

**MINNETONKA SCHOOL BOARD  
STUDY SESSION, CLOSED SESSION and SPECIAL MEETING  
District Service Center**

**September 23, 2021  
6:00 p.m.**

**AGENDA**

**STUDY SESSION**

- |      |    |  |
|------|----|--|
| 6:00 | 1. | Opening of School Report                               |
| 6:30 | 2. | Update on e-Learning                                   |
| 7:00 | 3. | Update on SAIL Program Details                         |
| 7:20 | 4. | Preview of Annual Report                               |
| 7:50 | 5. | Presentation on MCA Results                            |
| 8:20 | 6. | Review of 2021 Pay 2022 Preliminary Levy               |
| 8:50 | 7. | Review of Proposed Plans for VANTAGE/MOMENTUM Building |

**CLOSED SESSION**

- |      |    |                                |
|------|----|--------------------------------|
| 9:20 | 1. | Discussion on MTA Negotiations |
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**SPECIAL MEETING**

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|-------|------|--|
| 9:50  | I.   | Call to Order and Pledge to the Flag   |
|       | II.  | Adoption of Agenda   |
| 9:55  | III. | Certification of 2021 Pay 2022 Preliminary Levy                              |
| 10:20 | IV.  | Approval of Collective Bargaining Agreement with MTA                         |
| 10:40 | V.   | Update on Board Vacancy and Next Steps                                       |
| 11:10 | VI.  | Resolution Proposing to Take Action Regarding a Continuing Contract Employee |
| 11:20 | VII. | Adjournment  |

**CITIZEN INPUT**

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| <b>7:00 p.m.</b> | Citizen Input is an opportunity for the public to address the School Board on any topic in accordance with the guidelines printed on the reverse. |
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#### **GUIDELINES FOR CITIZEN INPUT**

Welcome to the Minnetonka School Board's Study Session! In the interest of open communications, the Minnetonka School District wishes to provide an opportunity for the public to address the School Board. That opportunity is provided at every Study Session during *Citizen Input*.

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

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

Study Session Agenda Item #1

**Title:** Opening of School Report

**Date:** September 23, 2021

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**BACKGROUND**

The District administration reports on the start of school to the School Board each year. This year the presentation to the School Board relies on information collected on or about Friday, September 10, 2021.

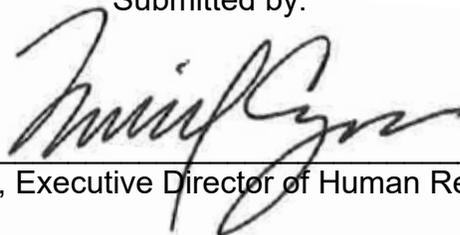
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**RECOMMENDATION/FUTURE DIRECTION**

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

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Submitted by:



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Mike Cyrus, Executive Director of Human Resources

Concurrence:



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Dennis Peterson, Superintendent

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

**Study Session Agenda Item #2**

**Title:** Update on e-Learning

**Date:** September 23, 2021

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**EXECUTIVE SUMMARY**

The Tonka Online, K-12 Comprehensive e-learning program was launched on September 8, 2021, to begin serving students for the 2021-22 school year.

The Minnesota Department of Education approved Minnetonka Public Schools request to expand as a state-approved online provider offering comprehensive and supplemental programming for grades K-12 during the spring of 2021. The District was approved to begin serving Minnesota students in K-12 beginning first semester of the 2021-22 school year.

On April 8, 2021, the proposed future e-learning program option to begin fall of 2021 was approved by the School Board, contingent upon the level of interest expressed through enrollment.

This report will provide an update on this program to date, including:

- Communication and enrollment process
- E-learning website and marketing plan
- Fall enrollment and profile of current students
- Courses and program offerings
- Staffing overview
- Supplemental opportunities

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

*Amy LaDue*  
Amy LaDue, Assistant Superintendent for Instruction

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

Dennis Peterson, Superintendent

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

**Study Session Agenda Item #3**

**Title: S.A.I.L Transition Program Details**

**Date: September 23, 2021**

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**EXECUTIVE SUMMARY:**

Following School Board approval last January, Minnetonka Public Schools began to create its own transition program for the Fall of 2021. Transition programs are required by federal statute to serve the needs of special education students ages 18-21 who continue to have identified transition goals following high school.

The SAIL Transition Program is a post high school special education transition program available to students at Minnetonka Schools as determined by their Individual Education Plan (IEP) team. Using the IEP team process, SAIL Transition Program services support students to achieve their goals by providing specialized instruction, training, and support. Students have access to skill-development activities designed to meet their individual needs in the five transition areas listed below:

- Jobs and job training
- Recreation and leisure
- Community participation
- Independent living
- Post-secondary/Post-school planning

The SAIL program is designed to assist students in preparing for success in adult life by focusing on student and team identified transition outcomes. This program is unique in that it focuses on building skills to help transition to life after public school. Students will engage in classroom and community activities that will benefit both the student and the community. The focus for learners will be on growth in independence in living, working and acquiring new skills.

Direct and related services are offered onsite at the SAIL program. Students may also receive services off-site or via coordination with community, adult services and interagency relationships.

The SAIL Transition Program has a unique benefit of employing a work-experience teacher with a multi-faceted role which includes support beyond the classroom setting. One aspect of this role is direct teaching for students serviced in the program and the scope and sequence follows the MN Department of Education framework for work

experience instruction for all levels of learners. Students have direct seminar instruction in work readiness skills covering a broad range of vocation preparations including application and resume development, interview expectations and practice, self-assessments in strength areas, and disability awareness. This instruction strengthens students' soft-skills, and empowers students to be productive and positive workers.

The work experience teacher also provides instruction and evaluation in a job coach capacity at the community partnership businesses. This on-site training allows for authentic practice and implementation of jobsite soft skills, communication strategies for colleagues and supervisors, and independent self-advocacy for workplace accommodations. The work experience portion of SAIL is a collaborative endeavor between a student, his/her parents/guardians, an employer, and the school that engages students in real-world activities.

As our program begins, we are excited about our community partnerships including Trouvaille Memory Care, Goodwill, Carolyn Anderson Salon, The Bernard Group, Bethesda and Cub Foods. We look to continue to expand and broaden our impact and connection in the community by growing our business collaborations that allow students to move from simulation to a real-world setting. SAIL students will be able to learn in a customized setting based on their interests and strengths at a pace to ensure success.

Within our amazing, newly renovated SAIL building are two large classrooms, a large community room, a PAES lab, greenhouse, video production and editing suite, model apartment, large kitchen, and smaller maker spaces that can be changed based on student need and interest. These spaces were designed with current students in mind as well as future students as our program grows.

SAIL Enrollment continues to grow, with interested families accessing our newly designed website to request tours of our new program.

The special education department, students, teachers, and families are beyond thrilled with the SAIL Transition Program and look forward to meeting individual student needs now and in the years to come.

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**RECOMMENDATION/FUTURE DIRECTION:**

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

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

**Concurrence:** Dennis L. Peterson  
Dennis Peterson, Superintendent

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

**Study Session Agenda Item #4**

**Title: Review of Draft of Annual Report**

**Date: September 23, 2021**

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**OVERVIEW:**

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

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

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

The Board is also required to hold a public meeting to discuss the World's Best Workforce Report. That public meeting will be held on October 7, 2021 in conjunction with the School Board Meeting.

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

Following the October public meeting, the 2021 Annual Report will be mailed to every District parent and resident, distributed to staff and placed in welcome packets for new families. It will also be posted as an online interactive publication, with additional multi-media to relay the incredible success stories of our students, staff and District.

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**RECOMMENDATION/FUTURE DIRECTION:**

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



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

JacQueline Getty, Executive Director of Communications



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

Dennis Peterson, Superintendent

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

Study Session Agenda Item #5

Title: MCA 2021 Summary Report

Date: September 23, 2021

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**EXECUTIVE SUMMARY**

Overall, students are performing well whether the measurements are NWEA, MCA, SAT, ACT or other forms of standardized testing. Comparatively speaking, Minnetonka performed well compared to students across the state. For example, in Reading and Math, the percentage of students meeting proficiency dropped statewide at each grade level. Elementary students in Minnetonka also saw drops in proficiency rates, however, the decreases were not as severe as seen across the state in both subjects. Minnetonka High School students saw increases in proficiency rates for both Reading and Math, despite statewide drops in these subjects. Minnetonka middle school students experienced greater decreases in proficiency compared to the state for Grades 6-8.

Proficiency levels remain strong relative to metro area school districts. In 2019, Minnetonka ranked first in the metro area in Reading with **81.9 percent** proficient compared to **82.0 percent** proficient in 2018. In 2021, Minnetonka ranked third in Reading with **74.5 percent** proficiency, slightly behind Wayzata and Edina. After ranking second in the metro area in Math in 2018, Minnetonka students were tied for first in the metro in Math for 2019 (**79.8 percent**). In 2021, the Minnetonka proficiency rate was **67.4 percent**, also ranking the District third in the metro area. Although, this marked a slight decrease in proficiency percentage compared to last year's **81.2 percent** proficiency. With a decrease of **7.0 percent**, the drop can mostly be attributed to the performance of students in Grade 11 last year. In 2019, Minnetonka students were ranked second in Science with **75.4 percent** proficient, decreasing slightly from **76.5 percent** proficient in 2018. In 2021, Minnetonka students ranked second in Science, which trailed Wayzata by a slim margin of **0.2 percent**.

**Impact of COVID**

COVID impacted results statewide and across the Minnetonka District. It is also important to note that there was variety across districts statewide in the percentages of students who took the MCA Tests last year. Because the MCAs were not offered online, it was the responsibility of the school districts to plan for students to test in person. Minnetonka had one of the highest participation rates in the state among each of the subjects tested, due to the efforts by students, staff, and families to take the tests in person last year. It is

likely that the variable participation rates statewide impacted scale scores and proficiency levels.

In addition, middle school results show that Minnetonka middle school proficiency dropped significantly at each grade level. Minnetonka middle school proficiency percentages dropped at a higher rate than the state. This phenomenon only occurred at the middle school level. These results are atypical for Minnetonka middle schoolers, because typically, Minnetonka ranks at or near the top in the metro area. The many transitions middle school students endured during the 2020-21 school year impacted MCA Test performance.

## **Background**

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

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

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

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

### **Context**

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

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

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

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

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

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

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

The tables below include average scale scores for each proficiency level and grade level. The letter “D” stands for *Does Not Meet*, “P” stands for *Partially Meets*, “M” stands for *Meets*, and “E” stands for *Exceeds* the standards. On the tables below, the average scale scores in the Reading Does Not Meet (D) category in only two areas showed decreases and the Exceeds (E) category showed decreases in three areas. It seems logical to conclude that scores for the lowest performing students have improved in many areas, and for the scores to increase significantly, one would expect above average scores in a particular level to raise the overall average scale scores for that level. Such an increase in scores should result in more students moving to the right toward the Partially Meets (P) category. When viewing the Partially Meets data, there are increases in 2021 in Reading which would suggest that more students could shift into the Meets category. The pattern repeats moving toward the right of the chart. It can be noted that the data toward the right of the chart show slight decreases, and the scale scores remain strong despite the impact of the Pandemic. That should be expected as students perform at higher levels. For Math, there was a decrease in scale scores among the *Partially Meets* group, indicating a shift toward the Meets or Does Not Meet categories. The Reading and Math data show that students are scoring solidly across most grade levels with no statistically significant decreases in scale score. The 2021 results remain solid compared to the state and metro area districts, and in some cases, Minnetonka students bucked the trend of decreasing proficiency levels compared to the state, especially among high school students.

### 2019-2021 MCA Average Scale Scores by Achievement Level and Grade Level

		2019 D	2021 D	2019 P	2021 P	2019 M	2021 M	2019 E	2021 E
READING	3	327.0	324.8	344.7	<b>345.0</b>	362.4	361.3	382.6	<b>382.9</b>
	4	430.9	430.2	445.3	444.9	457.9	457.4	472.6	472.5
	5	531.4	530.9	545.7	545.6	559.2	558.9	574.0	573.2
	6	630.3	627.1	644.6	<b>644.9</b>	658.9	658.5	676.8	676.1
	7	728.9	728.7	745.7	745.5	758.8	757.9	776.4	775.3
	8	828.1	827.4	845.1	<b>845.3</b>	859.0	858.4	877.0	874.4
	HS	1029.9	<b>1030.8</b>	1045.1	<b>1045.3</b>	1056.6	<b>1057.1</b>	1071.7	<b>1072.1</b>
MATH		2019 D	2021 D	2019 P	2021 P	2019 M	2021 M	2019 E	2021 E
	3	328.1	<b>331.0</b>	344.9	<b>345.6</b>	358.2	357.9	375.6	374.0
	4	429.6	<b>430.2</b>	444.9	444.8	458.9	457.7	478.0	477.4
	5	533.2	531.9	545.4	545.0	556.2	555.9	569.0	569.0
	6	631.8	631.2	645.2	645.0	656.0	655.8	669.6	668.9
	7	733.2	733.2	745.3	745.0	754.8	754.5	767.5	766.2
	8	828.0	<b>830.7</b>	844.7	<b>845.0</b>	855.6	855.0	870.7	867.8
HS	1126.9	<b>1130.4</b>	1145.2	1144.3	1156.7	1156.0	1173.2	<b>1173.7</b>	
SCIENCE		2019 D	2021 D	2019 P	2021 P	2019 M	2021 M	2019 E	2021 E
	5	532.1	529.9	544.9	<b>545.2</b>	558.1	<b>558.6</b>	577.2	576.2
	8	831.5	<b>832.3</b>	845.3	845.2	856.3	855.1	868.8	867.2
HS	1029.1	<b>1030.8</b>	1045.6	<b>1046.1</b>	1056.3	<b>1056.5</b>	1069.8	1069.8	

### MCA Reading Results – Spring 2021

#### Data Summary: Spring 2019 and 2021 MCA III Reading Results for Minnetonka and Minnesota

Spring of 2021 was the eighth year the MCA III Reading was administered. According to the table below, both Minnetonka and Minnesota proficiency percentages decreased. However, among elementary students, the state showed a larger drop in proficiency percentage compared to Minnetonka students. In addition, Grade 10 students statewide saw a drop of **3.5 percent**, while Minnetonka Tenth Graders experienced an increase of **0.3 percent**, improving their proficiency percentage to **80.4 percent**. However, Minnetonka middle school students experienced a greater drop in proficiency percentage than the state. It will be important for middle school staff to study the results of the Reading Test in conjunction with NWEA results to understand how to best serve students during the 21-22 school year.

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

## Data Analysis: Spring 2019 and 2021 MCA III Reading Results for Minnetonka and Minnesota

It is difficult to understand all the variables that contributed to the drops in proficiency percentages, however, Minnetonka students participated at a higher rate on the MCAs than most of the comparable metro area school districts. This could have impacted the overall mean scale scores and rates of proficiency. Teachers have studied the state standards and test specifications aligned to the MCA III Reading. Because of the proactive work by teachers to learn about the assessment specifications, students were able to have success on this assessment. Additional work will be continued by staff to study the common core components to the assessment. Students are tested in the two areas of Literature and Informational Text.

### Spring 2019 and 2021 MCA III Reading Results for Minnetonka and Minnesota

2021 Total % of Minnesota Students Meeting or Exceeding Standards	2019 % of MINNETONKA Students Meeting or Exceeding Standards	2021 % of MINNETONKA Students Meeting or Exceeding Standards	Minnetonka Students Tested		
				Total Number Tested	Mean Scale Score
48.2 (-7.0)	71.5	66.6 (-4.9)	Grade 3 Reading	715	356 (-3)
49.2 (-7.1)	76.9	70.7 (-6.2)	Grade 4 Reading	752	456 (-3)
59.3 (-7.3)	84.3	80.8 (-3.5)	Grade 5 Reading	778	560 (-1)
54.9 (-8.7)	86.5	77.1 (-9.4)	Grade 6 Reading	730	661 (-4)
48.1 (-10.2)	87.4	72.0 (-15.4)	Grade 7 Reading	706	757 (-8)
49.4 (-9.2)	87.0	73.1 (-13.9)	Grade 8 Reading	736	858 (-7)
58.1 (-3.5)	80.1	80.4 (+0.3)	Grade 10 Reading	726	1060 (+1)

### Data Summary: Spring 2019 and 2021 MCA III Reading Results for Minnetonka by Grade Level

When comparing 2019 to 2021, there was an increase in students reaching the Meets category in four of the seven grade levels measured compared to five of seven from two years ago. The percent in the *Does Not Meet Standards* category increased in Grades 3-8. Like in 2019, the largest increase was seen among Third Graders, as they experienced a **1.5 percent** increase in the *Does Not Meet Standards* category.

## Data Analysis: Spring 2019 and 2021 MCA III Reading Results for Minnetonka by Grade Level

One area that may have impacted Minnetonka proficiency rate performance compared to the state, is that Minnetonka Grade 6-8 students had **7-8 percent** greater participation compared to the state. The significantly greater percentage of students could have impacted results either negatively or positively. Although there is no way to definitively conclude the impact, it is logical to assume the significant discrepancy in student participation had an impact on student overall proficiency, especially given the historical success of Minnetonka middle schoolers on the MCA Reading Test. In addition to higher participation rates, Minnetonka middle school students had several transitions with the hybrid learning model that interrupted learning several times throughout the school year. Although these are variables that could have impacted student learning, it is important for middle school staff to study the data to understand how to help students improve throughout the current school year and beyond.

There is some encouraging news in the data in the tables below. The percentage of students *Meeting Standards* improved in four of seven grade levels, however, there was only one area of increase in the *Exceeding Standards* category, and that was among Grade 10 students. This category increased by **1.0 percent** compared to two years ago. Without cohort data for the MCA Test, it will be important for teachers to focus on formative assessment throughout the year to provide experiences for students to revisit unfinished learning that may have occurred from the past school year.

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

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

**Spring 2019 MCA III Reading Results for Minnetonka by Grade Level**  
**(Bold indicates an increase from the previous year and *italics* indicates a decrease)**

Grade	Does Not Meet Standards		Partially Meeting Standards		Meeting Standards		Exceeding Standards	
	N	%	N	%	N	%	N	%
3	142	<b>16.8</b>	99	<i>11.7</i>	403	<b>47.7</b>	201	23.8
4	68	<b>8.5</b>	117	<i>14.3</i>	357	<i>44.6</i>	258	<b>32.3</b>
5	40	<b>5.0</b>	57	<i>10.8</i>	412	<b>51.1</b>	268	33.2
6	47	<b>5.5</b>	68	<b>8.0</b>	337	<b>39.5</b>	401	<i>47.0</i>
7	35	<i>4.2</i>	69	<b>8.4</b>	344	<b>41.7</b>	376	<i>45.6</i>
8	44	<i>5.3</i>	64	<i>7.7</i>	324	<i>39.0</i>	399	<b>48.0</b>
10	59	<i>7.5</i>	97	<i>12.4</i>	321	<b>40.9</b>	307	39.2

**Data Summary: Spring 2019 and 2021 MCA III Math Results for Minnetonka and Minnesota**

According to the tables below, Math performance saw a drop in proficiency percentage across the state and within Minnetonka. For Grades 3-5, Minnetonka proficiency dropped at a lower rate than the state. In fact, Minnetonka Fourth Graders saw a decrease of **6.6 percent** compared to **11.3 percent** of Fourth Graders statewide. In addition, Eleventh Graders saw an increase in student proficiency of 5.9 percent, improving from **63.1 percent** in 2019 to **69.0 percent** in 2021. Eleventh Graders statewide dropped by **5.6 percent** to **41.2 percent** proficient.

Like Reading Test results, Minnetonka middle school students saw dropped in proficiency percentage at a greater rate than the state, although still outpacing the state proficiency by a significant margin. The most notable decreases among Minnetonka students were seen in Seventh and Eight Grades with a **22-25 percent** decrease compared to the state decrease of approximately **16-17 percent**.

**Data Analysis: Spring 2019 and 2021 MCA III Math Results for Minnetonka and Minnesota**

One area that may have impacted Minnetonka proficiency rate performance compared to the state, is that Minnetonka Grade 6-8 students had **8-10 percent** greater participation compared to the state. The significantly greater percentage of students could have impacted results either negatively or positively. Although there is no way to definitively conclude the impact, once can assume the significant discrepancy in student participation had an impact on student overall proficiency, especially given the historical success of

Minnetonka middle schoolers on the MCA Math Test.

Overall, Math performance is strong in Minnetonka when comparing the difference in statewide performance from two years ago. It will be important for the middle schools to understand the significant drop in scale scores occurring at all three grade levels, most notably among Seventh and Eighth Graders.

During the 2018-19 school year, the elementary Math assessments were implemented across all grade levels K-5. The new assessments are closely aligned with the new standards and aligned to the content the teachers use to teach. During the Summer of 2019, the new assessments were revised after receiving feedback from teachers throughout the school year. Additional supplemental resources were identified to help teachers ensure students could achieve even more success during the 2019-20 school year.

**Spring 2019 and 2021 MCA III Math Results for Minnetonka and Minnesota**

2021 Total % of Minnesota Students Meeting or Exceeding Standards on MCA III	2019 % of MINNETONKA Students Meeting or Exceeding Standards on MCA III	2021% of MINNETONKA Students Meeting or Exceeding Standards on MCA III	Minnetonka Students Tested		
				Total Number Tested	Mean Scale Score
57.0 (-9.5)	86.0	78.7 (-7.3)	Grade 3 Math	712	361 (-3)
53.6 (-11.3)	84.1	77.5 (-6.6)	Grade 4 Math	756	463 (-3)
40.9 (-12.0)	71.7	63.8 (-7.9)	Grade 5 Math	777	554 (-2)
36.8 (-15.2)	78.1	60.4 (-17.7)	Grade 6 Math	724	654 (-5)
37.2 (-16.0)	84.3	58.6 (-25.7)	Grade 7 Math	708	752 (-7)
39.4 (-16.9)	89.3	66.8 (-22.5)	Grade 8 Math	735	854 (-9)
41.2 (-5.6)	63.1	69.0 (+5.9)	Grade 11 Math	664	1157 (-3)

**Data Summary: Spring 2019 and Spring 2021 MCA Math Results for Minnetonka by Grade Level**

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

seven grade levels despite scale scores dropping by 2-3 points at the elementary and high school levels.

**Data Analysis: Spring 2019 and Spring 2021 MCA Math Results for Minnetonka by Grade Level**

It is difficult to study cohort data for the 2021 results, because the last time students took the MCAs was in 2019. This means that the only potential cohort at the elementary level is among Fifth Graders. In addition, with two years in between tests, cohort results reflect students who may not have been in the District in 2019, and the 2019 results reflect testing environments during typical circumstances prior to COVID.

Like Reading Test results, the Math results reflect an increased percentage of students in the *Does Not Meet Standards* and *Partially Meeting Standards* categories. In typical years, it is expected that there are more increases in the *Meeting Standards* and *Exceeding Standards* categories. These results will be discussed more closely during the Fall data retreats and throughout the first semester between Director of Assessment Matt Rega and elementary and secondary staff.

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

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

**Spring 2019 MCA Math Results for Minnetonka by Grade Level**  
**(Bold indicates an increase from the previous year and *italics* indicates a decrease)**

Grade	Does Not Meet Standards		Partially Meeting Standards		Meeting Standards		Exceeding Standards	
	N	%	N	%	N	%	N	%
3	36	4.3	82	9.7	300	<b>35.6</b>	425	<b>50.4</b>
4	46	<b>5.7</b>	81	<b>10.2</b>	243	30.5	428	<b>53.6</b>
5	60	7.4	168	<b>20.8</b>	329	40.8	250	<b>31.0</b>
6	52	6.1	135	<b>15.8</b>	278	32.6	387	45.4
7	29	<b>3.5</b>	100	<b>12.1</b>	272	<b>33.0</b>	423	51.3
8	24	2.9	65	7.9	248	30.0	491	<b>59.3</b>
11	133	<b>18.5</b>	132	<b>18.5</b>	239	33.6	208	29.2

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

Students began taking the MCA III Science in 2012. Trend data suggest that the 2021 results are somewhat of an anomaly. Grade 5 students saw **79.9 percent** of students achieve proficiency in 2018 and **76.7 percent** reach proficiency in 2019. However, in 2021, Fifth Graders experienced a **6.4 percent** drop, decreasing to **70.3 percent** proficient. Middle school students went from **69.9 percent** proficient in 2018, to **73.2 percent** proficient in 2019, to **56.4 percent** proficient in 2021. Typically, Minnetonka Middle school students are ranked at the top of the metro school districts in Science, and this year, Minnetonka is ranked second. This also highlights the drop in overall Science performance across the state. Lastly, like Math and Reading results, Minnetonka High School students improved their proficiency rate, increasing by **0.7 percent**, with the state dropped by **7.5 percent**.

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

Most Minnetonka student performance continues to be strong on the Science MCA ranking first in the metro area among elementary students and second among middle and high school students. Since the implementation of the MCA III, staff has worked to align instruction with assessment. Teachers have worked to analyze the MCA III Science test specifications and have gained a clear understanding of what students are expected to know and be able to do. At the elementary level, student inquiry and critical thinking is enhanced through the use of STEM (Science, Technology, Engineering, and

Mathematics) activities and FOSS kits that allow for hands on learning using multiple modalities. At the middle school and high school, STEM activities, coupled with the extensive use of iPads, are infused into the classroom learning experiences, and a focus to ensure proper placement of students into courses that will most challenge them has impacted student learning as well.

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

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

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

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

With the phase-in of the new Minnesota Science Standards, work will begin to improve assessments and student learning experiences to ensure students are ready to

experience the next generation standards. Although there will be a four-year implementation timeline for the new standards state-wide, work will begin in Minnetonka to ensure students receive updated curriculum and assessments.

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

### Spring 2018-2021 MCA III Science Results for Minnetonka and Minnesota

Grade	2019 % of Minnesota Students Meeting or Exceeding Standards	2021 % of Minnesota Students Meeting or Exceeding Standards	2018 % of MINNETONKA Students Meeting or Exceeding Standards	2019 % of MINNETONKA Students Meeting or Exceeding Standards	2021 % of MINNETONKA Students Meeting or Exceeding Standards
5	55.5	47.7 (-7.8)	79.9	76.7 (-3.2)	70.3 (-6.4)
8	43.4	33.2 (-10.2)	69.9	73.2 (+3.3)	56.4 (-16.8)
HS	55.4	47.9 (-7.5)	80.3	77.2 (-3.1)	77.9 (+0.7)

### Data Summary: Spring 2019 and Spring 2021 MCA Science Proficiency by Grade Level

After 2018, when there was an overall increase in the percentage of students *Meeting the Standards* at each grade level with a significant increase of **7.3 percent** among Fifth Graders, a **7.4 percent** increase among Eighth Graders, and a **4.2 percent** increase among high school students, there was only an increase in this category in 2019, which was seen among high school students. However, there was an increase of **3.7 percent** of students reaching the *Does Not Meet* category among high schools students, indicating a shift from *Partially Meets* to either *Meets* or *Exceeds*. Fifth Graders saw a shift from the *Meets* and *Exceeds* categories to the *Partially Meets* and *Does Not Meet* categories, which explains the drop in overall proficiency among this grade level. The increases in the non- proficient categories was not drastic with there being a **1.4 percent** increase in the *Does Not Meet* category and a **2.7 percent** increase in the *Partially Meets* category. However, there was a **4.1 percent** overall shift to each of these categories from a year ago.

2021 results show a percentage increase among middle and high school students in the *Meeting Standards* category with a decrease among all levels in the *Exceeding Standards* category. Like Reading and Math, there were increases in the *Does Not Meet Standards* and *Partially Meeting Standards* categories. Eight Graders saw a significant increase in these two categories, moving from **8.2 percent** to **14.2 percent** in the *Does Not Meet* category and increasing from **18.6 percent** to **29.3 percent** in the *Partially Meets* category.

## Data Analysis: Spring 2019 and Spring 2021 MCA Science Proficiency by Grade Level

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

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

The trend indicates consistent high performance among all students. The shift toward project-based learning during the past five years has enabled elementary students to make connections to Reading, Writing, and Math that they might not have made in the past and that is having a positive impact at the middle school level. In addition, students can connect prior learning with the use of Science portfolios. The changes in the Science program have enabled us to show significant improvements to the Science program, not only as measured by the MCAs, but by the increases in students participating in Accelerated Science at the middle school and the strong results on the OECD Test For Schools based on PISA administered to a random sampling of 15 year olds in past years at the high school.

### Spring 2021 MCA III Science Proficiency by Grade Level

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

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

### Spring 2019 MCA III Science Proficiency by Grade Level

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

Grade	Does Not Meet Standards		Partially Meeting Standards		Meeting Standards		Exceeding Standards	
	N	%	N	%	N	%	N	%
5	66	<b>8.2</b>	121	<b>15.0</b>	445	55.3	172	21.4
8	68	8.2	154	18.6	403	48.6	204	<b>24.6</b>
HS	80	<b>10.9</b>	87	11.9	309	<b>42.1</b>	258	35.1

### Metro Area Comparisons

Minnetonka students continue to perform very well when compared to other Minnesota school districts. Overall, Minnetonka ranks third in Reading and Math, and second in Science. Although proficiency percentages dropped among Minnetonka students, all school districts experienced decreases related to circumstances the past year and a half. Again, due to the variability of participation rates on the MCAs across the metro and state, the comparisons to metro districts should be studied cautiously and Minnetonka student performance should be studied over time. Last year, at the time of MCA test administration, Minnetonka had **638** students enrolled in e-learning at the elementary level, **469** students enrolled at the middle school level, and **835** students enrolled at the high school level. It was required for school districts to make efforts for e-learners to come to school to test. Minnetonka had over **400** elementary e-learners take the MCAs, with just under **200** middle school e-learners testing, and approximately **150** high school e-learners come to school to take the MCAs. That resulted in **87 percent** of eligible Minnetonka students participating in the MCAs last year (**86.9 percent** Math; **87.1 percent** Reading). As stated previously, there was much variability in MCA student participation across the state and metro area, thus impacting results.

Overall, statewide, **75.8 percent** of students took the MCA Math Test, and **78.1 percent** took the MCA Reading Test. When comparing metro area schools, Edina had **68 percent** participation in Math and **74.5 percent** participation in Reading. Hopkins had 55.5 percent participation in Math and 58.1 percent participation in Reading. Wayzata, was similar to Minnetonka participation with **84.6 percent** testing in Math and **84.9 percent** testing in Reading. Lastly, Eden Prairie had **78.6 percent** participation in Math and **81.6 percent** participation in Reading. Because of the wide range of participation rates statewide and across the metro, it is important to understand that proficiency rates were impacted and should be viewed cautiously. Despite the wide range of participation, Minnetonka students performed solidly across most grade levels.

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

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

**Spring 2019 MCA III Reading, Math, and Science Comparisons  
to Comparable Metro Districts**

District	% Proficient on Reading	% Proficient on Math	% Proficient on Science
Minnetonka	81.9	79.8	75.4
Wayzata	81.4	79.8	73.5
Edina	77.9	76.9	73.7
Orono	79.1	76.1	75.9
Westonka	77.1	78.4	63.7
Eastern Carver County	67.6	61.2	59.3
Eden Prairie	74.5	69.4	61.6
Waconia	71.0	71.2	60.7
Hopkins	60.5	55.4	47.3

**Reading**

**Data Summary: Spring 2021 MCA Reading Comparisons to Comparable Metro Districts Elementary Grades 3-5**

2013 was the first year of implementation for the MCA III Reading test aligned to the Common Core State Standards. Minnetonka Third and Fifth Grade students ranked fifth in the area in 2019, and in 2018 they ranged from second and Fifth in the area. Fourth Graders ranked third in the area in 2019, up from fourth in Reading the previous year. In 2021 Third Graders ranked 5, Fourth Graders ranked fourth, and Fifth Graders ranked second. These rankings are like previous years. In 2019, **84.3 percent** of Fifth Grade students reached proficiency, which was the same as 2018. In 2021, this number decreased to **80.8 percent**, slightly behind Wayzata at **81.5 percent**. Third Grade saw **76.7 percent** reach proficiency in 2017 and **74.9 percent** reach proficiency in 2018 and **71.5 percent** reach proficiency in 2019, with **66.6 percent** reaching proficiency in 2021.

Third Graders trailed the top ranked Third Graders by **6.9 percent**, which was the greatest gap in performance compared to the highest ranked school district among the three elementary grades. Fourth Graders, ranked fourth in 2021, increased modestly the past few years moving from **74.9 percent** in 2017 to **75.4 percent** proficient in 2018 to **76.9 percent** in 2019, with 2021 resulting in **70.7 percent** proficiency. There was not much difference between the top ranking and the fourth ranking among Fourth Grade metro area schools. Proficiency is expected to increase from Third to Fifth Grades.

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

Minnetonka students have performed at high levels on the MCA Reading Test, however 2021 data show that there is room for improvement. It will be important for current Fourth Grade teachers to focus on the individual needs of each of their incoming students related to Informational Text and Literature. Also, last year was the fifth year of implementation for the Making Meaning curriculum, and Minnetonka remained very competitive among metro area districts.

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

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

Since the 2012-13 school year, school staff at the elementary level participated in district staff development on the MCA test specifications for Reading. Teachers focused their teaching in the areas outlined throughout the specifications document. This entailed creating spiraling activities to ensure assessed concepts were revisited often throughout the school year in order to provide the best opportunities for retention of key skills tested. The proactive work that the teachers did to provide focused instructional experiences positively impacted student performance. The Common Core State Standards are known

to provide a level of rigor around critical thinking and problem-solving skills, and those skills are a primary focus for teachers, which resulted in alignment of instruction and assessment. As teachers continue to refine their focus toward the test specifications and state standards, student performance will improve.

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

### Spring 2021 MCA III Reading Comparisons to Comparable Metro Districts Grade 3

District Name	Grade	Subject	Proficiency
ORONO PUBLIC SCHOOL DISTRICT	3	Reading	73.5
WESTONKA PUBLIC SCHOOL DISTRICT	3	Reading	73.2
EDINA PUBLIC SCHOOL DISTRICT	3	Reading	70.1
WAYZATA PUBLIC SCHOOL DISTRICT	3	Reading	70.1
<b>MINNETONKA PUBLIC SCHOOL DISTRICT</b>	<b>3</b>	<b>Reading</b>	<b>66.6</b>
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	3	Reading	65.3
WACONIA PUBLIC SCHOOL DISTRICT	3	Reading	61.1
EASTERN CARVER COUNTY PUBLIC SCHOOL	3	Reading	58.0
HOPKINS PUBLIC SCHOOL DISTRICT	3	Reading	50.0

### Spring 2021 MCA III Reading Comparisons to Comparable Metro Districts Grade 4

District Name	Grade	Subject	Proficiency
EDINA PUBLIC SCHOOL DISTRICT	4	Reading	74.7
WAYZATA PUBLIC SCHOOL DISTRICT	4	Reading	72.1
ORONO PUBLIC SCHOOL DISTRICT	4	Reading	71.8
<b>MINNETONKA PUBLIC SCHOOL DISTRICT</b>	<b>4</b>	<b>Reading</b>	<b>70.7</b>
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	4	Reading	65.3
WACONIA PUBLIC SCHOOL DISTRICT	4	Reading	64.0
EASTERN CARVER COUNTY PUBLIC SCHOOL	4	Reading	62.0
WESTONKA PUBLIC SCHOOL DISTRICT	4	Reading	57.5
HOPKINS PUBLIC SCHOOL DISTRICT	4	Reading	48.7

### Spring 2021 MCA III Reading Comparisons to Comparable Metro Districts Grade 5

District Name	Grade	Subject	Proficiency
WAYZATA PUBLIC SCHOOL DISTRICT	5	Reading	81.5
<b>MINNETONKA PUBLIC SCHOOL DISTRICT</b>	5	Reading	80.8
WESTONKA PUBLIC SCHOOL DISTRICT	5	Reading	80.6
EDINA PUBLIC SCHOOL DISTRICT	5	Reading	79.6
ORONO PUBLIC SCHOOL DISTRICT	5	Reading	78.6
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	5	Reading	76.2
WACONIA PUBLIC SCHOOL DISTRICT	5	Reading	75.5
EASTERN CARVER COUNTY	5	Reading	70.7
HOPKINS PUBLIC SCHOOL DISTRICT	5	Reading	59.1

### Data Summary: Spring 2021 MCA Reading Comparisons to Comparable Metro Districts Middle School Grades 6-8

The last three test administrations, Grades 6-8 performed at the top of the group for metro area schools, thus making the Spring of 2021 atypical. Minnetonka Sixth Graders ranked second in Reading with **77.1 percent** proficiency, trailing the top ranked District by **4.7 percent**. Seventh Graders were **72.0 percent** proficient, ranking fourth, yet also trailing the top ranked District by **4.7 percent**. Eighth Graders were ranked third reaching **73.1 percent** proficiency, trailing the second ranked District by **1.4 percent** and the top ranked District by **6.3 percent**. In typical years, Minnetonka proficiency at the middle school level ranges from **85-87 percent** in Reading.

### Data Analysis: Spring 2021 MCA Reading Comparisons to Comparable Metro Districts Middle School Grades 6-8

As students increase in levels, the MCA is designed to make it more difficult to reach proficiency. It is not uncommon for proficiency levels to decrease from elementary to middle school unless there is a strong instructional program in place. Minnetonka students out-performed the state by **22-24 percent** for Grades 6-8 compared to **25-29 percent** from 2019. The consistently high levels of Reading performance for Minnetonka students is a result of the increased academic rigor occurring at all grade levels in addition to a focused effort to provide alignment between the two middle schools' language arts departments. In addition, the work by each middle school to use multiple data points to drive instruction is apparent. In past years, Minnetonka middle school teachers utilized data from the ACT EXPLORE Test to provide useful and specific information about the strengths and areas of growth for their students. With the elimination of the ACT EXPLORE Test, teachers began to focus on their locally created common assessments along with NWEA data to help drive instructional decisions. In recent years, the middle school language arts chairs have worked with the Director of Assessment to continue providing the language arts teachers with District-led data retreats in an attempt to better align practices. Also, the work over the past several years at the elementary level to

provide English Language Teaching (ELT) instruction for the Immersion students and provide a language arts program focused on improving critical reading skills has ensured students are more prepared to transition from elementary to middle school.

**Spring 2021 MCA III Reading Comparisons to Comparable Metro Districts Grade 6**

District Name	Grade	Subject	Proficiency
WAYZATA PUBLIC SCHOOL DISTRICT	6	Reading	81.8
<b>MINNETONKA PUBLIC SCHOOL DISTRICT</b>	6	Reading	77.1
EDINA PUBLIC SCHOOL DISTRICT	6	Reading	76.6
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	6	Reading	76.2
ORONO PUBLIC SCHOOL DISTRICT	6	Reading	70.2
WESTONKA PUBLIC SCHOOL DISTRICT	6	Reading	67.9
EASTERN CARVER COUNTY	6	Reading	66.1
WACONIA PUBLIC SCHOOL DISTRICT	6	Reading	65.9
HOPKINS PUBLIC SCHOOL DISTRICT	6	Reading	64.1

**Spring 2021 MCA III Reading Comparisons to Comparable Metro Districts Grade 7**

District Name	Grade	Subject	Proficiency
WAYZATA PUBLIC SCHOOL DISTRICT	7	Reading	76.7
EDINA PUBLIC SCHOOL DISTRICT	7	Reading	75.7
ORONO PUBLIC SCHOOL DISTRICT	7	Reading	73.3
<b>MINNETONKA PUBLIC SCHOOL DISTRICT</b>	7	Reading	72.0
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	7	Reading	70.8
WESTONKA PUBLIC SCHOOL DISTRICT	7	Reading	69.1
HOPKINS PUBLIC SCHOOL DISTRICT	7	Reading	61.2
EASTERN CARVER COUNTY	7	Reading	61.1
WACONIA PUBLIC SCHOOL DISTRICT	7	Reading	59.2

### Spring 2021 MCA III Reading Comparisons to Comparable Metro Districts Grade 8

District Name	Grade	Subject	Proficiency
WAYZATA PUBLIC SCHOOL DISTRICT	8	Reading	79.4
EDINA PUBLIC SCHOOL DISTRICT	8	Reading	74.5
<b>MINNETONKA PUBLIC SCHOOL DISTRICT</b>	<b>8</b>	<b>Reading</b>	<b>73.1</b>
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	8	Reading	67.6
ORONO PUBLIC SCHOOL DISTRICT	8	Reading	65.5
HOPKINS PUBLIC SCHOOL DISTRICT	8	Reading	64.2
WACONIA PUBLIC SCHOOL DISTRICT	8	Reading	59.8
WESTONKA PUBLIC SCHOOL DISTRICT	8	Reading	56.8
EASTERN CARVER COUNTY	8	Reading	50.9

### Data Summary: Spring 2021 MCA Reading Comparisons to Comparable Metro Districts High School Grade 10

Grade 10 performed near the top of the list of comparable metro area school districts, ranking second with 80.4 percent proficiency. In 2019, Minnetonka ranked third with 80.1 percent proficiency. There was a significant gap in performance between the top four performing districts and the rest of the districts included on the list. Grade 10 students saw a slight increase in proficiency compared to 2019 with a **0.3 percent** increase, which also improved their metro ranking.

### Data Analysis: Spring 2021 MCA Reading Comparisons to Comparable Metro Districts High School Grade 10

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

### Spring 2021 MCA III Reading Comparisons to Comparable Metro Districts Grade 10

District Name	Grade	Subject	Proficiency
WAYZATA PUBLIC SCHOOL DISTRICT	10	Reading	84.0
<b>MINNETONKA PUBLIC SCHOOL DISTRICT</b>	10	Reading	80.4
ORONO PUBLIC SCHOOL DISTRICT	10	Reading	78.5
EDINA PUBLIC SCHOOL DISTRICT	10	Reading	76.0
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	10	Reading	70.3
WESTONKA PUBLIC SCHOOL DISTRICT	10	Reading	63.6
HOPKINS PUBLIC SCHOOL DISTRICT	10	Reading	63.0
EASTERN CARVER COUNTY	10	Reading	61.4
WACONIA PUBLIC SCHOOL DISTRICT	10	Reading	59.6

### Math

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

Student performance shifted last year compared to metro area districts. Third Graders decreased by two with a ranking of fifth in the area, with Fourth Graders remaining at fourth, and Fifth Graders improving their ranking from fifth to third. The proficiency percentages decreased for Third Graders, dropping from **86.0 to 78.7 percent**. There is a **3.8 percent** difference in proficiency between the fifth and first ranked District among Third Graders. Fourth Grade saw **84.1 percent** reach proficiency in 2019 compared to their counterparts who were **77.5 percent** proficient in 2021, with a 4.9 percent difference in proficiency compared to the top performing District. Fifth Graders ranked third with a **63.8 percent** proficiency rate, however the top-rated District reach **72.6 percent** proficiency, a difference of **8.8 percent**. In 2019, Minnetonka Fifth Graders were 71.7 percent proficient. Again, as stated earlier, the Fifth Grade drop in performance was also observed state-wide in which the state proficiency rate dropped by **12.0 percent** compared to a **7.9 percent** drop among Minnetonka students. The state dropped at a significantly greater rate among students in Grades 3-5 when compared to Minnetonka students.

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

Across the state, all grade levels, saw a significant decline in proficiency from 2019. The Minnesota Department of Education confirmed that there were no major changes to the MCAs prior to last year, and it is concluded that circumstances related to COVID had the greatest impact on the drop in performance. Although this helps to provide perspective to the declining performance from 2019, there is still work to be done, even though overall performances continue to be relatively strong. It would be beneficial for staff to focus on comparing NWEA and MCA data among their current grade levels as well as analyzing the data for students moving into their grade levels. Staff can use these data to focus on

areas of growth and utilize the MCA Math Table of Specifications to help identify specific grade level skills for students in which to focus. As the students continue to be exposed to the new and improved strategies, Math performance is projected to improve as students move through the Math program.

**Spring 2021 MCA III Math Comparisons to Comparable Metro Districts Grade 3**

District Name	Grade	Subject	Proficiency
WAYZATA PUBLIC SCHOOL DISTRICT	3	Math	82.5
EDINA PUBLIC SCHOOL DISTRICT	3	Math	80.4
WESTONKA PUBLIC SCHOOL DISTRICT	3	Math	80.1
ORONO PUBLIC SCHOOL DISTRICT	3	Math	80.0
<b>MINNETONKA PUBLIC SCHOOL DISTRICT</b>	3	Math	78.7
WACONIA PUBLIC SCHOOL DISTRICT	3	Math	74.3
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	3	Math	72.3
EASTERN CARVER COUNTY	3	Math	72.2
HOPKINS PUBLIC SCHOOL DISTRICT	3	Math	55.5

**Spring 2021 MCA III Math Comparisons to Comparable Metro Districts Grade 4**

District Name	Grade	Subject	Proficiency
WAYZATA PUBLIC SCHOOL DISTRICT	4	Math	82.4
ORONO PUBLIC SCHOOL DISTRICT	4	Math	81.8
EDINA PUBLIC SCHOOL DISTRICT	4	Math	79.2
<b>MINNETONKA PUBLIC SCHOOL DISTRICT</b>	4	Math	77.5
WACONIA PUBLIC SCHOOL DISTRICT	4	Math	68.9
EASTERN CARVER COUNTY	4	Math	66.4
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	4	Math	66.2
WESTONKA PUBLIC SCHOOL DISTRICT	4	Math	66.0
HOPKINS PUBLIC SCHOOL DISTRICT	4	Math	54.8

### Spring 2021 MCA III Math Comparisons to Comparable Metro Districts Grade 5

District Name	Grade	Subject	Proficiency
WAYZATA PUBLIC SCHOOL DISTRICT	5	Math	72.6
WACONIA PUBLIC SCHOOL DISTRICT	5	Math	64.5
<b>MINNETONKA PUBLIC SCHOOL DISTRICT</b>	5	Math	63.8
EDINA PUBLIC SCHOOL DISTRICT	5	Math	63.7
ORONO PUBLIC SCHOOL DISTRICT	5	Math	58.3
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	5	Math	56.9
WESTONKA PUBLIC SCHOOL DISTRICT	5	Math	55.3
EASTERN CARVER COUNTY	5	Math	51.1
HOPKINS PUBLIC SCHOOL DISTRICT	5	Math	42.1

### Data Summary: Spring 2021 MCA Math Comparisons to Comparable Metro Districts Middle School Grades 6-8

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

### Data Analysis: Spring 2021 MCA Math Comparisons to Comparable Metro Districts Middle School Grades 6-8

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

**Spring 2021 MCA III Math Comparisons to Comparable Metro Districts Grade 6**

District Name	Grade	Subject	Proficiency
WAYZATA PUBLIC SCHOOL DISTRICT	6	Math	65.1
WESTONKA PUBLIC SCHOOL DISTRICT	6	Math	62.3
EDINA PUBLIC SCHOOL DISTRICT	6	Math	61.0
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	6	Math	60.7
<b>MINNETONKA PUBLIC SCHOOL DISTRICT</b>	6	Math	60.4
ORONO PUBLIC SCHOOL DISTRICT	6	Math	56.9
WACONIA PUBLIC SCHOOL DISTRICT	6	Math	52.3
HOPKINS PUBLIC SCHOOL DISTRICT	6	Math	38.6
EASTERN CARVER COUNTY	6	Math	37.6

**Spring 2021 MCA III Math Comparisons to Comparable Metro Districts Grade 7**

District Name	Grade	Subject	Proficiency
WAYZATA PUBLIC SCHOOL DISTRICT	7	Math	71.3
WESTONKA PUBLIC SCHOOL DISTRICT	7	Math	68.4
EDINA PUBLIC SCHOOL DISTRICT	7	Math	66.6
ORONO PUBLIC SCHOOL DISTRICT	7	Math	64.1
<b>MINNETONKA PUBLIC SCHOOL DISTRICT</b>	7	Math	58.6
WACONIA PUBLIC SCHOOL DISTRICT	7	Math	58.5
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	7	Math	52.7
HOPKINS PUBLIC SCHOOL DISTRICT	7	Math	43.5
EASTERN CARVER COUNTY	7	Math	46.2

**Spring 2021 MCA III Math Comparisons to Comparable Metro Districts Grade 8**

District Name	Grade	Subject	Proficiency
WAYZATA PUBLIC SCHOOL DISTRICT	8	Math	76.8
<b>MINNETONKA PUBLIC SCHOOL DISTRICT</b>	8	Math	66.8
EDINA PUBLIC SCHOOL DISTRICT	8	Math	62.1
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	8	Math	57.0
WESTONKA PUBLIC SCHOOL DISTRICT	8	Math	55.7
ORONO PUBLIC SCHOOL DISTRICT	8	Math	53.6
WACONIA PUBLIC SCHOOL DISTRICT	8	Math	50.7
HOPKINS PUBLIC SCHOOL DISTRICT	8	Math	50.0
EASTERN CARVER COUNTY	8	Math	41.1

## Data Summary: Spring 2021 MCA Math Comparisons to Comparable Metro Districts High School Grade 10

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

## Data Analysis: Spring 2021 MCA Math Comparisons to Comparable Metro Districts High School Grade 10

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

### Spring 2021 MCA III Math Comparisons to Comparable Metro Districts Grade 11

District Name	Grade	Subject	Proficiency
WAYZATA PUBLIC SCHOOL DISTRICT	11	Math	77.2
<b>MINNETONKA PUBLIC SCHOOL DISTRICT</b>	11	Math	69.0
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	11	Math	60.8
WACONIA PUBLIC SCHOOL DISTRICT	11	Math	59.7
EDINA PUBLIC SCHOOL DISTRICT	11	Math	57.1
ORONO PUBLIC SCHOOL DISTRICT	11	Math	57.1
WESTONKA PUBLIC SCHOOL DISTRICT	11	Math	54.3
HOPKINS PUBLIC SCHOOL DISTRICT	11	Math	51.9
EASTERN CARVER COUNTY	11	Math	48.7

## Science

### **Data Summary: Spring 2021 MCA Science Comparisons to Comparable Metro Districts Grades 5, 8, and High School**

Minnetonka Fifth Graders ranked first the past three years compared to metro area districts. In 2019, at **76.7 percent**, Fifth Grade dropped to third falling slightly behind the second ranked district by **0.2 percent**. Eighth Graders saw a solid increase in proficiency, improving from **69.9 percent** proficient to **73.2 percent** proficient improving to a number one ranking in the metro area. The high school reached **80.3 percent** proficiency in 2018 and **77.2 percent** in 2019. In 2021, the high school improved to 77.9 percent, while the state average decreased by **7.5 percent**. Like Reading and Math proficiency results, elementary students experienced decreases, but not at the level of the state. The middle school science results showed a decrease of 16.8 percent, which was more than the 10.2 percent decrease statewide among Eighth Graders. Regarding metro areas results, Minnetonka ranked second among middle school and high school students and first among elementary students.

### **Data Analysis: Spring 2021 MCA Science Comparisons to Comparable Metro Districts Grades 5, 8, and High School**

There has been a strong focus in STEM education as well as hands on learning opportunities at all levels throughout the district. Although Science results are not calculated in the Adequate Yearly Progress (AYP) formula, school leaders have made a calculated effort to improve the science education for Minnetonka students. With the use of iPads in the science classrooms, students are learning to become critical thinkers while enjoying science instruction through real world connections teachers help facilitate in the classroom. It will be important for the middle school staff to study their results as they have begun the analysis of Science scores to start the school year. Minnetonka staff should start the process of studying each of the students' academic profiles who were not proficient on the MCA to try to understand any patterns in which they can gain insight and possibly impact delivery of the curriculum. It is also important to note that standardized assessments should be viewed over time, and drastic changes to the curriculum or instructional practices are not recommended. It is suggested to study this particular cohort of students' historical Science performance to truly understand the meaning of the 2021 MCA results.

### Spring 2021 MCA III Science Comparisons to Comparable Metro Districts Grade 5

District Name	Grade	Subject	Proficiency
<b>MINNETONKA PUBLIC SCHOOL DISTRICT</b>	5	Science	70.3
WESTONKA PUBLIC SCHOOL DISTRICT	5	Science	69.8
WAYZATA PUBLIC SCHOOL DISTRICT	5	Science	67.1
EDINA PUBLIC SCHOOL DISTRICT	5	Science	64.0
WACONIA PUBLIC SCHOOL DISTRICT	5	Science	63.3
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	5	Science	62.8
EASTERN CARVER COUNTY PUBLIC SCHOOL	5	Science	60.3
ORONO PUBLIC SCHOOL DISTRICT	5	Science	60.2
HOPKINS PUBLIC SCHOOL DISTRICT	5	Science	46.8

### Spring 2021 MCA III Science Comparisons to Comparable Metro Districts Grade 8

District Name	Grade	Subject	Proficiency
WAYZATA PUBLIC SCHOOL DISTRICT	8	Science	69.0
<b>MINNETONKA PUBLIC SCHOOL DISTRICT</b>	8	Science	56.4
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	8	Science	51.2
ORONO PUBLIC SCHOOL DISTRICT	8	Science	48.5
HOPKINS PUBLIC SCHOOL DISTRICT	8	Science	46.8
EDINA PUBLIC SCHOOL DISTRICT	8	Science	45.2
WESTONKA PUBLIC SCHOOL DISTRICT	8	Science	38.8
WACONIA PUBLIC SCHOOL DISTRICT	8	Science	34.4
EASTERN CARVER COUNTY PUBLIC SCHOOL	8	Science	32.5

### Spring 2021 MCA III Science Comparisons to Comparable Metro Districts High School

District Name	Grade	Subject	Proficiency
EDINA PUBLIC SCHOOL DISTRICT	HS	Science	82.0
<b>MINNETONKA PUBLIC SCHOOL DISTRICT</b>	HS	Science	77.9
ORONO PUBLIC SCHOOL DISTRICT	HS	Science	69.1
WAYZATA PUBLIC SCHOOL DISTRICT	HS	Science	68.5
EASTERN CARVER COUNTY PUBLIC SCHOOL	HS	Science	60.1
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	HS	Science	57.9
WESTONKA PUBLIC SCHOOL DISTRICT	HS	Science	57.3
WACONIA PUBLIC SCHOOL DISTRICT	HS	Science	51.4
HOPKINS PUBLIC SCHOOL DISTRICT	HS	Science	44.4

### Data Summary: Spring 2017-2021 MCA III Math Proficiency by Level (All Students)

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

### Data Analysis: Spring 2017-2021 MCA III Math Proficiency by Level (All Students)

As stated previously, middle school students experienced an atypical performance in comparison to local metro school districts, and the high school increased significantly compared to 2019. It is important to note that the drop in proficiency at the elementary level was not nearly at the rate of elementary students statewide, however, it will be important to study the results more closely with the aid of the MCA Table of Specifications is recommended at each of the sites. It is suggested that this type of analysis continue each year so teachers can differentiate according to students' personal needs as early as possible in the school year.

#### Spring 2017-2021 MCA III Math Proficiency by Level (All Students)

Group	2017 % Proficient	2018 % Proficient	2019 % Proficient	2021 % Proficient
Elementary	82.8	81.2	80.7	73.1
Middle	82.1	84.6	83.8	62.0
High School	69.1	70.0	63.1	69.0

## **Data Summary: Spring 2017-2021 MCA Math Proficiency by School)**

Overall, combined grade level results indicate a decline in Math performance each of the elementary schools. However, there are a few important data points to note. On average, elementary students statewide experienced a **10.9 percent** decrease in math proficiency. Clear Springs, Deephaven, Excelsior, and Scenic Heights saw less of a drop than the state, with Scenic Heights experienced a **3.4 percent** drop and Clear Springs only experiencing a **3.5 percent** drop. Groveland and Minnewashta students each saw a decrease in proficiency greater than that of the state with Groveland proficiency dropping by **12.8 percent** and Minnewashta proficiency dropping by **13.6 percent**. The drops by both schools are atypical, as the past three testing instances show that students eclipsed the **80 percent** proficiency mark each year since 2017.

Similarly, students and MME and MMW saw a great drop than the state. The average proficiency decrease statewide for middle school level students was **16.0 percent**. MME proficiency dropped **17.1 percent**, and MMW proficiency declined by **26.2 percent**. These decreases buck the trend for the past three testing instances where both middle schools saw students reaching at least 81 percent proficiency each year since 2017.

High school students rebounded from 2019 by increasing their proficiency rate from **63.1 percent** to **69.0 percent**. They reached similar levels of proficiency compared to previous years, well surpassing the state proficiency level of **41.2 percent**.

## **Data Analysis: Spring 2017-2021 MCA Math Proficiency by School**

The High School continues to have students take higher level Math courses through the AP and IB programs. More students who have never taken an honors level course in the past are taking honors level courses such as AP Statistics. Regarding elementary student proficiency, if results were disparate across all sites, there could be a concern regarding the Math program. However, this is not the case, and a deeper review of individual school performances is warranted. Staff should consider measuring MCA Math performance against NWEA Math performance. The new Math assessments implemented at the elementary level three years ago and revised during the Summer of 2019 and 2021 should yield improved performance over time as they are closely aligned with the state standards and District Essential Learnings. In addition, consistent implementation of the Everyday Math materials along with the supplemental Singapore Math materials should pay dividends for years to come. In the meantime, it is recommended that all elementary staff focus on analyzing their individual student performance and spend time during the Fall data retreats analyzing the most recent NWEA Math results. Again, it is suggested that they re-examine the MCA Math test specifications to ensure they are helping the students master the most important concepts in which they are tested. With regards to the middle school performance, the Math 6 team completed a stronger scope/sequence, to incorporate all common assessments, and to truly make sure all curriculum is aligned to the state standards. In addition, middle school Math teachers have implemented a focused assessment system to monitor progress of students on a regular basis to ensure students are obtaining knowledge of the Essential Learnings.

### Spring 2017-2021 MCA III Math Proficiency by School

School	2017 Math % Proficient MCA III	2018 Math % Proficient MCA III	2019 Math % Proficient MCA III	2021 Math % Proficient MCA III
Clear Springs	82.7	76.9	74.2	70.7
Deephaven	82.4	76.2	81.7	74.0
Excelsior	82.1	78.1	77.1	72.7
Groveland	84.4	83.3	81.3	68.5
Minnewashta	80.3	84.8	82.2	68.6
Scenic Heights	85.8	85.4	86.7	83.3
MME	81.2	83.5	81.5	64.4
MMW	83.0	85.9	85.7	59.5
MHS	69.1	70.0	63.1	69.0

#### Data Summary: Spring 2017-2021 MCA Reading Proficiency by Level and School (All Students)

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

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

#### Data Analysis: Spring 2017-2021 MCA Reading Proficiency by Level and School (All Students)

Minnetonka students have performed well on the MCA III Reading in past years as displayed in the table below. The academic program is designed in a way for students to receive differentiated instruction through guided reading lessons at the elementary level. The lessons learned in elementary school allow students to make a smooth transition into their reading and language arts classes at the middle school. By the time students reach high school, they are typically performing well above their peers across the state and outperforming most students across metro area districts. Various instructional strategies to help students improve their critical thinking skills in Reading and strategies to help students build stamina to read independently, not only has aided with increasing test results, but it has also helped to create a passion for reading in students. Students are expected to read every night at a young age, and schools implement Reading initiatives

that recognize students for their hard work in this area. It is evident that schools are helping to create life-long readers and critical thinkers at all grade levels.

The two middle school sites have performed similarly in the past except for 2016. It is suggested that MMW staff view the results along with MME to compare how students performed on the subtests that make up the MCA Reading. Department chairs will be working with all Language Arts teachers to discuss longitudinal data as well as receive professional development in the area of on-going data analysis in order to use data in a formative manner.

**Spring 2017-2021 MCA Reading Proficiency by Level (All Students)**

Group	2017 % Proficient MCA III	2018 % Proficient MCA III	2019 % Proficient MCA III	2021 % Proficient MCA III
Elementary	79.6	78.2	82.0	72.9
Middle	82.7	86.9	87.0	74.1
High School	79.0	78.5	80.1	<b>80.4</b>

**Spring 2017-2021 MCA Reading Proficiency by School**

School	2017 MCA III Reading % Proficient	2018 MCA III Reading % Proficient	2019 MCA III Reading % Proficient	2021 MCA III Reading % Proficient
Clear Springs	80.4	78.8	74.6	70.5
Deephaven	78.5	76.8	78.5	69.6
Excelsior	73.5	72.0	73.1	69.0
Groveland	81.7	79.4	76.0	74.2
Minnewashta	84.9	82.0	80.3	70.8
Scenic Heights	78.6	80.3	82.3	81.1
MME	83.5	85.9	85.9	73.2
MMW	80.3	88.2	88.2	75.0
MHS	79.0	78.5	80.1	<b>80.4</b>

**Data Summary: Spring 2017-2021 MCA III Science Proficiency by School**

Student performance on the MCA III Science saw three of the nine schools show an increase compared to 2019. To add context to Minnetonka’s performance, statewide, Fifth Graders dropped by **7.8 percent**, Eighth Graders decreased by **10.2 percent**, and high school students experienced a **7.5 percent** drop. Statewide, students performed below **48 percent** proficiency, and all Minnetonka elementary sites eclipsed the **60 percent** mark, while MME performed at **60.7 percent** proficiency, and MMW was **52.1 percent** proficient. Minnetonka High School student performance improved by **0.7 percent**, reaching **77.9 percent** proficiency. Typically, both middle schools are top ranked in the metro area, and in 2021 they were ranked second, despite the significant drop in performance from 2019. Four of the six elementary sites surpassed the **70**

**percent** proficiency mark with Scenic Heights proficiency reaching **78.4 percent** and Deephaven proficiency levels reaching **76.0 percent**, both improvements from 2019. Among the elementary sites, Clear Springs and Groveland experienced the greatest decreases in proficiency. Clear Springs dropped by **16 percent** and Groveland saw a decrease of **11.1 percent**. Again, Fifth Grade students across the state averaged a **7.8 percent** drop. Despite the decreases across many of the sites in Minnetonka, the average proficiency rate for each school was higher than the average state proficiency rates at their prospective grade levels.

### Data Analysis: Spring 2017-2021 MCA III Science Proficiency by School

When viewing Science performance on the MCA III over the past four years, some schools experienced consistent performances while some saw significant drops. All staff will need to analyze the student performances and delve deeply into the profile of the student who was not proficient on this test to identify patterns of atypical student performance.

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

**Spring 2017-2021 MCA Science Proficiency by School**

School	2017 MCA III Science % Proficient	2018 MCA III Science % Proficient	2019 MCA III Science % Proficient	2021 MCA III Science % Proficient
Clear Springs-GR 5	84.5	77.5	76.4	60.4
Deephaven-GR 5	79.2	77.5	74.1	76.0
Excelsior-GR 5	79.2	70.1	77.1	64.4
Groveland-GR 5	82.2	91.1	81.7	70.6
Minnewashta-GR 5	85.6	84.7	75.5	72.7
Scenic Heights-GR 5	86.1	78.6	75.7	78.4
MME-GR 8	71.1	73.6	72.4	60.7
MMW-GR 8	66.5	66.0	74.2	52.1
MHS-BIO students	73.0	80.3	77.2	77.9

### Data Summary: Spring 2017-2021 MCA Math Proficiency by Gender

There has been a consistent performance for Males and Females over the past three testing instances in Math, with a slight gap in performance in 2021 on the MCA Math Test. Over time, Males and Females have performed similarly on this test with Males showing a decrease of **11.0 percent** from 2019 and Females showing a decrease of **13.2 percent**.

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

In terms of Math proficiency, Males are slightly more proficient than Females, but the difference is not statistically significant, especially under the unpredictable nature of results from 2021. Females consistently perform better than Males in Reading, which continues to match national trends.

#### Spring 2017-2021 MCA Math Proficiency by Gender

	2017 Math MCA III	2018 Math MCA III	2019 Math MCA III	2021 Math MCA III
Females	79.8	80.5	78.8	65.6
Males	81.4	81.9	80.9	69.9

### Data Summary: Spring 2017-2021 MCA III Reading Proficiency by Gender

The MCA III Reading was implemented in 2013. Female performance continues to show that they out-perform Males in Reading, and this year the gap between the two groups is **7.3 percentage points**, compared to **6.2 percentage points** in 2019, and **5.3 percentage points** in 2018. There is a statistically significant difference in Reading performance between the two subgroups.

### Data Analysis: Spring 2017-2021 MCA III Reading Proficiency by Gender

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

#### Spring 2017-2021 MCA Reading Proficiency by Gender

	2017-Reading MCA III	2018-Reading MCA III	2019-Reading MCA III	2021-Reading MCA III
Females	84.6	84.7	85.1	78.1
Males	77.8	79.4	78.9	70.8

### Data Summary: Spring 2016-2019 MCA Science Proficiency by Gender

The Science MCA III was implemented in 2012. For the second time since 2017, Females out-performed Males on the MCA Science Test. In 2018, Male performance rebounded to its second highest levels in four years, with Female performance holding steady at **75.9 percent** from the previous two years. In 2018, Males matched their proficiency levels

from 2017 while the proficiency percentage for Females dropped by **1.7 percent**. It is difficult to know how circumstances impacted Female and Male performance, but on the 2021 MCA Science Test, Female proficiency levels dropped by **6.1 percent** compared to the **9.4 percent** drop among Males.

**Data Analysis: Spring 2017-2021 MCA Science Proficiency by Gender**

Overall, the performance trend for girls is strong and there is no longer a statistically significant difference between Male and Female proficiency. In addition, for Females, they have maintained strong proficiency levels from 2017-2019. There still needs to be a focus on increasing the number of girls in Accelerated Science, as this is typically a subject in which boys gravitate. It will be important to monitor Science performance of Females both in the classroom and monitor the negative trend that Males have experienced.

**Spring 2017-2021 MCA Science Proficiency by Gender**  
 (**Bold** indicates an increase from the previous year and *italics* indicates a decrease)

	2017-Science	2018-Science	2019-Science	2021-Science
Females	75.9	75.9	74.2	<b>68.1</b>
Males	74.4	77.2	77.2	<b>67.8</b>

**Ethnicity**

Compared to other districts, Minnetonka does not have significant numbers of ethnically diverse students. For example, in the American Indian student group there are only 17 students in the grades tested with MCA III Reading. When examining ethnicity, the percentage of students reaching proficiency is highest for Asian and Caucasian students and lowest for American Indian (N=9), African American (N=121), and Hispanic students (N=249). The African American performance was slightly ahead of the American Indian performance in 2021, however, with the lower numbers of students, it clearly creates a large fluctuation in results among the student groups. In particular, the Minnetonka data mirror the national pattern of African-American and Hispanic students lagging behind other student groups, however Minnetonka’s African American and Hispanic population is out-performing students statewide in Math, Reading, and Science by a wide margin. Across the state, all student groups, except for Caucasian students, showed a significant decrease in proficiency percentage compared to 2019, with Caucasian students declining slightly by **8.3 percent**.

### Data Summary: 2017-2021 Minnetonka and Minnesota MCA III Reading Proficiency by Ethnicity

Minnetonka students continue to out-perform the state among all student groups in Reading. The greatest disparity in performance can be seen among the African American (**35.5 percent**) and Asian (**83.9 percent**) populations. In addition, the African American student performance surpassed the state performance by **5.4 percent**. All three of these ethnic student groups increased the achievement gap in Reading compared to the state. The data in the table below are provided to show historical performance from 2017-2021, in which all student groups were showing a pattern of strong Reading performance on the MCA Test with a noticeable increase among all ethnic student group populations. With very low numbers of students, any student group is susceptible to large fluctuations in student performance results. All student groups showed a decrease in Reading proficiency since 2019.

### Data Analysis: Spring 2017-2021 Minnetonka and Minnesota MCA III Reading Proficiency by Ethnicity

Although Minnetonka does not have a large population in some student groups compared to other districts across the state, there are significant numbers of students in each of these groups. Minnetonka Asian, Hispanic, African American and American Indian students out-performed their counterparts across the state on the MCA III Reading. In addition, Hispanic students showed solid performances over the past four years. Hispanic students are out-performing their counterparts across the state by **35.1 percent**. Last year this gap was **40.4 percent**. It will be important to continue to monitor the performances of the various student groups to ensure that all students continue to perform at high levels.

#### Spring 2021 Minnetonka and Minnesota MCA III Reading Proficiency by Ethnicity

	American Indian	Asian	African-American	Hispanic	Caucasian
Minnetonka 2021	33.3	83.9	35.5	65.9	75.5
Minnesota 2021	26.7	49.6	30.1	30.8	59.4

#### Spring 2017-2021 MCA Reading Proficiency by Ethnicity

	American Indian	Asian	African-American	Hispanic	Caucasian
2021	33.3	83.9	35.5	65.9	75.5
2019	57.1	86.2	55.3	79.1	83.0
2018	50.0	84.7	51.7	72.1	83.5
2017	83.3	85.8	56.2	70.6	82.7

### Spring 2017-2021 MCA Reading Student Count by Ethnicity

	American Indian	Asian	African-American	Hispanic	Caucasian
2021	9	316	121	249	4,181
2019	14	348	150	282	4,688
2018	16	300	147	229	4722
2017	18	317	130	238	4652

### Data Summary: Spring 2017-2021 Minnetonka and Minnesota MCA III Math Proficiency by Ethnicity

According to the tables below, Hispanic and Asian students out-paced the state by a larger gap compared to any other student group. The gap between Minnetonka ethnic student groups and the state ranged from **9.0 percent** among the African American student group to **43.5 percent** among the American Indian student group.

### Data Analysis: Spring 2017-2021 Minnetonka and Minnesota MCA III Math Proficiency by Ethnicity

Overall, results for the ethnic student groups listed in the table show solid performances compared to the state. The American Indian population outpaced their state counterparts by a significant margin of **43.5 percent**. The African American population scored **9.0 percentage points** higher than African American students statewide compared to **18.8 percentage points** higher in 2019 and **18.6 percentage points** from 2018. Hispanic students outperformed their counterparts by **30.0 percent** compared to a **35.2 percent** difference from 2018 to 2019. Despite the smaller population, school staff have access to the pertinent data to make instructional decisions based on the students' individual needs.

### Spring 2021 Minnetonka and Minnesota MCA III Math Proficiency by Ethnicity

	American Indian	Asian	African-American	Hispanic	Caucasian
Minnetonka 2021	60.0	86.4	26.2	55.3	68.2
Minnesota 2021	16.5	43.0	17.2	20.3	52.2

### Spring 2017-2021 MCA III Math Proficiency by Ethnicity

	American Indian	Asian	African-American	Hispanic	Caucasian
2021	<b>60.0</b>	<b>86.4</b>	<b>26.2</b>	<b>55.3</b>	<b>68.2</b>
2019	58.3	88.8	46.5	67.4	81.2
2018	64.7	88.9	47.2	70.2	82.4
2017	72.2	88.6	57.8	64.1	81.9

### Spring 2017-2021 MCA III Math Student Count by Ethnicity

	American Indian	Asian	African-American	Hispanic	Caucasian
2021	10	301	107	244	4,153
2019	12	321	144	270	4660
2018	17	305	142	238	4683
2017	18	316	128	237	4663

### Data Summary: Spring 2017-2021 Minnetonka and Minnesota MCA III Science Proficiency by Ethnicity

Like Reading and Math, students in all student groups significantly out-performed students across the state on the MCA III Science Test. Asian students showed a strong performance with **78.5 percent** meeting proficiency. There was also a strong performance among Hispanic students with **59.8 percent** reaching proficiency. Each of the student groups showed a strong performance. Although the proficiency levels are relatively solid among the student groups, there is still work to be done, along with an analysis of student results at the site level among school leadership.

### Data Analysis: Spring 2017-2021 Minnetonka and Minnesota MCA III Science Proficiency by Ethnicity

Similar to Reading and Math, the fluctuation in results for most of the ethnic student groups is due to the low number of students taking the test. With the performance by the African American population, they too significantly out-performed the state by **13.4 percent**, down from **16.3 percent** in 2019. Although staff do not target students for individualized or small group instruction based on ethnicity, it is important to note that efforts made by teachers to address the needs of struggling learners is apparent with the strong performances observed among students.

### Spring 2021 Minnetonka and Minnesota MCA III Science Proficiency by Ethnicity

	American Indian	Asian	African-American	Hispanic	Caucasian
Minnetonka 2021	60.0	78.5	30.0	59.8	69.1
Minnesota 2021	17.1	40.1	16.6	20.1	49.7

**Spring 2017-2021 MCA III Science Proficiency by Ethnicity**  
**(Bold indicates an increase from the previous year and italics indicates a decrease; MCA III Science began in 2012)**

	American Indian	Asian	African-American	Hispanic	Caucasian
2021	<b>60.0</b>	<i>78.5</i>	<i>30.0</i>	<i>59.8</i>	<i>69.1</i>
2019	33.3	80.5	38.1	62.4	77.3
2018	80.0	83.3	42.9	64.8	78.2
2017	75.0	85.5	48.1	67.4	76.0

**Spring 2017-2021 MCA III Science Student Count by Ethnicity**  
**(Bold indicates an increase from the previous year and italics indicates a decrease; MCA III Science began in 2012)**

	American Indian	Asian	African-American	Hispanic	Caucasian
2021	<b>5</b>	<b>130</b>	<b>50</b>	<b>97</b>	<b>1,743</b>
2019	6	128	63	114	1975
2018	5	126	63	105	1906
2017	12	117	52	92	1900

### Special Education

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

### Data Summary: Spring 2017-2021 MCA Math SpED Proficiency by Grade Level

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

## Data Analysis: Spring 2017-2021 MCA Math SpED Proficiency by Grade Level

Despite the drops in proficiency in 2021, overall data show that Special Education students have performed solidly over the past four years, however, it is important to note that in 2019 Grades 3-6 experienced their lowest proficiency percentages within this timeframe. Specifically, Grade 3 has experienced a three year drop in proficiency percentage, reaching as high as **73.5 percent** in 2016 and dropping to **69.6 percent** in 2019 and **58.0 percent** in 2021. This is still higher than the state average of **57.0 percent** for all Third Graders. Grade 4 out-paced the overall state average for Fourth Graders by **6.9 percent**, with Fifth Graders (**31.0 percent**) being out-performed by the overall state average of **40.9 percent**. It is clear that Minnetonka Special Education students are significantly out-performing their counterparts from across the state, and in some cases they are out-performing the on-grade level student performance, however, the trend results for Minnetonka will be important to monitor, so students can receive specific intervention for the areas of greatest need in Math.

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

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

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

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

Through the ELL curriculum review process, staff are analyzing service delivery and time students have access to the core curriculum. These processes are the focus in Special Education and also the intentional focus in ELL, as ELL is also analyzing data, service delivery and supports with their curriculum review this year. Staff will review ELL service delivery and time on task with explicit direct core instruction for all language learners.

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

**Spring 2017-2021 MCA III Math Special Education Proficiency by Grade Level**

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

GR	2017 % Proficient MCA III	2018 % Proficient MCA III	2019 % Proficient MCA III	2021 % Proficient MCA III
3	71.4	71.1	69.6	<i>58.0</i>
4	71.8	69.7	62.1	<i>60.5</i>
5	47.7	48.8	43.7	<i>31.0</i>
6	47.7	55.7	47.2	<i>37.4</i>
7	38.8	42.3	54.4	<i>18.9</i>
8	44.1	44.9	57.5	<i>33.3</i>
11	20.6	15.2	9.1	<b>15.8</b>

**Spring 2017-2021 MCA III Math Special Education Student Count by Grade Level**  
 (Bold indicates an increase from the previous year and *italics* indicates a decrease)

Grade	2017	2018	2019	2021
3	103	128	102	88
4	124	109	116	124
5	87	121	103	87
6	82	88	108	91
7	80	78	79	74
8	66	78	73	84
11	61	46	44	38

**Data Summary: Spring 2017-2021 MCA Reading Special Education Proficiency by Grade Level**

Reading results also showed decreases in performances. The overall state average for all Third Graders was **48.2 percent**, and Minnetonka Special Education students saw **37.8 percent** reach proficiency. Fourth Grade Special Education students fell slightly below the overall state average for all students by **0.4 percent**. Sixth Graders also performed slightly below the overall state average for all students by only **2.8 percent**. These are great signs for the Minnetonka Special Education program. There is additional analysis needed to study the drop-off among Fifth, Seventh, and Eighth Graders. However, with the low population of Special Education students, it is difficult to refer to the percentage increases and decrease as significant. Despite the lower numbers, it is important to note the positive trend in Special Education with Grades 4-6 performing at or near the **50 percent** proficiency level.

**Data Analysis: Spring 2017-2021 MCA Reading Special Education Proficiency by Grade Level**

When dealing with a small population, any significant fluctuation in the number of students testing can impact results. MME students reached **36.1 percent** proficiency compared to **52.4 percent** proficiency in 2019, while MMW Special Education students reached **44.4 percent** proficiency compared to **56.9 percent** proficiency in 2019.

By grade level, Grade 6 students at MME were **54.0 percent** proficient, and MMW students were **50.0 percent** proficient. For Grade 7, MME students were **16.7 percent** proficient and MMW students were **38.6 percent** proficient. Grade 8 students at MME were **28.2 percent** proficient, which was an increase of **20.1 percentage points** from 2018. MMW Eighth Grade students were **44.4 percent**, a drop from **52.3 percent** proficient a year ago.

**Spring 2017-2021 MCA Reading Special Education Proficiency  
by Grade Level**

Grade	MCA III 2017 % Proficient	MCA III 2018 % Proficient	MCA III 2019 % Proficient	MCA III 2021 % Proficient
3	51.9	57.0	48.0	37.8
4	58.8	56.9	54.7	48.8
5	56.7	63.9	62.1	46.6
6	50.0	61.8	58.3	52.1
7	40.1	51.9	55.0	29.7
8	49.3	53.8	50.7	36.9
10	36.2	28.9	43.4	40.0

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

Grade	MCA III 2017	MCA III 2018	MCA III 2019	MCA III 2021
3	104	128	102	90
4	124	109	117	123
5	90	119	103	88
6	84	89	108	94
7	80	81	80	74
8	69	78	73	84
10	58	45	53	50

**Data Summary: Spring 2017-2021 MCA Science Special Education Proficiency by Grade Level**

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

**Data Analysis: Spring 2017-2021 MCA Science Special Education Proficiency by Grade Level**

There were somewhat mixed performances in Science proficiency overall. At the middle schools and High School, there has been a fluctuation in student count each year resulting in a wide range of proficiency levels, and most high school students take the MCA Science as Eleventh Graders. Minnesota High School Special Education students performed at **37.1 percent** proficiency while statewide, all students reached **47.9 percent** proficiency for Grade Eleven and **16.3 percent** of students in Special Education reached proficiency statewide. All middle school students statewide were **43.4 percent** proficient, while Minnetonka Special Education middle school students were **30.4 percent** proficient, and **11.5 percent** of students in Special Education reached proficiency statewide. These middle school results are solid as they compare to the general education population.

**Spring 2017-2021 MCA Science Proficiency  
by Special Education**

Grade	MCA III 2017% Proficient	MCA III 2018% Proficient	MCA III 2019% Proficient	MCA III 2021% Proficient
5	60.0	62.6	63.7	46.0
8	38.4	32.5	40.0	30.4
11	29.2	41.2	37.0	<b>37.1</b>
12	0.0	0.0	0.0	0.0

**Spring 2017-2021 MCA Science Student Count  
by Special Education**

Grade	MCA III 2017	MCA III 2018	MCA III 2019	MCA III 2021
5	90	123	102	87
8	65	77	75	79
11	48	34	27	35
12	1	1	3	1

**Limited English Proficiency**

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

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

### Data Summary: Spring 2017-2021 MCA Math, Reading, and Science Proficiency by Limited English

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

### Data Analysis: Spring 2017-2021 MCA Math, Reading, and Science Proficiency by Limited English

Compared to the state, Minnetonka students are performing well above the state performance in Math (**25.4 percent**) compared to LEP students statewide (**8.1 percent**) and below the **44.0 percent** proficient rate of all students statewide. In Reading, statewide only **7.9 percent** of LEP students reached proficiency, compared to **21.6 percent** of Minnetonka LEP students. Statewide, non-LEP students reached **52.3 percent** proficiency. In Science, only **2.9 percent** of LEP students reached proficiency statewide, compared to **6.7 percent** of Minnetonka LEP students. Overall, **42.7 percent** of students were proficient on the MCA III Science statewide. Clearly, LEP students are challenged the most by content areas that rely on their ability to read and comprehend English, however, Minnetonka students significantly out-performed their peers statewide. In addition, the number of students needing LEP services decreased significantly by high school. This is an important statistic to gauge the effectiveness of the LEP program in Minnetonka. Students are reaching levels high enough to warrant exiting them out of the LEP program. Minnetonka's year-to-year rises and dips in LEP percent proficiency on the MCA tend to mirror trends in Statewide data and trends in "like-districts" data.

#### Spring 2017-2021 MCA Math, Reading, and Science Proficiency by Limited English (MCA III Math 2012, MCA III Reading 2013, MCA III Science 2012)

	2017 % Proficient	2018 % Proficient	2019 % Proficient	2021 % Proficient
Math	35.8	32.2	29.9	25.4
Reading	19.7	16.7	20.8	<b>21.6</b>
Science	18.5	14.3	4.2	<b>6.7</b>

#### Spring 2017-2021 MCA Math, Reading, and Science Student Count by Limited English

	2017	2018	2019	2021
Math	81	59	77	67
Reading	71	66	77	74
Science	27	21	24	15

## Immersion

### Data Summary: Spring 2018-2021 MCA III Reading and MCA III Math Grade 3 Proficiency by English and Immersion

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

### Data Analysis: Spring 2018-2021 MCA III Reading and MCA III Math Grade 3 Proficiency by English and Immersion

At Scenic Heights, **81.3 percent** of Chinese Immersion Third Grade students were proficient (**2019: 66.7 percent**) in Reading. At Excelsior, **72.7 percent** reached proficiency in Reading (**2019: 71.7 percent**). In Math, **93.8 percent** of Scenic Heights Chinese Immersion Third Grade students were proficient, with **90.9 percent** reaching proficiency in 2019. At Excelsior, **86.1 percent** of the Third Grade Chinese Immersion students were proficient (**2019: 88.7 percent**). Both Scenic Heights' and Excelsior Third Graders showed a strong performance in Math and Reading, with both sites showing strong results in Math. For Reading and Math, it will be important for Chinese Immersion teachers at Excelsior to review the data to fully understand the student performance and be able to focus on specific skills for the current school year. This can be accomplished by reviewing NWEA data for the same group of students as well. In addition, it is important to note that Third Grade is the first year that Immersion students receive English language instruction. As the Chinese Immersion population increases, the impact of individual outlier student results will decline. Literacy has been an emphasis for Immersion over the past two years and will continue to be in the upcoming school year.

For Spanish, **68.0 percent** of Clear Springs' students were proficient (**2019: 72.2 percent**), **60.3 percent** of Deephaven students were proficient (**2019: 80.0 percent**), **60.0 percent** of Groveland students were proficient (**2019: 71.4 percent**), and **60.3 percent** of Minnewashta students were proficient (**2019: 76.7 percent**) on the MCA III Reading Test. This was a lower performance for Spanish Immersion students, yet the District average for proficiency was **66.6 percent** for all Third Grade. Math results yielded higher proficiency rates for Spanish Immersion students. **74.0 percent** of Clear Springs students were proficient (**2019: 88.9 percent**), **87.3 percent** of Deephaven students were proficient (**2019: 92.3 percent**), **65.0 percent** of Groveland students were proficient (**2019: 89.6 percent**), and **82.2 percent** of Minnewashta students were proficient (**2019: 84.7 percent**) on the MCA III Math Test. Overall, District Third Graders saw **78.7 percent** of students reach proficiency.

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

**Spring 2018-2021 MCA III Reading and MCA III Math  
Grade 3 Proficiency by English and Immersion**

Main Language of Instruction	% 2018 Reading Proficient	% 2019 Reading Proficient	% 2021 Reading Proficient	% 2018 Math Proficient	% 2019 Math Proficient	% 2021 Math Proficient
English	74.4	69.6	66.1	79.0	83.0	76.1
Chinese	66.0	68.9	77.4	88.7	89.9	90.5
Spanish	78.6	75.1	64.0	89.1	88.7	78.3

**Spring 2018-2021 MCA III Reading and MCA III Math  
Grade 3 Proficiency by Immersion and School**

School	% 2018 Reading Proficient	% 2019 Reading Proficient	% 2021 Reading Proficient	% 2018 Math Proficient	% 2019 Math Proficient	% 2021 Math Proficient
Scenic Heights	80.4	66.7	81.3	98.0	90.9	93.8
Excelsior	50.0	71.7	72.7	78.3	88.7	86.1
<b>Chinese Total</b>	66.0	68.9	77.4	88.7	89.9	90.5
Clear Springs	77.6	72.2	68.0	86.8	88.9	74.0
Deephaven	86.0	80.0	60.3	94.0	92.3	87.3
Groveland	70.8	71.4	60.0	87.7	89.6	65.0
Minnewashta	79.5	76.7	60.3	88.5	84.7	82.2
<b>Spanish Total</b>	78.6	75.1	66.6	89.1	88.7	78.3

**Data Summary: Spring 2019-2021 MCA III Reading and MCA III Math Grade 4 Proficiency by English and Immersion**

Overall, Grade 4 students showed a decrease in Math and Reading proficiency on the MCA III Tests. However, there were some exceptions for the Immersion student groups. Excelsior and Groveland saw increases in Reading, and Clear Springs showed an increase in Math. The fluctuating Immersion results can be explained by the lower number of students tested and the impact of COVID over the past year. As the grade levels increase in this program, the number of students decreases. Over time, there should be less fluctuation in results.

**Data Analysis: Spring 2019-2021 MCA III Reading and MCA III Math Grade 4 Proficiency by English and Immersion**

At Scenic Heights, **75.9 percent** of Chinese Immersion Fourth Grade students were proficient (**2019: 88.0 percent**), and at Excelsior, **67.6 percent** reached proficiency in Reading (**2019: 57.8 percent**). In Math, **91.4 percent** of Scenic Heights Chinese Immersion students met proficiency (**2019: 94.0 percent**), and at Excelsior, **82.9 percent**

of Chinese Immersion students were proficient (**2019: 91.1 percent**). The District average for Math proficiency was **77.5 percent** and for Reading it was **70.7 percent**. For both Reading and Math, Fourth Grade Chinese Immersion students performed solidly on the 2021 MCAs, with Immersion students out-performing the overall District average in Math.

For Spanish, **71.5 percent** of Clear Springs' students were proficient (**2019: 72.2 percent**), **75.5 percent** of Deephaven students were proficient (**2019: 91.5 percent**), **80.0 percent** of Groveland students were proficient (**2019: 78.7 percent**), and **71.4 percent** of Minnewashta students were proficient (**2019: 82.1 percent**) on the MCA III Reading Test. The District average for Fourth Graders was **70.7 percent**, so Fourth Grade Spanish Immersion students out-paced the overall District average for Fourth Grades in Reading. For Math, **82.1 percent** of Clear Springs' students were proficient (**2019: 77.8 percent**), **86.8 percent** of Deephaven students were proficient (**2019: 87.2 percent**), **70.9 percent** of Groveland students were proficient (**2019: 90.2 percent**), and **63.2 percent** of Minnewashta students were proficient (**2019: 80.8 percent**) on the MCA III Math Test. Overall, District Fourth Graders saw **77.5 percent** of students reach proficiency. Two of the four elementary school surpassed the overall District average for Fourth Graders on the MCA Math Test.

**Spring 2018-2021 MCA III Reading and MCA III Math Grade 4 Proficiency by English and Immersion**

Main Language of Instruction	% 2018 Reading Proficient	% 2019 Reading Proficient	% 2021 Reading Proficient	% 2018 Math Proficient	% 2019 Math Proficient	% 2021 Math Proficient
English	73.3	74.2	67.1	85.4	81.2	75.8
Chinese	73.6	73.7	72.8	95.2	92.6	88.2
Spanish	80.2	80.8	75.2	88.1	83.8	76.4

**Spring 2018-2021 MCA III Reading and MCA III Math Grade 4 Proficiency by Immersion and School**

School	% 2018 Reading Proficient	% 2019 Reading Proficient	% 2021 Reading Proficient	% 2018 Math Proficient	% 2019 Math Proficient	% 2021 Math Proficient
Scenic Heights	78.7	88.0	75.9	97.9	94.0	91.4
Excelsior	67.5	57.8	67.6	92.5	91.1	82.9
<b>Chinese Total</b>	73.6	73.7	72.8	94.2	92.6	88.2
Clear Springs	79.1	72.2	71.1	83.7	77.8	82.1
Deephaven	81.7	91.5	75.5	90.0	87.2	86.8
Groveland	82.3	78.7	80.0	90.3	90.2	70.9
Minnewashta	75.3	82.1	71.4	84.9	80.8	63.2
<b>Spanish Total</b>	80.2	80.8	75.2	88.1	83.8	76.4

### **Data Summary: Spring 2019-2021 MCA III Reading and MCA III Math Grade 5 Proficiency by English and Immersion**

Fifth Grade Spanish Immersion students showed improvement at both Clear Springs and Deephaven compared to their same grade counterparts from 2019. Student proficiency modestly decreased in Math for all three programs, while there were slight decreases in Reading for Chinese and Spanish Immersion. Spanish and Chinese Immersion students performed higher than the District average in Reading at five of six sites. The overall District average in Reading, which was **80.8 percent**. Also, for Math, Spanish and Chinese Immersion students performed higher than the District average of **63.8 percent** proficiency.

### **Data Analysis: Spring 2019-2021 MCA III Reading and MCA III Math Grade 5 Proficiency by English and Immersion**

At Scenic Heights, **85.2 percent** of Chinese Immersion Fifth Grade students were proficient (**2019: 90.7 percent**), and at Excelsior, **66.7 percent** reached proficiency in Reading (**2019: 78.9 percent**). In Math, **72.2 percent** of Scenic Heights Chinese Immersion students met proficiency (**2019: 92.9 percent**), and at Excelsior, **75.0 percent** of Chinese Immersion students were proficient (**2019: 71.8 percent**). As stated previously, with the low number of students, few students can have a significant impact on results for the group. There is a less of a discrepancy in performance between Excelsior and Scenic Heights as compared to the two previous MCA testing instances.

For Spanish, **85.1 percent** of Clear Springs students were proficient (**2019: 85.1 percent**), **89.5 percent** of Deephaven students were proficient (**2019: 81.7 percent**), **82.2 percent** of Groveland students were proficient (**2019: 91.8 percent**), and **88.2 percent** of Minnewashta students were proficient (**2019: 89.2 percent**) on the MCA III Reading Test. This was a mostly strong performance for Spanish Immersion students considering that the District average for proficiency was **80.8 percent** for all Fifth Grade. For Math, **66.7 percent** of Clear Springs' students were proficient (**2019: 63.8 percent**), **77.2 percent** of Deephaven students were proficient (**2019: 71.7 percent**), **67.1 percent** of Groveland students were proficient (**2019: 85.2 percent**), and **68.4 percent** of Minnewashta students were proficient (**2019: 78.4 percent**) on the MCA III Math Test. Overall, District Fifth Graders saw **63.8 percent** of students reach proficiency. It will be important to study the individual student achievement data at both the elementary and middle schools to learn if these scores result in addressing individual student needs that require intervention.

**Spring 2018-2021 MCA III Reading and MCA III Math Grade 5 Proficiency by English and Immersion**

Main Language of Instruction	% 2018 Reading Proficient	% 2019 Reading Proficient	% 2021 Reading Proficient	% 2018 Math Proficient	% 2019 Math Proficient	% 2021 Math Proficient
English	80.4	82.4	78.2	69.0	66.9	57.4
Chinese	85.9	85.2	76.5	84.0	82.7	73.5
Spanish	90.0	87.6	76.3	73.8	76.8	69.6

**Spring 2018-2021 MCA III Reading and MCA III Math Grade 5 Proficiency by Immersion and School**

School	% 2018 Reading Proficient	% 2019 Reading Proficient	% 2021 Reading Proficient	% 2018 Math Proficient	% 2019 Math Proficient	% 2021 Math Proficient
Scenic Heights	86.2	90.7	85.2	89.7	92.9	72.2
Excelsior	85.4	78.9	66.7	79.2	71.8	75.0
<b>Chinese Total</b>	85.9	85.2	76.5	84.0	82.7	73.5
Clear Springs	83.9	85.1	85.1	49.2	63.8	66.7
Deephaven	88.1	81.7	89.5	67.8	71.7	77.2
Groveland	92.3	91.8	82.2	90.8	85.2	67.1
Minnewashta	93.8	89.2	88.2	82.8	78.4	68.4
<b>Spanish Total</b>	90.0	87.6	86.3	73.8	76.8	69.6

**Data Summary: Spring 2017-2021 MCA III Science Grade 5 Proficiency by English and Immersion**

Grade 5 English and Immersion students have shown a decline in performance during the past four years of the MCA III Science Test dropping from beyond **81 percent** proficient in 2017 to slightly over **70.0 percent** proficient in 2021. Immersion and English students have experienced a similar phenomenon with all three student groups reaching proficiency levels within **1.3 percent** of each other. Regarding Immersion Science results, it is important to note that it is typical to see fluctuations in proficiency levels, however, when analyzing the data over time, the Immersion population is seeing strong performances in this subject area. Statewide proficiency on the MCA Science was **47.7 percent**, dropping by **7.8 percent**. Minnetonka proficiency was **70.3 percent**, dropping by **6.4 percent**.

**Data Analysis: Spring 2017-2021 MCA III Science Grade 5 Proficiency by English and Immersion**

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

At Scenic Heights, **79.2 percent** of Chinese Immersion Fifth Grade students were proficient (**2019: 88.1 percent**), and at Excelsior, **62.5 percent** reached proficiency in Science (**2019: 64.1 percent**). The District average for Fifth Grade Science was **70.3 percent** reaching proficiency, showing significant disparity in performance between the two schools compared to the District average. This difference in performance between the two schools occurred in the past three testing instances, however Science is a subject that contains Reading content above grade level. For second language learners, especially Chinese language learners, it is expected for students to be challenged especially in the area of comprehension. Further discussion between the two sites is warranted during the 2021-22 school year to understand the major difference in results.

For Spanish, **63.2 percent** of Clear Springs' students were proficient (**2019: 66.0 percent**), **82.5 percent** of Deephaven students were proficient (**2019: 76.7 percent**), **66.7 percent** of Groveland students were proficient (**2019: 75.4 percent**), and **69.7 percent** of Minnewashta students were proficient (**2019: 80.8 percent**) on the MCA III Science Test. Although this appears to be a subpar performance for some schools, it is difficult to know the impact of the Pandemic on student performance. Three of the six elementary schools saw drops that in a typical year would be considered statistically significant, and despite the circumstances, it is important for staff to study the data and test specifications to ensure students are mastering the necessary standards that ensure growth in Science by the end of Fifth Grade.

**Spring 2017-2021 MCA III Science Grade 5 Proficiency by English and Immersion  
(2012 was the first year all Grade 5 Immersion students took the MCA Science)**

Main Language of Instruction	Number of Students Tested	% 2017 Science Proficiency	% 2018 Science Proficiency	% 2019 Science Proficiency	% 2021 Science Proficiency
English	406	81.1	77.8	76.8	70.0
Chinese	101	87.2	77.8	76.5	71.3
Spanish	277	84.9	83.8	76.0	70.4

**Spring 2017-2021 MCA Science Grade 5 Proficiency by Immersion and School**

School	Number of Students Tested	% 2017 Science Proficiency	% 2018 Science Proficiency	% 2019 Science Proficiency	% 2021 Science Proficiency
Scenic Heights	53	91.3	82.8	88.1	79.2
Excelsior	48	82.5	70.7	64.1	62.5
Chinese Total	101	87.2	77.8	76.5	71.3
Clear Springs	68	84.0	75.8	66.0	63.2
Deephaven	57	84.2	86.4	76.7	<b>82.5</b>
Groveland	72	81.8	90.8	75.4	66.7
Minnewashta	76	86.2	81.3	80.8	69.7
Spanish Total	277	84.9	83.8	76.3	70.4

## **Data Summary: Spring 2017-2021 MCA Reading and Math Grade 6-8 Proficiency by English and Immersion**

Middle school performance was atypical compared to previous years for both MME and MMW with significant decreases in student proficiency for both Math and Reading. It is very important for trend data to be reviewed as well as comparisons to the Fall NWEA performances to ensure students are on track for the current school year. Sixth Grade Spanish Immersion students experienced a decrease in Reading, dropping from **93.8 to 86.3 percent (7.5 percent drop)**, and Chinese Immersion students decreased from **92.5 percent to 77.2 percent (15.3 percent drop)**. The statewide drop in proficiency for Reading among Sixth Graders was **8.7 percent**. Math performance saw a deeper decline with Spanish Immersion proficiency dropping by **16.5 percent** and Chinese Immersion proficiency dropping by **19.2 percent**. The statewide drop in Math proficiency among Sixth Graders was **15.2 percent**.

## **Data Analysis: Spring 2017-2021 MCA Reading and Math Grade 6-8 Proficiency by English and Immersion**

At MME, **80.4 percent** of Chinese Immersion Sixth Grade students were proficient (**2019: 92.7 percent**), and at MMW, **72.7 percent** reached proficiency in Reading (**2019: 92.1 percent**). In Math, **76.1 percent** of MME Chinese Immersion students met proficiency (**2019: 92.7 percent**), and at MMW, **66.7 percent** of Chinese Immersion students were proficient (**2019: 89.5 percent**). As stated previously, with the low number of students and the multiple learning models, few students can have a significant impact on results for the group.

For Spanish, **87.7 percent** of MME Grade 6 students were proficient (**2019: 93.9 percent**), and **85.1 percent** of MMW students were proficient (**2019: 93.7 percent**) on the MCA III Reading Test. The District average for proficiency was **77.1 percent** for all Sixth Grade.

Math experienced significantly lower levels of proficiency among Sixth Grade Immersion students, however, the greatest negative impact on the overall Sixth Grade performance was from the English student group (**53.5 percent** proficient). **72.4 percent** of MME Sixth Grade students were proficient (**2019: 85.6 percent**), and **66.1 percent** of MMW students were proficient (**2019: 85.6 percent**) on the MCA III Math Test. Overall, District Sixth Graders saw **60.4 percent** of students reach proficiency.

For Grade 7, At MME, **75.8 percent** of Chinese Immersion Seventh Grade students were proficient (**2019: 95.9 percent**), and at MMW, **67.9 percent** reached proficiency (**2019: 96.9 percent**) in Reading. In Math, **77.1 percent** of MME Chinese Immersion students met proficiency (**2019: 98.0 percent**), and at MMW, **71.4 percent** of Chinese Immersion students were proficient (**2019: 90.6 percent**). The Seventh Grade District average proficiency for Reading was **72.0 percent** and for Math it was **58.6 percent**.

For Spanish, **73.8 percent** of MME Grade 7 students were proficient (**2019: 91.7 percent**), and **84.4 percent** of MMW students were proficient (**2019: 90.7 percent**) on the MCA III

Reading Test. The District average for proficiency was **72.0 percent** for all Seventh Grade.

In Math, **67.9 percent** of MME Seventh Grade students were proficient (**2019: 87.6 percent**), and **62.2 percent** of MMW students were proficient (**2019: 94.9 percent**) on the MCA III Math Test. Overall, District Seventh Graders saw **58.6 percent** of students reach proficiency. Seventh Grade Spanish Immersion students out-performed overall District Seventh Graders.

For Grade 8, At MME, **80.9 percent** of Chinese Immersion Eighth Grade students were proficient (**2019: 91.5 percent**), and at MMW, **73.1 percent** reached proficiency (**2019: 93.3 percent**) in Reading. MME surpassed the overall Reading proficiency rate for the grade level, which was **73.1 percent**. Statewide, the rate was **49.4 percent**. In Math at MME, **89.1 percent** of Chinese Immersion students met proficiency (**2019: 97.9 percent**), and at MMW, **76.9** were proficient (**2019: 100.0 percent**) with a District average of **66.8** percent proficient for Eighth Grade students overall. Statewide, only **39.4 percent** of Eighth Graders were proficient in Math.

For Spanish, **84.0 percent** of MME Grade 8 students were proficient (**2019: 90.0 percent**), and **81.4 percent** of MMW students were proficient (**2019: 89.0 percent**) on the MCA III Reading Test. The District average for proficiency **73.1 percent** for all Eighth Grade and **49.4 percent** statewide. For Math, **78.8 percent** of MME Eighth Grade students were proficient (**2019: 96.4 percent**), and **71.9 percent** of MMW students were proficient (**2019: 93.0 percent**) on the MCA III Math Test. Overall, District Eighth Graders saw **66.8 percent** of students reach proficiency and **39.4 percent** statewide. Minnetonka Immersion students mostly out-paced the overall District averages for their respective grade levels and significantly out-paced the state..

### Spring 2018-2021 MCA Reading and Math Grade 6 Proficiency by English and Immersion

Main Language of Instruction	% 2018 Reading Proficient	% 2019 Reading Proficient	% 2021 Reading Proficient	% 2018 Math Proficient	% 2019 Math Proficient	% 2021 Math Proficient
English	86.8	82.1	72.2	78.8	72.2	53.5
Chinese	96.5	92.5	77.2	94.2	91.4	72.2
Spanish	91.1	93.8	86.3	86.8	85.5	69.0

**Spring 2018-2021 MCA Reading and Math Grade 6 Proficiency by Immersion and School MME**

<b>MME</b>	% 2018 Reading Proficient	% 2019 Reading Proficient	% 2021 Reading Proficient	% 2018 Math Proficient	% 2019 Math Proficient	% 2021 Math Proficient
Chinese	96.0	92.7	80.4	98.0	92.7	76.1
Spanish	91.1	93.9	87.7	85.4	85.6	72.4
Chinese Total	96.5	92.5	77.2	94.2	91.4	72.2
Spanish Total	91.1	93.8	86.2	86.8	85.5	69.0

**Spring 2018-2021 MCA Reading and Math Grade 6 Proficiency by Immersion and School MMW**

<b>MMW</b>	% 2018 Reading Proficient	% 2019 Reading Proficient	% 2021 Reading Proficient	% 2018 Math Proficient	% 2019 Math Proficient	% 2021 Math Proficient
Chinese	97.2	92.1	72.7	88.9	89.5	66.7
Spanish	91.0	93.7	85.1	88.1	85.6	66.1
Chinese Total	96.5	92.5	77.2	94.2	91.4	72.2
Spanish Total	91.1	93.8	86.2	86.8	85.5	69.0

**Spring 2018-2021 MCA Reading and Math Grade 7 Proficiency by English and Immersion**

<b>Main Language of Instruction</b>	% 2018 Reading Proficient	% 2019 Reading Proficient	% 2021 Reading Proficient	% 2018 Math Proficient	% 2019 Math Proficient	% 2021 Math Proficient
English	85.9	84.4	69.0	82.5	79.8	53.5
Chinese	89.3	96.3	72.1	89.4	95.1	74.6
Spanish	92.4	91.3	78.7	92.4	90.9	65.3

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

<b>MME</b>	% 2018 Reading Proficient	% 2019 Reading Proficient	% 2021 Reading Proficient	% 2018 Math Proficient	% 2019 Math Proficient	% 2021 Math Proficient
Chinese	85.7	95.9	75.8	90.0	98.0	77.1
Spanish	92.7	91.7	73.8	90.0	87.6	67.9
Chinese Total	89.3	96.3	72.1	89.4	95.1	74.6
Spanish Total	92.4	91.3	78.7	92.4	90.9	65.3

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

<b>MMW</b>	% 2018 Reading Proficient	% 2019 Reading Proficient	% 2021 Reading Proficient	% 2018 Math Proficient	% 2019 Math Proficient	% 2021 Math Proficient
Chinese	94.3	96.9	67.9	88.6	90.6	71.4
Spanish	92.0	90.7	84.4	95.0	94.9	62.2
Chinese Total	89.3	96.3	72.1	89.4	95.1	74.6
Spanish Total	92.4	91.3	78.7	92.4	90.9	65.3

**Spring 2018-2021 MCA Reading and Math Grade 8 Proficiency by English and Immersion**

Main Language of Instruction	% 2018 Reading Proficient	% 2019 Reading Proficient	% 2021 Reading Proficient	% 2018 Math Proficient	% 2019 Math Proficient	% 2021 Math Proficient
English	81.8	85.3	68.2	82.2	85.8	60.3
Chinese	88.9	92.2	78.1	94.4	98.7	84.7
Spanish	87.6	89.5	82.7	92.6	94.7	75.5

**Spring 2018-2021 MCA Reading and Math Grade 8 Proficiency by Immersion and School MME**

<b>MME</b>	% 2018 Reading Proficient	% 2019 Reading Proficient	% 2021 Reading Proficient	% 2018 Math Proficient	% 2019 Math Proficient	% 2021 Math Proficient
Chinese	92.0	91.5	80.9	100.0	97.9	89.1
Spanish	87.6	90.0	84.0	93.8	96.4	78.8
Chinese Total	88.9	92.2	78.1	94.4	98.7	84.7
Spanish Total	87.6	89.5	82.7	92.6	94.7	75.5

**Spring 2018-2021 MCA Reading and Math Grade 8 Proficiency by Immersion and School MMW**

<b>MMW</b>	% 2018 Reading Proficient	% 2019 Reading Proficient	% 2021 Reading Proficient	% 2018 Math Proficient	% 2019 Math Proficient	% 2021 Math Proficient
Chinese	86.2	93.3	73.1	89.7	100.0	76.9
Spanish	87.5	89.0	81.4	91.1	93.0	71.9
Chinese Total	88.9	92.2	78.1	94.4	98.7	84.7
Spanish Total	87.6	89.5	82.7	92.6	94.7	75.5

**Data Summary: Spring 2018-2021 MCA III Science Grade 8 Proficiency by English and Immersion**

Overall Chinese and Spanish Immersion student groups outpaced the overall District average proficiency in Science (**56.4 percent**). The statewide average proficiency rate for Eighth Graders was **33.2 percent**.

**Data Analysis: Spring 2018-2021 MCA III Science Grade 8 Proficiency by English and Immersion**

At MME, **62.2 percent** of Chinese Immersion Eighth Graders were proficient (**2019: 80.9 percent**) on the MCA III Science Test. At MMW, **68.0 percent** were proficient (**2019: 76.7 percent**). As stated previously, with so few students tested, the fluctuating results can be easily impacted by outlier scores. Overall, District Eighth Graders saw **56.4 percent** of students reach proficiency.

At MME, **72.9 percent** of Spanish Immersion Eighth Graders were proficient (**2019: 80.7 percent**) on the MCA III Science Test. At MMW, **61.5 percent** were proficient (**2019: 80.0 percent**). The fluctuating results can be easily impacted by outlier scores. Again, overall, District Eighth Graders saw **56.4 percent** of students reach proficiency, with **33.2 percent** reaching proficiency statewide.

**Spring 2018-2021 Science Grade 8 Proficiency by English and Immersion**

Main Language of Instruction	% 2018 Science Proficient	% 2019 Science Proficient	% 2021 Science Proficient
English	67.2	69.6	50.6
Chinese	73.6	79.2	64.3
Spanish	77.4	80.4	67.2

**Spring 2018-2021 Science Grade 8 Proficiency by Immersion and School MME**

MME	% 2018 Science Proficient	% 2019 Science Proficient	% 2021 Science Proficient
Chinese	87.5	80.9	62.2
Spanish	83.7	80.7	72.9
Chinese Total	73.6	79.2	64.3
Spanish Total	77.4	80.4	67.2

**Spring 2018-2021 Science Grade 8  
Proficiency by Immersion and School MMW**

<b>MMW</b>	<b>% 2018 Science Proficient</b>	<b>% 2019 Science Proficient</b>	<b>% 2021 Science Proficient</b>
Chinese	51.7	76.7	68.0
Spanish	69.6	80.0	61.5
Chinese Total	73.6	79.2	64.3
Spanish Total	77.4	80.4	67.2

**Data Summary: Spring 2018-2021 MCA III Reading, Math, and Science Grades 10-12 Proficiency by English and Immersion**

At the high school, Immersion students took the MCA Reading Test for the fourth time, and the Math and Science Tests for the third time. There were very strong performances in all areas as seen in the tables below.

**Data Analysis: Spring 2018-2021 MCA III Reading, Math, and Science Grades 10-12 Proficiency by English and Immersion**

Among Chinese Immersion students, **86.0 percent** were proficient on the MCA Reading Test, and **85.2 percent** of Spanish Immersion students reached proficiency. The number of students clearly impacts the results, and with more students, in the population, Spanish and Chinese Immersion students surpassed the overall average of **80.4 percent**. On the Math Test, **82.8 percent** of Chinese Immersion students were proficient, while **80.0 percent** of Spanish Immersion students reached proficiency. The overall average for Grade 11 students was **69.0 percent** proficient. On the Science Test, **86.6 percent** of Chinese Immersion students were proficient, while **82.4 percent** of Spanish Immersion students reached proficiency. The overall average for Grade 11 students was **77.9 percent** proficient. In all areas, Immersion students out-paced the overall average for Minnetonka and significantly out-performed their same grade counterparts statewide.

**Spring 2018-2021 MCA Reading and Math Grade 10 and 11  
Proficiency by English and Immersion**

<b>Main Language of Instruction</b>	<b>% 2018 Reading Proficient</b>	<b>% 2019 Reading Proficient</b>	<b>% 2021 Reading Proficient</b>	<b>% 2018 Math Proficient</b>	<b>% 2019 Math Proficient</b>	<b>% 2021 Math Proficient</b>
English	75.0	77.9	77.9%	67.2	60.6	77.9%
Chinese	89.4	87.2	86.0%	100.0	71.9	82.8%
Spanish	90.4	87.7	85.2%	79.1	75.3	80.0%

**Spring 2018-2021 MCA Science Grade 11 and 12  
Proficiency by English and Immersion**

Main Language of Instruction	% 2018 Science Proficient	% 2019 Science Proficient	% 2021 Science Proficient
English	80.3	74.5	<b>75.2%</b>
Chinese	91.3	81.1	<b>86.6%</b>
Spanish	84.2	92.2	<b>82.4%</b>

**Recommendations**

**Math**

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

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

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

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

For the middle school, it may be beneficial to implement a data retreat or utilize the edSpring Data Warehouse to allow departments to dig deeper into the data provided by both the MCA and NWEA assessments. During the data retreat time, teachers would be given tools to access data and taught strategies for having meaningful on-going dialogue about data to better support their students on a regular basis throughout the year. School counselors can utilize the edSpring Data Warehouse to keep track of student performance on a daily basis and help to intervene in a timely manner. Middle school teachers are encouraged to continue their work with common assessments throughout the 2021-2022 school year.

The middle schools will need to analyze student data to identify relative strengths and growth areas within the Immersion program. The Language Arts Department is in the

data analysis stage of the Language Arts curriculum review process. These data will need to be reviewed to inform potential recommendations for improvement.

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

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

## **Reading**

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

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

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

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

## **Science**

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

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

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

**Summary**

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

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

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**RECOMMENDATION/FUTURE DIRECTION:**

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

Submitted by:   
Matt Rega, Director of Assessment

Concurrence:   
Dennis Peterson, Superintendent

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

**Study Session Agenda Item #6**

**Title: Review of 2021 Pay 2022 Preliminary Levy**

**Date: September 23, 2020**

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**EXECUTIVE SUMMARY:**

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

The property tax levy set at the preliminary is the maximum amount that the school district can levy when it certifies its final levy in December of the calendar year. Adjustments to the preliminary levy amount can only be made downward after the preliminary levy is certified. School Districts must work with the Minnesota Department of Education (MDE) to calculate the levies allowed under the various statutes utilizing the MDE computerized levy system. The Certified Preliminary Levy must be physically received by the home county auditor no later than September 30, 2021.

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

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

As of the date of this School Board Study Session of September 23, 2021, the 2021 Pay 2022 Preliminary Levy is still being finalized. Initial numbers have been input, but we are working with and reviewing information input by the Minnesota Department of Education. The Minnesota Department of Education has the authority to make further prior year adjustments after September 30 if they calculate a correction to a prior year adjustment. According to ISD 276 figures at this time, the 2021 Pay 2022 Preliminary Levy amount is estimated at \$56,614,805.76, which is an increase of \$1,369,447.50 or 2.48% from the 2020 Pay 2021 Final Levy that the School Board Certified in December 2020 at \$55,245,358.26.

The District has five refunding bond transactions scheduled for sale on September 20 and September 23, 2021, which will change the levy slightly. This estimate has estimates of the bond sales included. The new actual payment for those refunding bonds will be added to the 2021 Pay 2022 Preliminary Levy, replacing the estimated amounts.

It is important to note that value of the property in the District has increased by 4.68%, from \$9,386,124,354 to spread the 20 Pay 21 Levy up to \$9,825,605,959 to spread the 21 Pay 22 Levy. This increase in value of \$439,471,605, or 4.68%, is a result of a combination of new construction in the District and annually-scheduled reassessments.

All levy categories will be reviewed at the September 23, 2021 Study Session.

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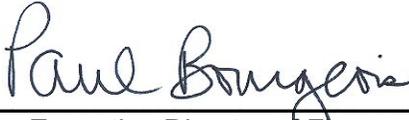
**ATTACHMENTS:**

Levy Comparison – 2020 Pay 2021 to 2021 Pay 2022

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**RECOMMENDATION/FUTURE DIRECTION:**

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

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

Concurrence:   
Dennis Peterson, Superintendent

Minnetonka Independent School District 276  
 Levy Comparison - 2020 Pay 2021 to 2021 Pay 2022  
 September 23, 2021

<u>Line #</u>		<u>Final 2020 Pay 2021</u>	<u>Preliminary 2021 Pay 2022</u>	<u>Difference</u>	<u>Adjustments</u>	<u>Final 2021 Pay 2022</u>
0	<b>Total Levy</b>	55,245,358.26	56,614,805.76 2.48%	1,369,447.50	-	56,614,805.76 2.48%
<b><u>Individual Levy Components</u></b>						
<b>Major Levies</b>						
1	Operating Ref Levy-\$1,881.81 Per Adjusted Pupil Unit In FY23 (\$54.27 -2.97% Inflation) - 12,178.40	22,271,498.96	22,917,434.90	645,935.94		22,917,434.90
2	Local Optional Rev Levy-\$724.00 Per Adjusted Pupil Unit In FY22 Less State Aid Of \$107,864.98	8,656,929.49	8,658,282.38	1,352.89		8,658,282.38
3	Technology Levy - 6.569% Of Net Tax Capacity Of Property Values	6,916,126.72	7,275,914.76	359,788.04		7,275,914.76
4	Equity Levy - \$69.19 Per Adjusted Pupil Unit	843,769.71	842,593.05	(1,176.66)		842,593.05
5	Q Comp Levy - 35% Of \$260 Per Prior Year October 1 Enrollment	1,081,719.07	1,034,187.51	(47,531.56)		1,034,187.51
6	Operating Capital Levy - 42.03% Of Total Rev Of \$230.03 Per APU	1,069,064.73	1,177,566.26	108,501.53		1,177,566.26
7	Instructional Facilities Lease Levy - \$212 Per APU Limit or Actual Bond Payments	2,514,195.20	2,484,389.07	(29,806.13)		2,484,389.07
8	Debt Service Levy + 5% Overlevy Less Debt Excess Fund Balance Usage	7,297,777.94	7,906,288.74	608,510.80		7,906,288.74
9	OPEB Bonds Levy-Debt Service Schedule	1,687,043.00	1,642,946.42	(44,096.58)		1,642,946.42
10	<b>Subtotal Major Levies</b>	52,338,124.82	53,939,603.09	1,601,478.27	-	53,939,603.09
<b>Other Levies</b>						
11	Transition Levy - \$1.55 Per Adjusted Pupil Unit	18,889.23	18,876.52	(12.71)		18,876.52
12	Career Technical Ed Levy - 35% Of FY23 Estimated Budget	269,638.41	305,084.28	35,445.87		305,084.28
13	Safe Schools ISD 276 Levy - \$36.00 Per Adjusted Pupil Unit	438,717.60	438,422.40	(295.20)		438,422.40
14	Ice Arena Levy - Prior Year Expenses After Revenues From Operations	484,878.46	532,048.14	47,169.68		532,048.14
15	LTFM Health & Safety	535,149.00	590,000.00	54,851.00		590,000.00
16		-	-	-		-
17	Reemployment Insurance Levy	10,000.00	-	(10,000.00)		-
18	Community Ed General Revenue Levy - \$5.42 x Population 42,181 (2,197 increase from 39,984)	288,090.40	303,139.85	15,049.45		303,139.85
19	Early Childhood Family Education Levy - 0.248% Of Adjusted Net Tax Capacity	288,808.52	290,752.23	1,943.71		290,752.23
20	School Age Care-Extended Day-Disability Levy - Estimated Costs	100,000.00	100,000.00	-		100,000.00
21	Adult Handicapped Levy - 50% Of Approved Expenses Capped At \$7,500	7,500.00	7,500.00	-		7,500.00
22	Home Visiting Levy - 55.83% of \$3.00 x Under 5 Population - 2,760	4,375.29	4,622.90	247.61		4,622.90
23	<b>Subtotal Other Levies</b>	2,446,046.91	2,590,446.32	144,399.41	-	2,590,446.32
24	<b>Total Before Prior Year Adjustments</b>	54,784,171.73	56,530,049.41	1,745,877.68	-	56,530,049.41

Minnetonka Independent School District 276  
 Levy Comparison - 2020 Pay 2021 to 2021 Pay 2022  
 September 23, 2021

<u>Line #</u>		<u>Final</u> <u>2020 Pay 2021</u>	<u>Preliminary</u> <u>2021 Pay 2022</u>	<u>Difference</u>	<u>Adjustments</u>	<u>Final</u> <u>2021 Pay 2022</u>
0	<b>Total Levy</b>	55,245,358.26	56,614,805.76 2.48%	1,369,447.50	-	56,614,805.76 2.48%
<b>Prior Year Adjustments</b>						
25	Transition Levy Adjustment - Prior Years	176.10	(188.23)	(364.33)		(188.23)
26	Equity Levy Adjustment - Prior Years	(8,939.29)	14,986.64	23,925.93		14,986.64
27	Local Optional Revenue Adjustment - Prior Years	125,644.88	(53,950.56)	(179,595.44)		(53,950.56)
28	General Fund Abatements	-	-	-		-
29	Referendum Levy Prior Years Adjustment	139,147.85	(261,598.50)	(400,746.35)		(261,598.50)
30	Q-Comp Levy Adjustment - Prior Years	8,216.55	(65,552.54)	(73,769.09)		(65,552.54)
31	Operating Capital Levy Adjustment - Prior Years	2,067.98	47,254.37	45,186.39		47,254.37
32	Reemployment Levy Adjustment - Prior Years	35,458.73	28,057.52	(7,401.21)		28,057.52
33	Safe Schools Adjustment - Prior Years	7,099.56	8,574.12	1,474.56		8,574.12
34	Health Benefits Adjustment - Prior Years	-	-	-		-
35	Achievement & Integration Adjustment - Prior Years	(35,791.80)	-	35,791.80		-
36	Career Technical Ed Adjustment - Prior Years	(50,511.80)	27,751.42	78,263.22		27,751.42
37	Health & Safety Adjustment - Prior Years	-	-	-		-
38	Community Education Limit Adjustment - Prior Years	274,765.53	271,085.83	(3,679.70)		271,085.83
39	Community Education Abatements	952.69	2,948.63	1,995.94		2,948.63
40	Abatement Adjustments - Prior Years	27,998.66	47,776.73	19,778.07		47,776.73
41	LTFM Equalization Adjustment - Prior Years	(68,052.11)	4,774.00	72,826.11		4,774.00
42	OPEB Debt Service Adjustment - Prior Years	1,272.37	1,809.81	537.44		1,809.81
43	Debt Service Adjustment - Prior Years	-	-	-		-
44	Debt Service LTFM Adjustment - Prior Years	(3,869.55)	3,365.59	7,235.14		3,365.59
45	Debt Service Abatements	5,550.18	7,661.52	2,111.34		7,661.52
46	<b>Total Adjustments</b>	461,186.53	84,756.35	(376,430.18)	-	84,756.35
47	<b>Total Levy</b>	55,245,358.26	56,614,805.76 2.48%	1,369,447.50	-	56,614,805.76 2.48%

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

Study Session Agenda Item #7

Title: Review of Proposed Plans for VANTAGE/MOMENTUM Date: September 23, 2021

**EXECUTIVE SUMMARY:**

At the June 17, 2021 School Board Meeting, the School Board received the final report of Goal 3, which included the construction of a facility at 5735 County Road 101 to house existing and future VANTAGE programs and future MOMENTUM programs.

Based on Board input at the August 19, 2021 Study Session, ATSR and Administration have worked on fine tuning two options as requested by the School Board. Input has been received from the City of Minnetonka, and information has been requested from Hennepin County related to the capacities and shares of water input to the adjacent stormwater pond managed by the City of Minnetonka and Hennepin County.

Additional work has been done to identify the information necessary to include in any possible Review and Comment submission to the Commissioner of Education for approval of the project, which is necessary to obtain bonding authority for the project.

Option 1 is a facility of 36,300 square feet with an updated estimated cost of \$13.98 million.

Option 2 is a facility of 28,700 square feet with an updated estimated cost of \$11.31 million.

Both options will be paid for with funding from \$250,000 remaining from the 2020D Certificates of Participation, \$2,650,000 in new Certificates of Participation proceeds issued in Calendar 2022, \$6,100,000 in new Certificates of Participation issued in Calendar 2023, for a total of \$9 million of bond proceeds, with the remainder paid for by utilization of of excess assets over and above the OPEB liability from investment earnings in the OPEB Revocable Trust.

David Maroney, Partner from ATS&R Architects will review the updated site plan and floor plans.

**RECOMMENDATION/FUTURE DIRECTION:**

This report is being provided for the School Board's information.

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

Concurrence: Dennis L. Peterson  
Dennis Peterson, Superintendent

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

**Board Agenda Item III.**

**Title: 2021 Pay 2022 Preliminary Levy Certification**

**September 23, 2021**

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**EXECUTIVE SUMMARY:**

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

The property tax levy set at the preliminary is the maximum amount that the school district can levy when it certifies its final levy in December of the calendar year. Adjustments to the preliminary levy amount can only be made downward after the preliminary levy is certified. School Districts must work with the Minnesota Department of Education (MDE) to calculate the levies allowed under the various statutes utilizing the MDE computerized levy system. The Certified Preliminary Levy must be physically received by the home county auditor no later than September 30, 2021.

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

The dollar amount of the Certified Preliminary Levy approved by the School Board prior to September 30 of each year becomes the highest amount of the levy - the final levy approved in December can be no greater than the preliminary amount certified by September 30 or the maximum computed by the Minnesota Department of Education for any changes they may make subsequent to School Board adoption. The only exception to this rule is if an Operating Referendum or Capital Projects Referendum is approved by the voters of the School District at the November election.

As of the date of this School Board Meeting of September 23, 2021, the maximum dollar value of the 2021 Pay 2022 Preliminary Levy, as estimated and calculated in line with the statutory school funding formulas for school district revenues, inclusive of the refunding bonds sold on September 20, 2021 and September 23, 2021 is estimated at \$56,614,805.76, which is an increase of \$1,369,447.50 or 2.37% from the 2020 Pay 2021 levy amount of \$55,245,358.26.

It is important to note 2021 Pay 2022 levy will be spread on 4.68% more property value in the District as a result of new construction and reassessments compared to the property value for the 2020 Pay 2021 levy.

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**ATTACHMENTS:**

Levy Comparison – 2020 Pay 2021 to 2021 Pay 2022

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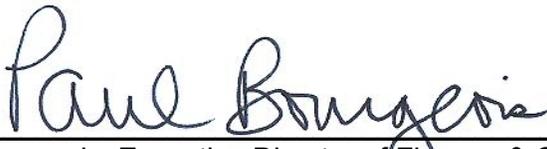
**RECOMMENDATION/FUTURE DIRECTION:**

It is recommended that the School Board certify the 2021 Pay 2022 Preliminary Levy at the maximum amount authorized by statute, which as of September 23, 2021 totals \$56,614,805.76, and authorize administration to file the Certified Preliminary 2021 Pay 2022 Levy with the Hennepin County Auditor no later than September 30, 2021.

**RECOMMENDED MOTION**

***Resolution to Certify Preliminary 2021 Pay 2022 Property Tax Levy***

*BE IT RESOLVED, that the School Board of Minnetonka Independent School District 276 does hereby certify the Preliminary 2021 Payable 2022 Property Tax Levy at the maximum amount authorized by statute, which as of September 23, 2021 totals \$56,614,805.76, and authorizes administration to file the Certified 2021 Pay 2022 Preliminary Levy with the Hennepin County Auditor no later than September 30, 2021.*

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

Concurrence:   
Dennis Peterson, Superintendent

Minnetonka Independent School District 276  
 Levy Comparison - 2020 Pay 2021 to 2021 Pay 2022  
 September 23, 2021

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Minnetonka Independent School District 276  
 Levy Comparison - 2020 Pay 2021 to 2021 Pay 2022  
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46	<b>Total Adjustments</b>	461,186.53	84,756.35	(376,430.18)	-	84,756.35
47	<b>Total Levy</b>	55,245,358.26	56,614,805.76 2.48%	1,369,447.50	-	56,614,805.76 2.48%

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

**Special Meeting Agenda Item IV.**

**TITLE: Approval of Collective Bargaining Agreement  
with the Minnetonka Teachers Association**

**DATE: September 23, 2021**

**CONTEXT/BACKGROUND:**

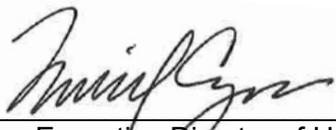
On August 25, 2021, the Minnetonka Teachers Association and representatives of the Minnetonka School District reached a tentative agreement on the collective bargaining agreement for the period July 1, 2021, through June 30, 2023. This agreement concluded after negotiations, which began in April of 2021. The MTA membership approved this tentative agreement on September 15, 2021

Attached to this cover page is a copy of the items that were tentatively agreed on August 25. The collective bargaining agreement is in line with parameters furnished by the School Board. The financial settlement includes a 2.8% percent enhancement to the salary schedule in SY '22 plus a 2.55% enhancement to the salary schedule in SY '23. The ECFE and Nurses salary schedules will increase by the same percentages in the indicated years. The co-curricular schedules will be enhanced 2.8% in SY '22 and 2.55% in SY '23. Step movement will occur in each year of the agreement. In addition to the salary schedule enhancements there is a one-time, \$1,000 service award/bonus that will be paid out to faculty in November 2021. No increase to the fringe benefit allocation will happen in SY '22, but a \$45 increase will be applied in SY '23. Other parameters of the agreement are included in the attachment. Along with the master agreement, we agreed to a memorandum of understanding with the MTA on eLearning.

We would like to acknowledge the work of members of our team: the school's counsel, Dennis O'Brien, Esq., and Paul Bourgeois, Executive Director of Finance & Operations; the members of the teacher negotiation team included Minnetonka teachers Ann Hersman, Mike Cutshall, Sonia Labs, Cheryl Duncan, and Melinda Barry, with support from Adam Janiak of Education Minnesota. The work on the proposed agreement was amicable and productive.

**RECOMMENDATION/FUTURE DIRECTION**

That the School Board approve the agreement of August 16, 2019, between the Minnetonka Teacher Association and the Minnetonka Public Schools to cover the collective bargaining period July 1, 2019 through June 30, 2021.

Submitted by:   
Michael Cyrus, Executive Director of Human Resources

Concurrence:   
Dennis Peterson, Superintendent

**FOR 2021-23 MASTER AGREEMENT  
BETWEEN  
MINNETONKA TEACHERS ASSOCIATION  
AND  
MINNETONKA PUBLIC SCHOOLS**

Status after negotiations on 8/25/2021
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ARTICLE	Summary of Changes
PURPOSE	
RECOGNITION	
ARTICLE I: DEFINITION	
ARTICLE II: SCHOOL BOARD RIGHTS	
ARTICLE III: TEACHER AND ASSOCIATION RIGHTS	
ARTICLE IV: GRIEVANCE PROCEDURE	
ARTICLE V: WORKING CONDITIONS	
<p>ARTICLE VI: LEAVES OF ABSENCE</p> <p><b><u>Section A. Basic Leave</u></b></p> <p><b><u>Subd. 1 Basic Leave Allowance, Reimbursement and Uses</u></b></p> <p style="padding-left: 40px;">c. Reimbursement for Unused Basic Leave</p> <p style="padding-left: 80px;"><b><u>(1) Teachers with Less Than Sixty-Five (65) Days of Accrued Basic Leave</u></b></p> <p style="padding-left: 80px;">As of the end of each fiscal year, if a teacher's total basic leave, accrued that year in accordance with Subd. 1a or 1b above and carried forward from prior years, is less than sixty-five (65) days, then all unused basic leave accrued during that fiscal year will be added to the total accrued basic leave carried over from prior years.</p> <p><b><u>(2) and (3) Not Applicable for 2019-21. See Language Inserted below (3)</u></b></p>	<p>Remove inapplicable information.</p>

~~(2) Teachers with Sixty-Five (65) to One Hundred Thirty (130) Days of Accrued Basic Leave~~

~~(a) As of the end of each fiscal year, if a teacher's total basic leave, accrued that year in accordance with Subd. 1a or 1b above and carried forward from prior years, is between sixty-five (65) and one hundred thirty (130) days, then up to four days of unused, accrued basic leave from that fiscal year will be added to the total accrued basic leave carried forward from prior years.~~

~~(b) Any additional unused accrued basic leave days from the fiscal year to a maximum of eight (8) may be utilized as follows:~~

~~-1- The teacher may elect to have such days added to the total accrued basic leave carried forward from prior years, as in Subd. c. (2)(a) above.~~

~~-2- The teacher may elect to be reimbursed as salary for such days at a rate of \$57.50 per day for full-time teachers and \$28.75 per day for teachers regularly scheduled to work at least fourteen (14) hours per week, but less than thirty (30) hours per week. In no event will a teacher be reimbursed for more than eight (8) days per year.~~

~~Such election will occur on a form provided by the Employer.~~

~~(3) Teachers with more than 135 days of Basic Accrued Leave~~

~~(a) As of the end of a fiscal year, if a teacher's total basic leave in accordance with Subd. 1a or 1b above and carried forward from prior years, exceeds 130 days, then up to four days of unused, accrued basic leave from that fiscal year will be added to the total accrued basic leave carried forward from prior years.~~

~~(b) Additional unused basic leave accrued during that year, to a maximum of eight (8) days, shall be reimbursed as salary at a rate of \$57.50 per day for full-time teachers and \$28.75 per day for teachers regularly scheduled to work at least fourteen (14) hours per week but less than thirty (30) hours per week.~~

**Language below replaces (2) and (3) above and is only applicable to 2019-21.**

(2) Teachers who have an accrued Basic Leave balance of at least 65 days at the conclusion of the 2019-2020 2021-2022 or 2020-2021 2022-2023 contracted years will have the

opportunity to request reimbursement of ~~\$450~~ \$155 per day based on the following criteria\*:

- (a) Used 0-2 days of Basic Leave during the school year:  
Up to 10 days reimbursement.
- (b) Used 3-5 days of Basic Leave during the school year:  
Up to 5 days reimbursement.

\* The number of reimbursed days cannot drop the balance below 65.

The employee ~~may~~ will receive the compensation in the form of salary to comply with IRS Constructive Receipt regulations. ~~The employee can choose to have the money deposited as an employee payroll or a contribution to a currently established 403b/457 account, or have the money taxed at a normal rate and take the remainder as take-home pay.~~ Any reimbursed days will be deducted from the Basic Leave balance. ~~Any days not reimbursed will automatically be added to the total accrued Basic Leave carried forward.~~ (Note: Payment for basic leave does not count towards TRA High-Five Salary Years per TRA regulations.)

A process for receiving reimbursement will be communicated before the end ~~of the 2019-2020~~ of each school year.

#### D-L4

**Section A, Subd. 1, c, (2)**  
Update language to reflect IRS Constructive Receipt Regulations.

### Subd. 3 Personal Leave

#### a. Use and Notification Requirements

(1) Upon request, a teacher scheduled to hold a position for a period of one hundred (100) or more working days in a school year, may utilize up to four (4) days per year of basic leave without salary deduction.

(2) A teacher scheduled to hold a position for a period less than one hundred (100) working days in a school year, may utilize upon request up to one (1) day per year of basic leave without salary deduction.

(3) Except in an emergency, there shall be ~~three (3)~~ five (5) working days' notice to the principal of the request for personal leave pursuant to this subdivision.

b. The number of leaves granted under this Section shall be limited to fifteen percent (15%) of the faculty in the teacher's building on any duty day. On days following or preceding holiday breaks no more than three per elementary building or 5% of any secondary building will be granted personal leave on the same day.

c. Personal leave will not be granted during the ~~last ten (10) days~~ first two (2) calendar weeks and the last two (2) calendar weeks of the student school year without special permission from

#### D-1

**Section A, Subd. 3, a,c,**  
Extend the notice period for use of personal days. And establish personal day approval limits for beginning of year, aligned with end of year.

<p>the Superintendent or designee. <u>A calendar week may be fewer than five (5) student contact days.</u></p> <p>d. One day of personal leave may be accrued up to one year if unused during the current school year.</p> <p>e. Leave pursuant to this subdivision shall not be used when other sections of this agreement make provision for the absence.</p>	
<p><b>ARTICLE VII: BASIC SCHEDULES AND RATES OF PAY</b>  <b>Section B. Initial Placement — <del>Not applicable to 2019-21. Please refer to the Memorandum of Understanding for 2019-21.</del></b></p> <p><u>Section E. Professional Growth Process and Procedures</u>  Subd. 4 Procedures to Follow for Course Approval for <u>Step Lane</u> Advancement:</p> <p><u>Section G: Certificate of Clinical Competence</u>  Speech and Language Clinicians who hold their Certificate of Clinical Competence, School Social Workers who hold the School Social Work Specialist Certification, <u>School Psychologists who hold the National School Psychologist credential, and Licensed School Nurses who hold the National Board for Certification of Schools Nurses credential,</u> will receive a stipend of \$1,000 annually in addition to base salary. This stipend will be paid upon receiving verification of renewal from the teacher. (This payment will replace the reimbursement payment for the Certificate.)</p>	<p><b>Section E, Subd 4.</b>  Correction - Change "Step" to "Lane"</p> <p><b>Section G</b>  Additional National Certificates recognized</p>
<p><b>ARTICLE VIII: INSURANCE FRINGE BENEFITS</b></p> <p><b><u>Section A. Insurance Fringe Benefit Allocation for Full-time Teachers</u></b></p> <p><u>Subd. 1</u></p> <p>Each full-time teacher scheduled to hold a position for a period in excess of one hundred (100) working days in a school year will be allocated <del>\$840</del> <u>\$880</u> per month effective <del>July 1, 2019</del> <u>July 1, 2021</u> and <del>\$880</del> <u>\$925</u> per month effective <del>July 1, 2022</del> <u>July 1, 2020</u>, for use in purchasing fringe benefits under this Article. Effective July 1, 2021, teachers electing Family VEBA coverage will receive an additional 10% of the fringe allocation per month for use in purchasing fringe benefits under this article. <u>Effective July 1, 2022, teachers electing Family VEBA coverage will receive an additional 20% of the fringe allocation per month for use in purchasing fringe benefits under this article.</u> Said allocation will be made on a prorated basis each pay period.</p> <p><del>If a full-time teacher hired after September 15 accepts a full-time contract for the following school year before June 1, he or she shall receive monthly</del></p>	<p>Updated language to reflect negotiated amounts.</p> <p><b>L1</b>  <b>Section A, Subd, 1</b></p>

~~allocation through August. Insurance coverage will extend through August 31 for all health insurance participants whose employment will end at the conclusion of the current school year.~~

Remove vestigial language and align with actual practice.

**Section C. Available Fringe Benefits for Full-time Teachers**

**Subd. 1. Hospital Medical Insurance**

- a. A teacher shall be eligible to purchase hospitalization, medical and major medical insurance coverage if the teacher:
  - (1) is qualified under the terms of the policy;
  - (2) is on an approved leave of absence for medical purposes, not to exceed five (5) years; and
  - (3) has not terminated employment with the District.
  
- b. Individual coverage and family coverage shall be available for all teachers who are eligible for, and are enrolled in, the School District Group Health and Hospitalization Plan. ~~Such plan shall contain the provisions of the policy in effect as of July 1, 2007, except as may be mutually agreeable between the parties.~~ Administration of the plan will be consistent with the policies and procedures of the insurance carrier. The Employer will select the insurance carrier. To qualify for family coverage the teacher must have eligible dependents as defined by the insurance carrier and must make a request for such coverage on a form provided by the Employer.

**D-L3**  
**Section C, Subd 1b.**  
 Remove vestigial language.

**ARTICLE IX: CAREER FINANCIAL PLANNING AND TRANSITION**

**Section B. Option 1. Career Transition Trust (CTT Plan):**

**Subd. 3**  
**Defined Contribution CTT Plan District Matching Benefits**

<b>Years of Service</b>	<b>Board Matching Contribution</b>	<b>Total During Service Bracket</b>
0-1 years	n/a	n/a
2-3 years	n/a	n/a
4-5 years	\$ 590.00	\$ 1,180.00
6-10 years	\$ 884.00	\$ 4,420.00
11-15 years	\$ 1,178.00	\$ 5,890.00
16-20 years	\$ 1,768.00	\$ 8,840.00
21-25 years	\$ 2,063.00	\$ 10,315.00
26+ years	\$ 2,356.00	

Updated Subd. 3 to include new negotiated levels of District matching contributions. This represents a 10% increase over the current level.

Section D. Option #2. Retirement Savings Plan Benefits for Employees Beginning Employment on or After July 1, 2005 who elected this Option:

Subd. 2 Benefit: CTT Plan in Section B Plus Retirement Savings Plan

Years of Service	Board Matching Contribution	Total During Service Bracket
0-1 years	n/a	n/a
2-3 years	\$ 275.00	\$ 550.00
4-5 years	\$ 884.00	\$ 1,768.00
6-10 years	\$ 1,297.00	\$ 6,485.00
11-15 years	\$ 1,708.00	\$ 8,540.00
16-20 years	\$ 2,593.00	\$ 12,965.00
21-25 years	\$ 3,016.00	\$ 15,080.00
26+ years	\$ 3,476.00	

Updated Subd. 2 to include new negotiated levels of District matching contributions. This represents a 10% increase over the current level.

ARTICLE X: TEACHER TRANSFER

**Section A. Definitions**

Subd. 6 Vacancy

A vacancy exists under the following conditions:

- a. Any teaching assignment which results from the Employer creating or adding a position.
- b. An existing teaching assignment becomes vacant through a resignation, termination, or a leave of absence.
- c. When a transfer occurs to fill a vacancy created by a or b above, thus leaving the teaching assignment of the transferred teacher open, the District will determine if the vacancy is to be filled. ~~An explanation will be made in a posting~~ The District will inform the MTA president if a vacancy is not to be filled.

**D-L2**  
**Section A, Subd 6c.**  
Update of language to reflect actual practice.

**Section B. Procedures**

Subd. 1 Postings

- a. Openings that occur between January 1 and May 1 for the ensuing school year will be posted and subject to a six (6) working day transfer period. The six days will be inclusive of the day the position is posted. A teacher eligible for transfer must submit the transfer request (internal electronic application) by the end of the sixth (6) day to be considered for transfer.
- b. Openings occurring after May 1 and prior to July 1 will be posted and subject to a three (3) day transfer period. The three

working days will be inclusive of the day the position is posted. A teacher eligible for transfer must submit the transfer request (internal electronic application) by the end of the third (3) day to be considered for transfer. (There will be no transfers after July 1).

- (1) A brief job description and any additional duties or responsibilities;
- (2) All criteria, required and preferred, to be used in making the selection for the position;
- (3) Identification of the decision-maker(s);
- (4) Specific job designation (job that will be available for the next year).

c. Right to interview: Teachers with five (5) or more years of experience in the District who apply for a posted teaching position for which they are licensed shall be granted an interview. The right to this interview will be limited to one per school year.

**Section B, Subd 1c**  
 Move Teacher Transfer Article X MOU to ARTICLE X - Teacher Transfer, Section B Procedures, Subd 1, c.

ARTICLE XI: PROGRESSIVE DISCIPLINE

ARTICLE XII: EARLY CHILDHOOD FAMILY EDUCATION

ARTICLE XIII: DURATION AND EFFECT

SCHEDULE A: SALARY SCHEDULE

See Appendix - a - Below  
 Updated language to reflect negotiated amounts.

SCHEDULE B: CO-CURRICULAR SALARY

D. Longevity Factor: In addition to the stipends shown in the tables, coaches and activity leaders shall receive additional compensation levels according to the following table:

Appendix -b-  
 Updated language to reflect negotiated amounts.

YEARS	STEP	COMPENSATION LEVEL
1-3	1	Base contract amount found in Schedule B of master agreement for

Appendix -c-  
 Below

Updated language to reflect negotiated amounts.

		<del>2019-2021</del> <u>2021-2023</u>
4-6	2	Base plus <del>\$114</del> <u>\$117</u> for <del>and 2019-20</del> <u>2021-22</u> and <del>2020-21</del> <u>2022-23</u> .
7 or more	3	Base plus <del>\$230</del> <u>\$236</u> for <del>and 2019-20</del> and <u>2021-22</u> and <del>2020-21</del> <u>2022-23</u> .

This longevity factor shall be applied based on the number of years coaching or serving as activity advisor in a specific sport or activity. Only one year of experience per activity can be accrued in a given school year.

**II. Interscholastic Activities - Sports and Related Activities**

A. The head coach's stipend for each sport at the high school will be computed as a percentage of the base stipend according to the relationship of sports as provided in Section D. The stipends for the various coaches within a specific sport or activity are listed below.

Head Coach	Percentage found in table below
9-12 Asst. Coach	72% of head coach salary
7-8 Head Coach	60% of high school head coach
7-8 Asst. Coach	45% of high school head coach

B. The basic stipend for ~~2019-20~~ 2021-22 is ~~\$6,965~~ \$7,349  
and ~~2020-21~~ 2022-23 is ~~\$7,149~~ \$7,537.

**SCHEDULE C: OTHER CO-CURRICULAR SALARIES**

**Appendix -d-**

Schedule C – Effective for the ~~2019-2021~~ 2021-23 School Year

**OTHER CO-CURRICULAR SALARIES**

Appendix -d-

Updated language to reflect negotiated amounts.

Additions to the listed supervisions via mid-contract MOU's.

- A. The stipend for each activity at the high school; (Grades 9-12) will be computed as a percentage of the base stipend according to the relationship of activities as provided in Table D below.
- B. The stipend for activities at Grade 6-8 will be 60% of the stipend for the comparable activity at the high school (Grade 9-12).
- C. The base stipend for ~~2019-20~~ 2021-22 is ~~\$5,835~~ \$6,158 and ~~2020-21~~ 2022-23 is ~~\$5,990~~ \$6,315.
- D. Relationship of Activities and Stipend Amounts.
- E. Any activity not listed in this Schedule and/or proposed changes to this Schedule requires agreement by the District and the MTA through Contract Administration prior to implementation.

Category  
4  
[add:]  
Men of Color advisor

Category  
5  
[add:]  
eSports advisor

Category  
6  
[add:]  
eSports Asst. Advisor

**SCHEDULE D: DEPARTMENT CHAIR STIPENDS**

Schedule D  
Effective for the ~~2019-2021~~ 2021-2022 School Year  
DEPARTMENT CHAIR STIPENDS

For departments at the secondary level of more than 20 teachers (where release time is not being allocated for these responsibilities), there will be two department chair positions each receiving the full stipend allocated for their group. These additional positions will be posted as soon as the contract is ratified, and should be filled by a second person in a timely manner.

Group I - Eligible for 100% of Base Stipend ~~\$4,628 in 2021-22~~ \$4,386 in 2019-2020 and \$4,746 in 2022-23 ~~\$4,502 in 2020-2021~~.

[add:]  
World Languages, 9-12/Operational

Group II - Eligible for 85% of Base Stipend ~~\$3,934 in 2021-22~~ \$3,728 in 2019-20 and \$4,034 in 2022-23 ~~\$3,827 in 2020-21~~.

**Schedule D**

Move language from MOU on page 73 about Schedule D to the actual Schedule D MOU on pg 59.

Reflects compensation based on the negotiated increase on the base salary.

<p>Group III - Eligible for 75% of Based Stipend <u>\$3,471 in 2021-22</u> <del>\$3,290 in 2019-20</del> and <u>\$3,560 in 2022-23</u><del>\$3,377 in 2020-21</del>.</p> <p>[add:]  <u>Computer Science, 6-12</u></p>	
<p>SCHEDULE E: OTHER SALARIES</p> <p>The <u>2021-2023</u> <del>2019-2021</del> schedule shall be applicable to services rendered after ratification of the contract.</p>	<p>See Appendix F</p>
<p>SCHEDULE F: ECFE SALARY SCHEDULE</p>	<p>Appendix G See below</p>
<p>SCHEDULE G: LICENSED SCHOOL NURSES SALARY SCHEDULE</p>	<p>Appendix G See Below</p>
<p>APPENDIX H: TEACHER CONTRACT</p>	
<p>APPENDIX I: SUBSTITUTE TEACHER CONTRACT (ABSENCE OF REGULAR TEACHER FOR SCHOOL YEAR OR LONGER)</p>	
<p>APPENDIX J: SUBSTITUTE TEACHER CONTRACT (ABSENCE OF REGULAR TEACHER FOR LESS THAN ONE SCHOOL YEAR)</p>	
<p>APPENDIX K: TEMPORARY TEACHER CONTRACT (OPEN POSITION FOR LESS THAN ONE SCHOOL YEAR)</p>	
<p>APPENDIX L: SCHOOL CALENDAR</p>	<p>Update with 2021-2022 and 2022-2023 calendars</p>

APPENDIX M: MEMORANDUMS OF UNDERSTANDING

**Initial Placement on the Salary Schedule – Article VII, Section B  
2019-21**

~~During the 2019-2021 contract, the District will notify the MTA President of any decision to place a teacher on the salary schedule on a step that is not commensurate with what would be considered the traditional years of teaching experience. The District will provide the rationale for these decisions to the MTA. The District and the MTA will track these decisions and provide the data during the 2021-2023 negotiations.~~

**Teacher Transfer – Article X**

Move to ARTICLE X - Teacher Transfer, Section B Procedures, Subd 1, c.

**Grading and Planning Days (1<sup>st</sup> and 3<sup>rd</sup> Quarter) Data Collection**

~~During the 2019-2020 school year, data will be collected regarding the use of grading and planning days at the end of quarters 1 and 3. The data will then be used by a committee made up of equal representation of MTA members (appointed by the President) and District administration. The committee will meet in the fall of 2020 to formulate a recommendation which will be presented to the 2021-2023 negotiations committee regarding the structure of grading and planning days at the end of quarters 1 and 3.~~

~~Data collection during the 2019-2020 school year will include the following:~~

- ~~1. Pre-survey within 2 weeks prior to 1<sup>st</sup> and 3<sup>rd</sup> quarter grading and planning days.~~
- ~~2. Observation during the grading and planning days.~~
- ~~3. Post survey within 2 weeks after the 1<sup>st</sup> and 3<sup>rd</sup> quarter grading and planning days.~~

**Staff and Student Safety**

**2019-21-2021-23**

Subdivision 7. Any staff member wishing to utilize any subdivision within this MOU should contact the Executive Director of Human Resources, who will then notify the staff member of any action taken, to the extent possible.

Subdivision 8. During the period of the 2021-2023 contract, the District and the MTA will work together to determine which elements of the Staff and Student Safety MOU, if any, will be considered for transition into the body of the contract.

**MOU - Initial Placement on  
the Salary Schedule – Article  
VII, Section B**

Remove MOU (pg 66)

**MOU - Teacher Transfer –  
Article X**

Move to ARTICLE X - Teacher Transfer, Section B Procedures, Subd 1, c.

**MOU Grading and Planning  
Days Data Collection**

Remove MOU (pg 66)

**MOU Staff and Student  
Safety**

(pg 67)

## **Supplementary Memorandum of Understanding**

### ***(TIC Term Extension)***

THIS AGREEMENT is entered into between the Minnetonka Public Schools, Independent School District 276 (District) and the Minnetonka Teachers' Association (Association), collectively referred to as "the Parties.

WHEREAS, the District and the Association are parties to a Collective Bargaining Agreement (CBA) covering terms and conditions of employment; and

WHEREAS, the Parties entered into a Memorandum of Understanding on Quality Compensation Aid, dated February 27, 2020, governing the role of Teacher Instructional Coaches (TICs) for the period from July 1, 2019 until June 30, 2021; and

WHEREAS, the Parties wish to ensure stability among the ranks of current Teacher Instructional Coaches through the pandemic and the continuity of high-quality service to TIC consumers;

NOW, THEREFORE, in consideration of the mutual promises and benefits contained in this Memorandum of Understanding, the Parties agree as follows:

1. As a one-time exception to the governing Memorandum of Understanding, the term of service for those currently serving in the role of Teacher Instructional Coach will be set at four years.
2. Should any currently serving TIC resign or need to be replaced prior to the conclusion of his/her term, the replacement individual's term will be set at three years.
3. "Currently serving" refers to those individuals who hold the role of TIC as of the date of execution of this supplementary Memorandum of Understanding.

This Memorandum of Understanding represents a full and complete agreement between the parties hereto. There are no covenants, promises or undertakings outside of this Memorandum of Understanding other than as specifically set forth herein.

## **MEMORANDUM OF UNDERSTANDING**

### ***(Release time for MTA President)***

THIS AGREEMENT is entered into between Minnetonka Public Schools, Independent School District No. 276, and the Minnetonka Teachers' Association, collectively referred to as "the Parties."

WHEREAS, the MTA and District are parties to a Collective Bargaining Agreement covering the terms and conditions of employment; and

WHEREAS, Article VI, Section 6, subdivision 6(a), of the Collective Bargaining Agreement states that the Association may request, and the School District shall grant, a 0.8 FTE reassignment to the MTA President/Vice President team; and

WHEREAS, the Parties mutually agree to modify the FTE reassignment provided for in Article VI, Section 6, subdivision 6(a) for the 2021-2022 school year;

NOW, THEREFORE, in consideration of the mutual promises and benefits contained in this Memorandum of Understanding, the Parties agree as follows:

1. The Association may request, and the School District shall grant, an additional 0.2 FTE reassignment to the MTA President for the 2021-2022 school year.
2. The 0.2 FTE will be in addition to any reassignment FTE granted pursuant to Article VI, Section F, Subd. 6(a), of the Collective Bargaining Agreement, provided that no reassignment shall exceed 1.0 FTE.
3. The Association will reimburse the District on a monthly basis for the actual cost of salary up to Lane 1, Step G and other benefits attributable to the reassignment as provided for in Article VI, Section F, Subd. 6(c), of the Collective Bargaining Agreement.
4. During the period of reassignment, the employee will be subject to Article XI and shall accrue seniority and other benefits as though the employee were on the underlying contract without the reassignment as provided for in Article VI, Section F, Subd. 6(d), of the Collective Bargaining Agreement.
5. This Memorandum of Understanding represents a full and complete agreement between the parties hereto. There are no covenants, promises, or undertakings outside of this Memorandum of Understanding other than as specifically set forth herein.

Schedule A  
2021-2022 SALARY SCHEDULE

		BA +20 Sem. (30 Qtr.)	BA +40 Sem. 60 Qtr. MA/ALT	MA +20 Sem. (30 Qtr.)	MA +40 Sem. (60 Qtr.)	SPEC	PHD
Step	Lane 1	Lane 2	Lane 3	Lane 4	Lane 5	Lane 6	Lane 7
A	\$46,041	\$50,132	\$54,340	\$56,945	\$59,345	\$60,575	\$61,890
B	\$47,359	\$51,594	\$56,190	\$58,852	\$61,329	\$62,600	\$63,930
C	\$48,679	\$53,054	\$58,039	\$60,756	\$63,313	\$64,624	\$66,091
D	\$49,996	\$54,518	\$59,890	\$62,662	\$65,297	\$66,649	\$68,012
E	\$51,314	\$55,978	\$61,739	\$64,565	\$67,281	\$68,672	\$70,054
F	\$52,633	\$57,437	\$63,589	\$66,472	\$69,263	\$70,696	\$72,097
G	\$53,948	\$58,901	\$65,437	\$68,377	\$71,246	\$72,719	\$74,137
H	\$55,267	\$60,364	\$67,288	\$70,281	\$73,232	\$74,742	\$76,177
I	\$56,585	\$61,826	\$69,138	\$72,185	\$75,213	\$76,764	\$78,219
J	\$57,903	\$63,287	\$70,986	\$74,092	\$77,198	\$78,789	\$80,261
K	\$59,220	\$64,748	\$72,838	\$75,996	\$79,178	\$80,812	\$82,303
L	\$60,540	\$66,208	\$74,687	\$77,901	\$81,161	\$82,835	\$84,342
M	\$61,856	\$67,670	\$76,535	\$79,807	\$83,146	\$84,956	\$86,385
N	\$63,177	\$69,133	\$78,388	\$81,713	\$85,129	\$86,883	\$88,425
O	\$64,495	\$70,594	\$80,236	\$83,619	\$87,115	\$88,907	\$90,466
P	\$65,812	\$72,055	\$82,084	\$85,523	\$89,095	\$90,931	\$92,508
Q	\$67,129	\$73,515	\$83,934	\$87,427	\$91,079	\$92,953	\$94,548
R	\$68,445	\$74,976	\$85,786	\$89,330	\$93,061	\$94,977	\$96,591
S	\$69,764	\$76,440	\$87,635	\$91,236	\$95,045	\$97,000	\$98,631
T	\$71,083	\$77,901	\$89,484	\$93,144	\$97,030	\$99,025	\$100,673
U	\$72,400	\$79,364	\$91,334	\$95,047	\$99,010	\$101,048	\$102,714
V	\$73,718	\$80,825	\$93,182	\$96,953	\$100,995	\$103,071	\$104,755
W	\$75,037	\$82,285	\$95,033	\$98,860	\$102,977	\$105,093	\$106,797
X-Career	\$78,992	\$86,671	\$100,583	\$104,572	\$108,928	\$111,168	\$112,921

Schedule A  
2022-2023 SALARY SCHEDULE

		BA +20 Sem.	BA +40 Sem. 60 Qtr.	MA +20 Sem.	MA +40 Sem.		
	BA	(30 Qtr.)	MA/ALT	(30 Qtr.)	(60 Qtr.)	SPEC	PHD
Step	Lane 1	Lane 2	Lane 3	Lane 4	Lane 5	Lane 6	Lane 7
A	\$47,215	\$51,410	\$55,726	\$58,397	\$60,858	\$62,120	\$63,468
B	\$48,567	\$52,910	\$57,623	\$60,353	\$62,893	\$64,196	\$65,560
C	\$49,920	\$54,407	\$59,519	\$62,305	\$64,927	\$66,272	\$67,776
D	\$51,271	\$55,908	\$61,417	\$64,260	\$66,962	\$68,349	\$69,746
E	\$52,623	\$57,405	\$63,313	\$66,211	\$68,997	\$70,423	\$71,840
F	\$53,975	\$58,902	\$65,211	\$68,167	\$71,029	\$72,499	\$73,935
G	\$55,324	\$60,403	\$67,106	\$70,121	\$73,063	\$74,573	\$76,027
H	\$56,676	\$61,903	\$69,004	\$72,073	\$75,099	\$76,648	\$78,120
I	\$58,028	\$63,403	\$70,901	\$74,026	\$77,131	\$78,721	\$80,214
J	\$59,380	\$64,901	\$72,796	\$75,981	\$79,167	\$80,798	\$82,308
K	\$60,730	\$66,399	\$74,695	\$77,934	\$81,197	\$82,873	\$84,402
L	\$62,084	\$67,896	\$76,592	\$79,887	\$83,231	\$84,947	\$86,493
M	\$63,433	\$69,396	\$78,487	\$81,842	\$85,266	\$87,122	\$88,588
N	\$64,788	\$70,896	\$80,387	\$83,797	\$87,300	\$89,099	\$90,680
O	\$66,140	\$72,394	\$82,282	\$85,751	\$89,336	\$91,174	\$92,773
P	\$67,490	\$73,892	\$84,177	\$87,704	\$91,367	\$93,250	\$94,867
Q	\$68,841	\$75,390	\$86,074	\$89,656	\$93,402	\$95,323	\$96,959
R	\$70,190	\$76,888	\$87,974	\$91,608	\$95,434	\$97,399	\$99,054
S	\$71,543	\$78,389	\$89,870	\$93,563	\$97,469	\$99,474	\$101,146
T	\$72,896	\$79,887	\$91,766	\$95,519	\$99,504	\$101,550	\$103,240
U	\$74,246	\$81,388	\$93,663	\$97,471	\$101,535	\$103,625	\$105,333
V	\$75,598	\$82,886	\$95,558	\$99,425	\$103,570	\$105,699	\$107,426
W	\$76,950	\$84,383	\$97,456	\$101,381	\$105,603	\$107,773	\$109,520
X-Career	\$81,006	\$88,881	\$103,148	\$107,239	\$111,706	\$114,003	\$115,800

**Schedule B - CO-CURRICULAR SALARIES****2021-2022 Stipend**

<b>Sport</b>	<b>%</b>	<b>Head</b>	<b>9-12 Asst</b>	<b>7-8 Head</b>	<b>7-8 Asst</b>
Basketball	100%	7,349	5,291	4,410	3,307
Football	100%	7,349	5,291	4,410	3,307
Hockey	100%	7,349	5,291	4,410	3,307
Alpine/Nordic Skiing (Boys & Girls Combined)	93%	6,835	4,921	4,101	3,076
Baseball	85%	6,247	4,498	3,748	2,811
Gymnastics	85%	6,247	4,498	3,748	2,811
Soccer	85%	6,247	4,498	3,748	2,811
Softball	85%	6,247	4,498	3,748	2,811
Swimming/Diving	85%	6,247	4,498	3,748	2,811
Track & Field	85%	6,247	4,498	3,748	2,811
Volleyball	85%	6,247	4,498	3,748	2,811
Wrestling	85%	6,247	4,498	3,748	2,811
Alpine Skiing	72%	5,291	3,810	3,175	2,381
Nordic Skiing	72%	5,291	3,810	3,175	2,381
Cheering Leading	72%	5,291	3,810	3,175	2,381
CC Running	72%	5,291	3,810	3,175	2,381
Dance-Competitive	72%	5,291	3,810	3,175	2,381
Golf	72%	5,291	3,810	3,175	2,381
Lacrosse	72%	5,291	3,810	3,175	2,381
Tennis	72%	5,291	3,810	3,175	2,381

<b>2022-2023 Stipend</b>					
<b>Sport</b>	<b>%</b>	<b>Head</b>	<b>9-12 Asst</b>	<b>7-8 Head</b>	<b>7-8 Asst</b>
Basketball	100%	7,537	5,426	4,522	3,391
Football	100%	7,537	5,426	4,522	3,391
Hockey	100%	7,537	5,426	4,522	3,391
Alpine/Nordic Skiing (Boys & Girls Combined)	93%	7,009	5,046	4,205	3,154
Baseball	85%	6,406	4,612	3,844	2,883
Gymnastics	85%	6,406	4,612	3,844	2,883
Soccer	85%	6,406	4,612	3,844	2,883
Softball	85%	6,406	4,612	3,844	2,883
Swimming/Diving	85%	6,406	4,612	3,844	2,883
Track & Field	85%	6,406	4,612	3,844	2,883
Volleyball	85%	6,406	4,612	3,844	2,883
Wrestling	85%	6,406	4,612	3,844	2,883
Alpine Skiing	72%	5,426	3,907	3,256	2,442
Nordic Skiing	72%	5,426	3,907	3,256	2,442
Cheering Leading	72%	5,426	3,907	3,256	2,442
CC Running	72%	5,426	3,907	3,256	2,442
Dance-Competitive	72%	5,426	3,907	3,256	2,442
Golf	72%	5,426	3,907	3,256	2,442
Lacrosse	72%	5,426	3,907	3,256	2,442
Tennis	72%	5,426	3,907	3,256	2,442

Appendix -d-

Schedule C - Other Co-Curricular Salaries

Schedule C Part 1									
Category	Activity	Level	21-22	Level	21-22	Level	22-23	Level	22-23
1 (100%)		9-12	6,158	6-8	3,695	9-12	6,315	6-8	3,789
	Drama-Musical Director		6,158		3,695		6,315		3,789
	Student Government		6,158		3,695		6,315		3,789
2 (85%)		9-12	5,234	6-8	3,140	9-12	5,368	6-8	3,221
	DECA Advisor		5,234		3,140		5,368		3,221
	Newspaper Advisor		5,234		3,140		5,368		3,221
	Robotics Advisor		5,234		3,140		5,368		3,221
3 (70%)		9-12	4,310	6-8	2,586	9-12	4,420	6-8	2,652
	Backpack Tutoring Advisor		4,310		2,586		4,420		2,652
	Choral Chamber Singers Director		4,310		2,586		4,420		2,652
	Costume Design		4,310		2,586		4,420		2,652
	Drama-Play Director		4,310		2,586		4,420		2,652
	Marching Band Director		4,310		2,586		4,420		2,652
	Jazz Band Director		4,310		2,586		4,420		2,652
	Light and Sound Design		4,310		2,586		4,420		2,652
	Musical Pit Director		4,310		2,586		4,420		2,652
	Musical Vocal Director		4,310		2,586		4,420		2,652
	National Honor Society Advisor		4,310		2,586		4,420		2,652
	Set Design Builder		4,310		2,586		4,420		2,652
	Supermileage Advisor		4,310		2,586		4,420		2,652
	Yearbook Advisor		4,310		2,586		4,420		2,652

Schedule C Part 2									
<b>4 (50%)</b>		<b>9-12</b>	<b>3,079</b>	<b>6-8</b>	<b>1,847</b>	<b>9-12</b>	<b>3,157</b>	<b>6-8</b>	<b>1,894</b>
	Assistant Play Director		3,079		1,847		3,157		1,894
	Coders Unite Club		3,079		1,847		3,157		1,894
	Debate Club Advisor		3,079		1,847		3,157		1,894
	Donna Voce Singers Director		3,079		1,847		3,157		1,894
	Field Biology Club Advisor		3,079		1,847		3,157		1,894
	Knowledge Bowl Advisor		3,079		1,847		3,157		1,894
	Math Team Advisor		3,079		1,847		3,157		1,894
	Model UN		3,079		1,847		3,157		1,894
	Quiz Bowl		3,079		1,847		3,157		1,894
	Science Fair Olympiad Advisor		3,079		1,847		3,157		1,894
	Speech Advisor		3,079		1,847		3,157		1,894
	Student Gov Assistant Advisor		3,079		1,847		3,157		1,894
	Technovation Club		3,079		1,847		3,157		1,894
	Winter Pep Band Director		3,079		1,847		3,157		1,894
	Woman/Men of Color Advisor		3,079		1,847		3,157		1,894
<b>5 (40%)</b>		<b>9-12</b>	<b>2,463</b>	<b>6-8</b>		<b>9-12</b>	<b>2,526</b>	<b>6-8</b>	
	9th Chamber Singers Director		2,463		1,478		2,526		1,516
	Architectural Challenge Adv		2,463		1,478		2,526		1,516
	Art Club Advisor		2,463		1,478		2,526		1,516
	AV Communications		2,463		1,478		2,526		1,516
	Choreographer		2,463		1,478		2,526		1,516
	Color Guard Director		2,463		1,478		2,526		1,516
	Costume Design One Act		2,463		1,478		2,526		1,516
	Debate Asst Advisor		2,463		1,478		2,526		1,516
	DECA Asst Advisor		2,463		1,478		2,526		1,516
	Destination Imagination Adv		2,463		1,478		2,526		1,516
	Drama One Act Advisor		2,463		1,478		2,526		1,516
	Drum Line Director		2,463		1,478		2,526		1,516
	Engineering Challenge Adv		2,463		1,478		2,526		1,516
	<u>eSports Advisor</u>		<u>2,463</u>		<u>1,478</u>		<u>2,526</u>		<u>1,516</u>
	Field Bio Club Asst Adv		2,463		1,478		2,526		1,516
	Jazz Two Director		2,463		1,478		2,526		1,516
	Light Sound Designer		2,463		1,478		2,526		1,516
	Literary Magazine Advisor		2,463		1,478		2,526		1,516
	Middle Level Select Choir		2,463		1,478		2,526		1,516
	Mock Trial Advisor		2,463		1,478		2,526		1,516
	Performance Dance Coach		2,463		1,478		2,526		1,516
	Production Assistant		2,463		1,478		2,526		1,516
	Quiz Bowl - Assistant Advisor		2,463		1,478		2,526		1,516
	Robotics Asst Advisor		2,463		1,478		2,526		1,516

	Science Fair District Coord		2,463		1,478		2,526		1,516
	Science Fair MHS Advisor		2,463		1,478		2,526		1,516
	Set Designer Builder		2,463		1,478		2,526		1,516
	Speech Asst Advisor		2,463		1,478		2,526		1,516
	Spelling Bee District Coord				1,478				1,516
	Stage Manager		2,463		1,478		2,526		1,516
	Video Production		2,463		1,478		2,526		1,516
	Yearbook Asst Advisor		2,463		1,478		2,526		1,516
<b>Schedule C Part 3</b>									
<b>6 (20%)</b>		<b>9-12</b>	<b>3,079</b>	<b>6-8</b>	<b>739</b>	<b>9-12</b>	<b>3,157</b>	<b>6-8</b>	<b>758</b>
	Earth Club		1,232		739		1,263		758
	<u>eSports Assistant Advisor</u>		<u>1,232</u>		<u>739</u>		<u>1,263</u>		<u>758</u>
	Math Team Asst Advisor		1,232		739		1,263		
	Science Fair Asst Advisor		1,232		739		1,263		
<b>7 (\$500)</b>		<b>9-12</b>	<b>3,079</b>	<b>6-8</b>	<b>300</b>	<b>9-12</b>	<b>3,157</b>	<b>6-8</b>	<b>300</b>
	Academic Advisor		500		300		500		300
	Interact		500		300		500		300
	Legacy Advisor		500		300		500		300
	Spanish Club		500		300		500		300
	OFFENSE		500		300		500		300

Schedule E OTHER SALARIES		<u>2021-22</u>	<u>2022-23</u>
CURRICULUM WORK (per hour)		\$31.59	\$32.40
SUMMER SCHOOL (per hour)			
Team Leader		\$39.77	\$40.78
Teacher		\$31.54	\$32.34
OTHER SUPPLEMENTAL PAY: (per hour)			
After School Chinese & Spanish		\$39.77	\$40.78
Saturday School		\$31.59	\$32.40
Intramural Director 9-12		\$29.68	\$30.44
Intramural Director 6-8		\$29.68	\$30.44
Home Bound Tutor		\$28.79	\$29.52
Staff Development Stipends		\$26.82	\$27.50
Lunchroom Duty		\$12.75	\$13.08
OTHER SUPPLEMENTAL PAY: (annual)			
Chemical Hygiene Officer		\$1,641	\$1,683
International Studies Annual		\$1,526	\$1,565
Innovation Coach Annual		\$1,526	\$1,565
MUSICAL CONCERTS: (per performance)		\$162.42	\$166.56
Pre-approved musical concerts which extend beyond the curricula and co-curricular program			
ELEMENTARY VOCAL MUSIC:			
Grade Level Choir Director		\$3,271	\$3,355
Grade Level Asst Choir Director		\$2,321	\$2,380
Accompanist		\$2,321	\$2,380

Schedule F  
EARLY CHILDHOOD FAMILY EDUCATION SALARY SCHEDULE  
(Rates per Hour)

<b>Steps</b>	<b><u>2021-22</u> BA+1 Licensures</b>	<b><u>2021-22</u> BA+2 or MA Licensures</b>	<b><u>2022-23</u> BA+1 Licensures</b>	<b><u>2022-23</u> BA+2 or MA Licensures</b>
<b>1</b>	\$31.18	\$32.34	\$31.98	\$33.16
<b>2</b>	\$33.05	\$34.29	\$33.89	\$35.16
<b>3</b>	\$35.03	\$36.34	\$35.92	\$37.27
<b>4</b>	\$37.13	\$38.53	\$38.08	\$39.51
<b>5</b>	\$38.99	\$40.46	\$39.98	\$41.49
<b>6</b>	\$40.95	\$42.48	\$41.99	\$43.56
<b>Career 1 (8-10)</b>	\$42.17	\$43.75	\$43.25	\$44.87
<b>Career 2 (11-14)</b>	\$43.01	\$44.63	\$44.11	\$45.77
<b>Career 3 (14+)</b>	\$43.88	\$45.52	\$45.00	\$46.68

Appendix -g-

Schedule G  
Licensed School Nurse Salary Schedule

2021-2022 School Year  
(rates per hour)

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>Carrer 1 8-10 yrs</b>	<b>Career 2 11-14 yrs</b>	<b>Carrer 3 15+ yrs</b>
<b>BA Nursing</b>	\$32.82	\$34.01	\$35.50	\$36.67	\$37.80	\$40.48	\$42.01	\$43.63	\$44.43	\$45.26
<b>MA Nursing</b>	\$35.41	\$36.58	\$38.09	\$39.26	\$40.37	\$43.07	\$44.59	\$46.20	\$47.01	\$47.84

2021-2022 School Year  
(rates per hour)

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>Carrer 1 8-10 yrs</b>	<b>Career 2 11-14 yrs</b>	<b>Carrer 3 15+ yrs</b>
<b>BA Nursing</b>	\$33.66	\$34.88	\$36.41	\$37.61	\$38.76	\$41.51	\$43.08	\$44.74	\$45.56	\$46.41
<b>MA Nursing</b>	\$36.31	\$37.51	\$39.06	\$40.26	\$41.40	\$44.17	\$45.73	\$47.38	\$48.21	\$49.06

**UPDATE**

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

**Special Meeting Agenda Item V.**

**Title: Update on Board Vacancy and Next Steps**

**Date: September 23, 2021**

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**EXECUTIVE SUMMARY:**

The Board has established the timeline for filling the vacancy on the Board that was created by Christine Ritchie's resignation. Further steps in the process will be discussed by the Board during the Special Meeting.

**Submitted by:**



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**Dennis L. Peterson  
Superintendent of Schools**

**ACTION**

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

**Special Meeting Agenda Item VI.**

**TITLE: Resolution Proposing to Take Action Regarding a  
Continuing Contract Employee**

**DATE: September 23, 2021**

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**EXECUTIVE SUMMARY:**

The administration is proposing that the School Board take action on a continuing contract employee (Employee A). The Administration's recommendation and the basis for such action are contained in Exhibit A, which is categorized as non-public personnel information. The Board received a confidential copy of Exhibit A prior to this meeting.

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**RECOMMENDATION/FUTURE ACTION:**

That the School Board adopt the resolution as presented.

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Submitted by:



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Michael Cyrus, Executive Director of Human Resources

Concurrence:



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Dennis Peterson, Superintendent

**RESOLUTION PROPOSING TO TAKE ACTION REGARDING A  
CONTINUING CONTRACT EMPLOYEE (“EMPLOYEE A”)**

BE IT RESOLVED, by the School Board of Independent School District No. 276, that:

1. The proposed action in regard to Employee A shall be taken in the form and on the grounds set forth in Exhibit A attached hereto;
2. Exhibit A shall be signed by the Clerk or the Chair of the School Board and served upon Employee A as determined by the Administration of Independent School District No. 276; and
3. Exhibit A is classified as private data under the Minnesota Government Data Practices Act, and therefore cannot be released unless there is final disposition of the action regarding Employee A.