

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

Summary of June 15, 2023 Study Session

The School Board of Minnetonka Independent School District #276 met in study session at 6:35 p.m. on Thursday, June 15, 2023 in the Community Room at the District Service Center, 5621 County Road 101, Minnetonka, Minnesota. Chairperson Lisa Wagner presided. Other Board members present were Katie Becker, Michael Remucal, Meghan Selinger, Chris Vitale and Superintendent David Law, ex officio. Absent: Mark Ambrosen and Patrick Lee-O'Halloran.

REVIEW OF AP, IB, SUPPLEMENTAL AND NEW COURSE MATERIALS

Director of Curriculum Steve Urbanski led the discussion. He explained that as in past years, departments and programs have identified instructional material needs for the upcoming school year. As the English Language Arts (ELA), Health and Science departments engage in the curriculum review and standards implementation process during the 2023-24 school year, additional resources will be reviewed, piloted, and ultimately brought to the School Board for approval. Mr. Urbanski noted that the purpose of tonight's presentation was to submit for Board consideration the instructional materials that have been reviewed over the past year and are being considered for full implementation at the start of the 2023-24 school year.

Advanced Placement and International Baccalaureate Materials

The changing nature of the Advanced Placement (AP) and International Baccalaureate (IB) programs require adjustments on a regular basis. Advanced Learning 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 curriculum recommendations of the International Baccalaureate Organization, the College Board, and the organizations' trainers. *The Musician's Guide to Theory and Analysis: Fourth AP Edition* is recommended for the AP Music Theory course. In addition, four texts are being considered for the AP Precalculus course, which are listed in the table below. The course design team will finalize the selection this summer for use during the upcoming year.

Title	Author(s)	Course/Level
<i>The Musician's Guide to Theory and Analysis: Fourth AP Edition</i>	Clendenning, Marvin	AP Music Theory
<i>Precalculus: Graphical, Numerical, Algebraic (11th AP Edition)</i>	Demana, Waits, Foley, Kennedy, Gorsuch, Phelps	AP Precalculus
<i>Precalculus with Limits (8th Edition)</i>	Larson, Battaglia	AP Precalculus
<i>PreCalculus</i>	Miller, Gerken	AP Precalculus
<i>PreCalculus: Concepts and Technological Applications</i>	Brunner, Matsuoka, Mayer, Andrus	AP Precalculus

Science Instructional Materials

With the introduction of new Minnesota Academic Standards in Science, curriculum teams have been piloting materials to support full implementation of the standards by 2024-25. While FOSS currently serves as the core science program at the elementary level, the most recent edition of this program, FOSS Next Generation, provides additional core and supplemental resources, including digital tools, aligned to the new standards. Six new comprehensive kits will be introduced for grades three through five for the 2023-24 school year.

Title	Author	Course/Level
<i>Structures of Life</i>	FOSS Next Generation	Grade 3
<i>Earth and Sun</i>	FOSS Next Generation	Grade 3
<i>Energy</i>	FOSS Next Generation	Grade 4
<i>Soils, Rocks, and Landforms</i>	FOSS Next Generation	Grade 4
<i>Mixtures and Solutions</i>	FOSS Next Generation	Grade 5
<i>Living Systems</i>	FOSS Next Generation	Grade 5

Digital Resources and iPad Apps

The resources listed in the table below have been reviewed by teachers, tech coaches and the Director of Instructional Technology Amanda Fay to ensure that they meet the criteria described in Policy #606. They are recommended for the 2023-2024 school year and beyond.

App Name	Category	Subject/Course
Canva	Productivity	Cross Curricular
EdPuzzle	Productivity	Cross Curricular
Adobe Express (Adobe Spark)	Productivity	Cross Curricular

Mr. Urbanski noted that the recommended materials will be available for public review this summer at the District Service Center. Chairperson Wagner noted that the materials would be brought back to the August 3 regular meeting for approval.

CITIZEN INPUT

Chairperson Wagner 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.

UPDATE ON OPEN POSITIONS AND RECRUITING EFFORTS

Anjie – get her ppt

REVIEW OF ISTATION RESULTS

Director of Assessment and Evaluation Dr. Matt Rega led the discussion. He noted that during the Spring of 2023, 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.

Definition of Terms

Terms	Descriptions
ISIP	Istation's Indicators of Progress
Ability Index	Three-digit score used to measure performance on each subtest. This score is used to determine the tier, percentile rank and grade equivalence.
Tier Levels	Three levels that indicate a student's language ability at the time of the test
Tier 1	At or above grade level based on ability index score
Tier 2	Moderately below grade level based on ability index score
Tier 3	Well below grade level based on ability index score

Percentile Rank	Indicates the relationship of a student's performance compared to national same grade level peers (ex. 91 st percentile = the student performed better than or equal to 91 percent of the students who took the test that month)
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There are three levels or “Tiers” in which students are placed based on their ISIP “Ability Index” scores. The tiers range from Tier 1 (at or above grade level), Tier 2 (moderately below grade level), and Tier 3 (well below grade level). Students are placed into the different tiers based on their overall *Ability Index* for each of the subtests. The ability index score is a three-digit score, much like a RIT score from the NWEA Test. The ability index scores are totaled from each of the subtests to equal an overall ability index, thus placing a student into a particular tier. As students are placed into tiers, the ability index scores are also used to calculate national percentile ranks. If a student is performing at the 85th percentile, then he is performing better than or equal to 85 percent of the students nationally who took the test that month.

Highlights from the Spring assessment are listed below:

- For the third year in a row, First Graders improved from Fall to Spring in all four areas including out-performing their First Grade counterparts from a year ago
- Percentiles indicate that Minnetonka Kindergarteners performed below the 40th percentile on all four tests
- District results indicate that First Grade student performance rebounded from last year and is above 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 for the second year in a row

Dr. Rega then walked the Board through the results, sharing information specific to each site and each grade level. He concluded his report by offering the following recommendations for action:

- Align Spanish instruction with Seesaw activities
- 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 through the use of reading groups, modeling, and direct reading skill instruction to improve vocabulary, comprehension and fluency

REVIEW OF SPRING NWEA RESULTS

Dr. Rega led this discussion as well. He noted that the NWEA is an adaptive test that measures what students are ready to learn in the areas of Math and Reading. This is the twelfth year of District-wide implementation. Key summary points in the analysis of the Spring 2023 administration of the NWEA are:

- By Fifth Grade, English, Chinese, and Spanish students are performing at the end of Twelfth Grade level in Math and mid Ninth Grade level in Reading.
- By Third Grade, English, Chinese and Spanish students are performing the same on the Reading Test, and Immersion students are continuing to do well on this English test. The current models for Reading based on NWEA data are effective for all three languages.

The NWEA assessments were completed in May, and the results reflect the hard work of teachers to prioritize their instructional focus on essential learnings due to the multiple learning models and environments in which students received instruction. Teachers used the Minnetonka Essential Learnings, aligned to the Minnesota State Standards, to guide instruction and set goals for the school year. The data focuses on Spring performance in the areas of Reading and Math. The report discusses 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.

Summary of Results

- In Reading, average national growth is 5-6 RIT points among Fifth Graders, and students receiving Special Education services grew an average of 3.8 points.
- According to non-cohort Math performance, African American students improved in 4 of the 8 grade levels measured.
- Hispanic students saw gains across 4 of 8 grade levels, with a statistically significant increase observed among Fifth Graders. Fifth Graders improved by 6.6 RIT points.
- There are no significant gaps in performance between Open-Enrolled and Resident students for both Reading and Math. By Fourth 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 and beyond the 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, sharing information specific to each site and each grade level. He concluded his presentation by offering the following recommendations for action:

- Utilize new early warning system software to analyze data and predictive performance toward Minnesota State Standards
- Provide class-wide intervention for 40-62nd percentile in Reading and 40-72nd percentile in Math
- Focus on MCA Test Specifications in accordance with Learning Continuum
- Analyze the following data:
 - Grades 1 and 5 Reading
 - LEP Grade 4 Reading and Math
- Align all common assessments to standards

ADJOURNMENT

The Board adjourned the study session at 7:55 p.m.

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