a rigorous industry standard level.

Analysis of the Proposal:

- 1) **How is this proposal compatible with the vision, mission, and beliefs of the district?**
This proposal is directly related to recommendations from the student advisory group and is in line with the district's goals to provide career exploration and preparation opportunities for all students.
- 2) **What is the relation of the proposal to the Minnesota Graduation Standards?**
This proposal is not directly related to Minnesota Graduation Standards.
- 3) **What is the effect of the proposal on district resources?**
 - a) **Space: Where is space currently available for the activity?**
The teaching space will be in the new Momentum building.
 - b) **Time: Where will the activity fit in the daily schedule?**
Classes will be part of the six-period day schedule.

- c) **Personnel: What staff will be necessary?**
The necessary personnel are currently on staff.
- d) **Financial Costs: What is the cost to the district of this proposal? What are the requirements for texts, equipment/supplies/curriculum writing? Are funds currently allocated and available for this activity?**
There are substantial costs associated with this proposal. Curriculum materials, tools, and equipment will need to be purchased.

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

- a) **How does the proposal expand, complement, or strengthen an existing program?**
This course will expand the Momentum department.
- b) **How does the proposal affect existing programs?**
This course will provide an additional path for students who have taken other courses, such as Automotive Investigation.
- c) **Does this course/activity substitute for an existing program? Could it be integrated into an existing course/activity? Are there courses/activities that should be eliminated if this proposal is approved?**
No courses will need to be eliminated. This course will be unique at MHS.

New Course Proposal



Course Title: Automotive Steering and Suspension Systems

Submitted by: Lee Berger

Department: Momentum

Description of the Proposal:

- 1) What is the proposed course name?** Automotive Steering and Suspension Systems
What grade levels? Grades 10-12
Semester? Semester Course
One-part or two-part course? One part
Offered in Semester 1; Semester 2 or both? Both Semesters
Any pre-requisite courses? Auto Investigation or Power and Energy
In what subject will students earn this credit? Tech Ed

2) How did this proposal originate?

Innovation, parents/students, department members

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

The level of participation seems high based on student planning input.

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

This course will be the next level following Automotive Investigation. The content will be Automotive Steering and Suspension Systems taught at a rigorous industry standard level.

Analysis of the Proposal:

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

This proposal is directly related to recommendations from the student advisory group and is in line with the district's goals to provide career exploration and preparation opportunities for all students.

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

This proposal is not directly related to Minnesota Graduation Standards.

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

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

The teaching space will be in the new Momentum building.

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

Classes will be part of the six-period day schedule.

- c) **Personnel: What staff will be necessary?**
The necessary personnel are currently on staff.
- d) **Financial Costs: What is the cost to the district of this proposal? What are the requirements for texts, equipment/supplies/curriculum writing? Are funds currently allocated and available for this activity?**
There are substantial costs associated with this proposal. Curriculum materials, tools, and equipment will need to be purchased.

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

- a) **How does the proposal expand, complement, or strengthen an existing program?**
This course will expand the Momentum department.
- b) **How does the proposal affect existing programs?**
This course will provide an additional path for students who have taken other courses, such as Automotive Investigation.
- c) **Does this course/activity substitute for an existing program? Could it be integrated into an existing course/activity? Are there courses/activities that should be eliminated if this proposal is approved?**
No courses will need to be eliminated. This course will be unique at MHS.

New Course Proposal



Course Title: College Algebra

Submitted by: James Donald and Kate Ohrt
Department: High School Mathematics

Description of the Proposal:

- 1) **What is the proposed course name?** College Algebra
What grade levels can enroll? Grades 11-12
Semester? Full-year course
One-part or two-part course? Two-part course
Offered in Semester 1; Semester 2 or both? Both
Any pre-requisite courses? Higher Algebra
In what subject will students earn this credit? Math

2) How did this proposal originate?

Department members, innovation

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

60-120 students based on the number of Juniors/Seniors taking our current FST course.

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

It is often difficult to get seniors and some juniors motivated to participate in the FST course. By adding college algebra, students will work on similar content and see the benefit of getting college level credit for their coursework.

Analysis of the Proposal:

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

This is an opportunity to introduce a new group of students to college level coursework

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

This course supports but is beyond the state standards in mathematics.

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

- a) **Space: Where is space currently available for the activity?**
This will replace sections of FST so there is no additional space needed.
- b) **Time: Where will the activity fit in the daily schedule?**
Same as above.

- c) **Personnel: What staff will be necessary?**
We have a number of teachers that are able to teach college level classes so this will not require additional staff.
- d) **Financial Costs: What is the cost to the district of this proposal? What are the requirements for texts, equipment/supplies/curriculum writing? Are funds currently allocated and available for this activity?**
\$3,000 per teacher and course (there is aid from the state that we get back, to the tune of \$150 per student to help defray the cost of delivering the course at the high school, so if there's 28 kids in a course, we'd get \$4,200 in aid). There would be a need for curriculum writing and textbooks for the class. Currently no funds are allocated and available for this activity.

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

- a) **How does the proposal expand, complement, or strengthen an existing program?**
It would strengthen our options for students in 11th and 12th grade that are not quite ready for pre-calculus but want a more challenging opportunity.
- b) **How does the proposal affect existing programs?**
It would reduce the number of students in FST and possibly Pre-calculus.
- c) **Does this course/activity substitute for an existing program? Could it be integrated into an existing course/activity? Are there courses/activities that should be eliminated if this proposal is approved?**
It would replace FST for 11th-12th grade students. No since it is a CIS class. This could eventually replace FST as a class if the department/administration feels that it would be beneficial to all 10-12 students .

New Course Proposal



Course Title: Disability Studies

Submitted by: Jack Mulvaney
Department: Student Support Services

Description of the Proposal:

Course Description: Frequently, disabled people are looked at as if they're a burden. In order to empower students, this course will frame disability as a culture to be understood and validated. Students will explore how disability, through the lens of neurodiversity, can enrich the world. The course will serve as a multidisciplinary, multisensory, and accessible analysis of disability in American culture. Historical marginalization has led students with disabilities to be seen as outcasts rather than part of a border community. This course will work to develop autonomy, community, and advocacy for students with disabilities through engagement with legal and historical documents, literature, film, and photographs.

The following potential resources will be utilized to analyze the treatment of Americans with disabilities as it relates to the economy, legal system, educational setting, medical field, and popular culture:

- Film about Willowbrook and institutionalization
- Capitol Crawl
- Passage of American with Disabilities Act
- Reason Why I Jump by Naoki Higashida
- Look Me in the Eye John Robison
- Thinking in Pictures by Temple Grandin
- The Man Who Mistook his Wife for a Hat by Oliver Sacks
- Disability Visibility: First-Person Stories from the Twenty-First Century
- Crip Camp: A Disability Revolution
- Love on the Spectrum/Atypical
- Talks on Neurodiversity
- Neurotribes by Steve Silberman
- Medical Model vs. Social Model analysis of disability
- Cochlear Implants, The Deaf Culture, and Ethics

Notes: Not all the resources will be used in their entirety. This is merely a list of potential resources that can be used to design the class. The class will utilize portions texts to facilitate conversations and research on various topics related to disability.

- 1) **What is the proposed course name?** Disability Studies
What grade levels can enroll? Grades 11-12
Semester? Semester
One-part or two-part course? One
Offered in Semester 1; Semester 2 or both? Both

In what subject will students earn this credit? Elective/Special Ed

2) How did this proposal originate?

Curriculum review, department members

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

Have spoken to students with disabilities in resource room about exploring topics related to disability advocacy and disability culture.

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

Frequently, disabled people are looked at as if they're a burden. In order to empower students, this course will frame disability as a culture to be understood and validated. Students will explore how disabilities and neurodiversity enriches, rather than burdens, the world.

Analysis of the Proposal:

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

An educated populace is integral to a democratic society. Each person has fundamental, intrinsic worth. The dignity of each person is sacred. The uniqueness of each individual enriches the community. All students will possess an enlightened view of themselves, others, and the world. We will defend and preserve the principle of local autonomy.

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

This would count as an elective course.

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

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

Open Classroom

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

1 period elective

c) **Personnel: What staff will be necessary?**

1 Licensed Teacher

d) **Financial Costs: What is the cost to the district of this proposal?**

What are the requirements for texts, equipment/supplies/curriculum writing? Are funds currently allocated and available for this activity?

Texts can be uploaded as PDFs.

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

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

Students who are disabled generally feel fatalistic about their academic success. This will empower them to learn more about disabled culture while supplementally working on reading, writing, researching, and presenting skills necessary for college and career success. This class will build advocacy skills.

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

This could serve as an elective for students in 12th grade who are

interested in transitioning out of resource room.

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

New Course Proposal



Course Title: Engineering Design and Development

Submitted by: Mitch Burfeind
Department: Tech Ed/ Momentum

Description of the Proposal:

- 1) **What is the proposed course name?** Engineering Design and Development
What grade levels can enroll? Grade 12
Semester? Semester .5 Credit
Offered in Semester 1; Semester 2 or both? Semester 2
Any pre-requisite courses? Advanced Engineering
In what subject will students earn this credit? Tech Ed

- 2) **How did this proposal originate?**
Department members, parents/students

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

This will be a small group of students that will be going into engineering in college. I will run this class as a combined class with other engineering courses. I anticipate 5-10 students per year.

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

This will help students who find a way to take any class of mine just to get into my room and work on Advanced Engineering. I envision this course as a capstone course for seniors planning to major in engineering.

Analysis of the Proposal:

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

This course will give students a chance to pursue their highest academic achievement. This course will be tailored to each student.

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

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

- a) **Space: Where is space currently available for the activity?**
Room 1303
- b) **Time: Where will the activity fit in the daily schedule?**
During the advanced Engineering course.

- c) **Personnel: What staff will be necessary?**
No additional staff is needed.
- d) **Financial Costs: What is the cost to the district of this proposal? What are the requirements for texts, equipment/supplies/curriculum writing? Are funds currently allocated and available for this activity?**
No additional cost

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

- a) **How does the proposal expand, complement, or strengthen an existing program?**
This program expands our current curriculum by allowing students a sr. capstone level experience.
- b) **How does the proposal affect existing programs?**
Adds more opportunity for those that need it.
- c) **Does this course/activity substitute for an existing program? Could it be integrated into an existing course/activity? Are there courses/activities that should be eliminated if this proposal is approved?**
No

New Course Proposal



Course Title: Forensic Science

Submitted by: Amanda Say
Department: Science

Description of the Proposal:

- 1) What is the proposed course name?** Forensic Science
What grade levels? Grades 11,12
Semester? Full year, 1.0 credits
One-part or two-part course? One part
Any pre-requisite courses? Chemistry
In what subject will students earn this credit? Science
Elective/Alternative to Physics Senior Year

2) How did this proposal originate?

Department members

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

I believe it will have a high level of participation. Forensic Science is often a popular course, especially with students that are not pursuing science or math and therefore do not need to take Physics but require additional classes to fill their schedule.

Amanda Say taught this course at a school of the same size in Texas, and they regularly had 6-9 sections each year of this course (students were required to take a 4th year science course with multiple elective options fulfilling this role, school held a 7-period day).

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

Minnetonka is looking to expand its offerings to students that may be choosing an alternate to college after high school. This course would be more accessible to a number of students that find the core science courses out of sync with their abilities and interests.

Analysis of the Proposal:

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

This course would fit into Goal 3/4 of the School Board as it allows for a group of students that may feel overlooked to find a science course they can become engaged in and find their highest potential.

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

In Minnesota, students are required to have 3 science credits, one of these must be Biology. The other credits can be a combination of earth science, physical science, chemistry, and physics. Forensic Science would be a science elective course.

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

- a) **Space: Where is space currently available for the activity?**
Students taking this course would be using classroom space that would have been used by other courses they would have been taking if Forensics was not available.
- b) **Time: Where will the activity fit in the daily schedule?**
This would be a regular course offered by the high school.
- c) **Personnel: What staff will be necessary?**
Science teacher
- d) **Financial Costs: What is the cost to the district of this proposal? What are the requirements for texts, equipment/supplies/curriculum writing? Are funds currently allocated and available for this activity?**
No funds are currently available for this course. The cost of this new program is TBD. Curriculum could be purchased from TPT for \$400. This class would be very hands on and would require materials not currently available.

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

- a) **How does the proposal expand, complement, or strengthen an existing program?**
This course expands the science opportunities available to students.
- b) **How does the proposal affect existing programs?**
This would likely reduce the number of students taking Physics their senior year.
- c) **Does this course/activity substitute for an existing program? Could it be integrated into an existing course/activity? Are there courses/activities that should be eliminated if this proposal is approved?**
This course could be considered for development with Vantage whereby it would be a science/social studies joint class where students learn Forensic Science and Criminology. This course would not be integrated into an existing course and none should be eliminated if approved.

New Course Proposal



Course Title: Mathematics of Home Renovation / Home Renovation and Applied Mathematics

Submitted by: Brent Veninga
Department: Momentum

Description of the Proposal:

- 1) What is the proposed course name?** Home Renovation and Applied Mathematics
What grade levels can enroll? Grades 11-12
Semester? Full Year Strand, of two classes: 1.0 Mathematics credit and 1.0 Elective Credit
One-part or two-part course? This is a two-hour course
Any pre-requisite courses? No, ideally students enter having taken higher algebra.
In what subject will students earn this credit? Math and Elective.

- 2) How did this proposal originate?**

Innovation, department members

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

Guesstimating 25 students in the first year. We have determined that there are 300 - 350 students that take math FST (Functions, Statistics and Trigonometry) and that this would pull >10% of those from that course.

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

This course proposal is about preparing the future workforce to have the mathematical skill sets required for the job. Initial research indicates that mathematics in the trades includes elements of algebra, trigonometry, statistics, geometry and estimating. Future trade workers will need applied math and home renovation skills.

Analysis of the Proposal:

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

This proposal builds an additional strand of classes for Momentum - our new skilled trades and design program. It is designed for students - especially kinesthetic learners - that have high aspirations and want to build self confidence in targeted trades. We aspire to better equip our graduates for roles in future careers so that they might cast vision into what they might become.

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

This is still to be determined: It would be either a FST based course or a newly designed mathematics course that leads to graduation standards specifically for those entering trades and manufacturing. It would combine a core mathematics credit with an elective home renovation credit.

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

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

Ideally this would be housed in the new Momentum building.

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

Ideally in the first two or last two hours of the day.

c) **Personnel: What staff will be necessary?**

Math teacher and Technology Education (trades) teacher.

d) **Financial Costs: What is the cost to the district of this proposal?**

What are the requirements for texts, equipment/supplies/curriculum writing? Are funds currently allocated and available for this activity?

Additional project funds would need to be either raised or accessed to build a tiny little house with trailer (estimated at \$40,000) and the equipment needed to build it. We would need someone at the district / on the staff to help recruit the buyer of this tiny little house.

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

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

This course proposal would expand the offering of Momentum courses and potentially complement into a "home reno II" offering in 2022-2023 as seen in this [draft working document](#).

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

Guesstimating that it would reduce the number of students in the existing FST program and pulling from the single hour Home Reno course.

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

Not really, this as a standalone proposal for 2022-2023 with the ability to change in 2023-2024.

New Course Proposal



Course Title: Metal Sculpture 2

Submitted by: Steve Nugent

Department: Art

Description of the Proposal:

- 1) **What is the proposed course name?** Metal Sculpture 2
What grade levels can enroll? 9-12
Semester? Semester .5
One-part or two-part course? Both
Any pre-requisite courses? Completion of Metal Sculpture 1 with a B- or better
- 2) **How did this proposal originate?**
Department members
- 2) **What is the anticipated level of participation? What information are you using to determine this level of participation?**
Students that have completed Metal Sculpture 1 with a B- or better would sign up for this class. We have already had 6 full sections of Metal Sculpture 1 and these students need an option to continue working in this medium. There should be at least 1 section of Metal Sculpture 2 running for next year.
- 4) **What is the rationale for the proposal? What need does it fulfill?**
This would be the continuation and next level of Metal Sculpture 1.

Analysis of the Proposal:

- 1) **How is this proposal compatible with the vision, mission, and beliefs of the district?**
It is aligned with the art standards and art graduation requirement for the school.
- 2) **What is the relation of the proposal to the Minnesota Graduation Standards?**
The class would fulfill a .5 Art credit requirement
- 3) **What is the effect of the proposal on district resources?**
 - a) **Space: Where is space currently available for the activity?**
Same space as metal Sculpture 1
 - b) **Time: Where will the activity fit in the daily schedule?**
It will run during the regularly scheduled day.
 - c) **Personnel: What staff will be necessary?**
Licensed art teacher staff needed.

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

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

- a) **How does the proposal expand, complement, or strengthen an existing program?**
It brings the next level to the Metal sculpture class for students. This has been a very popular class with strong enrollment the first two years and we are excited to expand it.
- b) **How does the proposal affect existing programs?**
It strengthens the Metal Sculpture class giving it the next level.
- c) **Does this course/activity substitute for an existing program? Could it be integrated into an existing course/activity? Are there courses/activities that should be eliminated if this proposal is approved?**
It does not substitute for a class. It gives the students the ability to further study metal sculpture.

New Course Proposal



Course Title: The Geology and Biomes of US Parks and Forests

Submitted by: Gwynneth Wacker
Department: Science

Description of the Proposal:

- 1) **What is the proposed course name?** The Geology and Biomes of US Parks and Forests
What grade levels? Grades 10-12
Semester? Semester 1 (.5 credit)
One-part or two-part course? One-part
In what subject will students earn this credit? Elective Science

- 2) **How did this proposal originate?**
Department members, Innovation, Other

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

Approximately 20-25 student per class period.

Previous experience with 6 years of Ecology courses that used to be taught as well as participation in other science electives; also based on previous discussions on offering more science electives; discussion with colleagues and administration.

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

This course would be an elective science course offered to all learners: those who enjoy science, and/or the outdoors, plants and animals, ancient cultures and exploration of parks and forests. This course will examine geologic and biotic principles and concepts through the lens of national and state parks and forests, as they often represent superb examples of geologic phenomena and unique wildlife in the United States. Geology within national parks tells a story of North America, from mountain building, to volcanism, to historic inland seas of an earlier geologic age. Wildlife/plant life within the parks and forests shows what unique biodiversity exists due the climate and environmental pressures placed on these areas. In studying several national and state parks, we will also incorporate lessons of the indigenous cultures who lived in these park lands prior to European immigration, such as the Ojibwe in Voyageurs National Park or the Arapaho and Shoshone around Yellowstone National Park and how they impacted [or didn't] the National Parks lands today.

There is a niche for this course as there is currently no elective or required science course that currently combines the disciplines of:

- Geology (Earth Science),
- Wildlife (Botany and Zoology)
- Incorporation of North American Indigenous history on national landmarks

(Anthropology).

This course introduces students to topics that may lead to possible careers in outdoor leadership, US parks, wilderness instructors, conservation careers, outdoor recreation retail business and adventure travel planning such as Naturetrek or Adventure Unbound. It reaches learners that might wish to pull from and incorporate various branches of science, do not wish to take AP Environmental Science online, or those who may not wish to pursue a full year of physics, applied physics or the more rigorous human anatomy elective. It will also meet the instructional framework goal of authentic and real-world learning, creativity, personalized learning, and collaboration.

It does not compete with the Earth and Space Systems course coming into 9th grade nor does it compete with Biology as this course delves further into rocks, minerals, topographic maps, and geological features specific to the parks covered in the course and then studies the plants and animals of that region and how they have adapted to that environment and the specific climate of that region in North America. The course also teaches/introduces students how to safely enjoy outdoor recreation in these parks and what equipment to use. It also exposes students to the indigenous peoples who lived on these lands 5,000-9,000 years ago and how they lived with land and the other species.

Analysis of the Proposal:

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

It addresses the mission statement of trying to inspire a passion to excel and reaching all types of learners from those who love science to those who might take this course as it offers another choice and a way to obtain science credit.

It addresses the following components of the district vision:

- Challenge and support all students in the pursuit of their highest levels of academic and personal achievement. The course will allow students of all academic levels to participate.
- Practice prudent and innovative management of public resources. The course will teach students to appreciate their national parks, to use good judgment and critical thinking in outdoor situations and to learn how park management is tackling the issues of climate change and its impact on the parks and forests.
- Tailor learning experiences to the needs of individual learners. Being an elective course, students will be able to pursue some individual interests and through collaboration with other students focus on certain parks that may be of interest to them.
- Earn and maintain broad-based community support. Bringing speakers to school to discuss topics brings transparency and collaborate and buy in between schools and their community.

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

Next Generation Science Standards:

- HS-PS3-3. Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.* (Wind turbine activity)
- HS LS2.B: Cycles of Matter and Energy Transfer in Ecosystems

- HS-LS2-6. Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.
- HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.*
- HS-ESS2-2. Analyze geoscience data to make the claim that one change to Earth's surface can create feedback that causes changes to other Earth systems.
- HS-ESS2-4. Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.
- HS-LS2-2. Ecosystems: Interactions, Energy, and Dynamics Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.
- HS-LS4-6. Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.
- HS-LS2-6 Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions but changing conditions may result in a new ecosystem.
- 9L.4.2.2.1 Obtain and communicate information about how Minnesota American Indian Tribes and communities and other cultures construct solutions to mitigate threats to biodiversity.* (P: 8, CC: 7, CI: LS2, ETS1) Examples of cultures may include those within the local context of the learning community and within the context of Minnesota. Examples of threats to biodiversity may include climate change, deforestation, urbanization, dam construction or removal, invasive species, human population growth, threatening/endangering species, agricultural practices, extraction, and the use of fossil fuels.

Cross Cutting Concepts will include:

- Cause and Effect relationships
- Structure and Function
- Stability and Change
- Patterns
- Systems and System Models

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

- Space: Where is space currently available for the activity?**
Current classrooms in the high school; (online version in the future).
- Time: Where will the activity fit in the daily schedule?**
Regularly scheduled day during periods 1 to 6
- Personnel: What staff will be necessary?**
One teacher for this course is necessary.
- Financial Costs: What is the cost to the district of this proposal? What are the requirements for texts, equipment/supplies/curriculum writing?**
Course writing: 40 hr @ \$29.94 = \$1,197.60
Teaching material: National Park Project Based Materials \$91.50

Mineral collection \$22.50 Nasco (Product #: SB37929)
Magnetic compass - \$20.95 Nasco (Product #: SB51128)
Mineral Seek App - Plant identification app FREE
Topographic software :<http://arcgis.dnr.state.mn.us/maps/mntopo/> FREE
Gray Wolf Recovery Program = \$2.00

Are funds currently allocated and available for this activity?

No

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

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

The Science Department has several elective courses, and this one is very unique as it combines the sciences of geology, botany and zoology with a sprinkling of anthropology. It also exposes students to and ties in topics of outdoor recreation in these parks including tenting, winter camping, fishing, kayaking-canoeing, rock climbing, extreme hiking, safety around wild animals.

b) How does the proposal affect existing programs?

The current elective Earth & Space Systems course may disappear once the Earth and Space Systems curriculum is implemented in 2023-24 at MHS. The new Earth & Space Systems course addresses some geology, plate tectonics, atmospheric and oceanic circulation, carbon cycles, fusion, plants, galaxies, navigation and severe weather. This course covers topics that vary from these. The hope is that this course pulls in more students who would normally not take an elective science course.

c) Does this course/activity substitute for an existing program?

No

Could it be integrated into an existing course/activity?

No, but it could be redesigned and added later as a Tonka Online elective Science Course offered in the Fall, Spring or Summer.

Are there courses/activities that should be eliminated if this proposal is approved?

Not to my knowledge.

New Course Proposal



Course Title: VANTAGE Education

Submitted by: Roger Andre
Department: VANTAGE

Description of the Proposal:

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

We are proposing a new full-year, two-period VANTAGE strand called VANTAGE Education. The strand is available to grades 11 and 12 and includes the following courses:

- **FACS credit:**

University of Minnesota [CIS](#) class

- CI 3901 and CI 3902: EXPLORING THE TEACHING PROFESSION I AND II (1 credit at MHS, 4 credits at U of M)

These Education and Human Development classes are offered in 11 other high schools across Minnesota. At VANTAGE, these classes will be taught over the course of the year to incorporate the many layers of experiential learning that define the VANTAGE program. CI 3901 class was approved for MHS by the Minnetonka School Board last year.

- **English credit:**

A new course to be developed for this strand.

- "English for the Teaching Profession" (working title - Kelley Mosiman/Sara Martinson are working on this).

This new course will combine public speaking, college writing, and literature oriented towards interest in the teaching profession.

We are investigating college-credit-earning options for part of this class. These would likely be CIS or concurrent enrollment options through the University of Minnesota Duluth or Twin Cities campus, or through the community college system. The class that appears to make the most sense is UMD CIS College Writing. We are investigating whether we have teachers who would qualify to teach this college-level course.

2) How did this proposal originate?

There is a consensus in the district and MHS leadership that we should continue to expand VANTAGE enrollment. Some of this growth will come from the expansion of the eight existing VANTAGE strands, and some of it will come from new strands. As the power of the VANTAGE experience continues to draw more students into the program, this new strand will appeal to a diverse group of students for whom there are currently no obvious choices at VANTAGE.

The school board approved the CIS "Exploring the Teaching Profession I" course last year. The CIS course requires 30 hours of observation/service learning in classrooms. The classrooms are mostly elementary schools or early childhood development classrooms. Managing this requirement in the context of a traditional single-period MHS class would be challenging and not possible without regularly impacting attendance in periods before or after this class. Including this class in a two-period VANTAGE strand makes it easy to manage observation or service learning in another building.

Focus groups with 12 students currently enrolled in the MHS FACS Introduction to Education demonstrated that there is a pool of students at MHS who are interested in the teaching profession and who would value this course.

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

As this is a completely new VANTAGE strand, it is challenging to gauge likely enrollment. One indicator of probable enrollment is the number of students in the current Introduction to Education, which is 12. Of these 12 students, 10 stated (in our focus group) that they are very likely to become teachers and would have enrolled in a VANTAGE Education strand if it had been available.

Another indicator is the enrollment in a similar program in MNCAPS. This program has had 15 students enroll this year and 15 last year.

This strand is likely to be a "niche" strand with limited enrollment for the first few years.

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

The rationale for this new strand is threefold:

1. There will be a teacher shortage in the coming decades and this strand will accelerate the professional development pathway for MHS students interested in the teaching profession. We are hoping that some of these students eventually become part of the district teaching workforce.
2. It is not workable for the "Exploring the Teaching Profession I" class to run as a single-period class at MHS because of the 30 hours of classroom service-learning requirement. The two-period format of VANTAGE will make it easy to fulfill this requirement.
3. By providing an option to earn 4-8 college credits while still at MHS we are reducing the cost of the necessary college degree for future teachers. If we can include college credit for a portion of the English class, the total savings will approach \$8K depending on where the degree is obtained.

Analysis of the Proposal

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

The district has a priority to expand both experiential learning and inquiry-based learning. This new strand would directly address these priorities due to how the VANTAGE program is run. The students in this strand will have opportunities to work on projects for the various professional

entities that are related to the education space. We expect that most of the project work will be with schools in the district, but we will also attempt to work with private sector entities in the world of education.

The district Vision includes 15 commitment statements related to being a world-class organization dedicated to child-centered excellence. This new strand directly supports many of them. Here are a few that are exceptionally supported:

- “Challenge and support all students in the pursuit of their highest levels of academic and personal achievement.”
 - We expect that more students will be drawn into the CIS course(s) opportunity as it challenges them as well as gives them a formal University of Minnesota transcript that is more readily transferable to other universities than traditional AP/IB classes.
- “Tailor learning experiences to the needs of individual learners.”
 - VANTAGE strands give students many choices about how they want to excel with the context of the overall experience.
- “Produce outstanding graduates who are ready to contribute and thrive in a wide array of future pursuits and engage in life-long learning.”
 - The background provided by this VANTAGE strand experience will set students up for accelerated success in the teaching field
- “Earn and maintain broad-based community support.”
 - VANTAGE creates many connections with the broader community through mentor relationships, projects, site visits, and guest instruction. This new VANTAGE strand opens the doors to partnering with different schools and other entities in the world of education.
- “Commit to preparing and educating all students with programs, instruction and tools that meet the needs of the future”
 - As stated earlier, there will be a sustained shortage of qualified teachers in the future. This strand will accelerate interested students on the path to becoming a licensed teacher.

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

This strand includes one English credit that fulfills a graduation requirement as well as one elective FACS credit.

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

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

There are many space options being considered for this and other VANTAGE strands. The VANTAGE Hwy 7 building and the main VANTAGE facility at the Welsh Building are both possibilities. District leadership has decided to wait for actual enrollment numbers before making choices about where to host different VANTAGE strands.

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

This strand could be a midday strand or an afternoon strand, depending on enrollment numbers and space. We plan to wait for enrollment numbers before making choices about where and when each VANTAGE strand will be run.

c) Personnel: What staff will be necessary?

We will need one .4 English teacher and one .4 CIS-qualified FACS instructor.

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

Both CIS and concurrent credit involve fees. CIS class fees range from \$100-\$145 per student, and concurrent enrollment has a flat \$3000 fee for a class.

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

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

This strand will continue to expand and open the VANTAGE experience to another set of students, many of whom are unlikely to have taken another VANTAGE strand.

b) How does the proposal affect existing programs?

This strand would result in a shift in enrollment from the current Introduction to Education semester class at MHS. It is very unlikely that both classes would run successfully.

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

This strand would result in a shift in enrollment from the current Introduction to Education semester class at MHS. If this class is approved, it would make sense to discontinue the FACS Introduction to Education class.

New Course Proposal



Course Title: Virtual Enterprise (VE)

Submitted by: Andrew Werner
Department: Business

Description of the Proposal:

1) What is the proposed course name? Virtual Enterprise (VE)

The course name would be Virtual Enterprise (VE). Virtual Enterprise International (VEI) is the program, which would provide the framework and content in which VE would operate. VE provides students with meaningful, skills-based career experiences. By managing day-to-day operations of a company, students develop business skills and identify career pathways that align with their interests, talents, and aspirations. VE differs from other programs currently offered by applying the four functions of business (Finance, Human Resources, Marketing, and Operations Management) in a real-world business environment and beyond the local environment. VE goes beyond a plan, a project, and final exam. Student achievement is not only crucial to themselves but also to their department and company as a whole. VE students collaborate beyond the classroom and local professionals as they interact with over 7,000 student run businesses in 40+ countries around the world, engaging with them on-line and in person at trade shows and competitions around the country. Exposure to how their national and international peers conduct business builds the best future prepared “professional”, no matter what university or career field they enter. An end-of-year annual report yields the results, documentation, and evaluation of our students journey.

What grade levels can enroll?

Grades 11-12. Juniors would be able to take the class again as a Senior as the business may change from year to year or the student would fill a different role in the existing company.

Semester long course for 0.5 credits or full-year course for 1.0 credits?

Full-year course for a 1.0 credit. Due to the nature of the VEI program, students run their business for the entire school year, which is filled with real-world business experiences. Although students may drop at the end of first semester and receive 0.5 credit, it is recommended they complete the year to get the full experience. Additions at semester should be made carefully and only with instructor approval. Student changes should be minimized as it may affect the dynamics of the company.

Offered in Semester 1; Semester 2 or both?

Offered in Semester 1 as a yearlong program. The following activities take place within that timeframe, which require a full school year:

- Create a business plan.
- Interview for roles within company departments.

- Apply for company start-up loans.
- Establish on-line banking for the company and their employees.
- Write an employee handbook.
- Create an e-commerce website.
- Establish relationships with guest instructors.
- Maintain both company and personal financials.
- Produce their own products.
- Develop a marketing plan and materials.
- Build a trade show booth.
- Travel to regional trade shows and competitions.
- Travel to New York for an end-of-year trade show and competition.
- Write an end-of-year annual report.

Any pre-requisite courses?

One prior business or VANTAGE course is required. Exceptions may be made but only with instructor approval.

In what subject will students earn this credit?

This course would count as an elective credit. College credit may also be earned if relationships with those entities are established.

2) How did this proposal originate?

At my previous high school in Nebraska, my business students and I were looking for a capstone business course where students taught students through very hands-on, real-world, and student driven experiences. We found and researched the VEI program for one year, then implemented it the following school year. Additionally, I attended VEI training at Long Island University, NY prior to starting the program to become certified to teach the course. One of the many things I learned was just how student led this course would be and how the instructor's role would mostly be as a guide on the side. This is exactly what we as teachers strive to do and something evaluators look for when observing a teachers classroom. VE turned out to be the most rewarding experience for me as a teacher and was by far the best course my students had ever taken. It is something I am incredibly passionate about starting at MHS next year and I am sure it would be worth our efforts. I have already interviewed many of my current students and they have expressed great interest in starting a VEI program. Through my conversations with them, I can tell they are extremely eager and capable of running their own business. Additionally, students would also travel and compete in regional and national trade shows, providing them with yet another real-world business experience. VE at Minnetonka would also be the only program like it in Minnesota, which would give MHS yet another advantage over other districts. Again, it was an amazing experience for my students and myself and I HIGHLY recommend its implementation at MHS.

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

As mentioned previously, I have spoken with many of our MHS students and they have all said VE is a course they would absolutely take if offered. In addition, I have taught IB Business Management in both the Global Business and Business Analytics strands in VANTAGE and I believe VE would pick up where VANTAGE leaves off. Instead of pitching a business plan then never implementing it, how about we actually start the business and manage it ourselves! Ideally, each section of VE would operate with between 17 and 25 students, which is how many I hope

will enroll the first year. However, VE could be operated with more students if needed. Once it gains momentum, I think it could continue to steadily grow to hopefully 2-3 sections by year 3.

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

As mentioned previously, I think VE would pick up where VANTAGE leaves off and possibly be our capstone course in the business department. I also see VE as an alternative to VANTAGE as it would only require one class period versus a 2 or 3 hour block, making it intriguing to students who want a similar experience but cannot afford to give up that much time in their schedule. VE is like having several business courses in one classroom. Accounting & Finance, Marketing, Human Resources, Information Technology, and Leadership & Management are all represented as each department has their own set of tasks yet collaborates with the others. The need it fulfills is the application, collaboration, and attainment of real-world results, which isn't necessarily seen currently in this capacity or beyond our local environment and partners. Together, students bring their unique hard and soft skills, start and manage their business in a national and international environment with decreasing guidance of teachers and outside experts as the year goes on, collaborate and interact with other businesses around the country and world, then evaluate their lessons learned. Just shy of running an actual business, IT DOES NOT GET MORE REAL-WORLD THAN THAT! Specific features of the VE experience include assuming the role, day-to-day business dynamics, global perspective, teacher as facilitator, industry and college partnerships, competitions and events, and experience in a virtual economy

Analysis of the Proposal:

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

Our district mission states that our community “transcends traditional definitions of excellence”, “inspires in everyone a passion to excel with confidence and hope”, and “stimulates extraordinary achievement in the classroom and in life.” Having taught this course before, this is exactly what VE can do. VE gives students what they need to succeed, not just on an AP or IB exam, not just in college, but more importantly in life. The life and energy in a VE classroom is second to none. Students working together, dependent on each other for success, then testing themselves at a trade show or competition halfway across the country was truly a sight to see. VE was by far the best course I have ever taught and the best course my students ever took in high school. In addition to the connections to our mission, our vision states that we “advocate for strong academic and co-curricular programs”, that we “tailor learning experiences”, that we “create positive, enjoyable learning environments”, and that we “produce outstanding graduates who are ready to contribute and thrive in a wide array of future pursuits.” VE checks all of these blocks. All of my previous students gained incredible confidence in this positive learning environment and went on to either pursue business majors or were able to directly apply what they learned from our VE environment to other majors. In addition, they gained an appreciation for understanding that business is in everything we do, see, and touch, and therefore having had this experience was incredibly valuable.

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

Per our Minnesota graduation requirements, VE “equips them with the knowledge and skills they need for success in postsecondary education, highly skilled work, and civic life.” VE would fulfill one of their 7 required elective credits for graduation. More importantly, VE is an experience, not just a credit. My challenge will be educating parents, students, and others that the value gained, is far greater than how it appears on a transcript. It is incredibly nontraditional, but that is the best part. We need to think outside the box and realize that although it is not an AP or IB course,

colleges, universities, and society, is getting someone who has not only the book work, but actual experience. They have been there, done that, and can hit the ground running! However, for those that still desire college recognition or credit, if relationships and agreements are established with post-secondary institutions, this may be possible.

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

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

I would propose VE being housed in either the VANTAGE spaces or in the Loft at MHS. It's incredibly important that a VE space have the feel of a real-world business setting with similar resources (conference table, collaborative spaces, printer, phone, laptops, smart TV, software, etc.) found in a professional working environment. This is not only needed to connect with the on-line content and programs, but greatly enhances the experience. Student's truly flip-a-switch when they walk in to this submersive business environment. However, it is understood that space is at a premium and VE could be housed where needed, just so as our students can experience this outstanding program.

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

VE can be conducted in a typical class period, every day of the week. I do not recommend it being offered during a split lunch period. Due to interacting with businesses around the country I would also suggest consideration be given to time zone changes. Our students will be conversing with both East and West coast students so being in class when they are in class would be helpful. For example, if VE were offered during class period 5A (12:15 pm), that would work well in regards to connecting with businesses in the East (1:15 pm) and in the West (10:15 am). However, any hour would work if that helps ensure the establishment of VE at MHS.

c) **Personnel: What staff will be necessary?**

One business teacher would be fine initially. However, depending on the growth of the program, I have seen other VE courses taught by up to 3 teachers, depending on the business they run. If it's a multimedia journalism-based business, there may be a business teacher, IT or art teacher, and a journalism teacher. This approach shows that VE welcomes cross-curriculum collaboration and is highly encouraged.

d) **Financial Costs: What is the cost to the district of this proposal?**

What are the requirements for texts, equipment/supplies/curriculum writing? Are funds currently allocated and available for this activity?

Two years ago, the cost to acquire access to the VE curriculum and online software was \$3,000 per year for one business. Additional expenses may be needed for setting up the business space within our physical facilities. There would also be some additional expenses (travel, lodging, entry fees) to attend various trade shows around the country and the district or community's help would be greatly appreciated to therefore minimize fundraising efforts. I believe Perkins money could be approved for this type of funding.

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

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

I believe this proposal does all of the above. VE both compliments and expands upon what VANTAGE accomplishes in all of their strands. All of the knowledge, skills, and experiences gained in VANTAGE would fit incredibly well in VE. In addition, I believe VE strengthens our business department and course offerings by giving students motivation to gain content knowledge, which would then make for an enjoyable application experience in VE. Finally, with VE being offered during a one-hour class period, it gives students an option for an in-depth, real-world experience without committing to a two or three hour block.

b) How does the proposal affect existing programs?

With any addition of new programs, there will always be an affect on existing programs. However, I believe this impact will be minimal in the short term and have a positive impact on MHS in the long term. I believe it will give students another option to learn the hard and soft skills required to run a business or conduct themselves as professionals in any career setting. I see VE as the capstone program of our business department and an alternative to or next-step beyond the VANTAGE program. VE encourages the application of all students then creates a collaborative learning environment, culminating in a cohesive business team. Students exit the program as experienced professionals who can hit the ground running in any career field.

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

VE could possibly be added under the VANTAGE program or be offered as a stand alone course at MHS. VE combines the best of our current courses, which is real-world and differentiates it from existing programs. Therefore, I recommend it be added to our course offerings and not replace any of the opportunities our students currently have available to them. In conclusion, VE provides students a platform for an entirely student led experience, greatly improves hard and soft skills in multiple content areas, pushes their relationships and education beyond our local networks, and overall prepares them to be tomorrow's leaders. VE is relevant, rigorous, and is all about student voice. Every parent of my former VE students have said this

is what would have prepared them the best for their careers. I assure you that VE is worth the investment and I am open to whatever needs to be done in order to give our students this outstanding experience.

Notes:

VEI informational link: <https://veinternational.org/>

VEI annual activities map: <https://veinternational.org/wp-content/uploads/2019/03/VE-Annual-Activit>

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

Study Session Agenda Item #3

Title: Second Reading of Policy 709: Student Transportation Safety November 18, 2021

EXECUTIVE SUMMARY:

Policy 709 Student Transportation Safety Policy was established in June 2006.

Several clarifications regarding the contracting out of several of the items in the safety policy to the District's contracted vendor for student transportation are presented for the Board's review. These changes reflect the actual practices for bus driver training, licensing, and ongoing safety training as all buses are driven by the employees of the contracted vendor.

ATTACHMENT:

Policy 709 Student Transportation Safety Policy – copy with recommended edits and a clean copy with edits incorporated

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

Concurrence: 
Dennis Peterson, Superintendent

MINNETONKA PUBLIC SCHOOLS

POLICY #709: STUDENT TRANSPORTATION SAFETY POLICY

I. PURPOSE

The purpose of this policy is to provide safe transportation for students and to educate students on safety issues and the responsibilities of school bus ridership.

II. PLAN FOR STUDENT TRANSPORTATION SAFETY TRAINING

A. School Bus Safety Week

The District may designate a school bus safety week. The National School Bus Safety Week is the third week in October.

B. Student Training

1. The District shall annually provide students enrolled in grades kindergarten (K) through 10 with age-appropriate school bus safety training of the following concepts:
 - a. Transportation by school bus is a privilege, not a right;
 - b. District policies for student conduct and school bus safety;
 - c. Appropriate conduct while on the bus;
 - d. The danger zones surrounding a school bus;
 - e. Procedures for safely boarding and leaving a school bus;
 - f. Procedures for safe vehicle lane crossing; and
 - g. School bus evacuation and other emergency procedures.
2. All students in grades K through 6 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training by the end of the third week of school. All students in grades 7 through 10 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training or receive bus safety instruction materials by the end of the sixth week of school, if they have not previously received school bus

- training. Students in grades K through 10 who enroll in a school after the second week of school, are transported by school bus, and have not received training in their previous Districts shall undergo school bus safety training or receive bus safety instructional materials within four weeks of their first day of attendance.
3. The District and all nonpublic schools with students transported by school bus at public expense must provide students enrolled in grades K through 3 school bus safety training twice during the school year.
 4. Students taking driver's training instructional classes and other students in grades 9 and 10 must receive training in the laws and proper procedures for operating a motor vehicle in the vicinity of a school bus.
 5. The District and all nonpublic schools with students transported by school bus at public expense must conduct a school bus evacuation drill at least once during the school year.
 6. The District will make reasonable accommodations in training for students known to speak English as a second language and students with disabilities.
 7. The District may provide kindergarten students with school bus safety training before the first day of school.
 8. The District may provide student safety education for bicycling and pedestrian safety for students in grades K through 5.
 9. The District shall adopt and make available for public review a curriculum for transportation safety education.
 10. Nonpublic school students transported by the District will receive school bus safety training by their respective nonpublic school. The nonpublic schools may use the District's school transportation safety education curriculum. The nonpublic school must certify to the District's School Transportation Safety Director that all students enrolled in grades K through 10 have received the appropriate training.

III. CONDUCT ON SCHOOL BUSES AND CONSEQUENCES FOR MISBEHAVIOR

- A. Riding the school bus is a privilege, not a right. The District's general student behavior rules are in effect for students on school buses.
- B. Consequences for school bus/bus stop misconduct will be imposed by the District under adopted administrative discipline procedures. In addition, all school bus/bus stop misconduct will be reported to the District's transportation safety director. Serious misconduct may be reported to local law enforcement.
 1. School Bus and Bus Stop Rules. The District's School Bus Safety Rules are to be posted on every bus. If these rules are broken, the District's discipline procedures are

to be followed. Consequences are progressive and may include suspension of bus privileges. It is the school bus driver's responsibility to report unacceptable behavior to the District's Transportation Office/School Office.

2. Rules at the Bus Stop

The Superintendent, or designee, shall adopt rules for students at bus stops and on buses.

3. Consequences for school bus rules infractions or bus stop rules infractions shall be established by the Superintendent or designee.

- a. Consequences for school bus/bus stop misconduct will apply to all regular, field trip and extra-curricular buses. Decisions regarding a student's ability to ride the bus in connection with co-curricular and extracurricular events (for example, field trips or competitions) will be in the sole discretion of the District. Parents or guardians will be notified of any suspension of bus privileges.
- b. The principal of each building will either assume or delegate to a qualified staff member, the responsibilities of a Building Transportation Coordinator. Each principal or coordinator will process school bus misbehavior reports and assign appropriate consequences to students.
- c. The principal or coordinator will investigate and assign consequences for each report in a manner which is defensible and which is in the interest of preserving the safety and well-being of all bus passengers. An investigation may require the participation of an adult bus monitor, the school bus driver, appropriate students, and appropriate parents.
- d. The principal or coordinator will assign consequences which are progressively more serious whenever a student persists in behaving inappropriately. The following schedule of consequences shall apply unless a school bus driver chooses to withdraw a given report.
 - i. "Information Only" Misbehavior Report. The principal shall determine whether this report only goes into the student's file, or whether further action should be taken.
 - ii. First Misbehavior Report. The student shall receive one or a combination of the following consequences.
 - Discussion of rules and regulations.
 - Assigned seat on bus.
 - Resolve problem with driver and/or others.
 - Time out or detention at school.

- iii. Second Misbehavior Report. The student shall receive one or a combination of the following consequences.
 - Resolve problem with driver and/or others.
 - Time out or detention at school.
 - Suspend from bus for one, day to one week.
- iv. Third Misbehavior Report. The student shall receive one of the following consequences.
 - Suspend from bus for one day to one week.
 - Suspend from bus for one week to one month.
 - Suspend from bus for one month to three months.
 - Suspend from bus for remainder of school year.
- v. Fourth Misbehavior Report. The student shall receive one of the following consequences.
 - Suspend from bus for one month to three months.
 - Suspend from bus for remainder of school year.
- vi. Fifth Misbehavior Report. The student shall receive the following consequences.
 - Suspend from bus for remainder of school year.
- vii. Exception to Progression. The principal shall have the authority to bypass preliminary consequences and assign a suspension from the bus for the remainder of the school year if the misbehavior in question has caused an immediate danger to him/herself, other persons, or property.
- viii. Special Needs Students. Assignment of consequences for students who have individual education plans (I.E.P.'s) shall be administered in accordance with the I.D.E.A. statute. Principals shall immediately enlist the aid of the district's Transportation Safety Coordinator when an I.E.P. student receives a misbehavior report.

C. Other Discipline

Based on the severity of a student's conduct, more serious consequences may be imposed at any time. Depending on the nature of the offense, consequences such as suspension or expulsion from school also may result from school bus/bus stop misconduct.

D. Records

Records of school bus/bus stop misconduct will be forwarded to the individual school

building for appropriate determination of consequences and will be retained in the same manner as other student discipline records. Reports of student misbehavior on a school bus or in a bus-loading or unloading area that causes an immediate and substantial danger to the student or surrounding persons or property will be provided by the District to the Department of Public Safety in accordance with state and federal law.

E. Vandalism/Bus Damage

Students damaging school buses will be responsible for the damages. Failure to pay such damages (or make arrangements to pay) within two weeks may result in the loss of bus privileges until damages are paid.

F. Notice

School bus and bus stop rules and consequences for violations of these rules will be reviewed with students annually and copies of these rules will be made available to students. School bus rules are to be posted on each school bus.

G. Criminal Conduct

In cases involving criminal conduct (for example, assault, weapons, possession or vandalism), the appropriate District personnel and local law enforcement officials will be informed.

IV. PARENT AND GUARDIAN INVOLVEMENT

A. Parent and Guardian Notification

The District school bus and bus stop rules will be provided to each family. Parents and guardians are asked to review the rules with their children.

B. Parents/Guardians Responsibilities for Transportation Safety

The Superintendent, or designee, shall annually inform all parents, guardians whose children utilize District-provided buses or designated bus stops with the specific and general expectations for students and parents .

V. SCHOOL BUS DRIVER DUTIES AND RESPONSIBILITIES

A. The contract vendor shall annually assure the District ~~shall assure in writing~~ that school bus drivers have a valid Class A, B, or C Minnesota driver's license with a school bus endorsement. A person possessing a valid driver's license, without a school bus endorsement, may drive a vehicle with a seating capacity of 10 or fewer persons used as a school bus, but not outwardly equipped or identified as a school bus.

- B. ~~The contract vendor shall annually assure the District shall assure in writing that they are the conducting of mandatory drug and alcohol testing of all District and contractor bus drivers and bus driver applicants in accordance with state and federal law and District policy.~~

VI. SCHOOL BUS DRIVER TRAINING

A. Training

~~The contract vendor shall assure the District shall assure in writing that all new school bus drivers, both contractor and District, be provided with pre-service training, including in-vehicle (actual driving) instruction before transporting students and shall meet the competency testing specified in the Minnesota Department of Public Safety Model School Bus Driver Training Manual. All school and contractor bus drivers shall receive in-service training annually. The contract vendor shall assure the District shall assure in writing that an annual individual school bus driver "evaluation certification" form is retained on file for each District driver and each contractor driver as contained in the Model School Bus Driver Training Manual.~~

B. Evaluation

~~The contract vendor shall assure the District shall assure in writing that all school bus drivers with a Class D license be evaluated annually and all other bus drivers be assessed periodically by the bus service provider.~~

VII. OPERATING RULES AND PROCEDURES

A. General Operating Rules

1. The District shall assure that all school buses shall be operated in accordance with state traffic and school bus safety laws and the procedures contained in the Minnesota Department of Public Safety Model School Bus Driver Training Manual.
2. Only students assigned to the school bus by the District shall be transported. The number of students or other authorized passengers transported in a school bus shall not be more than the legal capacity for the bus. No person shall be allowed to stand when the bus is in motion.
3. The parent/guardian may designate, pursuant to District policy, a day care facility, respite care facility, the residence of a relative or the residence of a person chosen by the parent or guardian as the address of the student for transportation purposes. The address must be in the attendance area of the assigned school and meet all other eligibility requirements.
4. Bus drivers must eliminate or minimize, the idling of school bus engines and exposure of children to diesel exhaust fumes.

5. Bus drivers must endeavor to park and load school buses at a sufficient distance from school air-intake systems to avoid diesel fumes from being drawn into the systems.

VIII. SCHOOL DISTRICT EMERGENCY PROCEDURES

- A. If possible, school bus drivers or their supervisors shall call “911” or the local emergency phone number in the event of a serious emergency.
- B. School bus drivers shall meet the emergency training requirements contained in Unit III “Crash & Emergency Preparedness” of the Minnesota Department of Public Safety Model School Bus Driver Training Manual. This includes procedures in the event of a crash (accident).
- C. School bus drivers and bus assistants for special education students requiring special transportation service because of their handicapping condition shall be trained in basic first aid procedures, shall within one month after the effective date of assignment review the proper methods for dealing with the specific needs and problems of pupils with disabilities, assist pupils with disabilities on and off the bus when necessary for their safe ingress and egress from the bus; and ensure that protective safety devices are in use and fastened properly.
- D. Emergency Health Information shall be maintained on the school bus for students requiring special transportation service because of their handicapping condition. The information shall state:
 1. The pupil’s name and address;
 2. The nature of the pupil’s disabilities;
 3. Emergency health care information; and
 4. The names and telephone numbers of the pupil’s physician, parents, guardians, or custodians, and some person other than the pupil’s parents or custodians who can be contacted in case of an emergency.

IX. ~~SCHOOL—DISTRICT~~ CONTRACT VENDOR VEHICLE MAINTENANCE STANDARDS

- A. All ~~school~~ vehicles shall be maintained in safe operating conditions through a systematic preventive maintenance and inspection program adopted or approved by the District.
- B. All ~~school~~ vehicles shall be state inspected in accordance with legal requirements.

X. ~~SCHOOL~~ TRANSPORTATION SAFETY DIRECTOR

~~The Board has designated an individual to serve as the District's School Transportation Safety Director. The contractor shall employ a Transportation Safety Director who functions as the Transportation Safety Director for both the contractor and the District. The School Transportation Safety Director shall have day-to-day responsibility for pupil transportation safety, including transportation of nonpublic school children when provided by the District. The School Transportation Safety Director will assure that this policy is periodically reviewed to ensure that it conforms to law. The School Transportation Safety Director shall certify annually to the school board District in writing that each school bus driver meets the school bus driver training competencies required by Minn. Stat. § 171.321, Subd. 4. The Transportation Safety Director also shall annually verify to the District in writing or ensure that the private contractor utilized by the school has verified the validity of the driver's license of each employee who regularly transports students for the District in a Type A, B, C, or D school bus or Type III vehicle with the National Driver's Register or the Department of Public Safety. The School Transportation Safety Director also shall confirm annually to the Superintendent District that students have received school bus safety training in accordance with state law. The name, address and telephone number of the School Transportation Safety Director are on file in the District office. Any questions regarding student transportation or this policy may be addressed to the Supervisor of Student Accounting & Transportation. School Transportation Safety Director.~~

XI. PUPIL TRANSPORTATION SAFETY COMMITTEE

The Board may establish a Pupil Transportation Safety Committee. The chair of the Pupil Transportation Safety Committee is the District's Supervisor of Student Accounting & Transportation ~~School Transportation Safety Director~~. The school board shall appoint the other members of the Pupil Transportation Safety Committee. Membership may include parents, school bus drivers, representatives of school bus companies, local law enforcement officials, other District staff, and representatives from other units of local government.

Legal References:

~~Minn. Stat. § 123B.42 (Textbooks; Individual Instructor or Cooperative Learning Material; Standard Tests)
Minn. Stat. § 123B.88 (Independent School Districts; Transportation)
Minn. Stat. § 123B.885 (Diesel School Buses; Operation of Engine; Parking)
Minn. Stat. § 123B.90 (School Bus Safety Training)
Minn. Stat. § 123B.91 (School District Bus Safety Responsibilities)
Minn. Stat. § 169.01, Subd. 6(5) (Definitions)
Minn. Stat. § 169.454 (Type III Vehicle Standards)
Minn. Stat. § 169.4582 (Reportable Offense on School Buses)
Minn. Stat. § 171.02, Subd 2a (Licenses; Types, Endorsements, Restrictions)
Minn. Stat. § 171.321 (Qualifications of a School Bus Driver)
Minn. Rules Parts 7470.1000-7470.1700 (School Bus Inspection)~~

Cross References:

Policy 307: Access and Dissemination (Compliance with Minnesota Data Practices Act)
Policy 506: Student Discipline and Code of Conduct

Policy 707: Student Transportation Policy

Adopted: June 1, 2006

Reviewed: October 28, 2021

Reviewed: November 18, 2021

MINNETONKA PUBLIC SCHOOLS

POLICY #709: STUDENT TRANSPORTATION SAFETY POLICY

I. PURPOSE

The purpose of this policy is to provide safe transportation for students and to educate students on safety issues and the responsibilities of school bus ridership.

II. PLAN FOR STUDENT TRANSPORTATION SAFETY TRAINING

A. School Bus Safety Week

The District may designate a school bus safety week. The National School Bus Safety Week is the third week in October.

B. Student Training

1. The District shall annually provide students enrolled in grades kindergarten (K) through 10 with age-appropriate school bus safety training of the following concepts:
 - a. Transportation by school bus is a privilege, not a right;
 - b. District policies for student conduct and school bus safety;
 - c. Appropriate conduct while on the bus;
 - d. The danger zones surrounding a school bus;
 - e. Procedures for safely boarding and leaving a school bus;
 - f. Procedures for safe vehicle lane crossing; and
 - g. School bus evacuation and other emergency procedures.
2. All students in grades K through 6 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training by the end of the third week of school. All students in grades 7 through 10 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training or receive bus safety instruction materials by the end of the sixth week of school, if they have not previously received school bus

- training. Students in grades K through 10 who enroll in a school after the second week of school, are transported by school bus, and have not received training in their previous Districts shall undergo school bus safety training or receive bus safety instructional materials within four weeks of their first day of attendance.
3. The District and all nonpublic schools with students transported by school bus at public expense must provide students enrolled in grades K through 3 school bus safety training twice during the school year.
 4. Students taking driver's training instructional classes and other students in grades 9 and 10 must receive training in the laws and proper procedures for operating a motor vehicle in the vicinity of a school bus.
 5. The District and all nonpublic schools with students transported by school bus at public expense must conduct a school bus evacuation drill at least once during the school year.
 6. The District will make reasonable accommodations in training for students known to speak English as a second language and students with disabilities.
 7. The District may provide kindergarten students with school bus safety training before the first day of school.
 8. The District may provide student safety education for bicycling and pedestrian safety for students in grades K through 5.
 9. The District shall adopt and make available for public review a curriculum for transportation safety education.
 10. Nonpublic school students transported by the District will receive school bus safety training by their respective nonpublic school. The nonpublic schools may use the District's school transportation safety education curriculum. The nonpublic school must certify to the District's School Transportation Safety Director that all students enrolled in grades K through 10 have received the appropriate training.

III. CONDUCT ON SCHOOL BUSES AND CONSEQUENCES FOR MISBEHAVIOR

- A. Riding the school bus is a privilege, not a right. The District's general student behavior rules are in effect for students on school buses.
- B. Consequences for school bus/bus stop misconduct will be imposed by the District under adopted administrative discipline procedures. In addition, all school bus/bus stop misconduct will be reported to the District's transportation safety director. Serious misconduct may be reported to local law enforcement.
 1. School Bus and Bus Stop Rules. The District's School Bus Safety Rules are to be posted on every bus. If these rules are broken, the District's discipline procedures are

to be followed. Consequences are progressive and may include suspension of bus privileges. It is the school bus driver's responsibility to report unacceptable behavior to the District's Transportation Office/School Office.

2. Rules at the Bus Stop

The Superintendent, or designee, shall adopt rules for students at bus stops and on buses.

3. Consequences for school bus rules infractions or bus stop rules infractions shall be established by the Superintendent or designee.

- a. Consequences for school bus/bus stop misconduct will apply to all regular, field trip and extra-curricular buses. Decisions regarding a student's ability to ride the bus in connection with co-curricular and extracurricular events (for example, field trips or competitions) will be in the sole discretion of the District. Parents or guardians will be notified of any suspension of bus privileges.
- b. The principal of each building will either assume or delegate to a qualified staff member, the responsibilities of a Building Transportation Coordinator. Each principal or coordinator will process school bus misbehavior reports and assign appropriate consequences to students.
- c. The principal or coordinator will investigate and assign consequences for each report in a manner which is defensible and which is in the interest of preserving the safety and well-being of all bus passengers. An investigation may require the participation of an adult bus monitor, the school bus driver, appropriate students, and appropriate parents.
- d. The principal or coordinator will assign consequences which are progressively more serious whenever a student persists in behaving inappropriately. The following schedule of consequences shall apply unless a school bus driver chooses to withdraw a given report.
 - i. "Information Only" Misbehavior Report. The principal shall determine whether this report only goes into the student's file, or whether further action should be taken.
 - ii. First Misbehavior Report. The student shall receive one or a combination of the following consequences.
 - Discussion of rules and regulations.
 - Assigned seat on bus.
 - Resolve problem with driver and/or others.
 - Time out or detention at school.

- iii. Second Misbehavior Report. The student shall receive one or a combination of the following consequences.
 - Resolve problem with driver and/or others.
 - Time out or detention at school.
 - Suspend from bus for one, day to one week.

- iv. Third Misbehavior Report. The student shall receive one of the following consequences.
 - Suspend from bus for one day to one week.
 - Suspend from bus for one week to one month.
 - Suspend from bus for one month to three months.
 - Suspend from bus for remainder of school year.

- v. Fourth Misbehavior Report. The student shall receive one of the following consequences.
 - Suspend from bus for one month to three months.
 - Suspend from bus for remainder of school year.

- vi. Fifth Misbehavior Report. The student shall receive the following consequences.
 - Suspend from bus for remainder of school year.

- vii. Exception to Progression. The principal shall have the authority to bypass preliminary consequences and assign a suspension from the bus for the remainder of the school year if the misbehavior in question has caused an immediate danger to him/herself, other persons, or property.

- viii. Special Needs Students. Assignment of consequences for students who have individual education plans (I.E.P.'s) shall be administered in accordance with the I.D.E.A. statute. Principals shall immediately enlist the aid of the district's Transportation Safety Coordinator when an I.E.P. student receives a misbehavior report.

C. Other Discipline

Based on the severity of a student's conduct, more serious consequences may be imposed at any time. Depending on the nature of the offense, consequences such as suspension or expulsion from school also may result from school bus/bus stop misconduct.

D. Records

Records of school bus/bus stop misconduct will be forwarded to the individual school

building for appropriate determination of consequences and will be retained in the same manner as other student discipline records. Reports of student misbehavior on a school bus or in a bus-loading or unloading area that causes an immediate and substantial danger to the student or surrounding persons or property will be provided by the District to the Department of Public Safety in accordance with state and federal law.

E. Vandalism/Bus Damage

Students damaging school buses will be responsible for the damages. Failure to pay such damages (or make arrangements to pay) within two weeks may result in the loss of bus privileges until damages are paid.

F. Notice

School bus and bus stop rules and consequences for violations of these rules will be reviewed with students annually and copies of these rules will be made available to students. School bus rules are to be posted on each school bus.

G. Criminal Conduct

In cases involving criminal conduct (for example, assault, weapons, possession or vandalism), the appropriate District personnel and local law enforcement officials will be informed.

IV. PARENT AND GUARDIAN INVOLVEMENT

A. Parent and Guardian Notification

The District school bus and bus stop rules will be provided to each family. Parents and guardians are asked to review the rules with their children.

B. Parents/Guardians Responsibilities for Transportation Safety

The Superintendent, or designee, shall annually inform all parents, guardians whose children utilize District-provided buses or designated bus stops with the specific and general expectations for students and parents .

V. SCHOOL BUS DRIVER DUTIES AND RESPONSIBILITIES

A. The contract vendor shall annually assure the District in writing that school bus drivers have a valid Class A, B, or C Minnesota driver's license with a school bus endorsement. A person possessing a valid driver's license, without a school bus endorsement, may drive a vehicle with a seating capacity of 10 or fewer persons used as a school bus, but not outwardly equipped or identified as a school bus.

B. The contract vendor shall annually assure the District in writing that they are conducting

mandatory drug and alcohol testing of all contractor bus drivers and bus driver applicants in accordance with state and federal law and District policy.

VI. SCHOOL BUS DRIVER TRAINING

A. Training

The contract vendor shall assure the District in writing that all new school bus drivers be provided with pre-service training, including in-vehicle (actual driving) instruction before transporting students and shall meet the competency testing specified in the Minnesota Department of Public Safety Model School Bus Driver Training Manual. All contractor bus drivers shall receive in-service training annually. The contract vendor shall assure the District in writing that an annual individual school bus driver “evaluation certification” form is retained on file for each contractor driver as contained in the Model School Bus Driver Training Manual.

B. Evaluation

The contract vendor shall assure the District in writing that all school bus drivers with a Class D license be evaluated annually and all other bus drivers be assessed periodically by the bus service provider.

VII. OPERATING RULES AND PROCEDURES

A. General Operating Rules

1. The District shall assure that all school buses be operated in accordance with state traffic and school bus safety laws and the procedures contained in the Minnesota Department of Public Safety Model School Bus Driver Training Manual.
2. Only students assigned to the school bus by the District shall be transported. The number of students or other authorized passengers transported in a school bus shall not be more than the legal capacity for the bus. No person shall be allowed to stand when the bus is in motion.
3. The parent/guardian may designate, pursuant to District policy, a day care facility, respite care facility, the residence of a relative or the residence of a person chosen by the parent or guardian as the address of the student for transportation purposes. The address must be in the attendance area of the assigned school and meet all other eligibility requirements.
4. Bus drivers must eliminate or minimize, the idling of school bus engines and exposure of children to diesel exhaust fumes.
5. Bus drivers must endeavor to park and load school buses at a sufficient distance from school air-intake systems to avoid diesel fumes from being drawn into the systems.

VIII. SCHOOL DISTRICT EMERGENCY PROCEDURES

- A. If possible, school bus drivers or their supervisors shall call “911” or the local emergency phone number in the event of a serious emergency.
- B. School bus drivers shall meet the emergency training requirements contained in Unit III “Crash & Emergency Preparedness” of the Minnesota Department of Public Safety Model School Bus Driver Training Manual. This includes procedures in the event of a crash (accident).
- C. School bus drivers and bus assistants for special education students requiring special transportation service because of their handicapping condition shall be trained in basic first aid procedures, shall within one month after the effective date of assignment review the proper methods for dealing with the specific needs and problems of pupils with disabilities, assist pupils with disabilities on and off the bus when necessary for their safe ingress and egress from the bus; and ensure that protective safety devices are in use and fastened properly.
- D. Emergency Health Information shall be maintained on the school bus for students requiring special transportation service because of their handicapping condition. The information shall state:
 - 1. The pupil’s name and address;
 - 2. The nature of the pupil’s disabilities;
 - 3. Emergency health care information; and
 - 4. The names and telephone numbers of the pupil’s physician, parents, guardians, or custodians, and some person other than the pupil’s parents or custodians who can be contacted in case of an emergency.

IX. CONTRACT VENDOR VEHICLE MAINTENANCE STANDARDS

- A. All vehicles shall be maintained in safe operating conditions through a systematic preventive maintenance and inspection program adopted or approved by the District.
- B. All vehicles shall be state inspected in accordance with legal requirements.

X. TRANSPORTATION SAFETY DIRECTOR

The contractor shall employ a Transportation Safety Director who functions as the Transportation Safety Director for both the contractor and the District. The Transportation Safety Director shall have day-to-day responsibility for pupil transportation safety, including transportation of nonpublic school children when provided by the District. The School

Transportation Safety Director will assure that this policy is periodically reviewed to ensure that it conforms to law. The Transportation Safety Director shall certify annually to the District in writing that each school bus driver meets the school bus driver training competencies required by Minn. Stat. § 171.321, Subd. 4. The Transportation Safety Director also shall annually verify to the District in writing the validity of the driver's license of each employee who regularly transports students for the District in a Type A, B, C, or D school bus or Type III vehicle with the National Driver's Register or the Department of Public Safety. The Transportation Safety Director also shall confirm annually to the District that students have received school bus safety training in accordance with state law. The name, address and telephone number of the Transportation Safety Director are on file in the District office. Any questions regarding student transportation or this policy may be addressed to the Supervisor of Student Accounting & Transportation.

XI. PUPIL TRANSPORTATION SAFETY COMMITTEE

The Board may establish a Pupil Transportation Safety Committee. The chair of the Pupil Transportation Safety Committee is the District's Supervisor of Student Accounting & Transportation. The school board shall appoint the other members of the Pupil Transportation Safety Committee. Membership may include parents, school bus drivers, representatives of school bus companies, local law enforcement officials, other District staff, and representatives from other units of local government.

Cross References:

- Policy 307: Access and Dissemination (Compliance with Minnesota Data Practices Act)
- Policy 506: Student Discipline and Code of Conduct
- Policy 707: Student Transportation Policy

Adopted: June 1, 2006

Reviewed: October 28, 2021

Reviewed: November 18, 2021

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

Study Session Agenda Item #4

Title: Update on Self-Insurance Fund

Date: November 18, 2021

EXECUTIVE SUMMARY:

Minnetonka Independent School District 276 has had a Self-Insurance Fund for health and dental insurance since Fiscal Year 2001 (FY2001), being established on July 1, 2000. In the 19 fiscal years since FY2002 after the fund established its reserve, average premium increases have been 3.51%, significantly below regional health insurance cost trends.

For FY2022, the School Board retained premiums for health insurance coverage and dental insurance coverage at the same level as FY2021. For FY2021, premiums for health insurance were increased 2.2%, with the rates set in February 2020 before the effects of the COVID-19 pandemic on health insurance expenses were known. Dental insurance rates from FY2020 were retained for FY2021.

Results are in for FY2021.

The COVID-19 Pandemic shutdown of schools from March 16 through the end of the FY2020 school year had a significant impact on the Self-Insurance Fund in terms of its financial performance, as claims during that period dropped off significantly while fixed revenue premiums continued to be received. Expenditures per member per month dropped to \$377.57 in FY2020, down from \$474.14 in FY2019.

Fiscal Year 2021 saw continued muted health insurance claims, with expenditures per member per month of \$410.4, which was an increase from the \$377.57 rate for FY2020 but remaining significantly below the \$474.14 amount for FY2019.

The Self Insurance Plan took in \$16,947,029 in revenues, which was an increase of \$762,768 or 4.7% over FY2020. Covered lives increased 5.1% from 2,240 to 2,355, with the remainder of revenue resulting from the mix of health plans chosen.

The Self Insurance Plan incurred \$15,107,438 in expenses, which was an increase of \$1,963,832 or 14.9% more than the COVID-19-suppressed level of FY2020, but approximately even with the total expenses of FY2019.

The Self Insurance Plan incurred a cash surplus of \$1,839,590.52 for FY21, which followed on a cash surplus of \$3,040,655 for FY2020. Both of those surpluses were a result of the COVID-19-suppressed level of health care activity during the pandemic.

Moving forward in to FY2022 and thereafter, the Self-Insurance Fund is in a very strong position. The cash balance was \$12,079,142 on June 30, 2021, while the Fund Balance after accruing for liabilities stands at \$9,733,876, of which \$3,453,482 is Designated for Umbrella Stop Loss Gap Coverage to 25% of Claims and \$6,280,394 is Unassigned.

Looking forward, it is anticipated that claims will accelerate back up to and possibly above prior projections as people go to the doctors for procedures that might have been delayed because of the COVID-19 Pandemic. Claims on a per-member-per-month basis for the first four months of FY2022 were running 13.2% higher than the first four months of FY2021, which tends to support that assumption of increased activity. It is probable that the increased activity for FY2022 will use up some of the Self-Insurance Fund Balance.

For FY2023, the District must set rates at the first Board Meeting in March 2022, so that rates can be communicated to employees by April 1, 2022, which is 90 days prior to them becoming effective. The 90-day advance notice is a requirement of the Affordable Care Act.

The District Self-Insurance Advisory Committee will be meeting in December, January, and February to come up with recommended health and dental rates for the School Board's consideration at the first Board Meeting in March 2022.

ATTACHMENTS:

Self-Insurance Fund History

RECOMMENDATION/FUTURE DIRECTION:

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

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

Concurrence: 
Dennis Peterson, Superintendent



MINNETONKA
PUBLIC SCHOOLS

Self Insurance Fund History June 30, 2021



Plan Adjustments For FY22

- School Board (Plan Trustees) took the following actions for FY22 – same premiums as FY21

- Base Plan – Perform Network (Open access except for Mayo & U of M)
 - Employee Coverage – \$727 (\$500 Deductible - \$1,750 MOOP) 392 enrolled
 - Employee+1 Coverage – \$1,235 (\$1,000 Deductible - \$2,350 MOOP) 76 enrolled
 - Family Coverage – Increased from \$1,735 (\$1,500 Deductible – \$3,500 MOOP) 18 enrolled

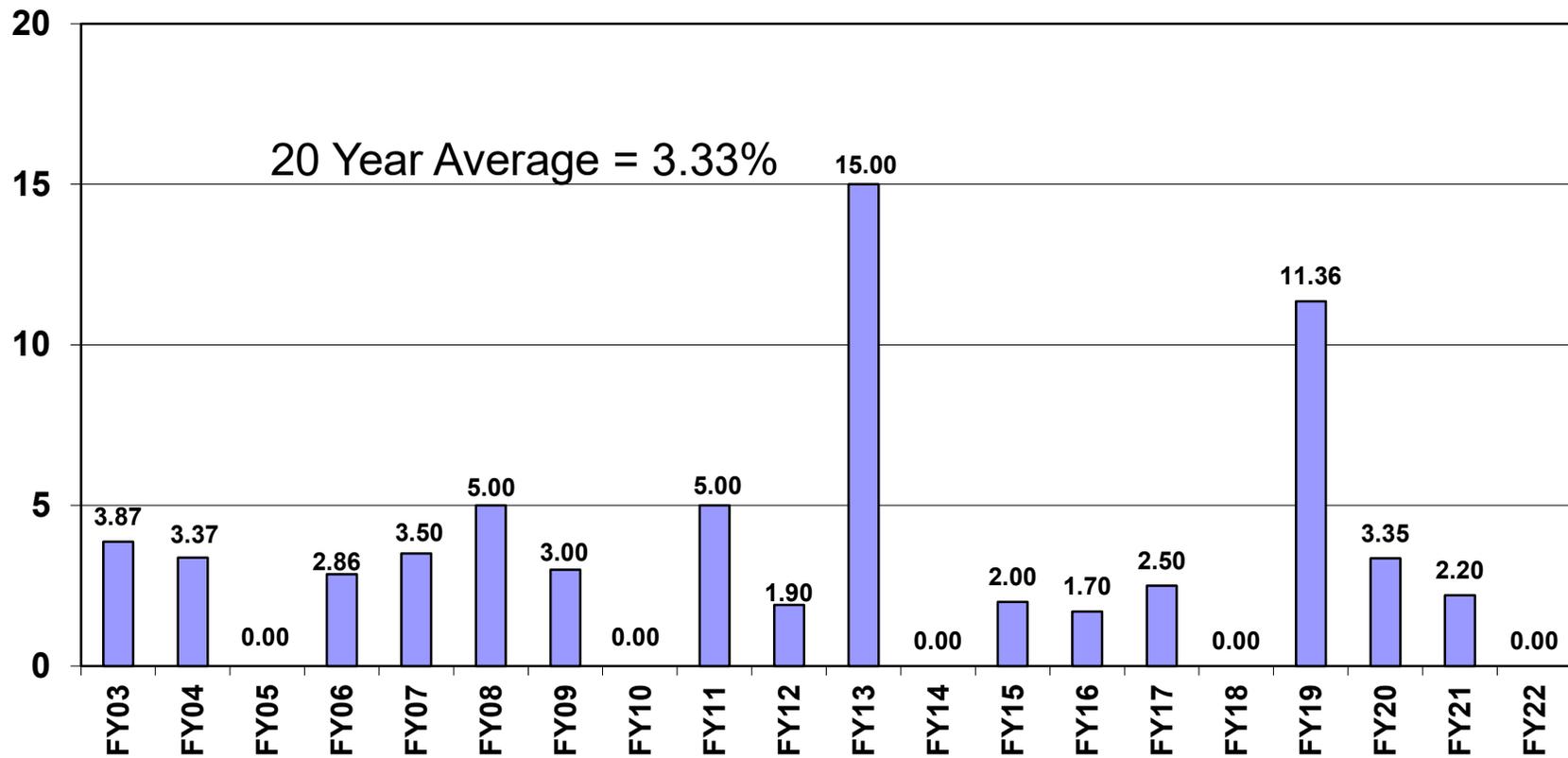
- VEBA-HRA – Open Access (Includes Mayo & U of M)
 - Employee Coverage – \$672 (\$1,750 Deductible with \$1,400 VEBA Deposit - \$3,500 MOOP) 528 enrolled
 - Employee+1 Coverage – \$1,144 (\$2,500 Deductible with \$2,000 VEBA Deposit - \$5,000 MOOP) 73 enrolled
 - Family Coverage – \$1,608 (\$3,250 Deductible with \$2,600 VEBA Deposit - \$6,500 MOOP) 133 enrolled

- High Deductible HSA – Open Access – New for FY20
 - Employee Coverage – \$605 (\$3,500 Deductible – \$6,750 MOOP) 17 enrolled
 - Employee + 1 Coverage – \$1,028 (\$5,000 Deductible - \$10,000 MOOP) 3 enrolled
 - Family Coverage – \$1,446 (\$6,500 Deductible - \$13,000 MOOP) 3 enrolled

- SmartCare Plan - Restricted to four HealthPartners Clinics (Nearest in SLP)
 - Employee Coverage - \$547 (\$3,500 Deductible - \$6.750 MOOP) 8 enrolled
 - Employee + 1 Coverage - \$929 (\$5,000 Deductible - \$10,000 MOOP) 2 enrolled
 - Family Coverage - \$1,306 (\$6,500 Deductible - \$13,000 MOOP) 0 enrolled

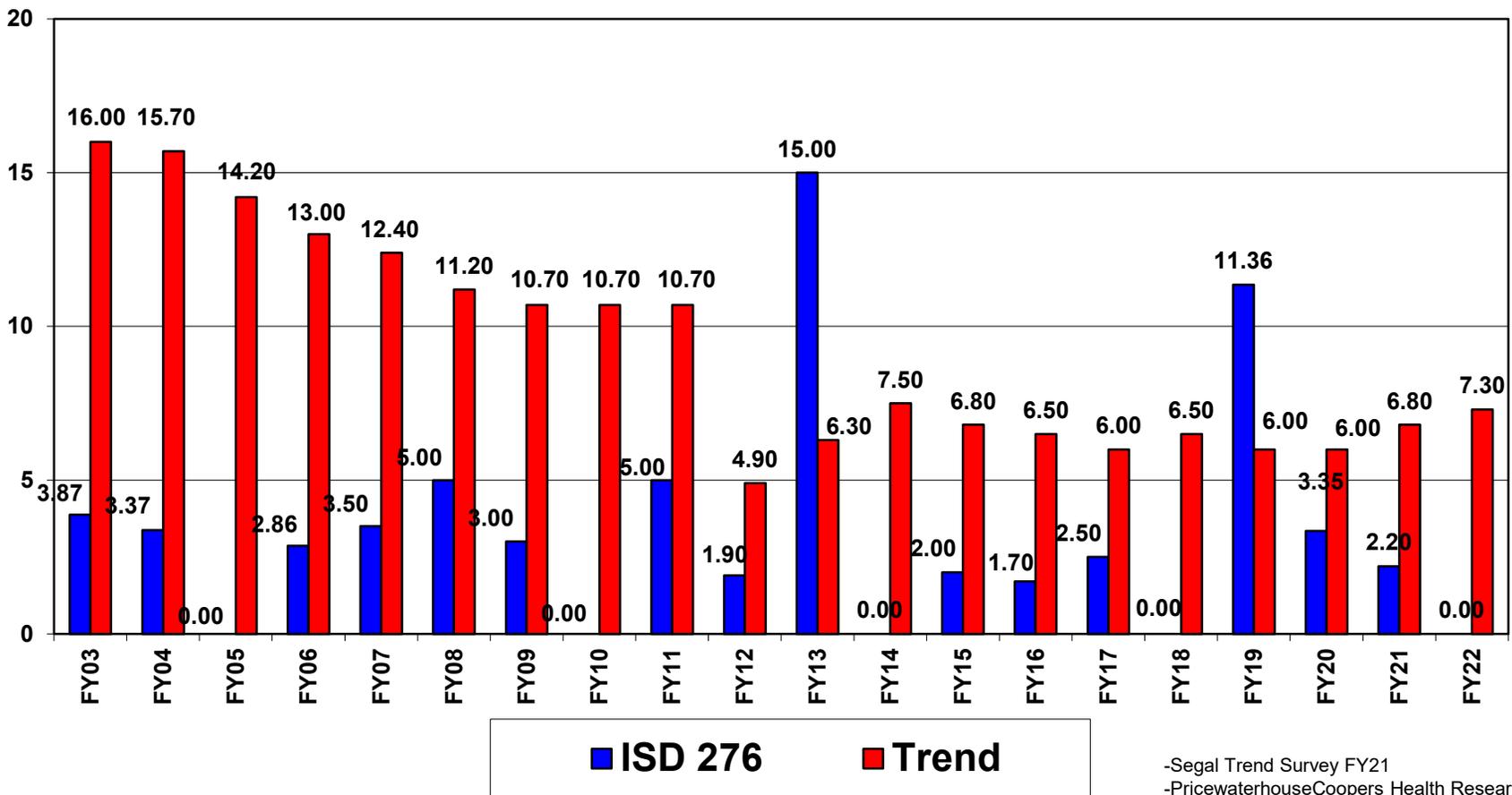
Minnetonka ISD 276 Self Insurance Fund Average Premium Increase History

Percent



Minnetonka ISD 276 Self Insurance Fund Average Premium Increase History Compared To Trend Data

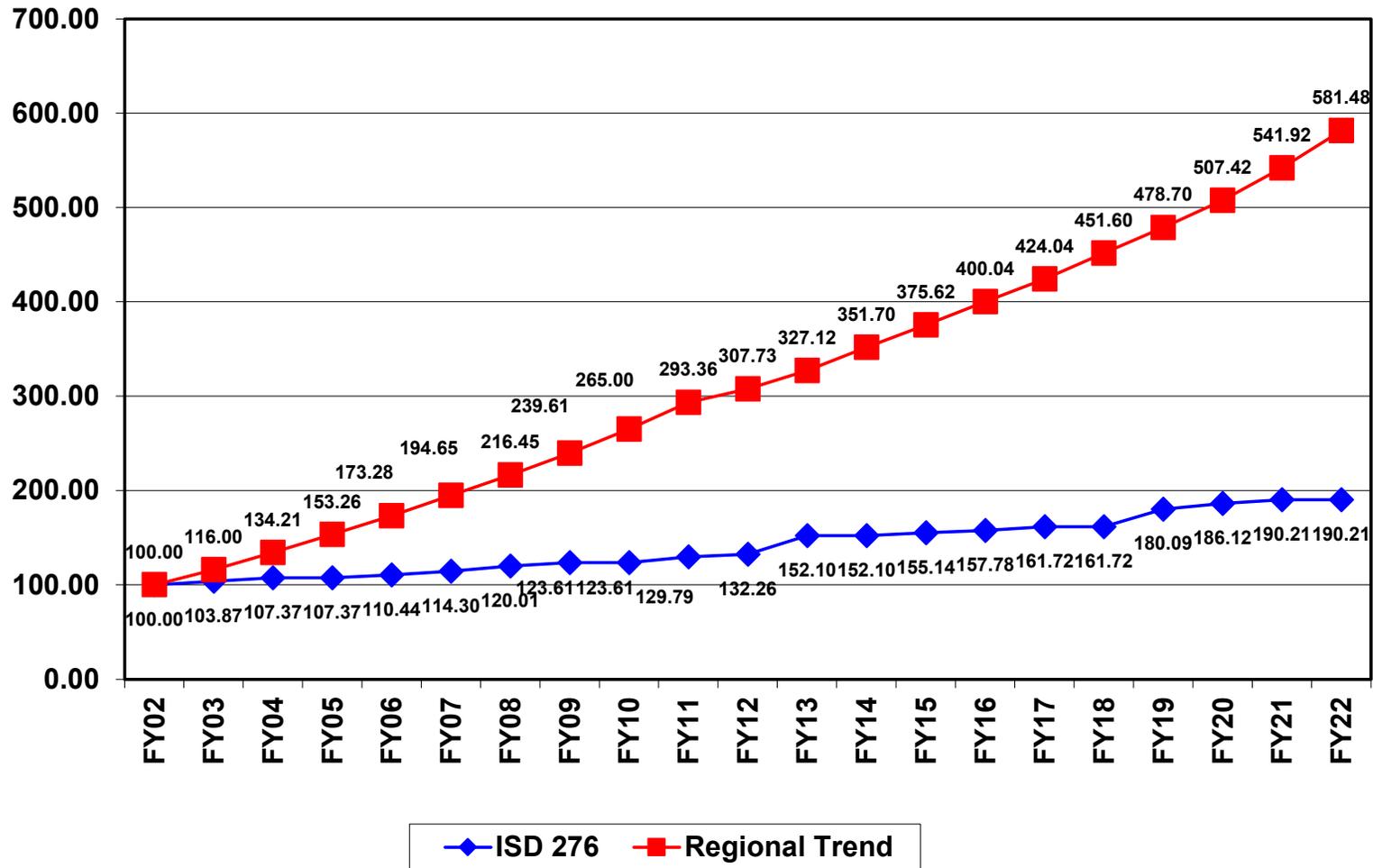
Percent



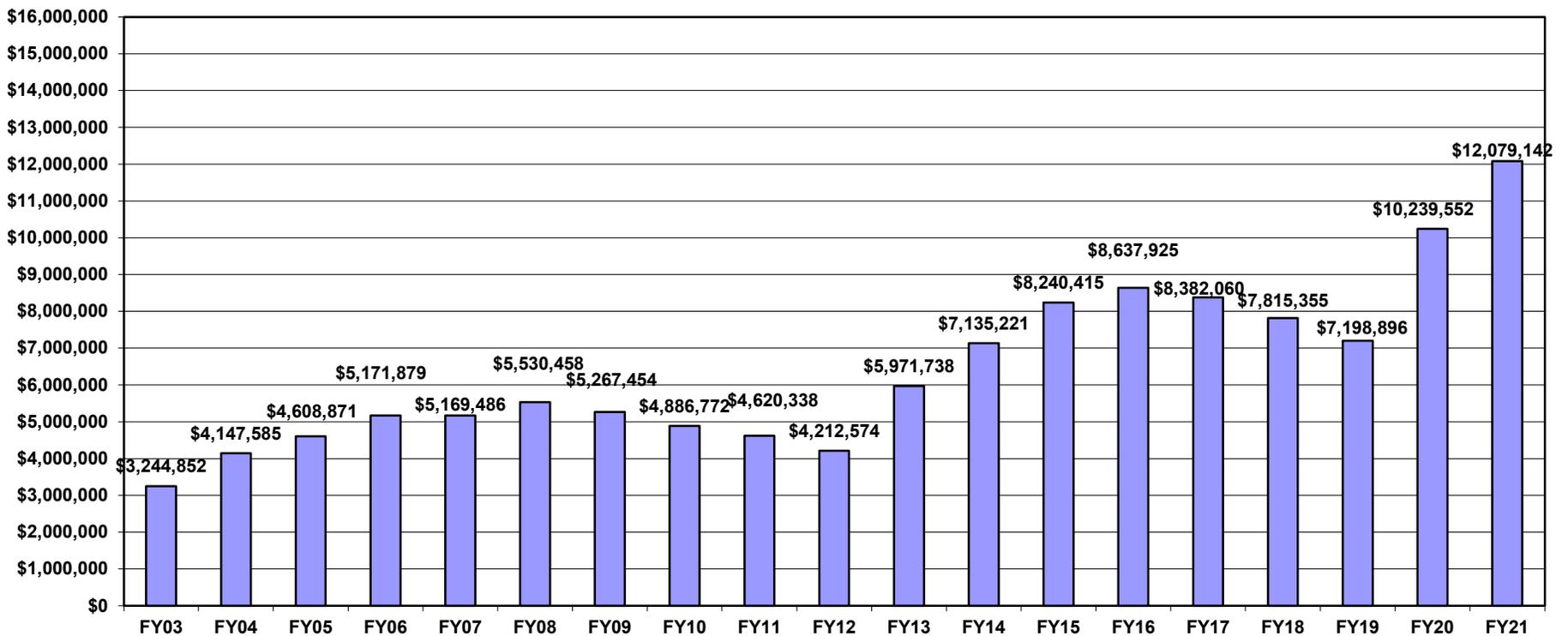
-Segal Trend Survey FY21
-PricewaterhouseCoopers Health Research Institute FY14-FY20
-AON Trend Survey Prior To FY14

Minnetonka ISD 276 Self Insurance Fund Cumulative Rates To Trend Comparison

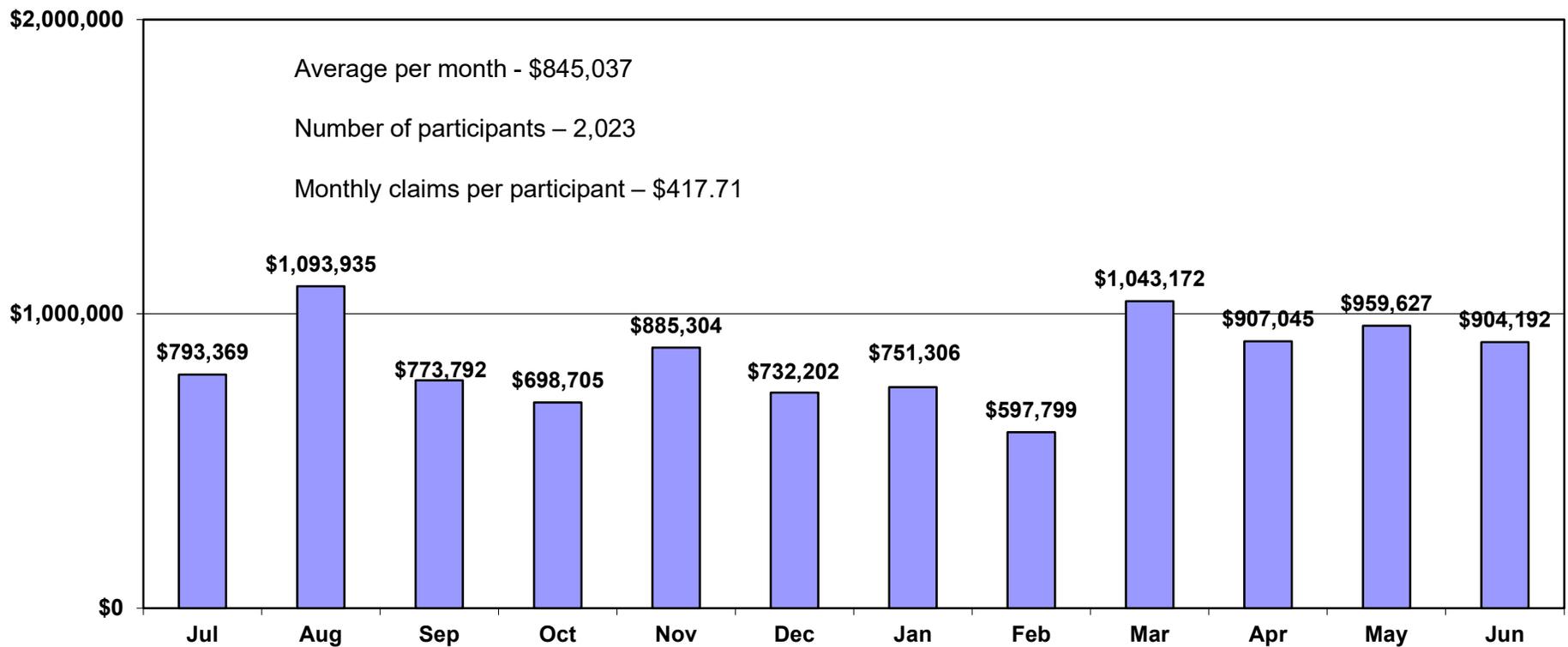
2001-02 = 100



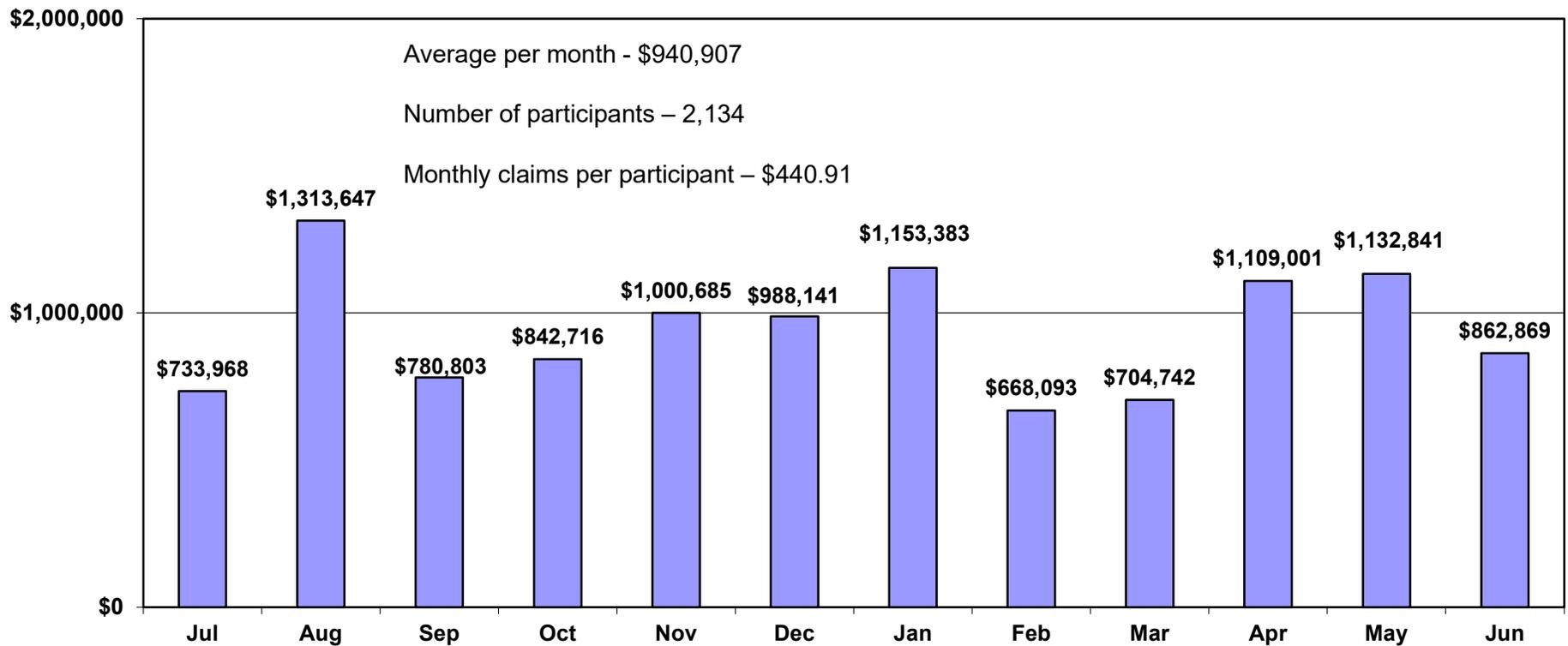
Minnetonka ISD 276 Self Insurance Fund Total Insurance Cash Balance



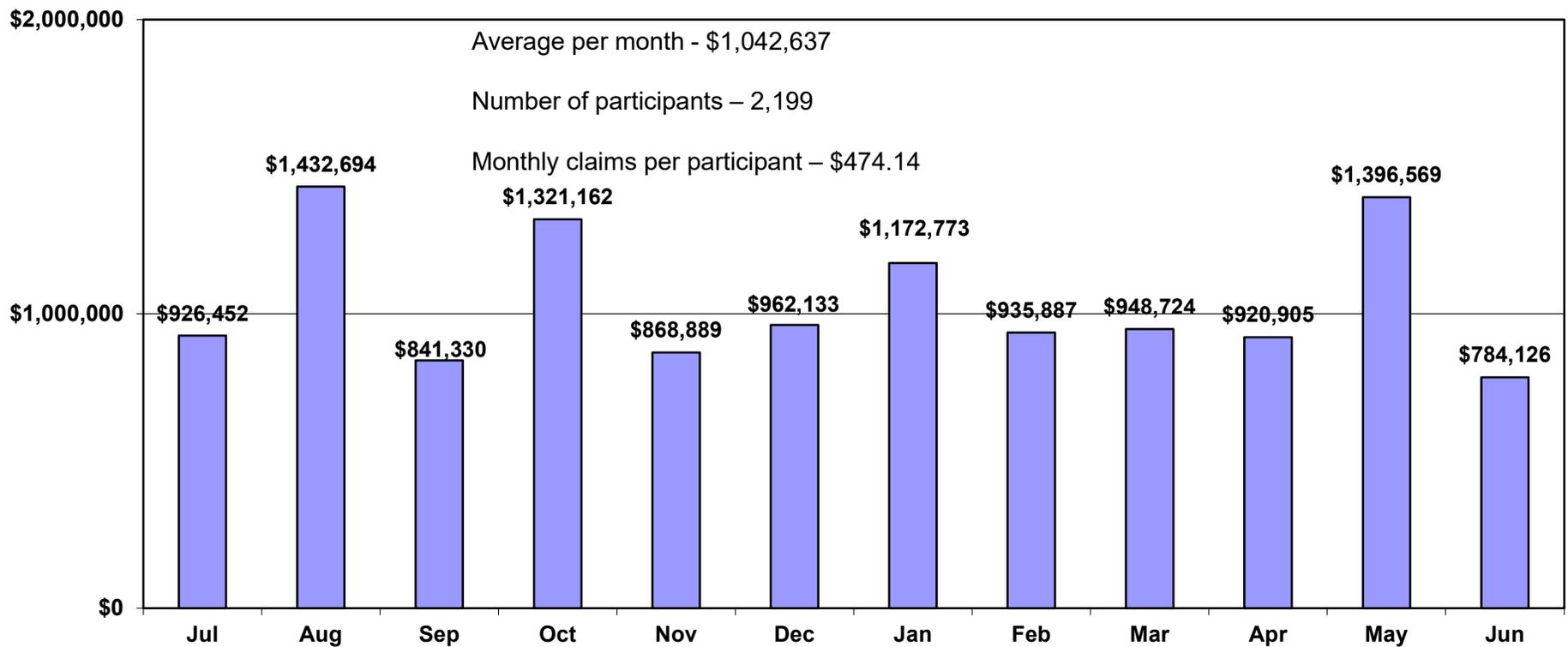
Minnetonka ISD 276 Self Insurance Fund Monthly Claims Expenses FY17



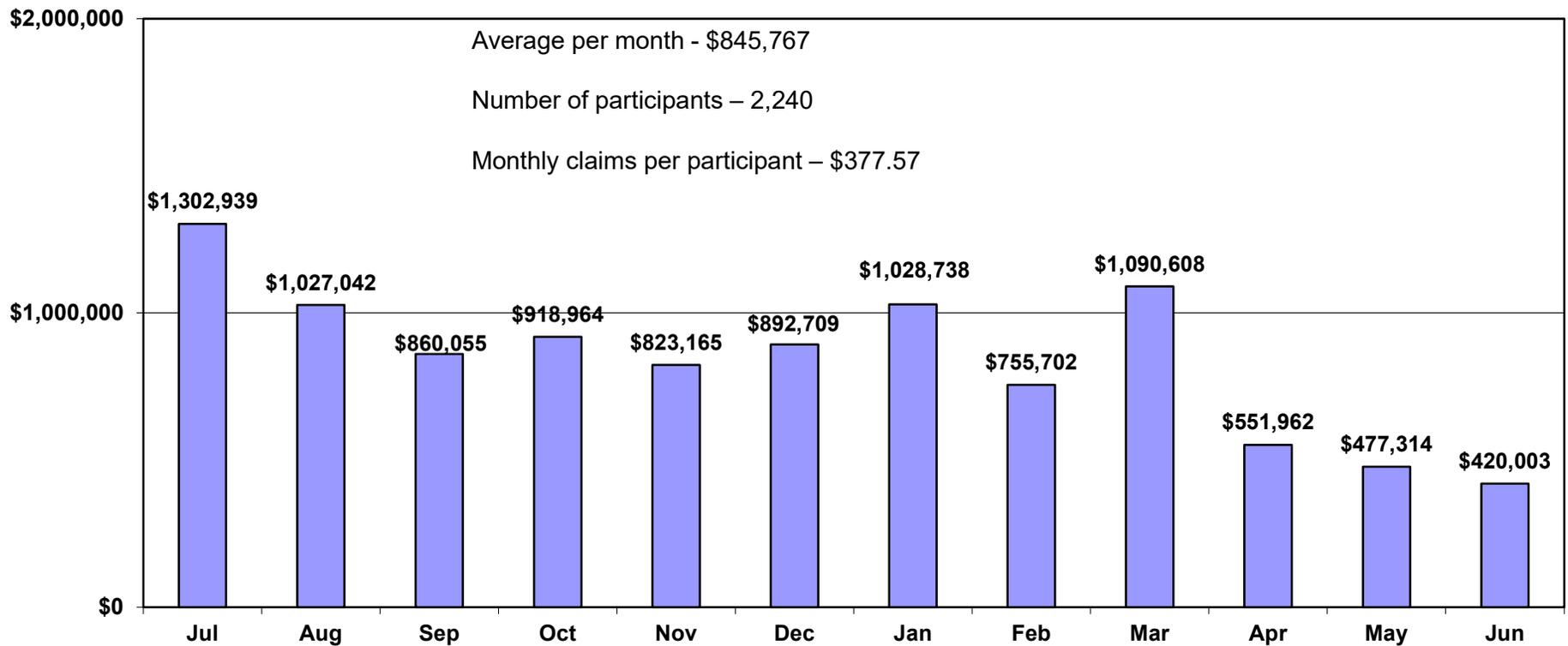
Minnetonka ISD 276 Self Insurance Fund Monthly Claims Expenses FY18



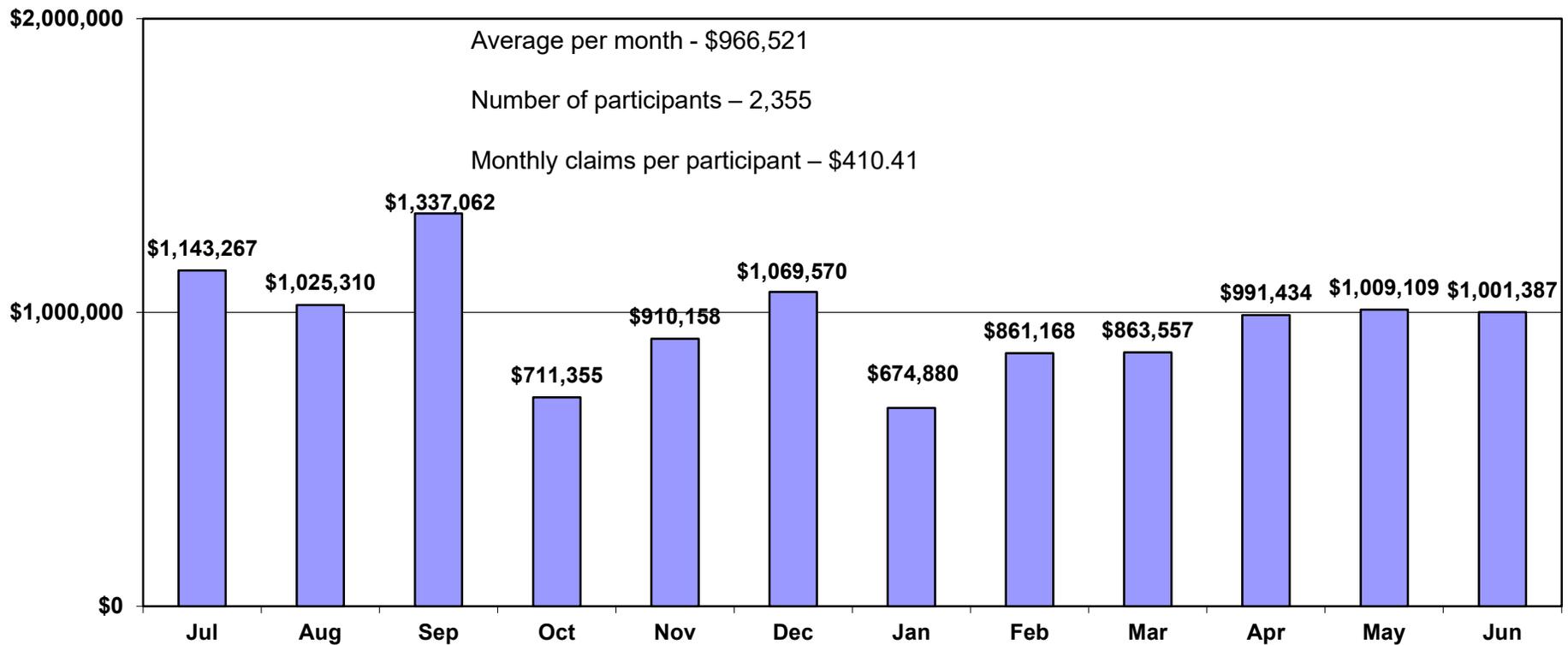
Minnetonka ISD 276 Self Insurance Fund Monthly Claims Expenses FY19



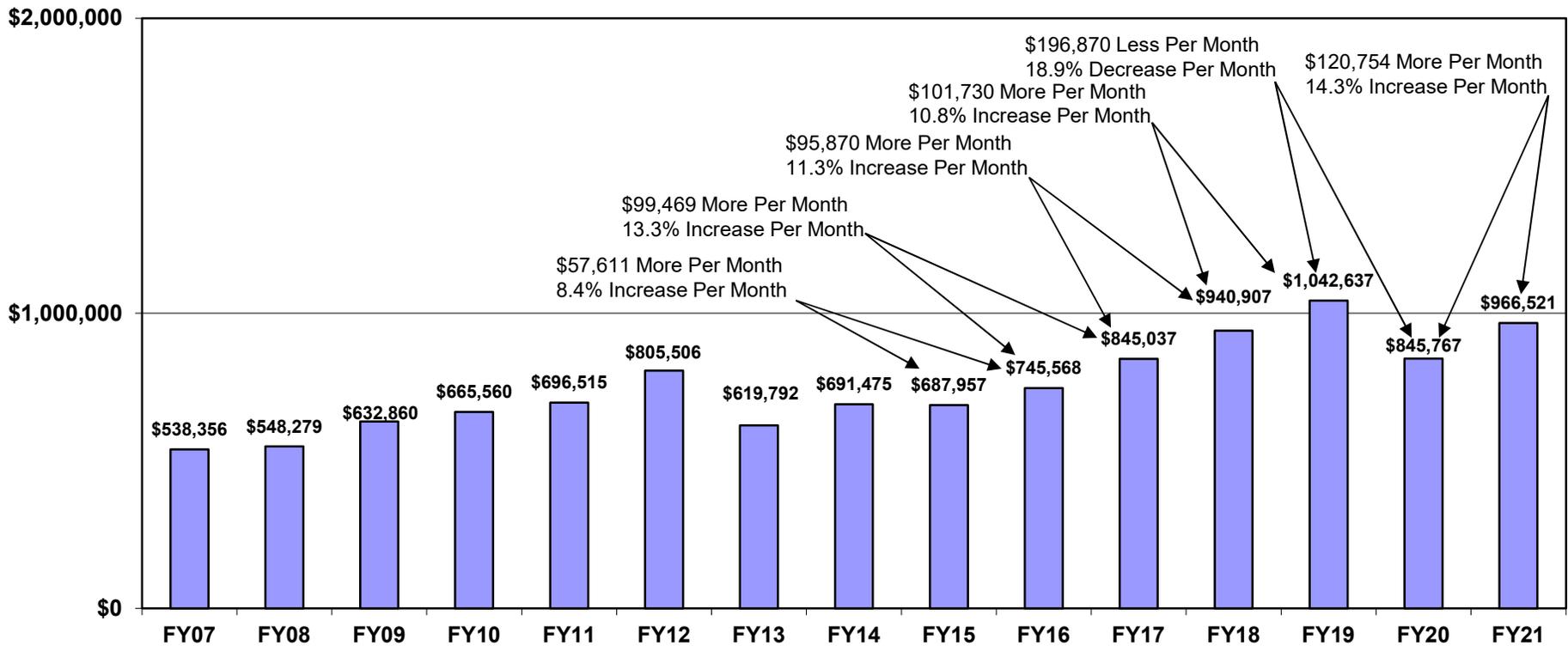
Minnetonka ISD 276 Self Insurance Fund Monthly Claims Expenses FY20



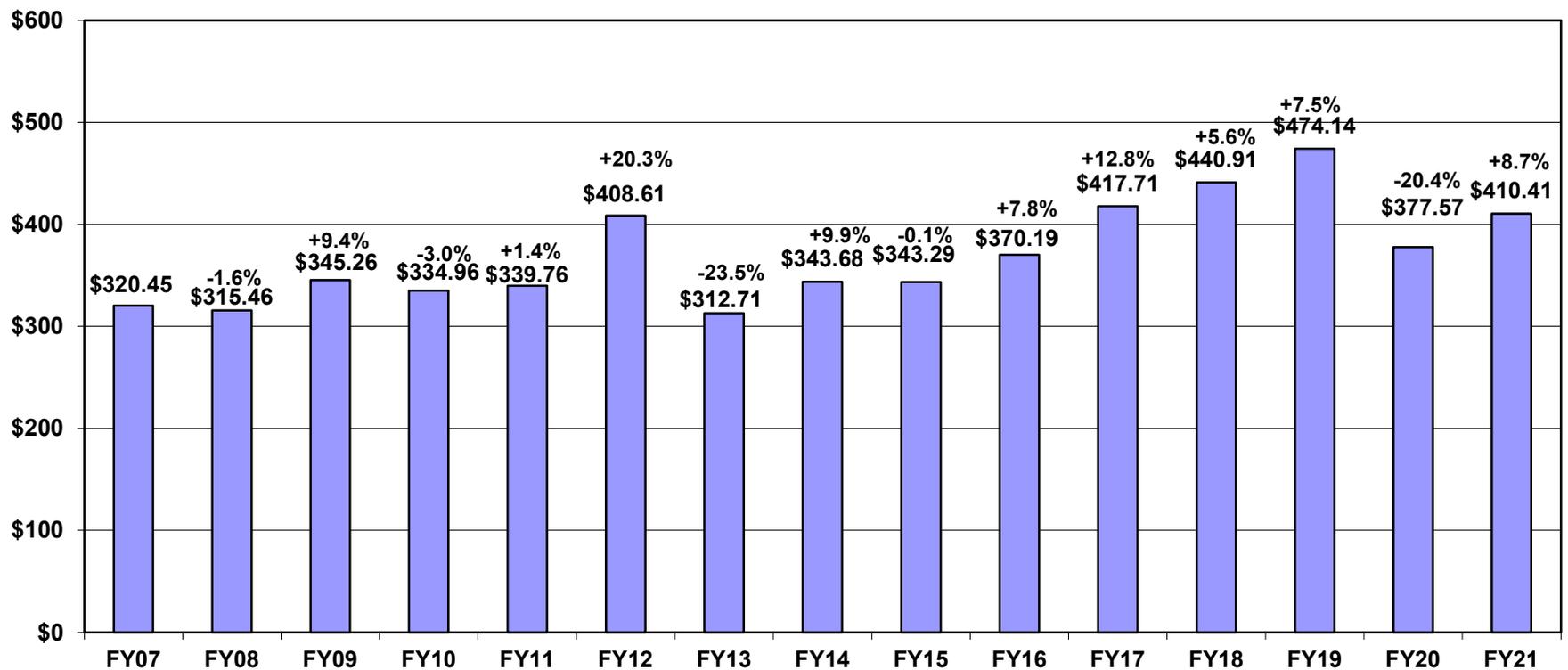
Minnetonka ISD 276 Self Insurance Fund Monthly Claims Expenses FY21



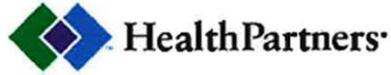
Minnetonka ISD 276 Self Insurance Fund Average Monthly Claims Expenses



Minnetonka ISD 276 Self Insurance Fund Average Monthly Claims Expenses Per Participant



Age Dispersion Of Members

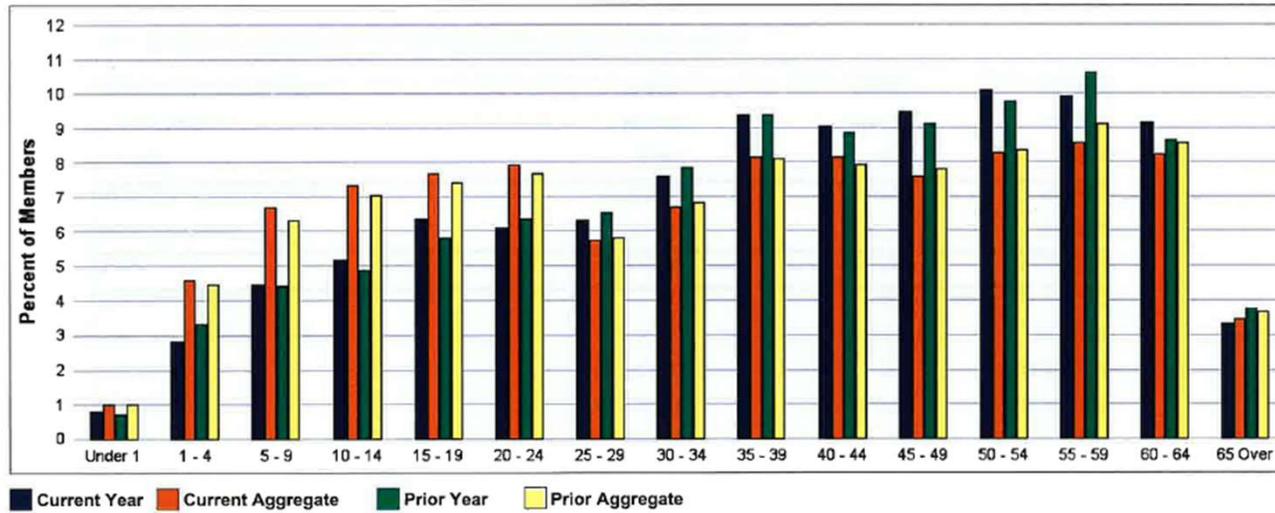


Minnetonka Independent School [3699]

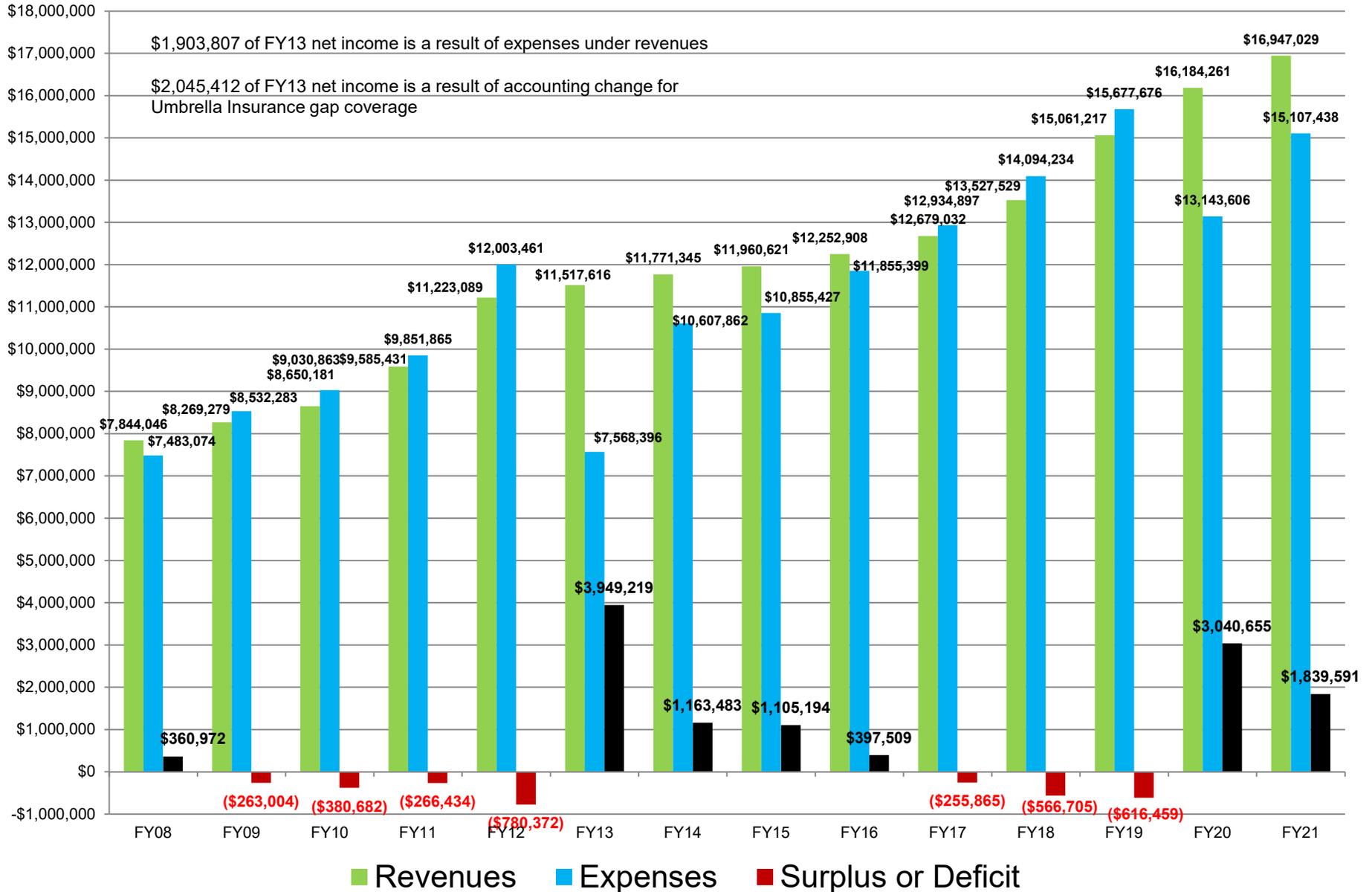
All Packages-PYTD Monthly

Paid Dates of 07/01/2020 through 06/30/2021

Age Distribution



Self Insurance Fund Revenues, Expenses, Surplus or Deficit Health & Dental Programs

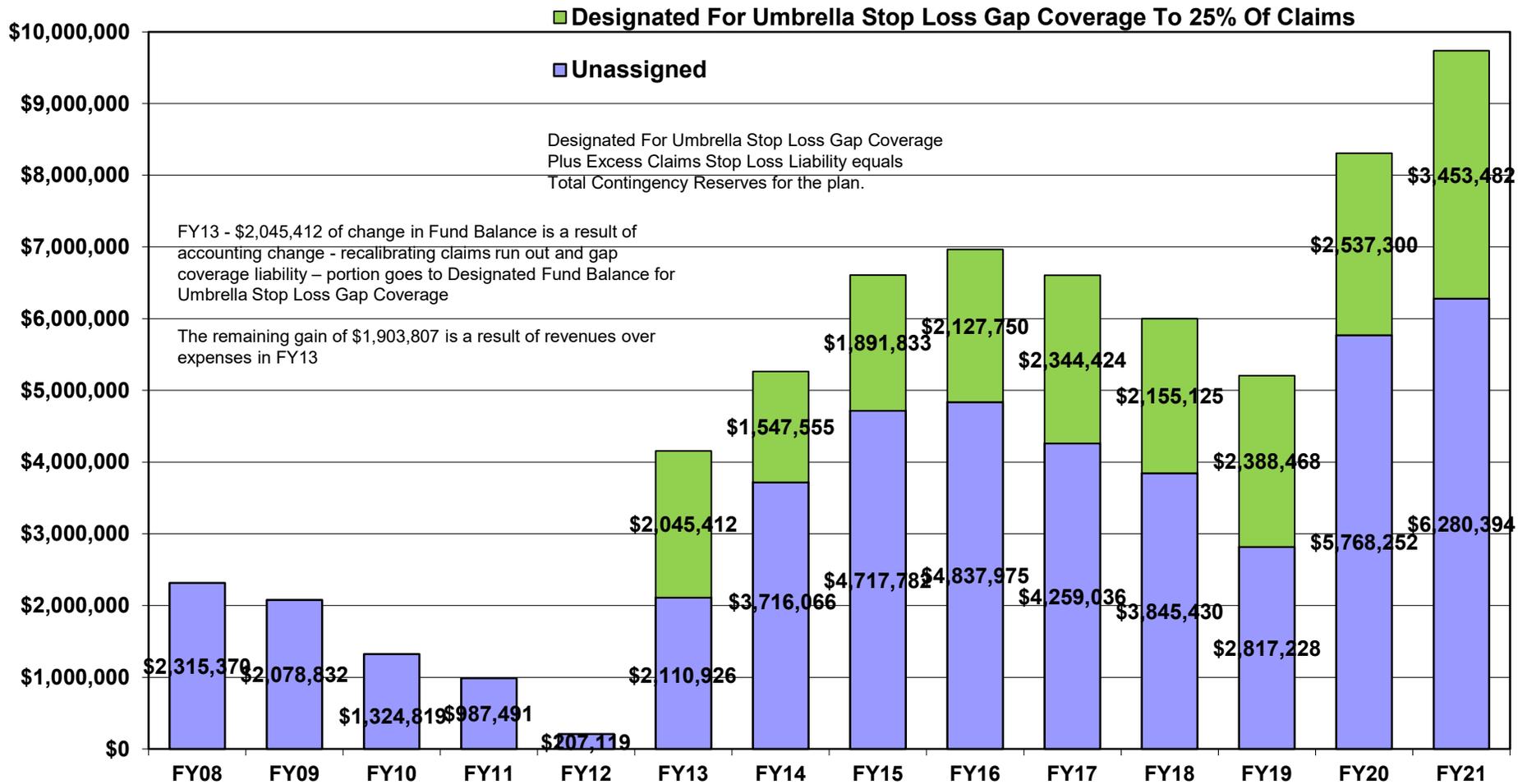


Minnetonka ISD 276 Self Insurance Fund

Claims Run Out Liability And Excess Claims Stop Loss Liability



Minnetonka ISD 276 Self Insurance Fund Fund Balance





End

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

Study Session Agenda Item #5

Title: Review of 2021-2026 Enrollment Projections

Date: November 18, 2021

EXECUTIVE SUMMARY

Since 2009-10, extensive enrollment projections have been done to enable District officials to know what enrollment will be for any given year in the future. The document has been updated each year to reflect actual enrollment for the respective current year and determine any impact of the update on future enrollments. The projections enable administrators to know 3-4 years in advance of an impending issue with classroom space and to adjust to the situation. The newest projections through 2025-26 will be reviewed with the Board. The new limit on total enrollment at 11,100 students is factored into the projections.

Submitted by:



**Dennis L. Peterson
Superintendent of Schools**

REVIEW

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

Study Session Agenda Item #6

Title: Review of Vision Document

Date: November 18, 2021

EXECUTIVE SUMMARY:

The Board will begin its review of the Vision document, concentrating on pages 1-9.

Submitted by:



**Dennis L. Peterson
Superintendent of Schools**

A LETTER TO OUR COMMUNITY

It is a great honor to represent you in our service as members of the Minnetonka School Board. Since its inception in 1952, our school district has been preparing students—to be thoughtful, contributing members of society. During that time, our District has earned a reputation for excellent teaching, exceptional student achievement and outstanding fiscal management.

Ensuring that this legacy continues is the heart of our job as your elected representatives. Toward that end, it is our duty to define the direction in which we want to lead our district. The following is our vision for the Minnetonka School District, one that we believe enables us to be a world-class, child-centered public school system of which we can all be proud.

As we envision the District’s future, we want to acknowledge the significant contributions of students, teachers, administrators, support staff, past school board members, parents, and other community members who built Minnetonka’s history of success. We are grateful and proud to chart the coming years from such a solid position of inherited strength.

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- Buildings and Grounds

- Communication

- Technology

Realizing our Vision

- Meaning of a Minnetonka Diploma

- Minnetonka Alumni

- Greater Community

- Creating a Culture of Child-centered Excellence

Defining our Vision for a World-class School District

America's public education system is built on the belief that a nation dedicated to self-government and the preservation of liberty will not endure without the intelligence and vigilance of the governed. Unique in the history of the world, America's public schools make and deliver on the bold promise to freely educate all children regardless of wealth, religion, race, gender, ability, or citizenship. The Minnetonka School Board is committed to protecting and promoting this legacy.

We believe that a strong public education is the most direct means of creating an informed citizenry necessary to sustain democracy. Public education gives people the skills they need to live the life they imagine, to realize their dreams, and to fully develop as human beings. It is the cornerstone of healthy, engaged communities. It is essential to maintaining a thriving American economy capable of operating in a competitive global marketplace. It is the foundation upon which a free and open society rests. Strong public education gives wings to society's collective hopes for a promising future.

As members of the Minnetonka School Board, we believe in the power of a collective vision to mobilize people and effect positive change in their lives. We are committed to building upon the excellence of our past and creating a world-class school district. We will insist on aligning every element of our organization toward the goal of supporting all students' pursuits of their highest levels of academic and personal achievement.

We strongly believe in the connection between early childhood education and later school performance. Therefore, the Minnetonka School District champions an E-12 approach to educating children. We will connect with parents and their children as early as possible, creating a wide variety of opportunities for parents to cultivate the skills and knowledge needed to nurture their children's successful growth and development. When communities, families and schools are united in support of each and every child, all students will flourish.

We understand that being a world-class district takes effort, talent, money, and determination. The children and citizens of our community deserve no less than our best efforts. We must dedicate ourselves to redefining excellence in education in our own terms.

If our future is to be better than our past, we must have the courage to let go of what no longer serves us, embrace what is required for the future, and advocate for what is best for our children, our community, and our nation. Such a journey will require being comfortable with change, taking informed risks, and rigorously tracking progress against clearly articulated goals. It will require the conviction to set our own standards in the face of state and federal mandates and unstable financial resources. The result will be national recognition for academic excellence and student achievement. In all areas, it will demand putting children first.

As a world-class organization dedicated to child-centered excellence, the Minnetonka School District will:

- Challenge and support all students in the pursuit of their highest levels of academic and personal achievement
- Practice prudent and innovative management of public resources
- Advocate for strong academic and strong co-curricular programs
- Attract, develop, and support the highest quality teachers and other educational professionals
- Demand the highest standards of professional excellence in every level of the organization
- Create, pursue, and champion outstanding early childhood education opportunities so that all children enter kindergarten ready to learn and succeed
- Tailor learning experiences to the needs of individual learners
- Create positive, enjoyable learning environments
- Foster the development of good character and social responsibility
- Inspire students to understand and serve the greater good
- Instill an abiding appreciation for the rights, privileges, and values of America's system of government
- Produce outstanding graduates who are ready to contribute and thrive in a wide array of future pursuits and engage in life-long learning
- Earn and maintain broad-based community support
- Design student experiences for meaning, engagement, and deeper learning
- Commit to preparing and educating all students with programs, instruction and tools that meet the needs of the future

Mission

A statement of our highest aspirations

The mission of the Minnetonka School District, a community that transcends traditional definitions of excellence and where dreams set sail, is to ensure all students envision and pursue their highest aspirations while serving the greater good, through learning and teaching which:

- value and nurture each person,
- inspire in everyone a passion to excel with confidence and hope, and
- instill expectations that stimulate extraordinary achievement in the classroom and in life.

Beliefs

A statement of our organization's fundamental convictions, its value, its character

We believe that:

- An educated populace is integral to a democratic society.
- Families have the primary responsibility to ensure the education of their children.
- All adults are responsible for the care and welfare of all children.
- All people deserve the opportunity to pursue their individual potential.
- A person's attitude is the most significant determinant of success.
- Personal fulfillment comes from pursuing one's passion.
- Each person has fundamental, intrinsic worth.
- The dignity of each person is sacred.
- All people need to love and be loved.
- All people have a right to live and work in a safe environment.
- The uniqueness of each individual enriches the community.
- All people have the right to express matters of conscience
- Effective communication is essential to building relationships and strengthening mutual commitment to purpose.
- Integrity is essential to a meaningful relationship.

Objectives

An expression of the desired measurable, observable, or demonstrable results for the organization. Our objectives focus on student success, performance, and/or achievement.

- All students will meet or exceed District academic standards.
- All students will thrive according to their individual potential.
- All students will achieve their stated aspirations.
- All students will possess an enlightened view of themselves, others, and the world.

Commitments

Strict parameters that establish the boundaries and limits within which the organization will accomplish its mission.

- We will not engage in any activity that detracts from our elementary and secondary instructional program.
- We will not compromise excellence.
- We will make all decisions based solely on the best interest of the student.
- We will expect the best of everyone.
- We will defend and preserve the principle of local autonomy.
- We will honor the dignity of each person.

Students

Serving students well and inspiring them to reach their highest levels of personal and academic achievement is the essence of our quest to be a world-class public school district. Toward that end, all learning experiences, curriculum offerings, supplemental programs, enrichment opportunities, staffing models, facility designs and usage, and co-curricular activities will support student success and life-long learning.

We must recognize that there are different levels of ability, need, desire, and interest among the students we serve. Our commitment is to effectively utilize the resources of the District and align them for the maximum benefit of each child. At all times, we will act to ensure that our students remain engaged in school and learning. Students will be encouraged and supported to explore a variety of opportunities and to access challenging coursework throughout their years in the District.

Minnetonka students will be encouraged and supported to progress beyond the confines of traditional grade levels and classroom work. Once students demonstrate mastery of a subject area, they will be able to explore accelerated learning experiences that require greater depth and skill. Differentiated instruction and personalized pathways towards their pursuit of knowledge and skills will be essential components of a Minnetonka education. We also will acknowledge that students' abilities may differ from subject to subject and will provide opportunities accordingly.

We will identify and respond to unique learning needs as early as possible. We will provide personalized curriculum and staff to help all students reach their life goals regardless of their need or ability. Our staff will constantly strive to find new ways to meet our students' needs that are respectful and cost-effective. We will also strive to help students avoid self-limiting labels and focus on their unique talents and gifts. Our staff will work with parents and students to develop reasonable, yet challenging, plans for academic and personal achievement which truly serve the individual.

Teachers

The interactions between teachers and their students are central to the educational experience. We must pursue excellence in teaching if we are to deliver a school district that is truly world-class. Therefore, all Minnetonka teachers will have a thorough and complete command of the subjects they teach. They will employ a wide range of educational and scientific research in developing effective ways of teaching their students. Minnetonka teachers will be recognized for their commitment, enthusiasm, student focus, effectiveness, and professionalism. They will maintain personal and professional integrity and advocate for the best interests of students. Every Minnetonka teacher will work to ensure that each student has mastered to his or her fullest potential the skills and knowledge taught. Our teachers' efforts will be supported by a well-planned and adequately funded professional development program.

In addition to mastery of subject area, Minnetonka teachers will know that simply covering curriculum does not equal excellence in teaching. Minnetonka teachers will recognize that they must address emotional and developmental issues during the learning experience in order for effective learning to take place. Because the learning environment is critical to student success, Minnetonka teachers will use their empathy, enthusiasm, patience, communication skills, and effective classroom management to create a positive, supportive, respectful, and disciplined atmosphere in which academic and personal achievement can flourish. Minnetonka teachers will present curriculum and facilitate learning in compelling and innovative ways that result in high levels of student engagement and academic achievement.

All Minnetonka teachers will exhibit a genuine love of children and a professional commitment to children's learning. They will recognize that they have enormous influence over the minds and character of the children in their charge and act accordingly. Minnetonka teachers will connect with kids and their families and know how to pull the best out of each student. They will engender respect from their students because they are respectful of their students. Minnetonka students will give their best because their teachers inspire and believe in them.

Curriculum and Instruction

The Minnetonka School District will insist on a curriculum designed to stretch students' minds and prepare them to thrive in both our American society and the world at large. Our curriculum will reflect critical dimensions of student success: academics, character development, physical and mental health, leadership, and service. It will not be limited by government prescribed standards for competency. Learning will be connected from grade level to grade level and from subject to subject and aligned with measures of progress. Curricular programs will be open and available to all who are interested and prepared for the work.

Instruction is a critical element in our success because it is the process that transforms curriculum into learning. All Minnetonka teachers will be provided with clear guidance for delivering instruction and assessing learning. Minnetonka's Instructional Framework will provide the necessary guidance for designing the student experience, emphasizing dimensions of 21st century learning that are vital to success in a rapidly changing world. The consistent application of the Instructional Framework and the commitment to common assessments and engaging units of study will ensure a high level of quality and opportunity for all learners, as well as evaluate the effectiveness of our curriculum and instruction in delivering results for our students. The instruction process will transcend skill development or mere knowledge transfer. Classroom instruction will emphasize excellence, love of learning, critical thinking, creativity, innovation, collaboration, cooperation, exploration, and respect for others. Teachers must understand how attitudes, prior knowledge, habits of mind, and relevance all impact the learning process. We will insist on methods of instruction grounded in research, and we will support meaningful professional development focused on improving instructional methods so that all students become active, life-long learners.

From the earliest years, the Minnetonka School District will emphasize reading and writing as the foundation of all future learning. Curriculum and instruction will be aimed at developing in each student:

- a profound command of the English language
- a mastery of mathematics
- a mastery of scientific principles
- a thorough understanding of American history, our system of government, and the importance of participating in the democratic process
- global awareness through the study of world language, culture, history, geography, and current events
- appreciation of music, literature, visual and performing arts
- participation in robust physical activity and health education
- technological proficiency
- life skills

Co-curriculars

Since its inception, the Minnetonka School District has been proud to provide a truly comprehensive education. Recognizing academic instruction and achievement as the heart of our mission, the Minnetonka School District also insists on and supports those activities that reinforce the academic pursuits of the students we serve. Co-curricular activities are essential for delivering a world-class education. Opportunities not found in the traditional classroom enhance the students' experience today, as well as prepare them for life's challenges ahead. A variety of co-curricular activities, both competitive and non-competitive, play an important role in the academic, social, physical, and emotional development of students by nurturing:

- perseverance
- self discipline
- ethical behavior
- ability to work with others
- resilience
- an understanding of the importance of physical health and fitness
- goal-setting and follow-through skills
- positive self-image
- competitive experiences
- good sportsmanship
- leadership qualities

These attitudes, skills, and experiences enhance, rather than compete with, the academic mission of our schools. They are necessary for life-long success and will be supported and celebrated.

Vibrant co-curricular participation also sustains two essential cultural elements of child-centered excellence: increased community support and a feeling of belonging for each student. Wide-spread participation and outstanding performance in a variety of co-curricular activities brings the community closer to the schools and students, thereby increasing awareness of and support for our students. Offering a wide variety of co-curricular options that are open to a broad number of students and are responsive to student interests helps to create smaller communities within the high school community. These smaller communities help to create a feeling of belonging and relevance, both of which are essential for student performance and well-being.

SUPPORTING OUR VISION

Parents

The Minnetonka School District recognizes and values the important role of parents in the educational success of their children. Research shows that there are many things caring adults can do to enhance children's learning. Clearly stating and setting realistic expectations, providing structure and support, talking about schoolwork, asking questions, being involved in their school, and modeling life-long learning skills have all been proven to enhance student success. Accordingly, the Minnetonka School District will encourage all parents to be directly involved in their children's education from birth through graduation. In order to support parents' abilities and interest in influencing and encouraging student success, appropriate parent education opportunities will be offered in a spirit of community collaboration.

Our obligation to parents will be to regularly communicate with them and seek their input regarding their children's education. We will provide timely and meaningful parent-teacher conferences, frequent reports to parents on their children's progress, and reasonable access to all staff. Parents will be welcomed in our buildings, encouraged to volunteer and be active participants in their children's schools. We will provide communication, tools and support to form the cornerstone for a solid relationship between home, school and community. Through the support of the greater community and the active involvement of parents, the Minnetonka School District will be a successful partner in providing the best possible educational opportunities for all students in our community.

District Leadership

The Minnetonka School District has set a course to transcend traditional definitions of excellence and envisions a school system in which all elements are united to help students reach their highest levels of personal and academic achievement. Strong district-wide leadership and innovative and systemic thinking will be essential to realizing our mission and vision.

The School Board is the first level of district-wide leadership. The seven members of this elected body will dedicate themselves to ethical decision-making and service-oriented behavior. They will be tireless advocates for the District's students and champion the success of the Minnetonka School District. They will bring a crucial blend of pragmatism, idealism, and lay wisdom to the profession of education and will remember that their role is to govern, rather than manage. In their governance capacity, the School Board will develop the District's mission and vision, write policy, approve budgets, adopt curriculum, authorize plans and projects, and direct the Administration to create and achieve goals aimed exclusively at furthering the District's mission and vision. Using a lean expenditure budget, the Board focuses resources on students.

To achieve these ambitious goals, the School Board must have a strong and collaborative leadership relationship with the Superintendent of Schools. The Superintendent will ensure that all the diverse functions and talents of the organization are aligned into a productive, highly functioning whole and will rely on, inspire, and direct a team of talented and motivated leaders to assess conditions, understand interrelationships, find solutions, and implement changes with the appropriate urgency necessary to serve our students well.

This collaborative leadership model, open and responsive to the public, will pave the way for partnerships with individuals and organizations that are essential to realizing our vision for the future. The Superintendent, and other senior district-wide administrators, will be available to all stakeholder groups to explain and build support for the District's mission and vision. The information and support gained through this collaborative leadership will allow the School Board and Superintendent to allocate and leverage resources more effectively. Likewise, the synergy created by aligning all elements of the organization toward the same goal of student achievement will fuel greater student success and community support.

Strong leadership by all Minnetonka principals will be a critical link in actualizing District initiatives. These educational leaders are the key to implementing curriculum offerings, evaluating teachers and support staff, providing consistent student discipline, and building strong connections between their schools and the community. Minnetonka principals will have the responsibility and authority necessary for bringing the District's mission and vision to life. These talented leaders will set expectations for the conduct of all employees and volunteers in their buildings. Most importantly, Minnetonka principals will be the champions for aligning all resources and talents towards the attainment of outstanding personal and academic achievement for each and every Minnetonka student.

Support Staff

Creating a culture of child-centered excellence will depend on the efforts of all adults in the organization. While excellence in education is often focused exclusively on the interaction between teachers and students, a truly world-class school district will pursue excellence in all work areas.

In order for all students to reach their highest levels of academic and personal achievement, support staff members will recognize and appreciate that they are partners in the educational success of each student and are an integral part of our District. These highly qualified employees will be positive role models who are committed to creating a supportive learning environment for all students, as well as providing essential support for teachers. Their optimistic attitudes, encouraging words, and consistent and caring discipline will form an essential part of Minnetonka's focus on child-centered excellence.

Likewise, everyone who works for the District will be a positive ambassador for our schools. Support staff members provide unique contributions to our organization and are key communicators in our community. Their helpful attitudes and responsive behavior will convey what is best about who we are and what we do. Such excellence across all support areas will enable everyone to do their best work, thereby allowing us to fulfill our mission and vision.

Learning Environment of Our Schools

A positive and stimulating learning environment is critical to student success. The culture of the Minnetonka School District will demonstrate support and caring for all members of our community. All stakeholders will be personally responsible for creating and maintaining an atmosphere of learning in which students feel respected, cared for, and encouraged to explore. In this environment, learning is a joy and the world is full of possibility. Students will be active learners in the classroom, not just passive observers. The learning environment of our schools will aim to develop in each student such desirable qualities as self-discipline, motivation, curiosity, confidence, cooperation, and respectful behavior.

Minnetonka schools will welcome the whole community and will be known for outstanding customer service. Minnetonka schools will serve as cornerstones of neighborhood life and an important part of family life. Our schools will be the center point of our District's ten communities' commitment to public education.

Unprecedented volunteerism will be a hallmark of the learning environment of the Minnetonka School District. Our students will experience school as a place where many people—not just their teachers and parents—are involved in and interested in their success. Dedicated, knowledgeable, and skilled volunteers will enable us to leverage our resources more efficiently by furthering the efforts of teachers and staff. In turn, this extensive involvement in our schools by volunteers will bring the community closer to our students, thereby supporting student success. Growing up in an atmosphere where volunteerism is welcomed and celebrated will help to develop generations of graduates who will seek their own volunteer opportunities, strengthening and serving society in the years to come.

Buildings and Grounds

The success of a school is not just predicated on having a great program and outstanding staff, but it is essential to have an inviting and supportive atmosphere in each school in order to have others perceive the excellence that lies within. Excellence in buildings and grounds is essential to delivering the quality of education we seek. While what happens in the classroom and at co-curricular venues is appropriately considered to be the heart of the educational mission, we recognize that the condition of the classroom, auditorium, or playing field is crucial to student development. The condition of our buildings and grounds signals to all who enter them that the Minnetonka School District is a place where important learning and community activities occur.

Outstanding maintenance and energy efficiency demonstrate that the District is committed to environmental stewardship and indicate to the community that its investment is being maximized for both present and future generations. The resources of the District will be used so that all buildings and grounds are safe, clean, healthy, and attractive places that stimulate learning, encourage physical activity, and provide essential gathering places for our citizens.

High quality facilities positively impact the learning environment and the level of achievement of students. Beyond maintenance, the District will support and develop learning and work environments that balance functionality with aesthetics. We will focus on providing surroundings that are attractive, inspiring places that stimulate learning and productivity. School buildings will be flexible enough to accommodate fluctuations in enrollment and innovations in program delivery. Buildings and grounds must also support and respond to the best uses of technology and innovative products.

The condition and use of the buildings and grounds of the Minnetonka School District will be the outward manifestation of our commitment to excellence. Our buildings, fields, and facilities will be welcoming and inspiring gathering places for the whole community.

Communication

Effective communication will be essential for the continued success of the Minnetonka School District. Those efforts will be effective if everyone in the organization accepts responsibility for communicating accurate information and building positive relationships with students, parents and the citizens we serve. We recognize that every decision and every action in our organization has the potential to impact the trusting relationship we have with our stakeholders, thereby improving or damaging our ability to fulfill our mission to our students. An essential component of our continued success depends on everyone in the organization recognizing that they are “ambassadors of the District” as they meet and greet people in the course of their day.

Schools are a cornerstone of our community and serve four or five generations of stakeholders, each defined in part by their communication technology preferences. We will use multiple communication methods to go beyond fulfilling our basic responsibility for public information and use integrated marketing communications to effectively engage with individuals, families and communities.

Communication in the District will be two-way in nature. We will insist that communication be a planned and systemic operational function, grounded in ethical practices. Timely dissemination and collection of factual information will help improve the programs, services, and reputation of the District. Communication efforts will engage our community regarding important changes, challenges, events and accomplishments. In addition, communication efforts will interpret public opinions and beliefs so that the School Board and Administration can shape programs, policies, and procedures that will gain widespread support and deliver value.

Technology

Technology is essential in a world-class education because it brings immediacy to knowledge acquisition and allows students to move quickly from information gathering to developing solutions. It fosters creativity, refines critical thinking skills, allows for personalized learning and interactivity, and provides learning beyond the confines of the traditional classroom. Technological fluency is critical to the success of every student, teacher, and staff member in the Minnetonka School District. The District will ensure that all students have access to technology.

We insist that our students are prepared to be responsible citizens in their use of technology. Utilizing technology will enhance student achievement and prepare students to compete and thrive in a diverse and changing world. Toward this end, the District will use technology to:

- Enhance student instruction
- Improve communication and collaboration among students, teachers, staff, and parents
- Support timely and informed decision-making
- Accelerate learning
- Facilitate parent engagement

The Minnetonka School District will constantly seek cost effective and innovative ways to use existing and emerging technologies. We will provide staff with adequate resources and training. We acknowledge that technology does not replace the need for personal interaction as we prepare students for life-long learning in the 21st century.

REALIZING OUR VISION

Meaning of a Minnetonka Diploma

Earning a Minnetonka diploma will mean more than completing a required course of study or fulfilling a certain number of hours and course credits. Our graduates will be the beneficiaries of years of excellence in teaching, experiential learning, abundant opportunities to excel in a variety of co-curricular activities, thousands of dollars of community investment, and high levels of community pride and support.

Because of our vision and commitment to transcending traditional definitions of excellence, a Minnetonka diploma will be a symbol of academic excellence and personal achievement of the highest order. It will convey a graduate's readiness to compete in the world, to be a life-long learner, and to become a contributing, responsible member of society. Those who earn a Minnetonka diploma will be distinguished by their positive attitudes, superior skills, and extensive knowledge. They will be confident, inspired leaders of tomorrow who possess a clear sense of purpose in their future educational, personal, and vocational pursuits. A diploma from the Minnetonka School District will be highly valued by our students and their families because it will open doors and expand opportunities for graduates as they pursue their dreams.

Minnetonka Alumni

Minnetonka alumni are a visible measure of our success, and are critical to a world-class school district. Alumni represent measurable examples of what can be learned and accomplished with superior preparation in public education. Their success and accomplishments, coupled with their good character and sense of civic responsibility, are all crucial, visible measures of the impact of our vision and the return on our shared investment in America's future.

We will build and maintain connections with our alumni so that we can use their feedback to improve the services and programs of the Minnetonka School District. We will use those connections between the District and our alumni to encourage their continued contribution and involvement in the lives of our students, staff, and community. We will also recognize the significant contributions of retired employees in our alumni efforts and work to include these valuable people. We are proud of our alumni, both students and employees, and want to be able to celebrate their successes in life, as well as share with them the successes of their alma mater. Together, the stories of our alumni create our common history and increase the sense of community, feelings of pride, and shared ownership of the Minnetonka School District.

Greater Community

Together, the Minnetonka School District and the communities we serve have been preparing our students to be thoughtful, contributing members of society for more than half a century. We are proud of this legacy and grateful for the significant contributions of students, teachers, administrators, support staff, community members, parents, past School Board members, and other citizens who have built such a solid foundation. From this position of inherited strength, we recognize that the most crucial resources we steward are the ongoing financial, emotional, and human support that the greater community gives to the District's efforts to inspire all students to their highest levels of personal and academic achievement. Our interdependence and shared responsibility for sending well-educated, caring, and healthy students into the world is critical to the future success of our society.

We are committed to continuing this strong tradition of mutual support among our schools and our communities. We will seek community input, and we will communicate both the successes and challenges the District faces as we work to provide the best for all students. We will challenge the community to commit to all of our children as we educate them to be contributing, self-reliant members of society. Together, as citizens, we must move beyond the temptation to place the duty for supporting public education primarily on those who use it. Public education is a fundamental component of our way of life and can only be as strong as the support it is given by the people who own it. The success of Minnetonka students and their future contributions to our communities, state, nation, and world will be a point of pride for every taxpayer in the Minnetonka School District. We will commit to being an integral part of the community and our success and prudent management of resources will reflect a shared sense of values, pride, and ownership with those we serve.

Creating a Culture of Child-Centered Excellence

As an institution which serves the educational and developmental needs of children, the Minnetonka School District believes that serving all children well is the highest measure of our success. Everyone involved in the organization must be united in helping students reach their highest levels of personal and academic achievement. We have but one chance to do the right thing as each individual child moves through our schools. We must work with the appropriate sense of urgency to ensure that all children are able to pursue their brightest dreams for their future.

Therefore, we will support risk-taking, respectful discourse, and challenges to the status quo as we provide world-class, child-centered excellence. We will support and expect everyone to advocate for what is best for our children, our schools, and our communities. We will support and create a culture that is positive, open, and supportive on all levels. We will foster genuine, caring relationships among Administration, staff, students and their families. We will insist upon integrity in all of our relationships and communications. Exceptional character, integrity, competence, and the resulting trust those traits secure will be the hallmarks of the Minnetonka School District.

With time, enthusiasm, commitment, and discipline, the Minnetonka School District will leverage its Formula for Success to provide world-class, child-centered excellence as evidenced by:

- The performance of our students, across multiple areas, ranking among the highest performing schools in the world.
- The District doing measurably more with available resources than other districts of comparable size and quality.
- Significantly more parents choosing to send their children to our schools over other private or public schools in the metro region.
- High-performing teachers and staff throughout the country indicating the Minnetonka School District as their first choice as a place to work.
- The District excelling in customer service and community responsiveness, with all points of interaction being positive.
- The District being recognized as a leader of excellence in American public education by becoming the recipient of a wide variety of awards and recognitions.
- Our alumni reporting a high degree of satisfaction with the preparation for life that they received through their years in the Minnetonka School District.
- The District receiving unprecedented support from the communities we serve.

Our culture of child-centered excellence will be sustained by setting high expectations for students, teachers, and staff. Collaborative leadership and alignment of all elements in the organization will enable us to effect meaningful, sustainable change in the lives of our students. A systemic approach to management requires meaningful assessment tools and accountability systems in order to gauge student achievement and engagement, identify areas of opportunity or improvement, and make sound decisions. The School Board must be able to demonstrate that we are delivering on our promise of a world-class education. Students deserve this disciplined approach to assessment. The community demands it. The future success of our District relies upon it.