

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

**Summary of October 26, 2023 Study Session**

The School Board of Minnetonka Independent School District #276 met in study session at 6:00 p.m. on Thursday, October 26, 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 Mark Ambrosen, Katie Becker, Patrick Lee-O'Halloran, Michael Remucal, Meghan Selinger, Chris Vitale and Superintendent David Law, ex officio.

**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.

**REPORT ON NWEA RESULTS**

Associate Superintendent for Instruction Amy LaDue led the discussion. She gave the following background information on the NWEA testing:

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

- According to Math non-cohort data, students surpassed average RIT performance on 4 out of 17 tested areas compared to 5 out of 17 last year
- With an average RIT score of 185.6 (down from 187.0), Minnetonka Fifth Grade LEP students are performing on a beginning of the year Third Grade level compared to the national average of all students in Reading
- In 11 out of 18 areas for comparison, Open Enrolled students outperformed their Resident counterparts on the Fall 2023 NWEA Test compared to 11 out of 18 areas last year
- There were significant increases in Math and Reading among Chinese Immersion Fifth Graders, increasing by an average RIT score of 5.6 points in Math and 3.0 RIT points in Reading
- According to Math non-cohort data, students surpassed their same grade counterparts from the Fall of 2022 in 16 of 27, which is the same compared to a year ago

- The longer students are in Minnetonka Schools the more likely they are to make more than a year's worth of growth in one year. The acceleration becomes evident in Third and Fourth Grade and then accelerates after Fourth Grade
- More students are reaching the upper limits of the NWEA Test by middle school more than ever before ("Beyond Twelfth Grade"). The average Seventh Grader is performing at or beyond the Twelfth Grade level in Math and Reading

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

This is the tenth year that Grades 2-5 and middle school students took the NWEA MAP Reading Common Core State Standards (CCSS) Assessment. NWEA changed to the common core assessment due to Minnesota Department of Education's shift to the MCA III Reading. The MCA III Reading is aligned to the Common Core State Standards. Throughout this report, there are data indicating increases among certain grade level average RIT scores compared to the Fall of 2022, indicating a rebound from decreasing RIT scores due to the COVID pandemic that has impacted school districts since March of 2020. This is important to understand as there is clear evidence that the students return to school in a typical learning environment has positively impacted student performance.

The 2020 norms were created with student data from 2016-2019. Students testing this Fall will have percentiles that are compared to students from a norming group who tested under typical conditions during the latest NWEA norms study. It is predictable that students testing this Fall will have lower than typical percentiles, because current student performance during the COVID pandemic does not compare in the same manner as student performance has compared in the past.

Dr. LaDue also shared the following statistical information:

Gr	Subject	2016	2017	2018	2019	New Norms 2020	2021	2022	2023	Mean Performance Compared to the Nation
K	Math	151	149	148	148	153	152	150	150	Mid-Year K
K	Read	148	148	148	147	148	146	145	144	Mid-Year K
1	Math	171	172	169	172	169	172	171	169	Mid-Year Gr 1
1	Read	167	167	167	168	165	165	164	163	Mid-Year Gr 1
2	Math	187	187	187	186	186	187	188	186	Mid-Year Gr 2
2	Read	182	181	181	180	180	182	180	178	Mid-Year Gr 2
3	Math	203	202	202	201	199	200	200	201	Beginning Gr 4
3	Read	198	196	196	195	195	196	194	194	Mid-Year 3
4	Math	214	214	214	214	209	211	212	212	Mid-Year Gr 5
4	Read	209	209	209	208	206	207	207	207	Mid-Year Gr 5
5	Math	227	225	226	225	221	222	222	224	Mid-Year Gr 7
5	Read	218	216	217	216	214	215	215	215	Beginning Gr 7
6	Math	235	234	232	231	229	230	230	231	Mid-Year Gr 10
6	Read	224	224	222	222	222	221	221	221	Beginning Gr 10
7	Math	241	242	242	241	237	235	237	238	Beyond Gr 12
7	Read	228	229	228	227	227	225	226	225	Beyond Gr 12
8	Math	247	249	251	250	244	240	242	243	Beyond Gr 12

In Fall of 2023, Minnetonka students matched or outperformed students from the Fall of 2022 in 4 out of 18 areas compared to 11 of 18 a year ago and 11 of 18 in 2021

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	Mathematics				Reading			
	Student Count	Fall 2021 Mean RIT	Fall 2022 Mean RIT	Fall 2023 Mean RIT	Student Count	Fall 2021 Mean RIT	Fall 2022 Mean RIT	Fall 2023 Mean RIT
<b>Grade K</b>			<b>Math Primary Grades</b>				<b>Rdg Primary Grades</b>	
English	396	149.8	148.0	147.6	395	144.9	142.9	143.0
Chinese Immersion	99	157.0	154.3	153.5	99	150.3	149.9	149.7
Spanish Immersion	33	153.5	150.4	152.3	*	*	*	*
<b>Grade 1</b>			<b>Math Primary Grades</b>				<b>Rdg Primary Grades</b>	
English	369	167.7	167.7	167.7	369	165.3	163.1	162.5
Chinese Immersion	117	174.0	174.0	174.0	117	164.6	167.6	163.7
Spanish Immersion	*	168.7	168.7	168.7	*	*	*	*
<b>Grade 2</b>							<b>2-5 Common Core</b>	
English	410	182.6	181.1	177.8	410	182.6	181.1	177.8
Chinese Immersion	100	192.7	192.7	192.7	100	175.7	176.8	176.9
Spanish Immersion	*	187.1	187.1	187.1	*	*	*	*
<b>Grade 3</b>							<b>2-5 Common Core</b>	
English	417	196.8	196.2	194.9	417	196.8	196.2	194.9
Chinese Immersion	107	206.3	206.3	206.3	107	196.9	193.5	194.5
Spanish Immersion	301	201.3	201.3	201.3	301	193.1	192.2	193.3
<b>Grade 4</b>							<b>2-5 Common Core</b>	
English	455	210.6	210.6	210.6	455	205.3	206.5	206.5
Chinese Immersion	104	214.0	221.0	219.1	104	208.2	210.1	205.7
Spanish Immersion	290	211.1	211.1	211.7	290	208.2	206.2	207.2
<b>Grade 5</b>			<b>2-5 MN 2007</b>				<b>2-5 Common Core</b>	
English	485	220.6	220.6	222.3	485	214.1	213.7	213.6
Chinese Immersion	107	230.8	228.4	236.0	107	215.7	216.1	219.1
Spanish Immersion	297	221.5	223.1	221.7	297	215.5	216.7	215.1

Math: Improved in 7 of 17 areas  
Reading: Improved in 7 of 15 areas

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By 7<sup>th</sup> Grade, students are reaching beyond 12<sup>th</sup> grade level in Math and Reading

	Student Count	Mathematics			Student Count	Reading		
		Fall 2021 Mean RIT	Fall 2022 Mean RIT	Fall 2023 Mean RIT		Fall 2021 Mean RIT	Fall 2022 Mean RIT	Fall 2023 Mean RIT
<b>Grade 6</b>		6 + Math				6 + Reading CCSS		
English	463	226.9	228.7	228.5	463	219.0	220.0	219.5
Chinese Immersion	93	235.5	237.6	237.6	93	224.0	224.0	224.2
Spanish Immersion	277	231.7	230.6	230.6	277	223.0	223.0	223.0
<b>Grade 7</b>		6 + Math				6 + Reading CCSS		
English	525	232.8	234.0	236.3	525	224.5	224.5	223.6
Chinese Immersion	90	242.7	243.8	244.4	90	226.9	226.9	225.2
Spanish Immersion	252	237.9	238.4	238.9	253	227.4	227.0	226.4
<b>Grade 8</b>		6 + Math				6 + Reading CCSS		
English	536	238.5	238.8	240.1	285	226.1	212.6	222.0
Chinese Immersion	95	245.9	249.8	250.9	63	*	*	229.7
Spanish Immersion	270	242.7	245.0	245.8	136	*	*	229.7

All middle school cohorts met fall-to-fall growth targets

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Grade Level	Mathematics						Reading					
	Tonka Online Mean RIT		In-Person Mean RIT		Overall Mean RIT		Tonka Online Mean RIT		In-Person Mean RIT		Overall Mean RIT	
	N	RIT	N	RIT	N	RIT	N	RIT	N	RIT	N	RIT
K	-	-	830	150.2	830	150.2	-	-	494	144.4	494	144.4
1	4	180.8	814	169.0	818	169.0	5	181.8	485	162.6	490	162.8
2	6	193.0	803	186.3	809	186.4	6	179.8	507	177.7	513	177.7
3	8	197.1	819	201.4	827	201.3	8	203.1	817	194.2	825	194.3
4	5	217.2	850	212.0	855	212.0	5	214.8	844	206.6	849	206.6
5	9	215.8	880	223.9	889	223.8	9	213.8	880	214.8	889	214.8
6	11	228.2	822	230.6	833	230.5	10	223.7	823	221.1	833	221.2
7	8	233.3	859	237.9	867	237.9	9	225.8	857	224.6	866	224.6
8	15	232.2	886	243.1	901	242.9	-	-	484	225.2	484	225.2

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	Mathematics				Reading			
	Student Count	Fall 2021 Mean RIT	Fall 2022 Mean RIT	Fall 2023 Mean RIT	Student Count	Fall 2021 Mean RIT	Fall 2022 Mean RIT	Fall 2023 Mean RIT
<b>Grade K</b>		Math Primary Grades				Rdg Primary Grades		
Open Enrolled	307	152.4	150.2	149.0	189	147.4	145.2	143.7
Resident	523	151.8	149.5	150.9	305	145.1	144.5	144.7
<b>Grade 1</b>		Math Primary Grades				Rdg Primary Grades		
Open Enrolled	308	173.0	170.6	169.2	193	166.8	164.8	163.2
Resident	510	171.5	170.8	168.9	297	164.2	163.8	162.6
<b>Grade 2</b>		2-5 MN 2007				2-5 Common Core		
Open Enrolled	307	187.9	189.2	187.3	204	180.8	182.3	178.5
Resident	502	186.4	187.0	185.9	309	181.9	178.9	177.2
<b>Grade 3</b>		2-5 MN 2007				2-5 Common Core		
Open Enrolled	329	200.9	200.8	201.6	328	196.8	194.6	194.6
Resident	498	200.0	19.9	201.1	497	194.8	194.3	194.0
<b>Grade 4</b>		2-5 MN 2007				2-5 Common Core		
Open Enrolled	318	211.6	212.5	213.2	315	206.8	207.1	207.2
Resident	537	210.7	211.9	211.3	534	206.6	206.7	206.3
<b>Grade 5</b>		2-5 MN 2007				2-5 Common Core		
Open Enrolled	347	223.1	223.0	223.6	347	215.2	215.7	215.1
Resident	542	221.5	222.0	223.9	542	214.5	214.7	214.6
<b>Grade 6</b>		6 + Math				6 + Reading CCSS		
Open Enrolled	324	228.9	230.5	230.9	323	220.5	220.8	221.3
Resident	509	229.8	230.1	230.3	210	220.8	220.8	221.1
<b>Grade 7</b>		6 + Math				6 + Reading CCSS		
Open Enrolled	344	235.6	236.2	237.9	345	225.1	225.4	224.5
Resident	523	235.2	236.7	237.9	521	225.0	225.6	224.7
<b>Grade 8</b>		6 + Math				6 + Reading CCSS		
Open Enrolled	337	239.7	241.4	242.7	183	227.3	212.6	225.2
Resident	564	240.5	241.9	243.0	301	227.4	213.0	225.2

Open-Enrolled and Resident students continue to perform similarly at each grade level

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## NWEA Limited English Proficient

- At a national level, beginning of the year Fifth Graders reach an average RIT score of **204.5** in Reading
- With an average RIT score of **185.6 (down from 187.0)**, Minnetonka Fifth Grade LEP students are performing on a beginning of the year Third Grade level compared to the national average of all students in Reading
- Fourth Graders (**194.5 RIT score**) performing as middle of year Third Grader
- LEP teachers could refer to NWEA's Learning Continuum and Student Profile as a means to support personalized learning needs of students on their caseload

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# NWEA Special Education

## READING

- Fourth Graders decreased the past two fall testing sessions compared to same grade counterparts
- Grade 5 experienced a decrease from **201.5 RIT points** to **201.3 RIT points**
- By Fifth Grade, Special Education students are reaching the *Middle of Fourth Grade* level in Reading

## MATH

- Out-performed last year's counterparts in Math in **3 of 5** areas: Grades 5, 7 and 8
- By Fifth Grade, Special Education students are reaching the *Beginning of Fifth Grade* level in Math

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African American students surpassed same grade counterparts in 3 of 9 areas; Hispanic students surpassed in 4 of 9 areas

Math

African American students surpassed same grade counterparts in 5 of 9 areas; Hispanic students surpassed in 4 of 9 areas

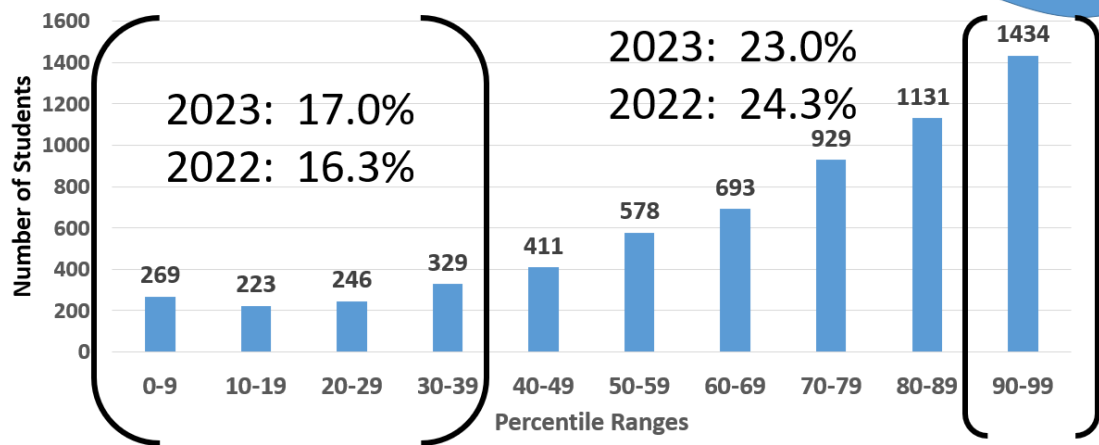
Reading

	2022 Asian	2023 Asian	2022 African American	2023 African American	2022 Hispanic	2023 Hispanic	2022 Caucasian	2023 Caucasian
KG	157.7	151.5	147.5	142.8	146.6	145.6	149.4	150.6
1	177.3	180.0	162.6	160.4	167.1	164.9	170.9	168.6
2	197.0	191.7	181.8	177.2	183.9	180.7	187.4	186.8
3	209.0	212.6	188.5	188.7	199.1	197.2	199.8	201.0
4	220.6	221.7	206.0	191.1	206.9	209.2	211.9	211.8
5	233.4	234.4	203.1	214.4	218.5	215.4	222.3	223.7
6	239.7	241.5	216.6	210.9	220.6	226.3	230.1	230.5
7	250.1	247.7	223.3	221.6	225.6	227.3	236.2	237.9
8	252.9	257.0	221.9	226.7	234.4	234.6	242.3	242.6

	2022 Asian	2023 Asian	2022 African American	2023 African American	2022 Hispanic	2023 Hispanic	2022 Caucasian	2023 Caucasian
KG	151.3	147.1	139.8	141.0	140.8	139.6	144.3	144.3
1	168.1	169.5	156.8	154.3	161.1	156.3	164.5	162.6
2	188.5	181.7	177.3	173.6	187.1	164.7	179.2	178.1
3	203.1	201.2	185.2	187.0	193.5	192.1	193.9	194.1
4	212.3	212.4	203.0	188.6	201.8	207.6	206.8	206.5
5	221.0	221.0	200.6	205.6	211.6	206.7	215.2	215.1
6	223.9	225.4	212.2	204.1	213.2	219.2	221.2	221.6
7	231.9	230.1	214.3	216.0	218.4	220.0	225.7	224.6
8	221.8	233.9	205.2	209.9	211.6	217.9	213.2 <sup>9</sup>	225.4

# NWEA Reading Decile Distribution

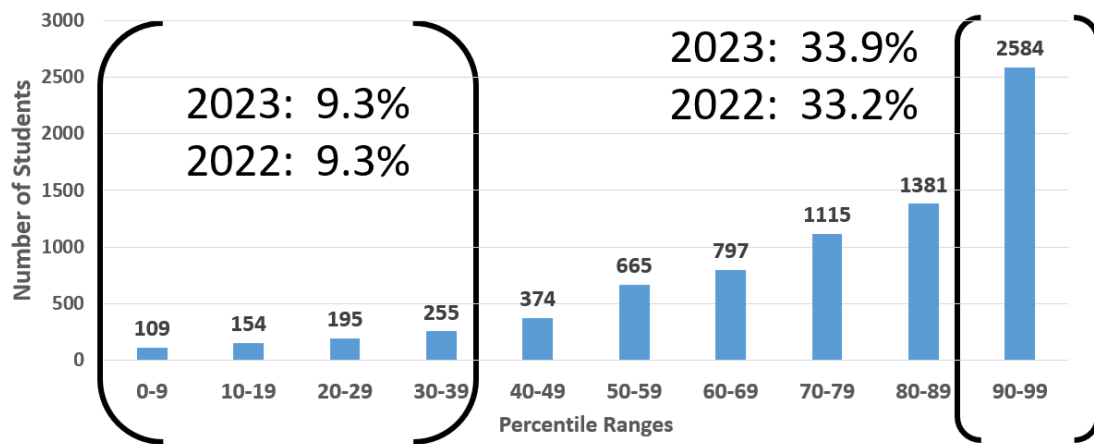
In 2023, 41.1% reached upper levels of scale (80-99%ile) compared to 43% in 2021 and 43% last year



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# NWEA Math Decile Distribution

In 2023, 52.0% reached upper levels of scale (80-99%ile) compared to 51.3% in 2022



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## NWEA Elementary and Middle School Math Results

### Elementary School

#### Strengths

- K-1: Geometry and Measurement
- 2-5: Geometry and Measurement

#### Areas for Growth

- K-1: Algebra
- 2-5: Number and Operations

### Middle School

#### Strengths

- Algebra, Stats, and Number Sense

#### Areas for Growth

- Geometry and Measurement

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## NWEA Elementary and Middle School Reading Results

### Elementary School

#### Strengths

- K-1: Vocabulary
- 2-5: Foundational Skills & Vocab

#### Areas for Growth

- K-1: Language and Writing and Foundational Skills
- 2-5: Informational Text

### Middle School

#### Strengths

- Foundational Skills and Vocabulary and Info Text

#### Areas for Growth

- Literature

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## **RECOMMENDATIONS FOR ACTION**

### **PREVIOUS FALL SCORES COMPARED TO CURRENT FALL SCORES**

The NWEA Fall results are a snapshot in time of student performance, and the results should be used in conjunction with other formative assessments to make instructional decisions. Elementary and middle school staff used Oral Reading Fluency Assessments and Benchmarking Assessments to triangulate data to ensure ample data is used to help drive instruction. Utilizing the *Learning Continuum* (analysis software) information developed by NWEA, teachers will have tools to help them differentiate for their students. Also, teachers have access to the eduCLIMBER early warning system and data warehouse to help provide deeper analysis of student performance and provide a predictor for MCA Reading and Math Test performance in the Spring. This will enable teachers to participate in differentiated professional development at their own pace or with their grade level teams. As shared previously in this report, there is ample evidence that scores have rebounded this Fall, and in many areas, student performances are like previous years.

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

With an average RIT score of **185.6 (down from 187.0)**, Minnetonka Fifth Grade LEP students are performing on a beginning of the year Third Grade level compared to the national average of all students in Reading. By Sixth Grade, with an average RIT score of **190.4**, Minnetonka LEP students are performing as a middle of the year Third Grader in Reading as well, although it is important to note that there were only **12** LEP students tested in Reading in Grade 6 and 17 in Grade 5.

### **SPECIAL EDUCATION**

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

First, Special Education students out-performed last year's counterparts in Math in **3 of 5** areas: Grades 5, 7, and 8. In Reading, Special Education students surpassed their same grade counterparts in Grade 7. Again, due to the lower number of students it is difficult to conclude if increases and decreases are statistically significant, however, there were no decreases that could be considered statistically significant for the second year in a row. By Fifth Grade, Special Education students are reaching the *Middle of Fourth Grade* level in Reading, and the *Middle of Fifth Grade* level in Math. By Fifth Grade, Special Education students are performing at or above grade level compared to all students in Math and a half year behind all students nationally in Reading.

## DISTRICT PERFORMANCE COMPARED TO NATION

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

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

## IMMERSION

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

Overall, there were significant increases in Math and Reading among Chinese Immersion Fifth Graders, increasing by an average RIT score of **5.6 points** in Math and **3.0 RIT points** in Reading.

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

## ADVANCED LEARNING/NAVIGATOR PROGRAMS

Since most students are performing within the 90<sup>th</sup>-99<sup>th</sup> percentile, there are many students who are not identified as Advanced Learning but have some similar needs. The Learning Continuum is a tool from NWEA that can help identify what students are ready to learn if they are far above grade level. When students have exceeded the limits of the test other measures there is a plan in place to examine other assessment options. The Advanced Learning Program leadership and staff will look closely at any negative-trend data and will continue their work that was begun with the curriculum review where achievement gaps were addressed.

Lastly, the eduCLIMBER early warning system and data warehouse allows teachers to measure how their students are predicted to meet the state standards on the MCA tests

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

## **GENDER**

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

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

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

Most cohorts made expected Fall-to-Fall growth, apart from the Kindergarten to First Grade cohorts.

## **ETHNICITY**

For Reading, African American students surpassed average RIT scores from 2022 among the following grade levels: 3, 5, 7, and 8. There were large increases among Grades 5 and 8 with a significant decrease among students in Grades 4 and 6.

Among the Hispanic student population, most cohorts surpassed Fall-to-Fall National norm targets except for the K-1, 4-5, and 7-8 cohorts.

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

Among the Hispanic student population, three cohorts surpassed Fall-to-Fall National norm targets. Those cohorts were Grades **1 to 2**, **4 to 5**, **5 to 6** and **6 to 7**. Last year, four cohorts also surpassed the Fall-to-Fall national targets, and two years ago, three cohorts surpassed the NWEA Fall-to-Fall National norm targets.

Teachers can work to create common formative assessments to address the target skills necessary to increase performance among a particular strand. Assessments can be in the form of homework, quizzes, tests, and differentiated activities. Teachers now can assess students in an efficient manner that provides immediate feedback, resulting in a more effective way to differentiate for students.

Teachers should use the Learning Continuum tool to help them plan with the new strands and sub strands within the strands as all the NWEA information in addition to the eduCLIMBER software to disaggregate data by student groups.

## **OPEN ENROLLMENT**

In 11 out of 18 areas for comparison, Open Enrolled students outperformed their Resident counterparts on the Fall 2023 NWEA Test compared to 11 out of 18 areas in 2021 and 13 out of 18 areas in 2020. For several years, with no exception in 2023, in all cases for both Reading and Math, the differences between the two groups' performances is not considered to be statistically significant.

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

## **MATH**

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

## **READING**

Students scoring below the 40<sup>th</sup> percentile on the NWEA Reading test, in addition to scoring below the 25<sup>th</sup> percentile on FastBridge early reading and ReadingCBM fluency assessments, will need support from a building Reading Specialist. The support provided to students through this model should be used to supplement instruction already occurring in the student's regular classroom. At the middle school level, it is important to tie in reading strategies across the curriculum regardless of the content area. In addition, middle school teachers can look more closely at the *Literature* strand along with corresponding state standards to identify specific areas of needs for their students.

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

Teachers at the elementary level can address writing needs across all areas with the *Being a Writer* curriculum materials and comprehension needs with the *Making Meaning* materials. The proactive work and deeper analysis by teachers will enable them to have success with implementation of the new Reading curricular materials.

## **LEARNING CONTINUUM**

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

## **Multi-Tiered Systems of Supports (MTSS)**

The District uses NWEA data and fluency data to identify students in need of additional Reading and Math support. In addition, targeted data analysis has become more refined to identify students who need Tier 1 classroom support, or Tier 1 prevention, related to the state standards. This process will continue to improve because of the recent MTSS review provided by the CAREI Institute from the University of Minnesota. This ensures that all students are identified consistently; previously students were not identified using multiple measures. Multiple measures need to be used for students who need extra services at all levels and should be used to exit students from these services as well.

In the discussion that followed, Board member Selinger asked for more information on the eduCLIMBER software. Dr. LaDue responded by saying that it is a data warehouse, with nationally normed data that includes behavioral referrals, attendance, grades, etc. The tool allows us to drill down and capture progress monitoring, capturing that data over time. There are evidence-based practices that align with what the student is learning. Board

member Selinger also asked about the achievement gap that still persists among our BIPOC students. Dr. LaDue responded by saying that the Teaching and Learning Department is always working with teacher teams to drill down into the data and provide specific answers as to why students are struggling, and to identify systemic things that we can adjust.

## **REPORT ON ISTATION RESULTS**

Dr. LaDue also presented this item to the Board. She gave the following background information on the Istation testing:

During the Fall of 2023, First and Second Grade Spanish Immersion students took the Istation's Indicators of Progress (ISIP) Test. This Winter, Kindergarten Spanish Immersion students will take the ISIP Test, and in the Spring, all K-2 Spanish Immersion students will take the test.

ISIP is a replacement for the DORA-Spanish Test that was administered to K-2 Spanish Immersion students through the Spring of 2016. 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. Throughout the school week, 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.

Aligned to the ISIP student assessment results, instructional resources in the Istation system 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. Teachers will use the results to help plan for individual intervention with students depending on their performance. Student progress will be monitored on a regular basis, and some students will spend more time with the program each week depending on their needs. Istation staff recommend students spend 30-60 minutes per week in the supplemental instructional program depending on the needs of individual students. Students who need more intensive intervention will be 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. It is important to note that the decrease in student performance is most likely due to the disruption to instruction during the COVID-19 pandemic. However, First and Second Grade student performance has rebounded in key areas such as Comprehension, Vocabulary, and Text Fluency. There is overall evidence of improvement as the school experience begins to be more typical than recent years. All data should be viewed cautiously, and growth will be monitored throughout the school year and reported to the school board in the Spring.

Dr. LaDue also shared the following statistical information with the Board:

## First Grade ISIP Results

Fall 2023 Subtest	Ability Index	Percentile
Comprehension	194.9	43.3
Written Communication	189.6	53.7
Vocabulary	185.1	49.7
Phonemic and Phonological Awareness	203.8	51.4
Fall 2022 Subtest	Ability Index	Percentile
Comprehension	195.6	44.7
Written Communication	189.4	53.3
Vocabulary	188.3	55.5
Phonemic and Phonological Awareness	204.8	53.2
Fall 2021 Subtest	Ability Index	Percentile
Comprehension	194.2	42.2
Written Communication	190.3	54.1
Vocabulary	186.9	52.5
Phonemic and Phonological Awareness	204.0	51.9

Subtest	First Grade		
	Tier 3	Tier 2	Tier 1
CO	<188	188-194	>194
WC	<166	166-181	>181
VO	<171	171-181	>181
PA	<191	191-200	>200

Grade Level Focus:  
Comprehension &  
Vocabulary

# District Grade 1 ISIP Results

Area of focus: Comprehension  
& Vocabulary

Subtest	First Grade		
	Tier 3	Tier 2	Tier 1
CO	<188	188-194	>194
WC	<166	166-181	>181
VO	<171	171-181	>181
PA	<191	191-200	>200
TF	-	-	-

## Ability Index and Percentile

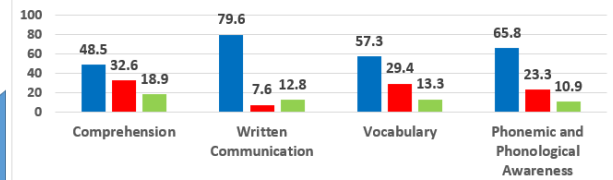
Subtest	Ability Index	Percentile
Comprehension	194.9	43.3
Written Communication	189.6	53.7

## Tier 1 Three-Year Trend

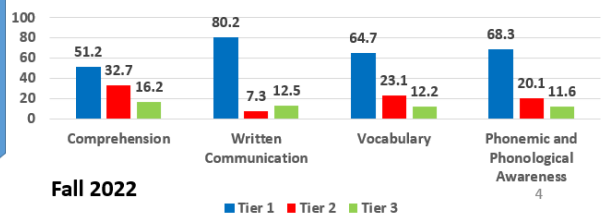
- Comprehension: 45.0, 51.2, 48.5\*
- Written Communication: 79.9, 80.2, 79.6
- Vocabulary: 61.7, 64.7, 57.3\*
- Phonics: 67.1, 68.3, 65.8

Comprehension	45.0
Written Communication	79.9
Vocabulary	61.7
Phonemic and Phonological Awareness	67.1

## Tier Level Percentage – Fall 2022 & 2023



Fall 2023



Fall 2022

# District Grade 1 to Grade 2 Cohort by Percentile

Sub - Test	Grade 1					Grade 2				
	CSE	DHE	GRV	MWA	DIST.	CSE	DHE	GRV	MWA	DIST.
CO	52.3	39.9	44.6	40.9	44.6	49.6	41.7	49.5	52.0	48.6
WC	55.0	51.3	50.6	55.6	53.4	58.1	49.2	62.1	61.7	58.2
VO	56.1	50.3	58.2	56.6	55.5	38.6	33.4	30.4	45.7	37.4
PA	58.1	49.8	53.8	50.5	53.2	51.0	39.0	47.1	48.8	46.9



## Second Grade ISIP Results

Fall 2023 Subtest	Ability Index	Percentile
Comprehension	223.6	48.6
Written Communication	208.7	58.2
Vocabulary	208.6	37.4
Phonemic and Phonological Awareness	230.8	46.9
Text Fluency	7.9	58.7
Fall 2022 Subtest	Ability Index	Percentile
Comprehension	221.4	45.6
Written Communication	208.3	56.8
Vocabulary	206.2	32.8
Phonemic and Phonological Awareness	228.6	44.0
Text Fluency	7.4	54.3
Fall 2021 Subtest	Ability Index	Percentile
Comprehension	221.6	45.8
Written Communication	209.0	58.9
Vocabulary	204.0	28.3
Phonemic and Phonological Awareness	229.8	45.7
Text Fluency	8.0	63.6

Subtest	Second Grade		
	Tier 3	Tier 2	Tier 1
CO	<205	205-219	>219
WC	<197	197-203	>203
VO	<202	202-211	>211
PA	<217	217-229	>229
TF	<0	0-6	>6

Grade Level Focus:  
Vocabulary, Phonics

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## District Grade 2 ISIP Results

Focus Areas:  
Vocabulary and Text Fluency

Subtest	Second Grade		
	Tier 3	Tier 2	Tier 1
CO	<205	205-219	>219
WC	<197	197-203	>203
VO	<202	202-211	>211
PA	<217	217-229	>229
TF	<0	0-6	>6

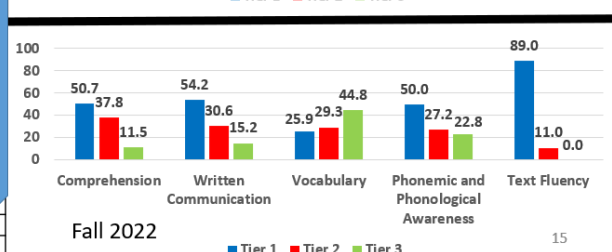
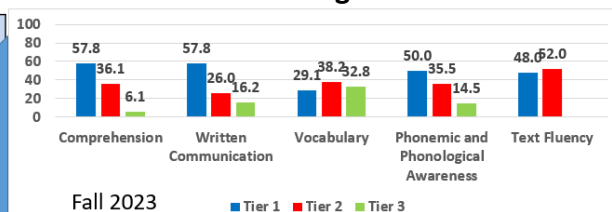
### Ability Index and Percentile

Subtest	Ability Index	Percentile
Comprehension	223.6	48.6
Written Communication	208.7	58.2
Vocabulary	208.6	37.4
Phonemic and Phonological Awareness	230.8	46.9
Text Fluency	7.9	58.7

### Tier 1 Three-Year Trend

- Comprehension: 50.7, 50.7, 57.8
- Written Communication: 59.5, 54.2, 57.8
- Vocabulary: 16.3, 25.9, 29.1
- Phonics: 51.9, 50.0, 50.0
- Text Fluency: 55.2, 89.0, 48.0\*

### Tier Level Percentage – Fall 2022 & 2023



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Dr. LaDue also shared data specific to First and Second Grades at Clear Springs, Deephaven, Groveland and Minnewashta. She concluded her report by offering the following recommendations:

## **RECOMMENDATIONS**

It is important to note that the Fall scores should be considered with caution for the purposes of getting students re-acquainted with the assessment and the target language. It is also important to understand that 50 percent is the national average, and the national average is made up of native speakers and non-native speakers. When one considers that most Language Immersion students do not practice using the language throughout the Summer in a way that native speakers practice the language, it is encouraging to observe the frequency in which Minnetonka students out-perform the national norm in many areas in the Fall. For language learners especially, it is predictable that student performance would in many cases decline on most subtests without the consistent face to face interaction with their instructors over the course of several months. Teachers will use the results along with classroom assessment data to help plan instruction with students depending on their performance. Student progress will be monitored on a regular basis, and some students will spend more time with the program each week depending on their needs. Students who need more intensive intervention will be 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.

Schools will need to focus on Vocabulary and Comprehension. In some cases, school staff will need to work with students on Phonics instruction among their Second Graders. The use of On-Demand assessments for students who are well behind their peers will be key. 60 minutes of practice a week using the Istation software is recommended for students to show significant growth. Students can practice at home when possible to reinforce learning from the school day. Although it is not regular practice to have Kindergarten through Second Grade students take home an iPad, should there be a need for extra practice with the Istation instructional activities, arrangements will be made with the student and their family.

In the discussion that followed, Board members asked questions regarding the District's data as it compares to national norms. Ms. LaDue responded that it is important to remember that our students, in many cases, are being compared to student who are native speakers of Spanish, and that may account for the variances. District students do show marked improvement as they work their way through the grades. Superintendent Law noted that the Teaching and Learning Department meets with each elementary principal to discuss areas that need to be worked on in each specific building. Board member Becker suggested that for future reports, information be included on how the sites are working together to improve, and what specifically they are doing. Superintendent Law noted that it had been wonderful to see English, Chinese and Spanish immersion teachers all working on strategies together, in the same room, at the recent Staff Development Day.

## **UPDATE ON OPEB TRUST FUND**

Executive Director of Finance and Operations Paul Bourgeois led the discussion. Highlights included the following:



### OPEB Revocable Trust History And Purpose (1)

- 2008 Legislature passed Minnesota Statutes 471.6175 allowing public entities to fund a trust for Other Post Employment Benefits (OPEB)
  - OPEB liabilities were primarily lifetime health insurance benefits paid to retirees that had been negotiated in bargaining unit contracts
  - To establish a trust, the participation in these types of benefits had to have been capped by July 1, 2002
  - The trust could be funded by the issuance of General Obligation Bonds
- The Legislature allowed the choice of two types of trust
  - An irrevocable trust locks in the funds for paying retiree benefits into perpetuity
  - A revocable trust allows more flexibility to utilize funds if the investment of the funds produced more assets over the liability

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### OPEB Revocable Trust History And Purpose (2)

- Minnetonka ISD 276 chose to establish a revocable trust because we knew excess assets were likely to accrue for several reasons
  - The actuaries were directed to use a conservative 3.00% discount rate to calculate the initial liability
    - We wanted to make sure there were going to be sufficient funds in the trust so that we would never be short of funds even in an economic downturn
    - At the time, 3.00% was what the District could earn on its own with its cash investments



### OPEB Revocable Trust History And Purpose (3)

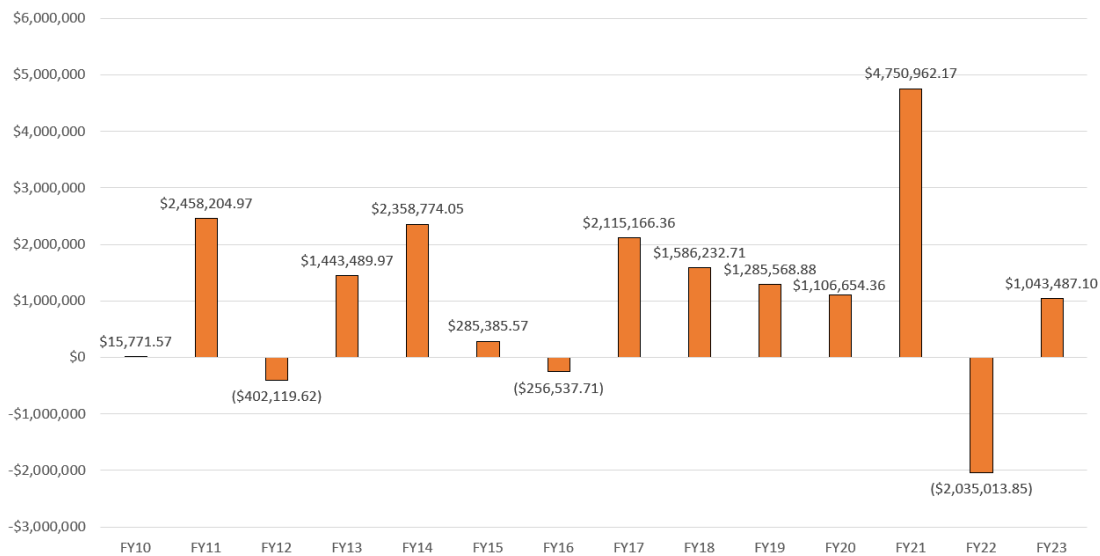
- Because of those three reasons, we knew the chance of excess assets accruing over time was significant.
- The OPEB Revocable Trust was established in 2008 with a liability of \$17,742,555 for 615 participants
- Wells Fargo Private Wealth Management was selected as the investment manager for the OPEB Revocable Trust
- From FY2008 through FY2023, \$8,315,306 has been disbursed to the General Fund to pay for retiree benefits expenditures
  - Without the OPEB Trust, the General Fund Unassigned Fund Balance would be \$8,315,306 lower at \$15,771,390 rather than the actual \$24,086,696 at the end of FY21



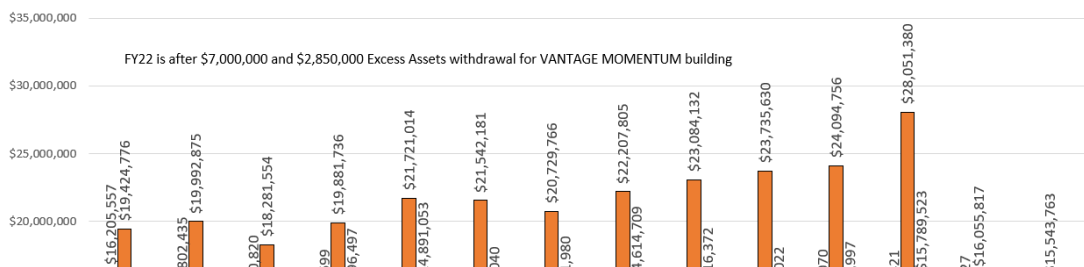
### OPEB Revocable Trust History And Purpose (4)


- June 30, 2021 Status
  - The OPEB Trust Assets had grown to \$28,051,380
  - The OPEB Liability had declined from \$17,742,555 in 2008 down to \$10,985,427
  - Participants had declined from 615 in 2008 down to 209
- MS Statutes 471.6175 Subd. 7(a) reads in part:
  - *"any amount in excess of 100 percent of that political subdivision's or public entity's actuarially determined liabilities for post employment benefits, as determined under standards of the Government Accounting Standards Board, may be withdrawn and used for any purpose"*

# Minnetonka ISD 276 OPEB Revocable Trust Fund Fiscal Year Investment Return Amount



# Minnetonka ISD 276 OPEB Revocable Trust Fund Liability, Total Assets & Excess Assets





#### OPEB Revocable Trust Net Result After 15 Years FY2009-FY2023

- \$17,742,555 invested
- \$19,931,522 cumulative dividends paid
  - \$10,081,522 in Benefit Withdrawal dividends
    - Positive impact on General Operating Fund Unassigned Balance
  - \$ 9,850,000 in Excess Asset dividends paid for VAN MO
    - 100-year asset
- \$15,545,763 in assets remaining June 30, 2023
  
- Next 15 Years At 3.00% Annual Returns
- \$6,109,967



#### OPEB Revocable Trust Net Result After Next 15 Years FY2024-FY2039

- Next 15 Years At 3.00% Annual Returns
- \$ 6,109,967 in Benefit Withdrawal dividends
- \$11,443,349 Net Assets on June 30, 2039
  - \$ 6,548,390 Excess Assets
  
- Next 15 Years At 5.00% Annual Returns
- \$ 6,109,967 in Benefit Withdrawal dividends

**Chairperson Wagner thanked Mr. Bougeois – for the presentation. –**

**ADJOURNMENT**

The Board adjourned the study session at \_\_\_\_\_ p.m. 7:25

/cyv