

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

Summary of September 23, 2021 Study Session

The School Board of Minnetonka Independent School District #276 met in study session at 6:00 p.m. on Thursday, September 23, 2021 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, Katie Becker, John Holcomb, Mike LeSage and Superintendent Dennis Peterson, ex officio. Absent: Lisa Wagner.

OPENING OF SCHOOL REPORT

Executive Director of Human Resources Dr. Mike Cyrus led the presentation. He shared information regarding the latest enrollment numbers, both by site and by grade, with the Board. He also shared class size information, noting that Minnetonka’s average class size numbers continue to be lower than the metro average. Highlights from the presentation included the following:

District Enrollment

	SY19	SY20	SY21	SY22
Elementary	5,025	5,090	5,036	4,908
Middle School	2,573	2,573	2,560	2,501
High School	3,311	3,410	3,456	3,523
Total	10,909	11,073	11,052	10,932
eLearning				316
GRAND TOTAL				11,248

Elementary Enrollment

	SY19	SY20	SY21	SY22
Clear Springs	876	882	863	852
Deephaven	662	647	652	642
Excelsior	804	812	802	742
Groveland	845	899	919	892
Minnewashta	931	945	899	887
Scenic Heights	882	905	901	895
TOTAL	5,000	5,090	5,036	4,908

Middle School Enrollment

	SY19	SY20	SY21	SY22
MME	1,307	1,318	1,318	1,242
MMW	1,266	1,255	1,242	1,259
TOTAL	2,573	2,573	2,560	2,501

High School Enrollment

	SY19	SY20	SY21	SY22
TOTAL	3,311	3,410	3,456	3,523

e-Learning/Tonka Online Enrollment

	SY21	SY22
Elementary	824	201
Middle School	530	72
High School	636	43
TOTAL	1,990	316

Elementary Schools by Grade

Grade	SY20	SY21	SY22
Kindergarten	922	862	859
First Grade	850	802	784
Second Grade	776	860	786
Third Grade	852	806	860
Fourth Grade	867	842	788
Fifth Grade	819	864	831
TOTAL	5,086	5,036	4,908

e-Learning/Tonka Online Enrollment by Grade

Kindergarten	20
First Grade	33
Second Grade	34
Third Grade	34
Fourth Grade	43
Fifth Grade	37
TOTAL	201

MME Enrollment by Grade

	SY19	SY20	SY21	SY22
Sixth Grade	451	432	420	412

Seventh Grade	435	447	444	404
Eighth Grade	421	439	454	426
TOTAL	1,307	1,318	1,318	1,242

MMW Enrollment by Grade

	SY19	SY20	SY21	SY22
Sixth Grade	420	432	414	433
Seventh Grade	410	431	390	425
Eighth Grade	436	432	438	401
TOTAL	1,266	1,295	1,242	1,259

e-Learning/Tonka Online Enrollment by Grade

Sixth Grade	30
Seventh Grade	17
Eighth Grade	25
TOTAL	72

High School Enrollment by Grade

	SY19	SY20	SY21	SY22
Ninth Grade	871	902	873	901
Tenth Grade	825	875	896	870
Eleventh Grade	823	826	869	901
Twelfth Grade	792	807	818	851
TOTAL	3,311	3,410	3,456	3,523

e-Learning/Tonka Online Enrollment by Grade

Ninth Grade	10
Tenth Grade	9
Eleventh Grade	11
Twelfth Grade	13
TOTAL	43

Dr. Cyrus concluded his presentation by showing a video introducing the new teachers in the District. He also shared the following information about them:

- 88 teachers hired
- 14 have worked in the District previously
- 5 have taught internationally
- 19 are first-year teachers
- Total of 570 years of experience—6.5 years on average
- 38 have graduate degrees, 1 PhD, 1 double Masters

- 6 foreign credentials
- 38 out-of-state degrees
- 16 from partner colleges/universities (Bethel, Gustavus, St. Thomas, Winona State)

Board members thanked Dr. Cyrus for the presentation and extended their best wishes to all the new teachers in the District. Chairperson Vitale noted that it had been great to meet them all at the recent New Teacher Luncheon.

UPDATE ON E-LEARNING

Assistant Superintendent for Instruction Dr. Amy LaDue led the discussion. She began by saying that the current Tonka Online, K-12 Comprehensive e-learning program was launched on September 8 to begin serving students for the 2021-22 school year. The Minnesota Department of Education approved the District's 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 in the Fall of 2021 was approved by the School Board, contingent upon the level of interest expressed through enrollment.

Dr. LaDue thanked District staff members Nicole Snedden and Ben Stanerson, and former MMW Principal Dr. Paula Hoff, for their efforts in launching the program. Highlights of Dr. LaDue's presentation included the following:

Communication and Enrollment

- Initial enrollment for full ongoing e-Learning
- Expanded enrollment to include interest due to COVID concerns
- Communication with enrolled families
 - Enrollment confirmation
 - Course offerings and registration information
- South and developed District partners
- Began marketing and outreach efforts
- Website launched July 21
- Website had 23,217 visits from July-September
- Top five sub-pages visited:
 - Homepage
 - Grades K-5
 - Grades 9-12
 - Out-of-District enrollment
 - Enrollment

Marketing Plan

Platform	Name	Start Date	End Date	Reach	Impressions	Clicks	Amount Spent	Cost per click
Google Ads	Tonka Online Search Ads	8/13/21	9/6/21	N/A	40,400	9,486	\$3,550.00	\$0.37
FB and Instagram	Tonka Online Social Ads	8/5/21	9/6/21	2,035,579	2,958,715	1,340	\$4,534.52	\$2.23
Niche.com	Tonka Online Website Ads	8/10/21	9/10/21	N/A	58,091	228	\$1,990	\$8.73
TOTALS					3,057,206	11,054	\$10,074.52	\$0.91

First Semester Enrollment

Kindergarten	21
First Grade	33
Second Grade	34
Third Grade	34
Fourth Grade	42
Fifth Grade	37
TOTAL	201
Sixth Grade	13
Seventh Grade	17
Eighth Grade	24
TOTAL	72
Ninth Grade	10
Tenth Grade	12
Eleventh Grade	11
Twelfth Grade	13
TOTAL	46
GRAND TOTAL	319

Program and Course Offerings

- All Levels
 - District Curriculum
 - Dedicated Staffing
 - Core Required Classes
 - Special Education and Instructional Support
 - Community Building and Relationships
 - Partnering with Parents
- Elementary

- Daily Morning Meeting
- Specialist Classes
- Middle School
 - 7-Period Day
 - Wheel and Elective Classes
- High School
 - Asynchronous Courses
 - Tonka Online Course Catalog

Supplemental Offerings

- Advanced Learner
 - Wings/HP Seminar
 - Supplemental Navigator
 - Accelerated Math
- Language Experience for Immersion Students
 - Language Class options
 - Supplemental programs and resources
- Instrumental Music Lessons
 - Band
 - Orchestra

Staffing Overview

- Initial single section Grades K-8
- Increased to two sections Grades 1-5
- Overall Staffing
 - Classroom/Core Content Areas
 - Specialists, Wheel Courses, Electives
 - Instructional Support Programs
 - Counselor K-8
 - Immersion Teachers
 - Administrative Support

Next Steps

- Offer curriculum nights
- Solicit formal stakeholder feedback
- Continue to adjust and expand programming
- Assess second semester enrollment
- Assess ongoing interest for K-12 comprehensive Tonka Online program

In the discussion that followed, Board member Holcomb asked for more information regarding the staffing model and how the online teachers were hired. Dr. LaDue responded that the positions were posted in the usual manner, and the District was

fortunate to have interested individuals who had experience from the previous year apply. “We feel very good about the teachers we’ve hired,” she said.

Board member Becker expressed her gratitude to all the administrators who have worked so hard to get the Tonka Online comprehensive program up and running. “It’s great to see the growth, and I love to see the addition of a dedicated counselor, and the volunteer opportunities for the parents,” she said.

UPDATE ON SAIL PROGRAM

Executive Director of Special Education Christine Breen and SAIL Program Coordinator Erin Valenta led the discussion. Ms. Breen began by noting that the SAIL (Students Achieving Independent Life) 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.

Ms. Breen then discussed the new SAIL building on Highway 7 in Shorewood, which was renovated over the summer months and opened to students at the start of the current school year. Within this amazing 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. Ms. Breen noted that the recent open house event at the building had been very well attended, and the students had been so excited to show off their new spaces and answer questions about the program.

Ms. Breen also talked about some of our community partnerships, including Trouvaille Memory Care, Goodwill, Carolyn Anderson Salon, The Bernard Group, Bethesda, Valvoline and Cub Foods. She said the District hopes 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. Ms. Breen also noted that SAIL enrollment continues to grow, with interested families accessing our newly designed website to request tours of our new program. Presently, the program is at 27 students.

Board members thanked Ms. Breen and Ms. Valenta for the great presentation. Board member Holcomb noted that this program had gone “from paper to life” very quickly and it was obvious that the students were benefitting greatly from it.

CITIZEN INPUT

Chairperson Vitale extended an invitation to members of the audience who wished to address the Board on any topic. He also read the guidelines for Citizen Input, for the benefit of those who wished to comment.

The following individuals then addressed the Board:

- Excelsior resident Chad Herman spoke against the quarantining and close contact procedures at the high school
- Excelsior resident Nicole Nejezchleba spoke against VAULT testing and the quarantining procedures

- Wayzata resident Isabelle Geurkink spoke against the quarantining and close contact procedures at the high school
- Minnetonka resident Sarah Haglund spoke against the masking of young children, particularly those in speech therapy

Chairperson Vitale thanked the speakers for their comments.

PREVIEW OF ANNUAL REPORT

Executive Director of Communications Dr. JacQui Getty, Creative Director Daniel Campbell and Communications Specialist Mary Cornelius led the discussion. Dr. Getty began by saying that the District publishes an annual report every October. Minnetonka uses this report as a primary tool to communicate District goals, results and accountability to parents and citizens of the District. Dr. Getty said that 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 by the World's Best Workforce bill, which was passed in 2013 to ensure every school district in the state is making strides to increase student performance. Each district must report on 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 then received an early draft of the report and discussed the outline, content and key messages contained within. Suggestions included providing more information regarding the fact that some colleges are no longer requiring the ACT for admission, how many students are entering the workforce directly from high school, and spotlighting Minnetonka Research projects outside of lab-based work. Board members also asked Dr. Getty to make sure and include all of the news about the District's high school athletic teams and their accomplishments during an especially challenging past year. The image for the cover art was also chosen.

Chairperson Vitale noted that the report will be officially approved at the Board's regular meeting on October 7 and then printed and distributed immediately thereafter.

PRESENTATION ON MCA RESULTS

Director of Assessment Dr. Matt Rega presented the latest results to the Board. He provided the following information:

Background

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.

Dr. Rega also shared the following data with the Board:

MCA Reading – Elementary Metro Comparisons

District Name	Gr	Proficiency	District Name	Gr	Proficiency
ORONO PUBLIC SCHOOL DISTRICT	3	73.5	EDINA PUBLIC SCHOOL DISTRICT	4	74.7
WESTONKA PUBLIC SCHOOL DISTRICT	3	73.2	WAYZATA PUBLIC SCHOOL DISTRICT	4	72.1
EDINA PUBLIC SCHOOL DISTRICT	3	70.1	ORONO PUBLIC SCHOOL DISTRICT	4	71.8
WAYZATA PUBLIC SCHOOL DISTRICT	3	70.1	MINNETONKA PUBLIC SCHOOL DISTRICT	4	70.7
MINNETONKA PUBLIC SCHOOL DISTRICT	3	66.6	EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	4	65.3
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	3	65.3	WACONIA PUBLIC SCHOOL DISTRICT	4	64.0
WACONIA PUBLIC SCHOOL DISTRICT	3	61.1	EASTERN CARVER COUNTY PUBLIC SCHOOL	4	62.0
EASTERN CARVER COUNTY PUBLIC SCHOOL	3	58.0	WESTONKA PUBLIC SCHOOL DISTRICT	4	57.5
HOPKINS PUBLIC SCHOOL DISTRICT	3	50.0	HOPKINS PUBLIC SCHOOL DISTRICT	4	48.7

- Grade 3 in 2019: 71.5 (ranked 5th)
- Grade 4 in 2019: 76.9 (ranked 3rd)
- Grade 5 in 2019: 84.3 (ranked 5th)

District Name	Gr	Proficiency
WAYZATA PUBLIC SCHOOL DISTRICT	5	81.5
MINNETONKA PUBLIC SCHOOL DISTRICT	5	80.8
WESTONKA PUBLIC SCHOOL DISTRICT	5	80.6
EDINA PUBLIC SCHOOL DISTRICT	5	79.6
ORONO PUBLIC SCHOOL DISTRICT	5	78.6
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	5	76.2
WACONIA PUBLIC SCHOOL DISTRICT	5	75.5
EASTERN CARVER COUNTY	5	70.7
HOPKINS PUBLIC SCHOOL DISTRICT	5	59.1

MCA Reading – Secondary Metro Comparisons

- Grade 6 in 2019: 86.5 (ranked 1st)
- Grade 7 in 2019: 87.4 (ranked 1st)
- Grade 8 in 2019: 87.0 (ranked 1st)
- Grade 10 in 2019: 80.2 (ranked 3rd)

District Name	Gr	Proficiency
WAYZATA PUBLIC SCHOOL DISTRICT	6	81.8
MINNETONKA PUBLIC SCHOOL DISTRICT	6	77.1
EDINA PUBLIC SCHOOL DISTRICT	6	76.6
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	6	76.2
ORONO PUBLIC SCHOOL DISTRICT	6	70.2
WESTONKA PUBLIC SCHOOL DISTRICT	6	67.9
EASTERN CARVER COUNTY	6	66.1
WACONIA PUBLIC SCHOOL DISTRICT	6	65.9
HOPKINS PUBLIC SCHOOL DISTRICT	6	64.1

District Name	Gr	Proficiency
WAYZATA PUBLIC SCHOOL DISTRICT	7	76.7
EDINA PUBLIC SCHOOL DISTRICT	7	75.7
ORONO PUBLIC SCHOOL DISTRICT	7	73.3
MINNETONKA PUBLIC SCHOOL DISTRICT	7	72.0
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	7	70.8
WESTONKA PUBLIC SCHOOL DISTRICT	7	69.1
HOPKINS PUBLIC SCHOOL DISTRICT	7	61.2
EASTERN CARVER COUNTY	7	61.1
WACONIA PUBLIC SCHOOL DISTRICT	7	59.2

District Name	Gr	Proficiency
WAYZATA PUBLIC SCHOOL DISTRICT	8	79.4
EDINA PUBLIC SCHOOL DISTRICT	8	74.5
MINNETONKA PUBLIC SCHOOL DISTRICT	8	73.1
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	8	67.6
ORONO PUBLIC SCHOOL DISTRICT	8	65.5
HOPKINS PUBLIC SCHOOL DISTRICT	8	64.2
WACONIA PUBLIC SCHOOL DISTRICT	8	59.8
WESTONKA PUBLIC SCHOOL DISTRICT	8	56.8
EASTERN CARVER COUNTY	8	50.9

District Name	Gr	Proficiency
WAYZATA PUBLIC SCHOOL DISTRICT	10	84.0
MINNETONKA PUBLIC SCHOOL DISTRICT	10	80.4
ORONO PUBLIC SCHOOL DISTRICT	10	78.5
EDINA PUBLIC SCHOOL DISTRICT	10	76.0
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	10	70.3
WESTONKA PUBLIC SCHOOL DISTRICT	10	63.6
HOPKINS PUBLIC SCHOOL DISTRICT	10	63.0
EASTERN CARVER COUNTY	10	61.4
WACONIA PUBLIC SCHOOL DISTRICT	10	59.6

MCA Math – Elementary Metro Comparisons

District Name	Gr	Proficiency
WAYZATA PUBLIC SCHOOL DISTRICT	3	82.5
EDINA PUBLIC SCHOOL DISTRICT	3	80.4
WESTONKA PUBLIC SCHOOL DISTRICT	3	80.1
ORONO PUBLIC SCHOOL DISTRICT	3	80.0
MINNETONKA PUBLIC SCHOOL DISTRICT	3	78.7
WACONIA PUBLIC SCHOOL DISTRICT	3	74.3
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	3	72.3
EASTERN CARVER COUNTY	3	72.2
HOPKINS PUBLIC SCHOOL DISTRICT	3	55.5

District Name	Gr	Proficiency
WAYZATA PUBLIC SCHOOL DISTRICT	4	82.4
ORONO PUBLIC SCHOOL DISTRICT	4	81.8
EDINA PUBLIC SCHOOL DISTRICT	4	79.2
MINNETONKA PUBLIC SCHOOL DISTRICT	4	77.5
WACONIA PUBLIC SCHOOL DISTRICT	4	68.9
EASTERN CARVER COUNTY	4	66.4
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	4	66.2
WESTONKA PUBLIC SCHOOL DISTRICT	4	66.0
HOPKINS PUBLIC SCHOOL DISTRICT	4	54.8

- Grade 3 in 2019: 86.0 (ranked 3rd)
- Grade 4 in 2019: 84.1 (ranked 4th)
- Grade 5 in 2019: 71.7 (ranked 5th)

District Name	Gr	Proficiency
WAYZATA PUBLIC SCHOOL DISTRICT	5	72.6
WACONIA PUBLIC SCHOOL DISTRICT	5	64.5
MINNETONKA PUBLIC SCHOOL DISTRICT	5	63.8
EDINA PUBLIC SCHOOL DISTRICT	5	63.7
ORONO PUBLIC SCHOOL DISTRICT	5	58.3
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	5	56.9
WESTONKA PUBLIC SCHOOL DISTRICT	5	55.3
EASTERN CARVER COUNTY	5	51.1
HOPKINS PUBLIC SCHOOL DISTRICT	5	42.1

5

MCA Math – Secondary Metro Comparisons

- Grade 6 in 2019: 78.0 (ranked 3rd)
- Grade 7 in 2019: 84.1 (ranked 2nd)
- Grade 8 in 2019: 89.4 (ranked 1st)
- Grade 11 in 2019: 63.2 (ranked 4th)

District Name	Gr	Proficiency
WAYZATA PUBLIC SCHOOL DISTRICT	6	65.1
WESTONKA PUBLIC SCHOOL DISTRICT	6	62.3
EDINA PUBLIC SCHOOL DISTRICT	6	61.0
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	6	60.7
MINNETONKA PUBLIC SCHOOL DISTRICT	6	60.4
ORONO PUBLIC SCHOOL DISTRICT	6	56.9
WACONIA PUBLIC SCHOOL DISTRICT	6	52.3
HOPKINS PUBLIC SCHOOL DISTRICT	6	38.6
EASTERN CARVER COUNTY	6	37.6

District Name	Gr	Proficiency
WAYZATA PUBLIC SCHOOL DISTRICT	7	71.3
WESTONKA PUBLIC SCHOOL DISTRICT	7	68.4
EDINA PUBLIC SCHOOL DISTRICT	7	66.6
ORONO PUBLIC SCHOOL DISTRICT	7	64.1
MINNETONKA PUBLIC SCHOOL DISTRICT	7	58.6
WACONIA PUBLIC SCHOOL DISTRICT	7	58.5
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	7	52.7
HOPKINS PUBLIC SCHOOL DISTRICT	7	43.5
EASTERN CARVER COUNTY	7	46.2

District Name	Gr	Proficiency
WAYZATA PUBLIC SCHOOL DISTRICT	8	76.8
MINNETONKA PUBLIC SCHOOL DISTRICT	8	66.8
EDINA PUBLIC SCHOOL DISTRICT	8	62.1
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	8	57.0
WESTONKA PUBLIC SCHOOL DISTRICT	8	55.7
ORONO PUBLIC SCHOOL DISTRICT	8	53.6
WACONIA PUBLIC SCHOOL DISTRICT	8	50.7
HOPKINS PUBLIC SCHOOL DISTRICT	8	50.0
EASTERN CARVER COUNTY	8	41.1

District Name	Gr	Proficiency
WAYZATA PUBLIC SCHOOL DISTRICT	11	77.2
MINNETONKA PUBLIC SCHOOL DISTRICT	11	69.0
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	11	60.8
WACONIA PUBLIC SCHOOL DISTRICT	11	59.7
EDINA PUBLIC SCHOOL DISTRICT	11	57.1
ORONO PUBLIC SCHOOL DISTRICT	11	57.1
WESTONKA PUBLIC SCHOOL DISTRICT	11	54.3
HOPKINS PUBLIC SCHOOL DISTRICT	11	51.9
EASTERN CARVER COUNTY	11	48.7

6

MCA Science Metro Comparisons

District Name	Gr	Proficiency
MINNETONKA PUBLIC SCHOOL DISTRICT	5	70.3
WESTONKA PUBLIC SCHOOL DISTRICT	5	69.8
WAYZATA PUBLIC SCHOOL DISTRICT	5	67.1
EDINA PUBLIC SCHOOL DISTRICT	5	64.0
WACONIA PUBLIC SCHOOL DISTRICT	5	63.3
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	5	62.8
EASTERN CARVER COUNTY PUBLIC SCHOOL	5	60.3
ORONO PUBLIC SCHOOL DISTRICT	5	60.2
HOPKINS PUBLIC SCHOOL DISTRICT	5	46.8

District Name	Gr	Proficiency
WAYZATA PUBLIC SCHOOL DISTRICT	8	69.0
MINNETONKA PUBLIC SCHOOL DISTRICT	8	56.4
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	8	51.2
ORONO PUBLIC SCHOOL DISTRICT	8	48.5
HOPKINS PUBLIC SCHOOL DISTRICT	8	46.8
EDINA PUBLIC SCHOOL DISTRICT	8	45.2
WESTONKA PUBLIC SCHOOL DISTRICT	8	38.8
WACONIA PUBLIC SCHOOL DISTRICT	8	34.4
EASTERN CARVER COUNTY PUBLIC SCHOOL	8	32.5

- Grade 5 in 2019: 76.7
(ranked 3rd)
- Grade 8 in 2019: 73.2
(ranked 1st)
- Grade HS in 2019: 77.2
(ranked 3rd)

District Name	Gr	Proficiency
EDINA PUBLIC SCHOOL DISTRICT	HS	82.0
MINNETONKA PUBLIC SCHOOL DISTRICT	HS	77.9
ORONO PUBLIC SCHOOL DISTRICT	HS	69.1
WAYZATA PUBLIC SCHOOL DISTRICT	HS	68.5
EASTERN CARVER COUNTY PUBLIC SCHOOL	HS	60.1
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	HS	57.9
WESTONKA PUBLIC SCHOOL DISTRICT	HS	57.3
WACONIA PUBLIC SCHOOL DISTRICT	HS	51.4
HOPKINS PUBLIC SCHOOL DISTRICT	HS	44.4

7

MCA Math School Results

School	2017 MCA III Math % Proficient	2018 MCA III Math % Proficient	2019 MCA III Math % Proficient	2021 MCA III Math % Proficient
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

8

MCA Reading School Results

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	80.4

9

MCA Science School Results

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

10

Notable Performance Trends

- No significant difference between Males and Females in Math and Science performance (Females surpassed Males by 0.4 percent in Science; Males surpassed Females by 4.3 percent in Math)
- In Reading, Hispanic students are out-performing their counterparts across the state by 35.1 percent
- In Math, 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
- Grades 3 & 5 at or near 60 percent proficiency in Math; Grades 4-6 at or near 50 percent proficiency in Reading
- For Reading, English students showed a decrease in 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).

Dr. Rega concluded his report by offering the following 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.

In summary, Dr. Rega said that, 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 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.

REVIEW OF 2021 PAY 2022 PRELIMINARY LEVY

Executive Director of Finance and Operations Paul Bourgeois led the presentation. He began by saying that 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.

Mr. Bourgeois explained that as of the date of this Study Session, the 2021 Pay 2022 Preliminary Levy is still being finalized. Initial numbers have been input, but we are still 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. Mr. Bourgeois noted that as of today, 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 2023, 2021 is estimated at \$56,503,650.78, which is an increase of \$1,258,292.52 or 2.28% from the 2020 Pay 2021 levy amount of \$55,245,358.26.

Mr. Bourgeois also noted 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.

In the discussion that followed, Board members thanked Mr. Bourgeois for the information and indicated that they were supportive of levying for the recommended amount. Chairperson Vitale noted that the certification of the preliminary levy would take place later this evening at a special meeting of the Board.

REVIEW OF PROPOSED PLANS FOR VANTAGE/MOMENTUM BUILDING

Mr. Bourgeois and architect Dave Maroney from ATS&R led the discussion regarding the possible construction of a facility at 5735 County Road 101 to house existing and future VANTAGE programs and future MOMENTUM programs.

Mr. Bourgeois said that based on Board input at the August 19, 2021 Study Session, ATS&R and District 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 excess assets over and above the OPEB liability from investment earnings in the OPEB Revocable Trust.

Mr. Maroney then reviewed the updated site plan and floor plans with the Board. He also shared the following information regarding New Construction requirements in the State of MN and MDE's Review and Comment requirements:

State of Minnesota Requirements – New Construction

- Funding for new construction, if not from a building bond referendum, must come from operating capital revenue and/or general fund money
- Project must be submitted to Commissioner of Education for Review and Comment and receive a positive review to proceed
- Cannot issue contract or bonds prior to Commissioner approval

Review and Comment Requirements

- Geographic area and populations to be served
- E-12 enrollment for previous five years
- E-12 enrollment projected for five years
- List of District facilities, when constructed, their uses and an assessment of any alternative facilities in the District
- A list of specific deficiencies that demonstrate the need for the new facility
- A list of the benefits the new facility will provide to students, teachers and the community
- Description of the project including site size, outdoor space acreage and square footage allocations for classrooms, labs, and support spaces
- Estimated expenditures for the project
- Projected schedule for the project
- Specification of the source of funding for the project, including applicable statutory citations
- Scheduled bond issue dates and schedule of bond payments
- Documentation of consultation with affected government entities about the impact of the project on utilities, roads, sewers, sidewalks, retention ponds, school bus and automobile traffic, access to mass transit and safe access for pedestrians and cyclists
- School Board approves the Review and Comment prior to submittal to the Commissioner
- Commissioner has 60 days from receiving the proposal to issue the Review and Comment to the District
- Review and Comment must be published in the District's legal newspaper at least 20 days prior to the day solicitation of bids is released

Mr. Bourgeois then went over the funding sources for both building options with the Board:

Funding Sources – Option 1 - \$13.98 Million Estimate

- \$250,000 remaining from 2020D bond proceeds to be used for site work with bond payments from Operating Capital
- \$2,650,000 in bond proceeds with payments from Operating Capital
 - Issue bonds in Spring 2022, close June 29, 2022, with first payments on July 1, 2023 in FY24
- \$6,100,000 in bond proceeds with payments from Operating Capital
 - Issue bonds in Spring 2023, close June 29, 2023, with first payment on July 1, 2023 in FY25
 - First payment after Baker Road site lease is finished
- \$4,980,000 in General Fund money
- Since the payment stream in Operating Capital for bond principal and interest payments is fixed, a rise in interest rates means less principal can be borrowed, so if bond proceeds are lower, General Fund money can make up the difference

Funding Sources – Option 2 - \$11.31 Million Estimate

- \$250,000 remaining from 2020D bond proceeds to be used for site work with bond payments from Operating Capital
- \$2,650,000 in bond proceeds with payments from Operating Capital
 - Issue bonds in Spring 2022, close June 29, 2022, with first payments on July 1, 2023 in FY24
- \$6,100,000 in bond proceeds with payments from Operating Capital
 - Issue bonds in Spring 2023, close June 29, 2023, with first payment on July 1, 2023 in FY25
 - First payment after Baker Road site lease is finished
- \$2,310,000 in General Fund money
- Since the payment stream in Operating Capital for bond principal and interest payments is fixed, a rise in interest rates means less principal can be borrowed, so if bond proceeds are lower, General Fund money can make up the difference

Mr. Bourgeois and Mr. Maroney then went over next steps with the Board:

- School Board selection of an option
- Develop Review and Comment document
- School Board approval to submit Review and Comment document
- MDE Review (60 days)
- Meetings with the City of Minnetonka and other agencies having jurisdiction (3-4 months)

Mr. Maroney recommended that the Board move forward with Option 1, the larger facility with an estimated cost of \$13.98 million. The building would be able to house all current VANTAGE programs and future MOMENTUM programs. This would free up space in the current Highway 7 Education Center. Dr. Peterson concurred with this recommendation.

In the discussion that followed, Board members asked questions regarding future enrollment projections for both the VANTAGE and MOMENTUM programs, the schedule for the project, the current bid climate, possible construction cost increases and supply shortages in the future, the approval process with MDE, and the advantages of having all VANTAGE programs in one District building.

After a robust discussion, Board members agreed that the first option would better serve the District's needs going forward. Chairperson Vitale noted that this item would be brought back for approval at the October 7 regular meeting.

ADJOURNMENT

The Board adjourned the study session at 9:40 p.m. and went into closed session to discuss MTA negotiations.

/cyv