

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

Summary of June 16, 2022 Study Session

The School Board of Minnetonka Independent School District #276 met in study session at 6:15 p.m. on Thursday, June 16, 2022 in the Community Room at the District Service Center, 5621 County Road 101, Minnetonka, Minnesota. Chairperson Chris Vitale presided. Other Board members present were Mark Ambrosen, Patrick Lee-O'Halloran, John Odom, Lisa Wagner and Superintendent Dennis Peterson, ex officio. Absent: Katie Becker and Meghan Selinger.

REVIEW OF NWEA RESULTS

Dr. Rega updated the Board on the NWEA assessment, focusing on Spring performance in the areas of Reading and Math. The report discussed RIT performance which is the scale that NWEA uses to show growth. Regardless of the grade level, a student with a RIT score of 200 is ready to learn a specific set of skills; this makes NWEA especially useful for instruction. Here is a summary of the results:

- In Reading, average national growth is 5-6 RIT points, and students receiving Special Education services grew an average of 5.5 points.
- According to non-cohort Math performance, African American students improved in 4 of the 8 grade levels measured.
- Hispanic students saw gains across 5 of 8 grade levels, with a statistically significant increase observed among Fourth Graders. Fourth Graders improved by 9.0 RIT points.
- There are no significant gaps in performance between Open-Enrolled and Resident students for both Reading and Math. By Second Grade, RIT scores are virtually the same in Math and Reading.
- As Minnetonka students move into the Middle School the acceleration of the middle student is evident. For example, a typical Minnetonka Fifth Grade student is performing at the mid Ninth Grade level in Reading at the early Twelfth Grade level in Math according to the current NWEA national norms. If a student is on grade level and performing at the Fifth Grade level, he or she will notice a significant difference in performance when his or her peers are six grade levels ahead of that individual.

Dr. Rega then walked the Board through the results, focusing on three-year trend data, cohort growth, e-learning results vs. in-person results, high potential and navigator student

results, Spanish and Chinese student performance, LEP and Special Education student performance, and trends in various ethnic groups and gender. He concluded his report by offering the following recommendations for action:

- Utilize NWEA Learning Continuum and Student Profile for general education teachers as well as interventionists (ELL, Special Education, Title 1)
- Utilize TIES Prolific software to analyze data and predictive performance toward Minnesota State Standards
- Provide class-wide intervention for 40-62nd percentile in Reading and 40-72 percentile in Math
- Focus on MCA Test Specifications in accordance with Learning Continuum
- Analyze the following data:
 - Grade K and 1 Reading
 - Grade 2 Math
- Align all common assessments to standards

CITIZEN INPUT

Chairperson Vitale extended an invitation to members of the audience who wished to address the Board on any topic. No one responded to this invitation to speak.

REVIEW OF ISTATION RESULTS

Dr. Rega presented this item to the Board. He explained that during the Spring of 2022, Kindergarten, First, and Second Grade Spanish Immersion students took Istation's Indicators of Progress (ISIP) Test. This Winter, Kindergarten Spanish Immersion students took the ISIP Test for the first time, and this Spring, all K-2 Spanish Immersion students took the test.

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

Istation offers a software tool used to assess students within the following areas: *Phonemic Awareness, Letter Knowledge, Decoding, Vocabulary, Spelling, Comprehension, and Fluency*. Istation software is a tool designed to target students participating in Immersion programs and is an adaptive assessment tool that allows students to demonstrate evidence of learning at high levels beyond their current grade level expectations. Teachers use results to provide specific instructional resources to help students receive the practice needed to improve within identified areas of growth and accelerate in their areas of strength. Each day students are given the opportunity to engage in interactive practice activities that are at their level and aligned to their

assessment performance. The Istation system allows teachers to formally assess students each month to monitor student progress on a regular basis in between Fall, Winter, and Spring benchmark assessments. In addition, there are instructional resources available to students within the program as well as at home.

The instructional resources are aligned to the assessment, and most importantly, these instructional supports are customized for individual students based on their benchmark assessment performance each season. In addition, teachers can administer monthly *On Demand Assessments* to track students' progress as they work through the instructional software. This system is not only supportive of early intervention strategies, but it also allows for students who need to be challenged academically beyond their current levels of performance. Because there are three tiered levels, Minnetonka Spanish Immersion students have room to grow as they continue to strive toward the highest levels of the instructional and assessment program. Throughout the school year, teachers used the results to help plan for individual intervention with students depending on their performance. Student progress was monitored on a regular basis, and some students spent more time with the program each week depending on their needs. Students who needed more intensive intervention were assessed monthly with the Istation *On Demand Assessments*, as this is a form of progress monitoring for students who may be struggling with the language.

Highlights of this assessment included the following:

- Minnewashta First Graders eclipsed the 50th percentile on all four subtests while improving from Fall to Spring in all four areas
- Percentiles indicate that Minnetonka Kindergarteners performed below the 50th percentile on all four tests
- District results indicate that First Grade student performance is slightly below the 50th percentile when compared to the nation on three of four subtests
- Among Second Graders, there were increases in the percentage of students reaching the Tier 1 level in four of five areas, with significant increases in Written Communication, Vocabulary, Phonics, and Comprehension

Dr. Rega then walked the Board through the results. He concluded his report by offering the following recommendations for action:

- Align Spanish instruction with Seesaw activities
- Improve Istation usage for Kindergarten and First Grades; Begin Istation use in October for Kindergarten and consistently use the software throughout the year at First Grade
- Seek support of reading specialists
- Utilize individual iPads at home for extra practice
- Address text fluency using reading groups, modeling, and direct reading skill instruction to improve vocabulary, comprehension and fluency.

The Board thanked Dr. Rega for his update.

REVIEW OF INSTRUCTIONAL MATERIALS

Director of Curriculum Steve Urbanski led the discussion. He explained that pursuant to District Policy #606, all instructional materials, whether core or supplemental, must align with and advance the District's Vision and Mission. This policy requires that all instructional materials challenge each student and prepare them to thrive in American society and the world at-large. Mr. Urbanski submitted for Board consideration the instructional materials that have been reviewed over the past year and are recommended for full implementation at the start of the 2022-23 school year and beyond.

Digital Resources and iPad Apps

Each year the District introduces additional and updated digital resources to support the instructional program. The digital resources listed below have been reviewed by teams of teachers, technology coaches, and the technology department to ensure that they meet the District instructional resources criteria. They are recommended for the 2022-23 school year and beyond.

App Name	Category	Subject/Course
Bandmate Chromatic Tuner	Subject Specific	Band
Bee-Bot	Subject Specific	Tonka Codes
eChinese Updated Resources	Subject Specific	Chinese Immersion
EV3 Classroom LEGO Education	Subject Specific	STEM/Tech Ed/Advanced Robotics
Ice Flows	Subject Specific	Earth Science
ISS Detector	Subject Specific	Astronomy
Learning Ally Audiobooks	Book/eReader	General
Lego Mindstorms EV3 Home	Subject Specific	Stem/Tech Ed
LEGO® Education Spike™	Subject Specific	STEM
Merge Explorer	AR/3D	Science
Microsoft To Do	Productivity/Organization	Organization/Tasks
Nearpod	Subject Specific	Science
Planets	Subject Specific	Astronomy
Play and Learn Science	Subject Specific	Early Learning Science
Seek by iNaturalist	Subject Specific	Life Science
Slowmo-SlowMo Video Analysis	Subject Specific	Physics
Vertuali-Tee	Subject Specific	Life Science

AP and IB Materials

The changing nature of the Advanced Placement (AP) and International Baccalaureate (IB) curriculum requires adjustments on a regular basis. Advanced Learner Coordinator

Laura Herbst works closely with AP and IB teachers and department chairs each year to select from available and appropriate materials.

In addition to the criteria outlined in Policy #606, these materials are selected based upon the curricular and programmatic guidelines of the International Baccalaureate Organization and the College Board. For the 2022-23 school year, AP and IB teachers have recommended implementing the following instructional resources to meet the demands of these programs. The instructional resources are included in the table below.

Title	Author	Course/Level
<i>IBDP Psychology</i>	John Crane	IB Psychology
<i>Practical Research</i>	Paul Leedy and Jeanne Ormrod	AP Research

Mr. Urbanski concluded by saying that these instructional materials will be available for public review at the District Service Center throughout the summer. Materials will be submitted for School Board approval on August 4, 2022.

Board member Wagner asked how the public can review digital resources. Mr. Urbanski responded that the public would come to the DSC to view the materials electronically.

REPORT ON GOALS

Assistant Superintendent for Instruction Dr. Amy LaDue led the discussion. Tonight's presentations included reports from MHS Principal Jeff Erickson and MME Principal Pete Dymit on belonging efforts at their schools. Highlights included the following:

MHS

- Belonging Committee partnered with the Staff Belonging Committee on the Diversity Mural Project
- Student celebration to celebrate the Festival of Holi (India)
- Ally Week in April
- Enhanced plans and prep notes for reserve teachers (class notes, seating charts, names of students, etc.)
- Cultural Fair
- Tonka Prep Program
- Community Building – speakers Keith Hawkins, Chris Singleton, Michael Berenbaum, Rashad Cohen
- Working to increase the number of students enrolled in honors courses
- VANTAGE Diversity Taskforce
- Unified Theatre course
- Increase in student clubs
- Increased awareness of resources (confidential reporting tool)
- Strong relationships + exceptional instruction = successful students

MHS - 2022-23 Focus

- Continue to focus on instructional practices, share power, express care and student voice and the data
- Use student feedback to address classroom environment and additional areas of educate for students and staff.
- Continue to focus on educate through the development of schoology course.
- Continue to focus on repair --Beyond 140 video.
- Continue to look at window/mirrors in the curriculum
- Develop new ways for students to share their voice

MMW

- Core values—kindness, community, integrity, growth, fun
- MMW SWEET (School-Wide Expectations Excelling together)
- MOC, WOC, Rainbow Sails
- WOW and S'WOW
- Full Sail Awards
- Student Appreciation Week
- MTSS - Support for all students
- Fun Squad
- 8th Grade Leadership and Legacy Event
- Mental Health Month
- Search Institute Data

MME—Belonging Focus

- Students lacking peer connections developed through athletics
- Students struggling with mental health challenges
- Minority and LGBTQ students
- School-wide push to strengthen connections between students and staff
- Increase in student clubs
- Men and Women of Color Clubs
- GSA student groups
- Fundraising—staff experience coupons

Dr. LaDue then updated on the Board on past belonging summits:

Belonging Summit—February 17, 2022

- Strategies used to positively impact and support staff in your department related to creating a community of belonging for students and staff

- Actions from your department to positively impact the student experience as it relates to their sense of belonging
- Other strategies or ideas used during this school year to support our belonging efforts
- Lessons learned during this year related to belonging
- Additional resources that will support moving this work forward

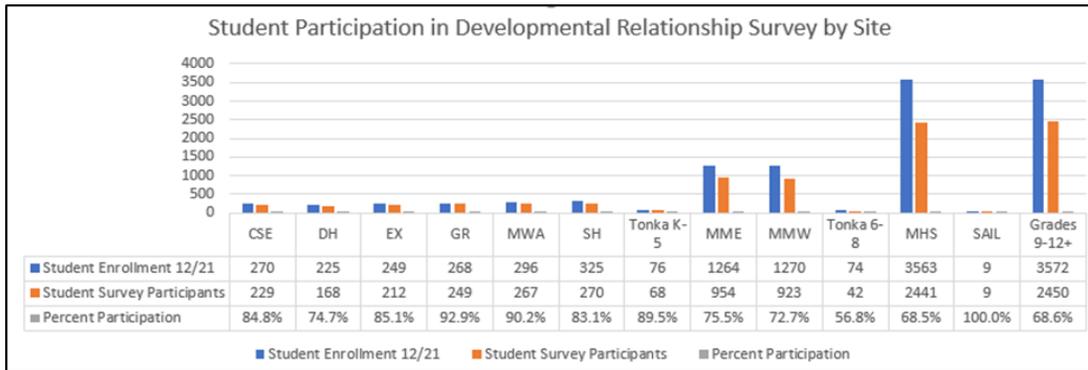
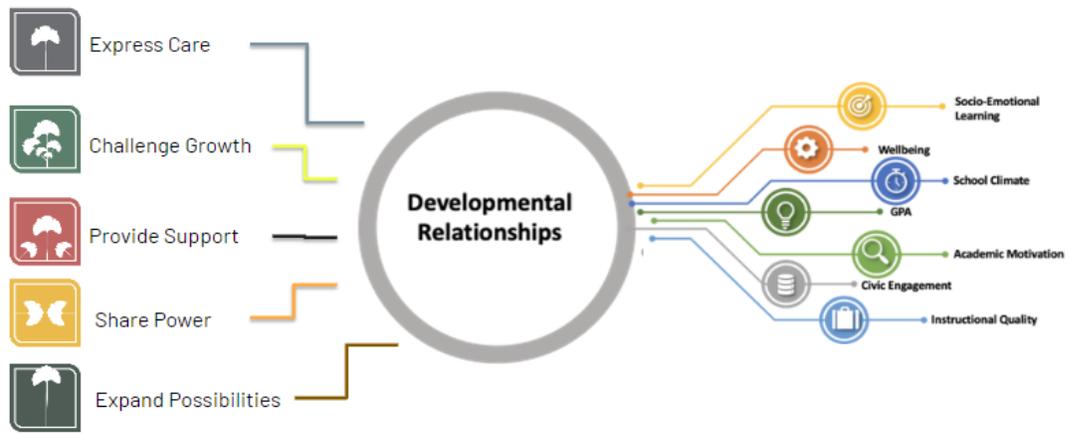
Belonging Summit—April 18, 2022

- What priorities did you identify as a building as a result of the February 17 session with the Search Institute and your site's Developmental Relationships survey results? What actions have you taken in response to the Developmental Relationships survey results?
- When you consider the breadth of the survey data that we have received, how might we better understand and respond to what our students are telling us through this survey? How might the June 14 day support these efforts? This is a draft proposal for June 14. What feedback might you have? What is missing? What might be redundant?
- Based on the work that you are doing in your building and the feedback that you received from teachers in the Google survey from the Feb 18 session and overall, what additional professional learning needs do you and your building have to address our belonging efforts (summer institute, summer learning, late start, early release, staff meetings, etc.)?
- What additional plans do you have yet this school year or into summer to engage or interact with this work?

Belonging Summit—June 2, 2022

- Each school and department was asked to come prepared to share a one-to-two minute example that illustrates or brings to life how their school or department has lived out the District Commitment to Excellence and Belonging during this school year

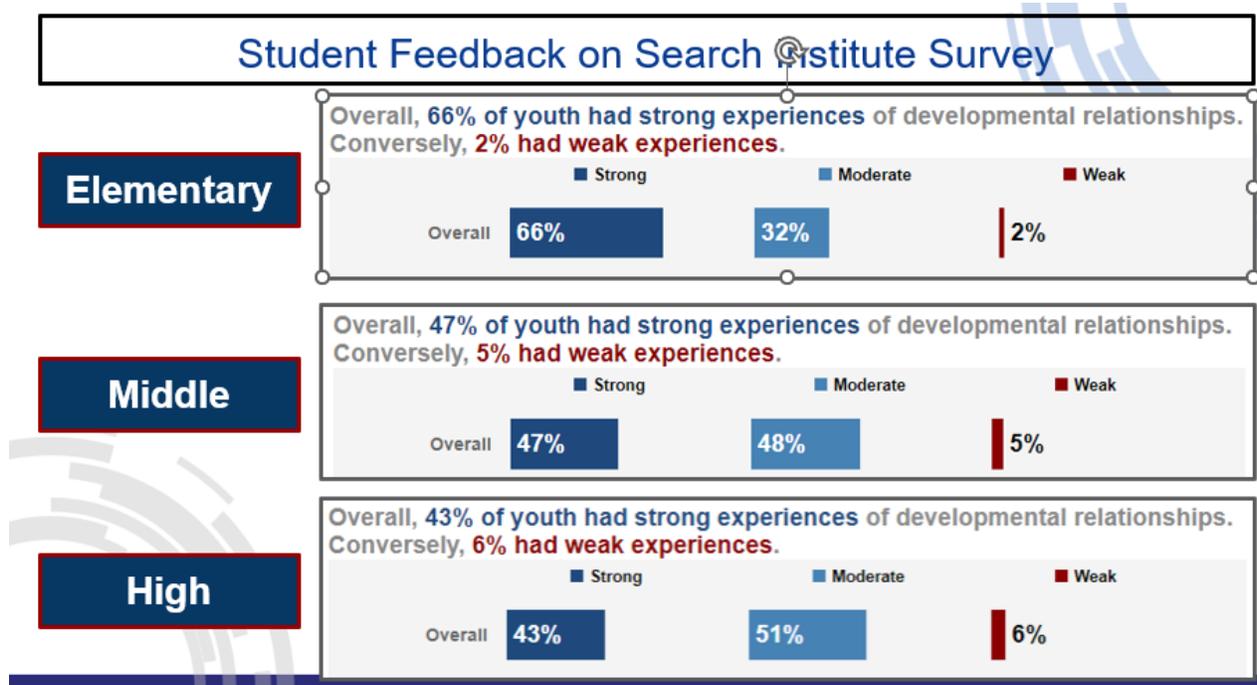
Student Feedback from Search Institute



Youth Self-Report Surveys

Strengths	Limitations
<ul style="list-style-type: none"> • Youth voice matters • Perception is reality • Reliable • Predictive of objectively measured outcomes • Inexpensive • Quick • More equitable 	<ul style="list-style-type: none"> • Misinterpretation of items • Not appropriate for assessing all skills and behaviors • Reference bias • Faking and social desirability • Disruptive environmental factors

For more information, check out Duckworth & Yeager (2015)



Student Survey: Strengths in Developmental Relationships

- **Expect My Best**
 - “Challenge Growth” element
 - Defined as “Expect me to live up to my potential.”
- **Set Boundaries**
 - “Provide Support” element
 - Defined as “Put limits in place that keep me on track.”
- **Respect Me**
 - “Share Power” element
 - Defined as “Take me seriously and treat me fairly.”
- **Be Dependable**
 - “Express Care” element
 - Defined as “Be someone I can trust.”

Student Survey: Opportunities to Strengthen Developmental Relationships

Two greatest opportunities common across Grades 4-12:

Connect:

- “Expand Possibilities” element
- Defined as “Introduce me to people who can help me grow”

Inspire:

- “Expand Possibilities” element
- Defined as “Inspire me to see possibilities for my future”

Student Survey: Opportunities to Strengthen Developmental Relationships

Third opportunity varied by level

Elementary:

Let Me Lead,

- “Share Power” element
- Defined as “Create opportunities for me to take action and lead”

Secondary:

Broaden Horizons

- “Expand Possibilities” element
- Defined as “Expose me to new ideas, experiences, and places”

Next Steps

- Administrators and teachers leaders participated in “Moving from Data to Insights and Practice with Search Institute” on June 14
 - Further understand the feedback from students
 - Develop action plans for fall 2022
- Students in 4-12+ and all teachers will repeat survey late fall 2022

In the discussion that followed, Chairperson Vitale noted that Board members would like to attend some of the upcoming presentations. Board member Wagner praised the principals for focusing on student/parent communication. Board member Lee-O’Halloran said he was glad to hear about Ally week and all the other great things that were being implemented. Board members noted the increased stress levels in students, staff and parents during COVID and all expressed hope that this would decline in the coming school year. Principal Dymit noted that mask wearing had really impacted students’ ability to read non-verbal cues, which led to feelings of others not caring about them. Board members thanked the principals for setting up the student-led listening sessions in the past few weeks and said they were appreciative of being included. Board member Wagner said

she was excited to see the great work that had come out of the Belonging Summits and hoped to see it continue. She also said it was a great modeling opportunity for the students to see.

UPDATE ON CRUZ-GUZMAN

Attorney Dennis O'Brien presented an update on this case to the Board. By way of background, he began by saying that the original lawsuit had been filed in November of 2015. After a series of motions, the matter was appealed to the MN Court of Appeals. In March of 2017 the Court of Appeals held that the issues were nonjusticiable. The Court of Appeals decision then headed to the MN Supreme Court, and in 2018 the Supreme Court reversed and then reinstated the case. The case was then ordered back to the Hennepin County District Court. In December of 2021, the Trial Court returned the case to the Court of Appeals by asking for further direction. Specifically, the Trial Court wished to know whether desegregation could be compelled even if there was no proof that the state intended to cause the racial imbalance or that its policies did in fact cause this imbalance. The matter is still pending before the Court of Appeals and so the question has not yet been answered. Significantly, the plaintiffs petitioned the MN Supreme Court for an accelerated review, which was denied on 3/29/22.

In 2022, House File No 2471 was introduced. It would essentially enhance open enrollment by allowing "host districts" to send their own buses into neighborhoods with failing school districts so that parents can voluntarily send their children to successful schools. The legislation also proposes to establish magnet schools in an attempt to encourage suburban students to attend magnet schools in our central cities.

Chairperson Vitale thanked Mr. O'Brien for the update and said it would be interesting to see how this case eventually resolves.

ADJOURNMENT

The Board adjourned the Study Session at 8:55 p.m.