

MINNETONKA INDEPENDENT SCHOOL DISTRICT #276

**District Service Center
5621 County Road 101
Minnetonka, Minnesota**

Summary of April 18, 2024 Study Session

The School Board of Minnetonka Independent School District #276 met in study session at 6:00 p.m. on Thursday, April 18, 2024 in the Community Room at the District Service Center, 5621 County Road 101, Minnetonka, Minnesota. Vice Chairperson Patrick Lee-O'Halloran presided. Other Board members present were Sally Browne, Kemerie Foss, Dan Olson, Michael Remucal and Superintendent David Law, ex officio. Absent: Meghan Selinger and Chris Vitale.

CITIZEN INPUT

Vice Chairperson Lee-O'Halloran extended an invitation to members of the audience who wished to address the Board on any topic. No one responded to this invitation to speak.

REVIEW OF FY25 FEES

Executive Director of Finance and Operations Paul Bourgeois presented this item to the Board. He explained that under Minnesota State law, the Board of each Minnesota public school may require certain pupil fees as described in statute. The District maintains a schedule of various fees for courses, activities, clubs and other miscellaneous items at each level of the school district. Any changes in the fee schedules require School Board approval.

Each year, department and program managers give their recommendations on various fee levels. Proposed fee changes are for Fiscal Year 2025.

At the high school level, the following recommended fee changes are to cover repair costs and vendor fees:

String Instrument Rental	\$110	\$10 increase
Athletic Entrance Tickets	\$1/Ticket + up to 5% processing fee	
Athletic Season Pass/Punch Card	\$2/Pass + up to 5% processing fee	

At the middle school level, there is one recommended increase in club fees to cover the cost of supplies:

Baking Club	\$50	\$15 increase
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At the elementary school level, there are no recommended changes to fees. Tonka Dome fees are recommended to increase by \$15 for field areas, and \$10 for all other Dome Rental fee categories.

Superintendent Law noted that a public hearing would be held on the fees as part of the May 9 board meeting, and the fees would then be approved later in that same meeting.

REVIEW OF 25-26 CALENDAR

Director of Teacher Development Sara White presented this item to the Board, as General Counsel and Executive Director of Human Resources Anjie Flowers was not present this evening. Ms. White presented the following information:

- Minnesota law requires districts to adopt a school calendar by April 1- prior to the start of the upcoming school year. Our district stays one year ahead of this requirement – we already have a calendar for the 2024-25 school year but in order to stay ahead and allow for our community to plan in advance, we continue to meet in the Spring and finalize the school calendar in the Spring of each year.
- On February 27th, the calendar committee met and had a very robust discussion about the calendar for 2025-26. The committee is comprised of district staff, administrators, parents at all school levels, three students, paras, and teachers. We had a great conversation and engagement from everyone.
- As a committee we took into consideration the required parameters for calendar planning, some of which include:
 - Contractual agreements for teacher duty days and student contact days, conference days, and the legal requirement that the school year must start after Labor Day, so there isn't a ton of wiggle room.
 - Late start/Early releases – We kept those on the calendar as placeholders. Although we'll be entering our second year of full days of professional learning, it is still an MOU with the teachers currently and we have not determined any dates for 2025-26. We explained this to the committee, and they understood.
 - There was much discussion about closing for certain religious observations: Rosh Hashanah, Yom Kippur, and Eid. The committee landed on Yom Kippur and Eid. There was also discussion about Diwali as a consideration - if not this year, perhaps next year. The committee was mindful that there is a minimum number of required student days so it's not possible to be off for each day of observance, but this recommendation would allow us to recognize two different communities. The students felt the strongest about these recommendations and pointed out that Hopkins has Rosh Hashanah and Eid off, and other districts are starting to have more days of observance. It was verified (after the committee met) that our comparative districts have the following observances in addition to Christmas:

- Wayzata: unclear if they have Eid off - they have a day off on or near that day each year, but they did not specify the reason
- Eastern Carver – no additional
- Edina - no additional
- Eden Prairie - no additional
- Verified that Hopkins has Rosh Hashanah and Eid off
- Students also pointed out that it is difficult, even with religious accommodations, to have school in session on days of religious observance. They still miss out on learning and have to make up the homework. That additional time can interfere with their day of observation. Director of Assessment and Evaluation Dr. Rega does prepare an assessment calendar for teachers and administrators so they can be mindful of scheduling testing and large projects. That draft assessment calendar will be provided to the Board at the regular meeting on May 9.
- We balanced days in each quarter as much as possible but with the two additional holidays it did make spring quarter longer at 47 days; however, with where we expect Eid to be observed (the date isn't certain until much later) and with where Spring Break lands, the committee thought that would be acceptable. Everyone on the committee was aware that the additional days of observance would lead to a later end date of the school year and they were supportive of this.
- We began the draft calendar by rolling the 2024 - 2025 calendar forward. Special thanks to Sandy Souba for preparing all the documentation and coordinating the meetings.
- August 11-22 will be our workshop weeks for teachers & our planning days; the first day of school for students would be September 2, the day after Labor Day. We have conferences and MEA in October. Thanksgiving break is again proposed as three days consistent with last year's calendar.
- Winter break in December again landed at two full weeks as it does this upcoming year. With Christmas Eve, Christmas, New Years Eve and New Years Day all falling in the middle of the week on Wednesday and Thursday of both weeks, the committee eagerly supported two full weeks at winter break.
- There was much discussion last year about Spring Break and moving it up on the calendar. For 2025-26 it works to have Spring Break in late March and the committee was very pleased with that movement. Many surrounding districts have an earlier Spring Break. The last day of school would be June 9.
- Next step is to go back to the committee with the Board's feedback and bring forward the recommended calendar for approval at the next regular board meeting on May 9.

In the discussion that followed, Board member Browne asked that all religious holidays that begin at sundown on the previous day be noted as such on the assessment calendar. Vice Chairperson Lee-O'Halloran asked whether denoting full days for staff professional development would affect the number of school days. Superintendent Law responded that

we would have to look at the state requirements and whether any changes are made in that area during this legislative session. Board member Olson suggested that Friday, October 3, 2025 would be a good day to designate for professional development as the students will be off for Yom Kippur on the previous day.

STAMP 4Se UPDATE

Director of Assessment Matt Rega led the discussion. By way of background, he noted that during March of 2024, Third and Fifth Grade Chinese and Spanish Immersion students participated in the STAMP 4Se Test created by Avant Assessment. This is the fourth year Minnetonka has used the STAMP 4Se due to a need to shift from the AAPPL that had been administered from the Spring of 2014 to the Spring of 2020. Students were scheduled to take the STAMP 4Se in March 2020, however all standardized testing was cancelled due to pandemic circumstances. Because there are now trend data for the STAMP Test, and the AAPPL rating scale differs from the STAMP scale, previous AAPPL summary tables are no longer used for comparison.

Avant STAMP (STAndards-based Measurement of Proficiency) 4Se determines language proficiency in 4 domains (Reading, Writing, Listening and Speaking) for grades 2-6. This assessment is administered to Minnetonka Chinese and Spanish Immersion students in Grades 3 and 5, and students take the Reading, Listening, and Speaking tests only. Avant STAMP 4Se is web-based and computer-adaptive, with real-world questions on topics selected to be level-appropriate based on research into topics taught at each level. The questions engage learners, and because STAMP 4Se is adaptive, students can demonstrate their own actual proficiency level without any pre-set upper limits.

The STAMP 4Se is a proficiency test that provides students with a combination of unfamiliar passages and familiar passages based on what they learn in school. The STAMP 4Se measures students' ability to show what they know in a language that is closer to that of a person visiting a foreign country. The unfamiliarity of the STAMP 4Se and STAMP 4S Tests (secondary level) help ensure that students' proficiency is being measured, and the results show what the students know at any given time. Although it is likely that a proficiency test will yield lower test scores, the results can help students, teachers, and family members understand the true level of proficiency students have reached at the time of the assessment.

The STAMP 4SE aligns to the ACTFL Proficiency Scale and has been proven nationally to be an effective means for assessing language learners. There are several reasons that making a change was imperative:

1. Minnetonka relies on data to make instructional decisions for students and academic programming. It is important to have reliable language performance data for current and future years.

2. The STAMP 4SE has a proven history for running successfully on Chromebooks and iPads.
3. The STAMP 4SE will provide assessment alignment from elementary through high school for students and staff.
4. The STAMP Test is recognized nationally as a valid and reliable assessment to be used for Bilingual Seal attainment.

As the Minnetonka Language Immersion continues, there is a need to measure all Immersion students with a common benchmark. The scale Minnetonka uses is based on the ACTFL Proficiency Guidelines. Minnetonka's Immersion teachers have used common vocabulary internally and will continue to use the ACTFL Proficiency Guidelines as they discuss student growth in target language proficiency. Teachers, students, and parents have become increasingly familiar with these proficiency guidelines and find it easier to track student progress under this system.

Proficiency levels are grouped by major levels (Novice, Intermediate, and Advanced). The STAMP 4Se Scoring Scale is derived from ACTFL's Proficiency Guidelines. A description of the scoring ranges is listed in the following section.

Novice Range: Within the Novice level, the scores are 1, 2, and 3. A score of 1 reflects the abilities described as Novice Low in the ACTFL Proficiency Guidelines. A score of 2 reflects Novice-Mid abilities, with 3 being Novice-High. This means that a learner who receives the score of 3, in addition to performing all Novice level functions fully, also shows some successful performance at the Intermediate level, but does not do so consistently. Additionally, a student at this level can express basic personal information and satisfy a limited number of personal needs using formulaic and rote utterances, lists, and phrases.

Intermediate Range: Within the Intermediate level, the scores are 4, 5, and 6. A score of 4 reflects the abilities described as Intermediate Low in the ACTFL Proficiency Guidelines. A score of 5 reflects Intermediate-Mid abilities, and a score of 6 is the equivalent of Intermediate-High. A learner who receives the score of 6, in addition to performing all Intermediate level functions fully, also shows some successful performance at Advanced-Low. Learners are presented with Advanced-Low tasks, so they are given the opportunity to provide evidence of performance at that range. Students at this level can participate in short conversations on predictable topics, ask and answer simple questions, and handle simple transactions using sentence-level communication.

Advanced Range: The Advanced-High proficiency range represents the ceiling of this assessment. A score of 7 reflects successful performance at the Advanced Low proficiency range with a score of 8 and 9 representing Advanced-Mid and High, respectively. Students at this level can participate in interactions on topics of personal and public interest, narrate and describe in present, past, and future time frames, and handle a situation with a complication using paragraph-level communication.

At the Novice, Intermediate, and Advanced levels, the Guidelines also include three sub-levels:

- **Low:** Baseline performance at the level. Individuals at this sub-level have consistent ability to meet the criteria for the level in all level-relevant communication situations. They may demonstrate some hesitation in doing so, but they are able to sustain communication with regard to all of the criteria. They demonstrate little ability to carry out communication functions that typify the next-higher major level.
- **Mid:** Solid performance at the level. Individuals at this sub-level demonstrate skill in carrying out the functions of the major level in all level-relevant communication situations. They may also exhibit partial ability to carry out communication tasks that typify the next-higher major level.
- **High:** Performance with quality and quantity at the level. Individuals at this sub-level communicate with ease and confidence when performing the functions of the level. They are capable of functioning much of the time at the next higher major level, but they are unable to sustain language at that level without evidence of difficulty.

Because it takes a great deal of time and practice for students to acquire the skills necessary to move from the Novice Level to the Intermediate Level, teachers will be able to track student progress within the sub-levels. At the elementary level, it is likely that students will spend much of their elementary career within the Intermediate range. In addition, ACTFL research indicates that students will show little growth within the proficiency levels during the same school year. Avant recommends assessing students with the STAMP 4Se a maximum of one time each year.

STAMP 4Se Scoring Scale

Reading and Listening Level Key			Writing and Speaking Level Key		
Novice	Intermediate	Advanced	Novice	Intermediate	Advanced
1- Nov Low	4- Int Low	7- Adv Low	1- Nov Low	4- Int Low	7- Adv Low
2- Nov Mid	5- Int Mid	8- Adv Mid	2- Nov Mid	5- Int Mid	8-Adv Low/Hi
3- Nov Hi	6- Int Hi	9- Adv Hi	3- Nov Hi	6- Int Hi	NR- Not Ratable

It is important to note that Proficiency Guidelines are targets that are to be used to guide instruction. It is common for students to perform above and below the target level at any point in time. The STAMP 4Se is a snapshot in time to help gauge students' proficiency through their performance. With the implementation of the ACTFL Proficiency Guidelines into every-day instruction, teachers are more aware of the levels in which their students are achieving.

Points of Interest

- At Intermediate-Mid, Third Grade Spanish Immersion students significantly surpassed the national target of Novice-Mid by three sub-levels, and Fifth Graders out-paced the national target of Novice-High by two sub-levels. On the Reading Test, Third and Fifth Graders at Excelsior experienced a decrease in average score, which are both considered to be statistically significant. Each grade level decreased by one sub-level compared to last year.
- Districtwide, the Interpretive Listening Test saw an overall drop in performance across both programs with attention needed at the individual site level.
- Excelsior Elementary Chinese Immersion Third Graders are performing at all-time high levels in Reading with a significant increase of 1.4 points compared to last year, improving from an average of Novice-Mid to Novice-High. Additionally, Fifth Graders increase by an average score of 0.8 points, which also made a notable shift from Novice-High to Intermediate-Low.
- Spanish Immersion Fifth Graders saw significant drops in average scores on the Interpersonal Listening and Speaking Test among three of four sites.

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

National K-12 Language Immersion Proficiency Targets

Grade Level	Spanish			Chinese		
	Speaking	Listening	Reading	Speaking	Listening	Reading
3	Novice High	Novice High	Novice High	Novice High	Novice High	Novice Mid
5	Interm Low	Interm Low	Interm Low	Interm Low	Interm Low	Novice High

Spring 2023-24 Grades 3 and 5 STAMP 4Se Mean Score and Proficiency Levels for Chinese and Spanish Interpretive Reading

Chinese Immersion				Spanish Immersion			
2023				2023			
Grade	N	STAMP 4Se Score	Prof. Level	Grade	N	STAMP 4Se Score	Prof. Level
3	108	2.9	Nov High	3	294	4.7	Int Mid
5	95	3.9	Int Low	5	292	5.7	Int High

Chinese Immersion				Spanish Immersion			
2024				2024			
Grade	N	STAMP 4Se Score	Prof. Level	Grade	N	STAMP 4Se Score	Prof. Level
3	106	3.6	Int Low	3	298	4.6	Int Mid
5	107	4.3	Int Low	5	295	5.4	Int Mid

National K-12 Language Immersion Proficiency Targets

Grade Level	Spanish			Chinese		
	Speaking	Listening	Reading	Speaking	Listening	Reading
3	Novice High	Novice High	Novice High	Novice High	Novice High	Novice Mid
5	Interm Low	Interm Low	Interm Low	Interm Low	Interm Low	Novice High

Spring 2023-24 Grades 3 and 5 STAMP 4Se Mean Score and Proficiency Levels for Chinese and Spanish Interpretive Listening

Chinese Immersion				Spanish Immersion			
2023				2023			
Grade	N	STAMP 4Se Score	Prof. Level	Grade	N	STAMP 4Se Score	Prof. Level
3	108	4.9	Int Mid	3	294	5.1	Int Mid
5	95	5.5	Int High	5	292	5.7	Int High

Chinese Immersion				Spanish Immersion			
2024				2024			
Grade	N	STAMP 4Se Score	Prof. Level	Grade	N	STAMP 4Se Score	Prof. Level
3	106	4.4	Int Low	3	298	4.9	Int Mid
5	107	5.1	Int Mid	5	295	5.6	Int High

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National K-12 Language Immersion Proficiency Targets

Grade Level	Spanish			Chinese		
	Speaking	Listening	Reading	Speaking	Listening	Reading
3	Novice High	Novice High	Novice High	Novice High	Novice High	Novice Mid
5	Interm Low	Interm Low	Interm Low	Interm Low	Interm Low	Novice High

Spring 2023-24 Grades 3 and 5 STAMP 4Se Mean Score and Proficiency Levels for Chinese and Spanish Interpersonal Listening and Speaking

Chinese Immersion				Spanish Immersion			
2023				2023			
Grade	N	STAMP 4Se Score	Prof. Level	Grade	N	STAMP 4Se Score	Prof. Level
3	108	3.5	Int Low	3	294	3.9	Int Low
5	95	4.4	Int Low	5	292	5.0	Int Mid

Chinese Immersion				Spanish Immersion			
2024				2024			
Grade	N	STAMP 4Se Score	Prof. Level	Grade	N	STAMP 4Se Score	Prof. Level
3	106	3.7	Int Low	3	298	4.3	Int Low
5	107	4.6	Int Mid	5	295	4.6	Int Mid

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**Spring 2024 ALL STAMP 4Se Sub-Tests Chinese and Spanish Immersion Gender
Comparison by STAMP 4Se Mean Score and Proficiency Levels (Grades 3-5)**

Mode of Communication	Chinese Immersion				Spanish Immersion			
	Males (N=109) (51.2%)		Females (N=104) (48.8%)		Males (N=271) (45.7%)		Females (N=322) (54.3%)	
	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level
Interpretive Reading	3.8	Int Low	4.0	Int Low	4.7	Int Mid	5.1	Int Mid
Interpersonal Listening/Speaking	4.0	Int Low	4.3	Int Low	4.1	Int Low	4.6	Int Mid
Interpretive Listening	4.6	Int Mid	4.9	Int Mid	5.0	Int Mid	5.4	Int Mid

**Spring 2023 ALL STAMP 4Se Sub-Tests Chinese and Spanish Immersion Gender
Comparison by STAMP 4Se Mean Score and Proficiency Levels (Grades 3-5)**

Mode of Communication	Chinese Immersion				Spanish Immersion			
	Males (N=92) (45.3%)		Females (N=111) (54.7%)		Males (N=265) (45.2%)		Females (N=321) (54.8%)	
	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level
Interpretive Reading	3.3	Nov High	3.3	Nov High	5.0	Int Mid	5.3	Int Mid
Interpersonal Listening/Speaking	3.7	Int Low	4.1	Int Low	4.3	Int Low	4.6	Int Mid
Interpretive Listening	5.2	Int Mid	5.1	Int Mid	5.2	Int Mid	5.4	Int Mid

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Chinese Immersion School Comparisons – Interpretive Reading

Grade Level	Chinese		
	Speaking	Listening	Reading
3	Nov High	Nov High	Nov Mid
5	Int Low	Int Low	Nov High

**Spring 2023 STAMP 4Se Chinese Immersion Building
Comparison by
STAMP 4Se Mean Score and Proficiency Levels for
Interpretive Reading**

School	Chinese Interpretive Reading			
	Grade 3		Grade 5	
	EX (N=40)	SH (N=68)	EX (N=40)	SH (N=55)
	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level
Excelsior (N=80)	2.0	Nov Mid	3.1	Nov High
Scenic Heights (N=123)	3.4	Nov High	4.3	Int Low

**Spring 2024 STAMP 4Se Chinese Immersion
Building Comparison by
STAMP 4Se Mean Score and Proficiency Levels for
Interpretive Reading**

School	Chinese Interpretive Reading			
	Grade 3		Grade 5	
	EX (N=45)	SH (N=61)	EX (N=44)	SH (N=63)
	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level
Excelsior (N=89)	3.4	Nov High	3.9	Int Low
Scenic Heights (N=124)	3.6	Int Low	4.3	Int Low

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Chinese Immersion School Comparisons – Interpersonal Listening and Speaking

Spring 2023 STAMP 4Se Chinese Immersion Building
Comparison by
STAMP 4Se Mean Score and Proficiency Levels for
Interpersonal Listening and Speaking

School	Chinese Interpersonal Listening and Speaking			
	Grade 3		Grade 5	
	EX (N=44)	SH (N=50)	EX (N=31)	SH (N=55)
	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level
Excelsior (N=75)	3.1	Nov High	4.0	Int Low
Scenic Heights (N=105)	3.7	Int Low	4.7	Int Mid

Grade Level	Chinese		
	Speaking	Listening	Reading
3	Nov High	Nov High	Nov Mid
5	Int Low	Int Low	Nov High

Spring 2024 STAMP 4Se Chinese Immersion
Building Comparison by
STAMP 4Se Mean Score and Proficiency Levels for
Interpersonal Listening and Speaking

School	Chinese Interpersonal Listening and Speaking			
	Grade 3		Grade 5	
	EX (N=45)	SH (N=61)	EX (N=44)	SH (N=63)
	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level
Excelsior (N=89)	3.4	Nov High	4.5	Int Mid
Scenic Heights (N=124)	3.7	Int Low	4.6	Int Mid

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Chinese Immersion School Comparisons – Interpretive Listening

Spring 2023 STAMP 4Se Chinese Immersion Building
Comparison by
STAMP 4Se Mean Score and Proficiency Levels for
Interpretive Listening

School	Chinese Interpretive Listening			
	Grade 3		Grade 5	
	EX (N=44)	SH (N=50)	EX (N=31)	SH (N=55)
	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level
Excelsior (N=75)	4.5	Int Mid	5.3	Int Mid
Scenic Heights (N=105)	5.1	Int Mid	5.6	Int High

Grade Level	Chinese		
	Speaking	Listening	Reading
3	Nov High	Nov High	Nov Mid
5	Int Low	Int Low	Nov High

Spring 2024 STAMP 4Se Chinese Immersion
Building Comparison by
STAMP 4Se Mean Score and Proficiency Levels for
Interpretive Listening

School	Chinese Interpretive Listening			
	Grade 3		Grade 5	
	EX (N=45)	SH (N=61)	EX (N=44)	SH (N=63)
	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level
Excelsior (N=89)	4.2	Int Low	5.0	Int Mid
Scenic Heights (N=124)	4.4	Int Low	5.1	Int Mid

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Spanish Immersion School Comparisons – Interpretive Reading

**Spring 2023 STAMP 4Se Spanish Immersion Building
Comparison by STAMP 4Se Mean Score and
Proficiency Levels for Interpretive Reading**

School	Spanish Interpretive Reading			
	Grade 3		Grade 5	
	CS (N=82)	DH (N=53)	CS (N=84)	DH (N=55)
	GR (N=76)	MW (N=89)	GR (N=52)	MW (N=77)
	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level
Clear Springs (N=166)	4.8	Int Mid	5.7	Int High
Deephaven (N=108)	4.5	Int Mid	5.7	Int High
Groveland (N=128)	4.6	Int Mid	5.7	Int High
Minnewashta (N=166)	5.0	Int Mid	5.6	Int High

Grade Level	Spanish		
	Speaking	Listening	Reading
3	Nov High	Nov High	Nov High
5	Int Low	Int Low	Int Low

**Spring 2024 STAMP 4Se Spanish Immersion Building
Comparison by STAMP 4Se Mean Score and Proficiency
Levels for Interpretive Reading**

School	Spanish Interpretive Reading			
	Grade 3		Grade 5	
	CS (N=79)	DH (N=58)	CS (N=80)	DH (N=50)
	GR (N=77)	MW (N=75)	GR (N=75)	MW (N=84)
	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level
Clear Springs (N=159)	4.4	Int Low	4.9	Int Mid
Deephaven (N=108)	4.6	Int Mid	5.4	Int Mid
Groveland (N=152)	4.6	Int Mid	5.6	Int High
Minnewashta (N=159)	4.7	Int Mid	5.5	Int High

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Spanish Immersion School Comparisons – Interpersonal Listening and Speaking

**Spring 2023 STAMP 4Se Spanish Immersion Building
Comparison by STAMP 4Se Mean Score and Proficiency
Levels for Interpersonal Listening and Speaking**

School	Spanish Interpersonal Listening and Speaking			
	Grade 3		Grade 5	
	CS (N=82)	DH (N=53)	CS (N=84)	DH (N=55)
	GR (N=76)	MW (N=89)	GR (N=52)	MW (N=77)
	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level
Clear Springs (N=166)	3.8	Int Low	5.2	Int Mid
Deephaven (N=108)	3.7	Int Low	4.8	Int Mid
Groveland (N=128)	4.1	Int Low	5.5	Int High
Minnewashta (N=166)	3.9	Int Low	4.5	Int Mid

Grade Level	Spanish		
	Speaking	Listening	Reading
3	Nov High	Nov High	Nov High
5	Int Low	Int Low	Int Low

**Spring 2024 STAMP 4Se Spanish Immersion Building
Comparison by STAMP 4Se Mean Score and Proficiency
Levels for Interpersonal Listening and Speaking**

School	Spanish Interpersonal Listening and Speaking			
	Grade 3		Grade 5	
	CS (N=79)	DH (N=58)	CS (N=80)	DH (N=50)
	GR (N=77)	MW (N=75)	GR (N=75)	MW (N=84)
	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level
Clear Springs (N=159)	3.9	Int Low	4.2	Int Low
Deephaven (N=108)	4.4	Int Low	4.1	Int Low
Groveland (N=152)	4.2	Int Low	4.9	Int Mid
Minnewashta (N=159)	4.4	Int Low	5.0	Int Mid

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Spanish Immersion School Comparisons – Interpretive Listening

Grade Level	Spanish		
	Speaking	Listening	Reading
3	Nov High	Nov High	Nov High
5	Int Low	Int Low	Int Low

Spring 2023 STAMP 4Se Spanish Immersion Building Comparison by STAMP 4Se Mean Score and Proficiency Levels for Interpretive Listening

School	Spanish Interpretive Listening			
	Grade 3		Grade 5	
	CS (N=82)	DH (N=53)	CS (N=84)	DH (N=55)
	GR (N=76)	MW (N=89)	GR (N=52)	MW (N=77)
	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level
Clear Springs (N=166)	5.2	Int Mid	5.7	Int High
Deephaven (N=108)	5.1	Int Mid	5.7	Int High
Groveland (N=128)	5.0	Int Mid	5.7	Int High
Minnewashta (N=166)	5.0	Int Mid	5.5	Int High

Spring 2024 STAMP 4Se Spanish Immersion Building Comparison by STAMP 4Se Mean Score and Proficiency Levels for Interpretive Listening

School	Spanish Interpretive Listening			
	Grade 3		Grade 5	
	CS (N=79)	DH (N=58)	CS (N=80)	DH (N=50)
	GR (N=77)	MW (N=75)	GR (N=75)	MW (N=84)
	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level
Clear Springs (N=159)	4.7	Int Mid	5.2	Int Mid
Deephaven (N=108)	5.1	Int Mid	5.7	Int High
Groveland (N=152)	4.9	Int Mid	5.6	Int High
Minnewashta (N=159)	4.9	Int Mid	5.7	Int High

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Proficiency Levels and Sublevels		Functions	Corresponding Jobs/Professions	Who has this proficiency in Chinese and Spanish?
Advanced (Limited Work Proficiency)	Advanced High	Narrate and describe in past, present, and future and deal effectively with an unanticipated complication	Finance: Account Executives, Financial Advisors Health Science: Doctors Law, Public Safety, Corrections, & Security: Military Linguists or Translation Officers	Students with graduate degrees in language
	Advanced Mid		Health Science: Medical Interpreters, Patient Advocates Finance: Bankers, Insurance Customer Service Specialists Human Services: Benefits Specialists Marketing: Sales Representatives	Native/Heritage speakers who learned language in the home environment
	Advanced Low		Education & Training: K-12 Teachers Health Science: Nurses Hospitality & Tourism: Hotel Receptionists Human Services: Social Workers, 911 Dispatchers, Customer Service Representatives, Billing Clerks Law, Public Safety, Corrections, & Security: Legal Secretaries or Receptionists	- Graduates with language degrees who have lived in target language-speaking countries - Immersion students at high school graduation - Secondary students after Level VIII in some skill areas
Intermediate (The Survivor)	Intermediate High	Create with language, initiate, maintain and bring to a close simple conversations by asking and responding to simple questions	Hospitality & Tourism: Tour Guides Human Services: Receptionists Information Technology: Telephone Operators, Utilities Installers Law, Public Safety, Corrections, & Security: Police and Fire Officers Transportation, Distribution, & Logistics: Aviation Personnel, Auto Inspectors	- Graduates with language degrees who have not lived in target language-speaking countries - Immersion students continuing into high school - Secondary students after Level VI or VII
	Intermediate Mid		Human Services: Cashiers, Sales Clerks	Immersion students after 5 th or 6 th grade
	Intermediate Low		Human Services: Housekeeping Staff	Secondary students after Level IV (logographic) K-8 after 5-6 years of study

Mr. Rega concluded his report by offering the following recommendations for action:

- Chinese Immersion Third and Fifth Grades – focus on interpretive listening
- Spanish Immersion Third and Fifth Grades – focus on interpretive reading and speaking
- Utilize Integrated Performance Assessments (IPAs) to increase student engagement around interpretive listening and speaking

In the discussion that followed, Vice Chairperson Lee-O'Halloran asked whether the STAMP results are still tracking with the students being able to pass the AP exam, and was told that was the case. Dr. Rega noted the impact of COVID on immersion students, and said the students are still recovering from the impact of that. Board member Olson said that our students are still performing at consistently above-average levels, and it is good to see the year-to-year progress. Dr. Rega noted the importance of teachers being able to see the most up-to-date data at the beginning of the year, so they know how their students have been doing and are able to make adjustments.

STAMP 4S UPDATE

Director of Assessment Matt Rega led the discussion. By way of background, he noted that in February of 2024, Sixth, Eighth, and Tenth Grade Chinese and Spanish Immersion students participated in the STAMP 4S assessment. The test is optional for high school students in Eleventh and Twelfth Grades. Seventh Graders no longer take the STAMP Test, because Immersion students are assessed several times throughout the year, which results in data redundancy and can lead to the feeling of testing fatigue among Immersion students. There is much data accessible to Immersion staff and the currently implemented assessment system amply allows for the effective monitoring of student progress and Language Immersion program evaluation. Students have the option to take the STAMP in Eleventh and Twelfth Grades if they choose to pursue the state Bilingual Seal. The Bilingual Seal affords students the opportunity to earn as much as four semester college credits if they choose to attend a Minnesota State University. Furthermore, students can earn the Seal by reaching specific benchmarks on the AP Chinese and Spanish Language Exams or the IB Chinese and Spanish Language Exams. The specific benchmarks for Bilingual Seal attainment are located on the Minnetonka District website and scores earned by students in Grades 10-12 allow students to be eligible for the Seal.

The STAMP 4S is a nationally recognized web-based test that assesses language proficiency, and the results inform test takers and educators about learning progress in the target language and program effectiveness. The test has four sections: Reading, Writing, Listening, and Speaking. Reading and Listening items are computer-scored and computer-adaptive (meaning that questions are selected based on previous responses, becoming easier or more difficult as needed to determine proficiency level). Writing and Speaking items are scored by Avant's trained raters who use a Scoring Rubric that lists

the criteria for meeting Benchmark Levels. The test was developed by the Center for Applied Second Language Studies (CASLS) at the University of Oregon and was adapted and is delivered by Avant Assessment.

As the Minnetonka Immersion program has grown, there was a need to measure all Immersion students with a common benchmark. Minnetonka uses a common benchmark scale based on the American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines. Minnetonka's Immersion teachers have used this common vocabulary internally and will continue to use the ACTFL guidelines as they discuss student growth in target language proficiency. Teachers, students, and parents have become increasingly familiar with these proficiency guidelines which makes it easier to track student progress under this system.

The STAMP results are reported using two scales to measure benchmarks. One scale measures Reading and Listening results, while the other scale measures Writing and Speaking. Benchmark levels are grouped by major levels (Novice, Intermediate, and Advanced). Within each major level are three sub-levels that identify students in the top third, middle third, or bottom third of the range score for that level. Like ACTFL's low, mid, and high designations, these designations will assist the classroom teacher in seeing a further breakdown of each student's ability. The *National K-12 Language Immersion Proficiency Targets* table below illustrates that students can remain at any one of the three major proficiency levels for multiple years, thus highlighting the need to utilize the three sub-levels within each of major levels to identify student needs.

Because it takes a great deal of time and practice for students to acquire the skills necessary to move from the Novice Level to the Intermediate Level, teachers can track student progress within the sub-levels. Regarding the difference between Chinese Immersion and Spanish Immersion performance, it is widely recognized that students learning the Chinese language will take more time to develop their Reading comprehension skills, thus impacting their Interpretive Reading and Writing results.

KEY FINDINGS

Chinese Immersion:

- For Reading, Grade 6 Chinese Immersion students experienced a shift toward the Intermediate-Mid and High ranges from the Novice-High and Low ranges. Eighth Grade Reading results show an increase in percentage of students performing at the Intermediate and Advanced levels and should be seen as a positive sign. Students are performing at their highest levels in the past three years.
- Eighth Graders saw 20 percent of students reach the Advanced-Low level in Writing, which is the highest percentage reaching this range historically. **11.7**

percent of Grade 10 students performed at the Advanced Mid/High range, which is the all-time highest percentage of Tenth Graders reaching this range

- Tenth Grade Reading performance remained competitive with scores from recent years and showed an increase compared to last year across the highest ranges of the proficiency scale, showing improvement from the Intermediate-High to the Advanced-High ranges by a total of **15.4 percent**.
- Tenth Grade national Immersion proficiency targets for Reading also indicate that students should reach the Intermediate-Low range. Tenth Grade student performance remained competitive compared to scores from recent years and showed an increase compared to last year across the highest ranges of the proficiency scale, showing improvement from the Intermediate-High to the Advanced-High ranges by a total of **15.4 percent**.

Spanish Immersion:

- Both Grade 6 and 8 Spanish Immersion students at MME and MMW saw solid results compared to last year. Sixth Graders at MMW have improved by **0.5 points** since 2020 and MME students have improved by **0.4 points** during the same time span.
- Sixth Graders doubled the percentage of students reaching the Advanced-Mid level in Listening, improving from **9.1 percent** to **18.1 percent**.
- Listening scores improved among Sixth and Eighth Graders at both MME and MMW with both sites seeing students reach the Intermediate-High level in Sixth Grade and Advanced Low level in Eighth Grade.
- Speaking Test results show that MME Spanish Immersion Sixth Graders have tied an all-time high average score of **5.7 points** and MMW students have reached a new all-time high average score of **5.6 points**.

STAMP 4S Reading and Listening Level Key

Reading and Listening Level Key					
Novice		Intermediate		Advanced	
1	Novice-Low	4	Intermediate-Low	7	Advanced-Low
2	Novice-Mid	5	Intermediate-Mid	8	Advanced-Mid
3	Novice High	6	Intermediate-High	9	Advanced-High

STAMP 4S Writing and Speaking Level Key

Writing and Speaking Level Key					
Novice		Intermediate		Advanced	
1	Novice-Low	4	Intermediate-Low	7	Advanced-Low
2	Novice-Mid	5	Intermediate-Mid	8	Advanced-Mid/High
3	Novice High	6	Intermediate-High	NR	Not Ratable

It is important to note that Proficiency Guidelines are targets that are to be used to guide instruction. It is common for students to perform above and below the target level at any point in time. The STAMP test is a snapshot in time to help gauge student proficiency. With the implementation of the ACTFL Proficiency Guidelines into everyday instruction, teachers will be more aware of the levels in which their students are achieving.

This is the eighth year the guidelines have been used as a measure, and there is opportunity to note trends in the data. The Proficiency Guidelines are expected to be utilized in a manner to evaluate what students “Can Do” on a consistent basis. Students may perform at higher levels or lower levels at times, and the guidelines will help teachers gauge their students’ performance on an on-going basis. As teachers continue to implement the guidelines, they will be encouraged and expected to use the model as a lens for planning. Being more intentional in the four areas of Reading, Writing, Listening, and Speaking as they plan, teachers will be able to provide a well-rounded instructional experience for students on a consistent basis.

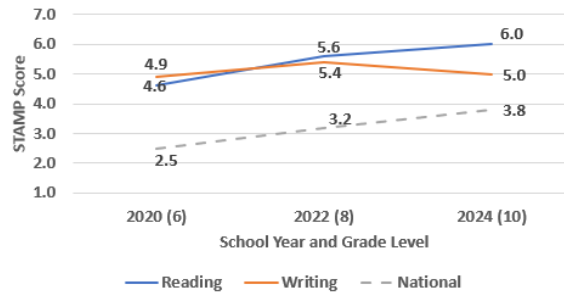
Dr. Rega also shared the following data points with the Board:

National K-12 Language Immersion Proficiency Targets

Gr	Spanish					Chinese			
	Spk	List	Rdg	Wrtg		Spk	List	Rdg	Wrtg
6	Interm Low	Interm Low	Interm Low	Interm Low		Interm Low	Interm Low	Novice High	Novice High
8	Interm Mid	Interm Mid	Interm Mid	Interm Mid		Interm Low	Interm Low	Interm Low	Interm Low
10	Interm Mid	Interm Mid	Interm Mid	Interm Mid		Interm Mid	Interm Mid	Interm Low	Interm Low

Chinese Immersion
Grade 10 Cohort
Reading and Writing

10th Grade Chinese Immersion Cohort



Writing test has a strong
grammar component and will
need to be an area of focus

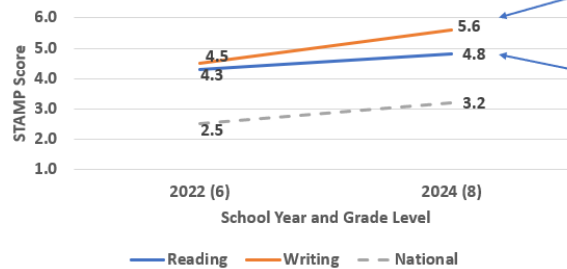
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National K-12 Language Immersion Proficiency Targets

Gr	Spanish					Chinese			
	Spk	List	Rdg	Wrtg		Spk	List	Rdg	Wrtg
6	Interm Low	Interm Low	Interm Low	Interm Low		Interm Low	Interm Low	Novice High	Novice High
8	Interm Mid	Interm Mid	Interm Mid	Interm Mid		Interm Low	Interm Low	Interm Low	Interm Low
10	Interm Mid	Interm Mid	Interm Mid	Interm Mid		Interm Mid	Interm Mid	Interm Low	Interm Low

Chinese Immersion
Grade 8 Cohort
Reading and Writing

8th Grade Chinese Immersion Cohort



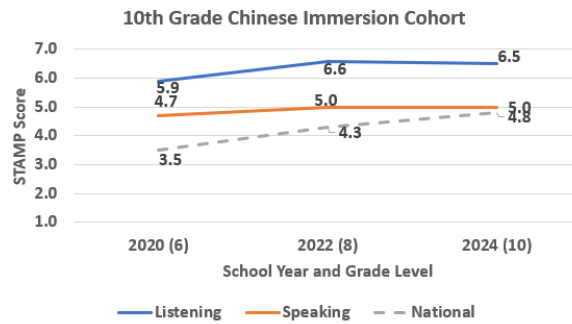
Reading and
Writing
significantly out-
pacing national
norms; Writing
surpassing
national growth

5

National K-12 Language Immersion Proficiency Targets

Gr	Spanish				Chinese			
	Spk	List	Rdg	Wrtg	Spk	List	Rdg	Wrtg
6	Interm Low	Interm Low	Interm Low	Interm Low	Interm Low	Interm Low	Novice High	Novice High
8	Interm Mid	Interm Mid	Interm Mid	Interm Mid	Interm Low	Interm Low	Interm Low	Interm Low
10	Interm Mid	Interm Mid	Interm Mid	Interm Mid	Interm Mid	Interm Mid	Interm Low	Interm Low

Chinese Immersion
Grade 10 Cohort
Listening and Speaking



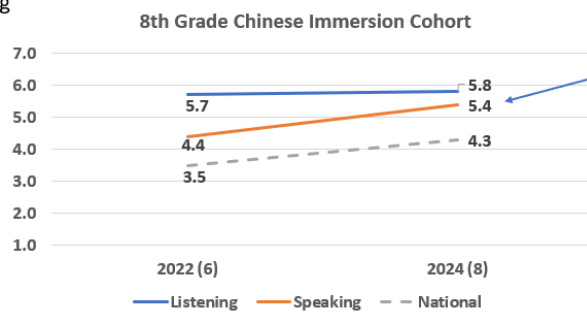
Listening significant out-pacing national growth expectations; Speaking is an area of focus

6

National K-12 Language Immersion Proficiency Targets

Gr	Spanish				Chinese			
	Spk	List	Rdg	Wrtg	Spk	List	Rdg	Wrtg
6	Interm Low	Interm Low	Interm Low	Interm Low	Interm Low	Interm Low	Novice High	Novice High
8	Interm Mid	Interm Mid	Interm Mid	Interm Mid	Interm Low	Interm Low	Interm Low	Interm Low
10	Interm Mid	Interm Mid	Interm Mid	Interm Mid	Interm Mid	Interm Mid	Interm Low	Interm Low

Chinese Immersion
Grade 8 Cohort
Listening and Speaking



Speaking surpassed national growth expectations

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Gr	Spanish				Chinese			
	Spk	List	Rdg	Wrtg	Spk	List	Rdg	Wrtg
6	Interm Low	Interm Low	Interm Low	Interm Low	Interm Low	Interm Low	Novice High	Novice High
8	Interm Mid	Interm Mid	Interm Mid	Interm Mid	Interm Low	Interm Low	Interm Low	Interm Low
10	Interm Mid	Interm Mid	Interm Mid	Interm Mid	Interm Mid	Interm Mid	Interm Low	Interm Low

Chinese Immersion Proficiency Levels 2023 and 2024

2023

	Grade 6 Total Chinese Immersion (N=91)		Grade 8 Total Chinese Immersion (N=79)		Grade 10 Total Chinese Immersion (N=73)	
	Mean Score	Prof Level	Mean Score	Prof Level	Mean Score	Prof Level
Reading	3.8	Int Low	4.8	Int Mid	5.5	Int High
Writing	4.7	Int Mid	5.6	Int High	5.6	Int High
Listening	5.4	Int Mid	5.8	Int High	6.4	Int High
Speaking	4.6	Int Mid	5.4	Int Mid	5.9	Int High

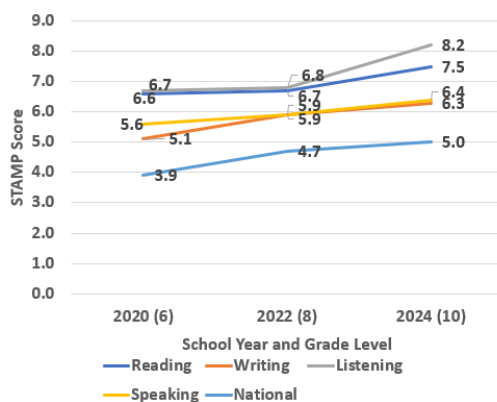
2024

	Grade 6 Total Chinese Immersion (N=95)		Grade 8 Total Chinese Immersion (N=86)		Grade 10 Total Chinese Immersion (N=62)	
	Mean Score	Prof Level	Mean Score	Prof Level	Mean Score	Prof Level
Reading	4.1	Int Low	5.2	Int Mid	5.9	Int High
Writing	4.6	Int Mid	5.5	Int High	5.9	Int High
Listening	5.1	Int Mid	5.9	Int High	6.3	Int High
Speaking	4.6	Int Mid	5.2	Int Mid	5.9	Int High

National K-12 Language Immersion Proficiency Targets

Gr	Spanish				Chinese			
	Spk	List	Rdg	Wrtg	Spk	List	Rdg	Wrtg
6	Interm Low	Interm Low	Interm Low	Interm Low	Interm Low	Interm Low	Novice High	Novice High
8	Interm Mid	Interm Mid	Interm Mid	Interm Mid	Interm Low	Interm Low	Interm Low	Interm Low
10	Interm Mid	Interm Mid	Interm Mid	Interm Mid	Interm Mid	Interm Mid	Interm Low	Interm Low

Spanish Immersion
Grade 10 Cohort
Reading, Writing,
Listening, and Speaking

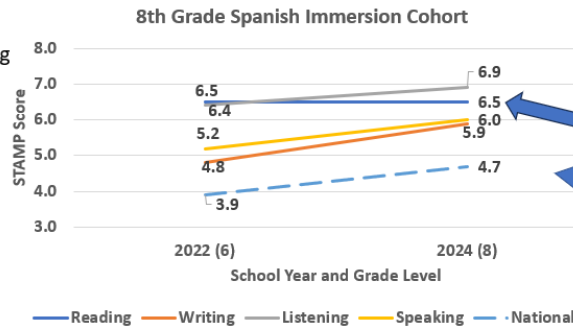


All areas out-
pacing national
targets and
national growth

National K-12 Language Immersion Proficiency Targets

Gr	Spanish				Chinese			
	Spk	List	Rdg	Wrtg	Spk	List	Rdg	Wrtg
6	Interm Low	Interm Low	Interm Low	Interm Low	Interm Low	Interm Low	Novice High	Novice High
8	Interm Mid	Interm Mid	Interm Mid	Interm Mid	Interm Low	Interm Low	Interm Low	Interm Low
10	Interm Mid	Interm Mid	Interm Mid	Interm Mid	Interm Mid	Interm Mid	Interm Low	Interm Low

Spanish Immersion
Grade 8 Cohort
Reading, Writing,
Listening, and Speaking



All four areas significantly outpacing national targets; Reading and Listening did not keep pace with growth

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Gr	Spanish				Chinese			
	Spk	List	Rdg	Wrtg	Spk	List	Rdg	Wrtg
6	Interm Low	Interm Low	Interm Low	Interm Low	Interm Low	Interm Low	Novice High	Novice High
8	Interm Mid	Interm Mid	Interm Mid	Interm Mid	Interm Low	Interm Low	Interm Low	Interm Low
10	Interm Mid	Interm Mid	Interm Mid	Interm Mid	Interm Mid	Interm Mid	Interm Low	Interm Low

Spanish Immersion Proficiency Levels 2023 and 2024

2023

	Grade 6 Total Spanish Immersion (N=253)		Grade 8 Total Spanish Immersion (N=225)		Grade 10 Total Spanish Immersion (N=211)	
	Mean Score	Prof Level	Mean Score	Prof Level	Mean Score	Prof Level
Reading	5.5	Int High	6.5	Adv Low	7.2	Adv Low
Writing	5.5	Int High	5.9	Int High	6.3	Int High
Listening	5.9	Int High	6.9	Adv Low	8.0	Adv Mid
Speaking	5.3	Int Mid	6.0	Int High	6.2	Int High

2024

	Grade 6 Total Spanish Immersion (N=271)		Grade 8 Total Spanish Immersion (N=258)		Grade 10 Total Spanish Immersion (N=142)	
	Mean Score	Prof Level	Mean Score	Prof Level	Mean Score	Prof Level
Reading	5.7	Int High	6.6	Adv Low	7.5	Adv Mid
Writing	5.6	Int High	6.0	Int High	6.3	Int High
Listening	6.4	Int High	7.4	Adv Low	8.2	Adv Mid
Speaking	5.6	Int High	5.9	Int High	6.4 ¹¹	Int High

Spring **2024** STAMP 4S Chinese Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Reading

	Grade 6		Grade 8	
	MME (N=56) MMW (N=39)		MME (N=55) MMW (N=31)	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	4.3	Int Low	5.5	Int High
MMW	3.8	Int Low	4.8	Int Mid

Spring **2023** STAMP 4S Chinese Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Reading

	Grade 6		Grade 8	
	MME (N=63) MMW (N=28)		MME (N=41) MMW (N=38)	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	3.7	Int Low	5.3	Int Mid
MMW	4.1	Int Low	4.3	Int Low

Spring **2024** STAMP 4S Chinese Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Writing

	Grade 6		Grade 8	
	MME (N=56) MMW (N=39)		MME (N=55) MMW (N=31)	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	5.0	Int Mid	5.8	Int High
MMW	4.1	Int Low	5.0	Int Mid

Spring **2023** STAMP 4S Chinese Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Writing

	Grade 6		Grade 8	
	MME (N=63) MMW (N=28)		MME (N=41) MMW (N=38)	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	4.7	Int Mid	6.2	Int High
MMW	4.5	Int Mid	5.0	Int Mid

Spring **2024** STAMP 4S Chinese Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Listening

	Grade 6		Grade 8	
	MME (N=56) MMW (N=39)		MME (N=55) MMW (N=31)	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	5.2	Int Mid	6.1	Int High
MMW	5.0	Int Mid	5.5	Int High

Spring **2023** STAMP 4S Chinese Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Listening

	Grade 6		Grade 8	
	MME (N=63) MMW (N=28)		MME (N=41) MMW (N=38)	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	5.4	Int Mid	6.0	Int High
MMW	5.2	Int Mid	5.6	Int High

Spring **2024** STAMP 4S Chinese Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Speaking

	Grade 6		Grade 8	
	MME (N=56) MMW (N=39)		MME (N=55) MMW (N=31)	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	4.8	Int Mid	5.4	Int Mid
MMW	4.4	Int Low	4.9	Int Mid

Spring **2023** STAMP 4S Chinese Immersion
Building Comparison by STAMP Score
and Proficiency Levels Speaking

	Grade 6		Grade 8	
	MME (N=63) MMW (N=28)		MME (N=41) MMW (N=38)	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	4.6	Int Mid	5.8	Int High
MMW	4.7	Int Mid	4.9	Int Mid

Spring **2024** STAMP 4S Spanish Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Reading

	Grade 6		Grade 8	
	MME (N=139) MMW (N=132)		MME (N=125) MMW (N=133)	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	5.9	Int High	6.8	Adv Low
MMW	5.5	Int High	6.4	Int High

Spring **2023** STAMP 4S Spanish Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Reading

	Grade 6		Grade 8	
	MME (N=124) MMW (N=129)		MME (N=106) MMW (N=119)	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	5.6	Int High	6.7	Adv Low
MMW	5.4	Int Mid	6.4	Int High

Spring **2024** STAMP 4S Spanish Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Writing

	Grade 6		Grade 8	
	MME (N=139) MMW (N=132)		MME (N=125) MMW (N=133)	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	5.7	Int High	6.1	Int High
MMW	5.4	Int Mid	5.9	Int High

Spring **2023** STAMP 4S Spanish Immersion
Building Comparison by Spanish Score
and Proficiency Levels for Writing

	Grade 6		Grade 8	
	MME (N=124) MMW (N=129)		MME (N=106) MMW (N=119)	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	5.7	Int High	6.2	Int High
MMW	5.3	Int Mid	5.7	Int High

Spring **2024** STAMP 4S Spanish Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Listening

	Grade 6		Grade 8	
	MME (N=139) MMW (N=132)		MME (N=125) MMW (N=133)	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	6.3	Int High	7.4	Adv Low
MMW	6.4	Int High	7.3	Adv Low

Spring **2023** STAMP 4S Spanish Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Listening

	Grade 6		Grade 8	
	MME (N=129) MMW (N=139)		MME (N=118) MMW (N=86)	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	6.2	Int High	7.1	Adv Low
MMW	5.6	Int High	6.7	Adv Low

Spring **2024** STAMP 4S Spanish Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Speaking

	Grade 6		Grade 8	
	MME (N=139) MMW (N=132)		MME (N=125) MMW (N=133)	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	5.7	Int High	6.0	Int High
MMW	5.6	Int High	5.9	Int High

Spring **2023** STAMP 4S Spanish Immersion
Building Comparison by STAMP Score
and Proficiency Levels Speaking

	Grade 6		Grade 8	
	MME (N=129) MMW (N=139)		MME (N=118) MMW (N=86)	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	5.3	Int Mid	6.0	Int High
MMW	5.3	Int Mid	5.9	Int High

Proficiency Levels and Sublevels		Functions	Corresponding Jobs/Professions	Who has this proficiency in Chinese and Spanish?
Advanced (Limited Work Proficiency)	Advanced High	<i>Narrate and describe in past, present, and future and deal effectively with an unanticipated complication</i>	Finance: Account Executives, Financial Advisors Health Science: Doctors Law, Public Safety, Corrections, & Security: Military Linguists or Translation Officers	Students with graduate degrees in language
	Advanced Mid		Health Science: Medical Interpreters, Patient Advocates Finance: Bankers, Insurance Customer Service Specialists Human Services: Benefits Specialists Marketing: Sales Representatives	Native/Heritage speakers who learned language in the home environment
	Advanced Low		Education & Training: K-12 Teachers Health Science: Nurses Hospitality & Tourism: Hotel Receptionists Human Services: Social Workers, 911 Dispatchers, Customer Service Representatives, Billing Clerks Law, Public Safety, Corrections, & Security: Legal Secretaries or Receptionists	- Graduates with language degrees who have lived in target language-speaking countries - Immersion students at high school graduation - Secondary students after Level VIII in some skill areas
Intermediate (The Survivor)	Intermediate High	<i>Create with language, initiate, maintain and bring to a close simple conversations by asking and responding to simple questions</i>	Hospitality & Tourism: Tour Guides Human Services: Receptionists Information Technology: Telephone Operators, Utilities Installers Law, Public Safety, Corrections, & Security: Police and Fire Officers Transportation, Distribution, & Logistics: Aviation Personnel, Auto Inspectors	- Graduates with language degrees who have not lived in target language-speaking countries - Immersion students continuing into high school - Secondary students after Level VI or VII
	Intermediate Mid		Human Services: Cashiers, Sales Clerks	Immersion students after 5 th or 6 th grade
	Intermediate Low		Human Services: Housekeeping Staff	Secondary students after Level IV (logographic) K-8 after 5-6 years of study

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Mr. Rega concluded his report by offering the following recommendations for action:

- MHS Chinese Immersion teachers will need to focus on Writing (performing beyond national expectations in all four areas)
- Middle School Chinese and Spanish Immersion should focus in the areas of Reading and Writing
- Integrated Performance Assessments (IPAs) are appearing to make a positive impact on student performance across all grade levels and programs and should continue to be revised along with on-going professional learning for new teachers

In the discussion that followed, Board members noted the usefulness of the data and how helpful it would be when the immersion review is conducted, as it will show if there are any gaps between the sites and allow us to better address that.

CLASSROOM OF THE FUTURE UPDATE

Associate Superintendent for Instruction Dr. Amy LaDue, Executive Director of Technology Mike Dronen, and Director of Instructional Technology Amanda Fay presented this item to the Board. They noted that tonight's presentation would center around providing an update on the next era of teaching and learning technologies; referred to as the *Classroom of the Future*. They shared the following information with the Board:

Classroom Instructional Technology

Low-Tech Examples	High-Tech Examples
• Pencils, Markers, Pens, etc. • Paper/Workbooks • Post-it Notes • Dry-erase Whiteboards • Math Manipulatives • Pattern Blocks • Rulers • Dice • Posters and Charts • Furniture	• Interactive SMART Board • TV Screen/Monitor • Sound System • Voice Amplification • iPad • Apps • Schoology • Email • IXL • Headphones

Classroom instructional technology decisions are made based on:

- The Minnetonka Teaching and Learning Instructional Framework that is rooted in designing student experiences for meaning, engagement and deeper learning
- The five fundamental elements of a Multi-tiered System of Support (MTSS) and the MTSS instructional framework
- District goals and how they interact to create the conditions for readiness, responsiveness, and the robust instructional core necessary for high levels of student learning
- The Minnetonka Instructional Technology Beliefs

The District initially developed the Minnetonka Instructional Technology Beliefs with a mixed stakeholder group during the spring of 2014. These beliefs were revised and updated during the 2020-2021 school year.

Minnetonka Instructional Technology Beliefs

Technology is a powerful catalyst that serves as a core tool to accelerate learning, promote innovative mindsets, and strengthen student success.

Technology is a means that adds value by:

- increasing engagement
- enhancing student-centered learning
- promoting deeper learning by empowering students to know and access tools and resources
- encouraging students to gain, transfer, adapt, and apply understanding to new and existing situations
- increasing efficiency and effectiveness in practices and processes

- providing each student unique opportunities that promote voice and choice
- encouraging individuals to approach problems more creatively, think more critically, collaborate more skillfully and communicate more effectively
- providing access to tools and resources to support each individual student's needs

Technology is not static; it will continue to evolve. Students must be taught and supported to use technology in healthy, balanced, ethical, responsible and safe ways.

A Brief History of Classroom Technology

Classroom technology has been around for as long as schools have been in existence, be that chalk and slate or abacus. In the 1920s, the first radio broadcast classes hit the airwaves. In the 1930s, some enterprising instructors began to leverage the telephone for remote instruction. Schools have come a long way since, through improvements to low-tech and high-tech classroom technology.

A Brief History of Classroom "Technology"	
• 1890: The Chalkboard • 1920: On Air Classes via Radio • 1925: Film and the filmstrip • 1951: Video Tapes • 1957: B. F. Skinner's Teaching Machine • 1955: Ditto Machine/Spirit Duplicator • 1959: Photocopier • 1960: The Modern Overhead Projector • 1972: Scantrons • 1972: Handheld Calculators • 1977: Desktop Computers • 1978: Apple II and MECC • 1983: First popular Word Processors: MacWrite and MS Word • 1991: Publicly Available Internet • 1991: Smart Board * • 1991: Gopher • 1993: First "easy to use" web browser, Netscape • 1996: Liquid crystal panel	• 1999-2000: "Web 2.0" * • 2002: Moodle (K12 ~ 2007) • 2002-2003: Smart Board software for training/instruction released • 2003-2005: Social Media, i.e. MySpace, YouTube, Facebook, etc. • 2003: Common Sense Media formed • 2005: Classroom Clickers • 2007: Google Apps for Education • 2008: Apple's App Store (500 apps) • 2010: First Generation iPad * • 2011: Blended Learning • 2012: Second generation LMS's • 2012: Software integrations • 2012: EdTech PD is essential view grows • 2013-2014: Marked Improvement Ed Tech Application • Functionality and Stability • 2014: Improved Learning Cycle Workflows

*These technologies mark three significant technical “eras” in Minnetonka.

Minnetonka has its history of instructional technology use, with some technologies more influential than others. In all cases, each promising technical tool was used in the service of learning and based on in-depth review and study prior to implementation. Some of these tools and practices that were used were so influential that they came to define their own kind of era.

The first era, in 2002, began with Minnetonka installing SMART Boards and sound fields into all classrooms. While it was known that these would influence the classroom use of digital materials, the shift and change to how teachers began to view digital resources was somewhat unexpected and was positively profound. Now, 20 years later, changes to classroom display technologies have continued to improve.

The second era began around 2004 with Web 2.0. With Web 2.0, the way people used the Internet changed to support and emphasize user-generated content. This led to a silent but significant level of digital participation where teachers and students were able to not only view content but provide content and interact with both the content and one another.

Minnetonka’s third era began in 2010 with the planful implementation of 1:1 iPads. This 1:1 iPad rollout continued over the next decade moving from high school to our youngest learners. And while Web 2.0 provided a platform for students to create and collaborate, 1:1 iPads has provided equitable access to this along with the ability to learn from anywhere.

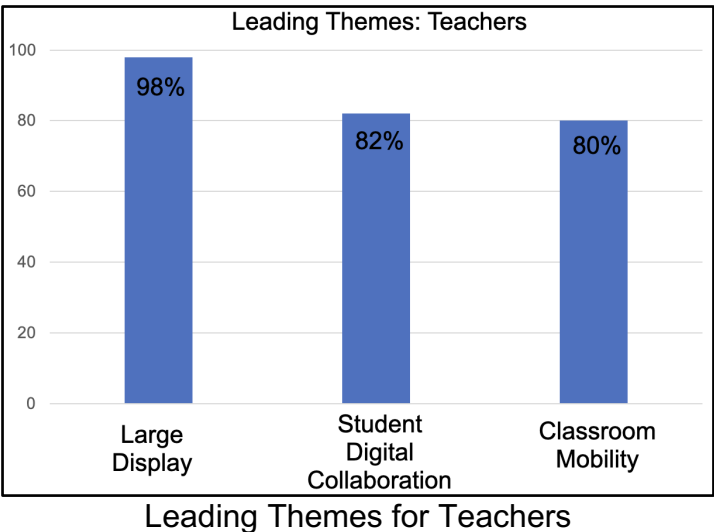
Minnetonka Public Schools is now in the fourth era, the *Classroom of the Future*. This fourth era in classroom technology includes hallmarks such as better high-definition classroom displays, increased teacher mobility, and advanced software capabilities. In short, it will encompass visibility, mobility, flexibility and deeper collaboration.

Research

As SMART Boards “age out,” and better display and instructional software emerges, the teaching and learning and technology teams have been actively conducting research on classroom display technology and instructional software that is in alignment with what is known about highly effective instruction and practices.

In the 2019-2020 school year, teachers identified as technology leaders at every building were interviewed in focus groups about their classroom technology. In early fall of 2022 the District team of instructional technology coaches evaluated “lessons learned” from the pandemic and how those lessons identified as influential could be continued. In the winter of 2023, all teachers, E-12+, were offered an opportunity to complete a *Classroom of the Future* survey. The high response rate of 439 completed surveys signaled both great interest in this work and provided a high level of confidence for accurate data. Results

indicated that teachers value having a large display at the front of the class for instruction, a wireless connection to teach, and the ability to be mobile around their classroom while teaching.



After analyzing the data, focus groups were conducted to gather additional narrative, experience, perspective, and value statements. During these focus groups, teachers were asked about the weaknesses, strengths, and opportunities of current district teaching and learning technology.

In addition, student focus groups were conducted in February and March gathering student voices via personal narrative, experience, perspective, and stated values. In February, district technology leaders met with the Parent Teacher Organization/Association leaders to discuss the *Classroom of the Future* feedback loops, processes, and to gather their feedback. In March, a focus group was conducted with the District Teaching and Learning Advisory Committee.

There were several primary, detailed themes that arose out of the focus groups to inform the *Classroom of the Future*.

Feedback Themes on Current Instructional Technology	
Weaknesses	Strengths
Lack of whiteboard space	1:1 iPads for students
Lack of consistency between technology in rooms	K-3 iPads staying at school

Lack of mobility with technology	Apple TVs and AirPlay for proximity and mobility
The teacher being tied to their desktop computer or board	Great software tools: Google Drive, Notability, Seesaw, Schoology, and PearDeck
The time it takes to sign into desktop computers and load up instructional materials	Apple Classroom to curate the student experience, monitor, and showcase student work in real time
Traveling teachers not having a computer to use reliably	Apple Pencils for teachers
	K-3 curated iPad home screen set up
	Teacher laptops at MHS

Some of the strengths that arose as themes were from the pilot programs that began at the start of the 2022-23 school year.

Opportunities that were identified through this process include:

- More flexible furniture and spaces
- More whiteboard space
- Consistent classroom teaching and learning technology in all spaces
- More teacher mobility with technology for teaching and preparation
- More professional learning
- Large, bright, clear screens in classrooms

The research was extensive. It involved metro school site visits to evaluate potential classroom technology in action. Benchmark districts were surveyed. District technology leadership attended an education technology showcase as well as multiple vendor fairs to preview emerging classroom educational technologies.

***Classroom of the Future* Priorities Emerge**

As Minnetonka Public Schools engages in the next innovative instructional technology era, the *Classroom of the Future*, four key concepts have emerged as priorities to guide this next era:

- VISIBLE, defined as consistent, reliable, equitable, modern, ease of use, bright and clear classroom display technology

- MOBILE, defined as responsive, productive & efficient workflows with the tools to support teachers and students both in and out of the classroom
- FLEXIBLE, defined as physically or digitally adaptable based on individual or collective student needs
- COLLABORATIVE, defined as every student engaged in the learning

Classroom Implementation

As a research driven institution, starting with pilots and gathering stakeholder feedback is critical to this work. When deciding where to begin with pilots and implementation, determining teacher capacity and support for change at any given time is of the utmost importance. The table below highlights key actions that were taken in preparation for this next era along with implementation steps that are underway.

Classroom of the Future Implementation

Timeline	Implementation Steps
2019	- High School Laptop Implementation
2020-2021	- High School Apple TV Airplay Implementation
Summer 2022	- High School Instructional Technology Pilot - Desktop Removal
2022-2023	- Middle School Apple TV Airplay Pilots - Elementary Updated Guidelines for Instructional Technology - K-3 Devices Reconfigured and Kept at School
2023-2024	- Elementary HD Display and Apple TV Airplay Pilots - Middle School Apple TV Airplay Implementation - Middle School Teacher Laptops Implementation - 4-5 Devices Reconfigured and Kept at School

For the 2023-2024 school year the focus has been on bringing the *Classroom of the Future* priorities of visible, mobile, flexible, and collaborative to life and operationalizing them.

High School Implementation

Feedback continues to be positive on high school Macbooks and Apple TV Airplay. Pilots of bright and clear classroom display technology at a variety of grade levels and subject area classrooms help to truly create a visible, mobile, flexible and collaborative learning environment. The remaining technical element will be continuing to upgrade all classroom displays.

The new VANTAGE/MOMENTUM building serves as a true model of a future classroom and the environment aspired to offer all students. The hands-on research, community connected networking, and student and teacher experience of modern visibility, mobility, flexibility, and collaboration create the conditions for excellence in student learning.

Middle School Pilots Led to Implementation

The transition to prioritize visibility, mobility, flexibility, and collaboration at the high school by sunsetting Smart Notebook, removing desktop computers, and rolling out Macbooks and Apple TV Airplay for teachers was received positively and serves as a strong model for classrooms. Therefore, this year, just before spring break, Apple TV airplay has been installed in all middle school classrooms and Macbooks have been deployed to all teachers. Classroom desktops will be removed in the summer of 2025 and Smart Notebook Software will sunset at that time. Pilots of bright and clear classroom display technology are being implemented at a variety of grade levels and subject area classrooms as we bring our priorities to life. As with the high school, the remaining technical element will be continuing to upgrade all classroom displays.

Elementary Classroom Pilots

Ten teachers at a variety of grade levels and areas at the start of the current school year began piloting bright and clear classroom display technology with Apple TV Airplay to better support the *Classroom of the Future* priorities in the elementary learning environment. The Instructional Technology Coaches began the year focusing their support on professional learning with these teachers in order to make sure they were set up for success. Informal feedback and support has been an integral part of the work this year. In addition, more formal feedback through conversations with each of the individuals participating in the pilot has been gathered this month.

Feedback on display panels has included:

- Bright and crisp picture quality
- No shadows in front of the screen
- Flexibility to be next to, behind, and with students while still interacting with the screen
- A whole different way of teaching- including not being tied to the front of the room

The remaining work surrounds deepening the elementary pilots to continue to develop a clear understanding of what will help elementary students and teachers be the most successful at both the primary and intermediate levels. This will guide the upgrading of all elementary classroom displays over the coming years.

Future Work/Consistent Student Experience

The new VANTAGE/MOMENTUM building serves as a true model of the *Classroom of the Future*. We have pockets of this model environment in all Minnetonka buildings through pilots. Our future work lies in standardizing and building out these environments for all Minnetonka students to experience to enhance learning.

As Minnetonka students move through the levels, building to building, grade to grade, and department to department, Minnetonka strives to offer a consistent student experience for all programs and levels. To provide this, the following work will continue:

- Updating all classrooms with smart, clear display technology for an equitable visual experience for all students
- Supporting teachers with ongoing access to mobile, flexible devices
- Designing classroom environments to align with best practices for learning
- Updating sound enhancement to provide equitable audio
- Designing purposeful and flexible classroom layouts, including furniture

In the discussion that followed, board members asked questions regarding the makeup of the Student Advisory Team, the challenges of switching from desktops to Macbooks for teachers, the impact of AI on the classroom environment, possible updates to the MHS handbook, and the future of quantum computing. Mr. Dronen noted that in order to make education as efficient as possible, whoever can get the information the quickest will be key going forward. Ms. Fay said that the utilization of Apple Classroom has been a huge benefit, as it allows the students to have their work projected onto the screen. Dr. LaDue noted how the students on the Advisory Team have given great feedback on the new VANMO building and how they believe the new spaces allow them to do their best work.

OVERVIEW OF ANNUAL DEVELOPMENTAL RELATIONSHIPS SURVEY

Dr. LaDue and Director of Teacher Development Sara White led the discussion. They noted that tonight's presentation aligns with the District's goal of Excellence in Well-being, Connection and Belonging. The importance of relationships was identified as a cornerstone to accomplishing this goal. The team shared student feedback gathered through the Search Institute's Developmental Relationships survey as well as progress in responding to those results.

The team shared the following data points with the Board:

Student Participation

5,817 Students

6% more respondents compared to Winter 2022

- +46 in grades 4 & 5
- +139 in grades 6-8
- +132 in grades 9-12

Grade

Not enrolled	0
Grade 4	702
Grade 5	735
Grade 6	770
Grade 7	738
Grade 8	673
Grade 9	672
Grade 10	551
Grade 11	461
Grade 12	418
Post-secondary	0

Gender

Girl	2,700
Boy	2,531
Other	316

Race

Asian/Pacific Islander	297
Black	164
Hispanic/Latinx	140
Native American	27
White	3,689
Other	168
Multiracial	627

Staff Participation

646 Staff

- 7% more respondents compared to Winter 2022 (+45)
- 87% of respondents are teachers

Total

646 of 1,247

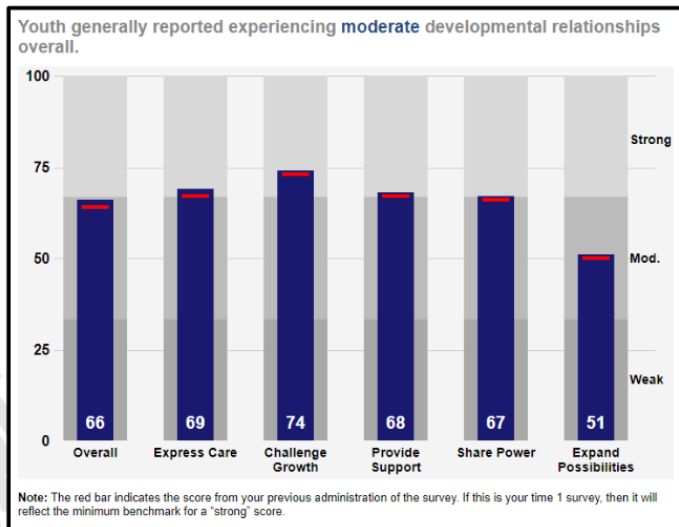
Position

Program Dir./Manager	3
Teacher/Faculty	547
Counselor/Soc. Work	23
Youth Worker/Mentor	1
Parent Educator	0
Prevention Specialist	1
Principal/Admin.	4
ED/CEO/Superint.	1
Support Staff	32
Volunteer	0
Other	17

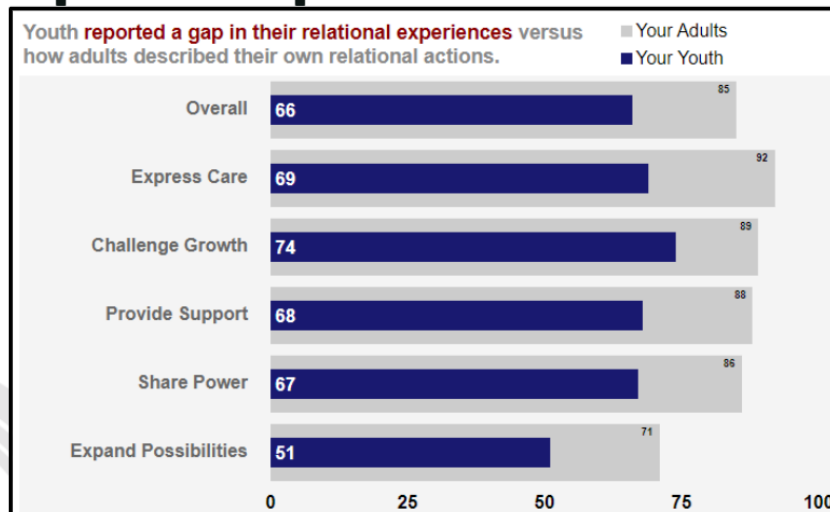
Work with Grades

Pre-K - Grade 3	227
Grade 4	146
Grade 5	139
Grade 6	93
Grade 7	90
Grade 8	95
Grade 9	126
Grade 10	131
Grade 11	142
Grade 12	139
Post-secondary	4

Developmental Relationships

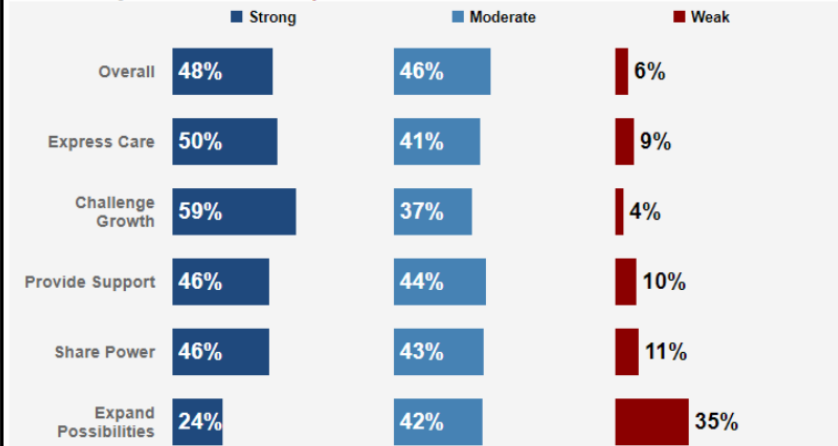


Perception Gap



Averages Mask the Nuance

Overall, **48%** of youth had **strong** experiences of developmental relationships. Conversely, **6%** had **weak** experiences.

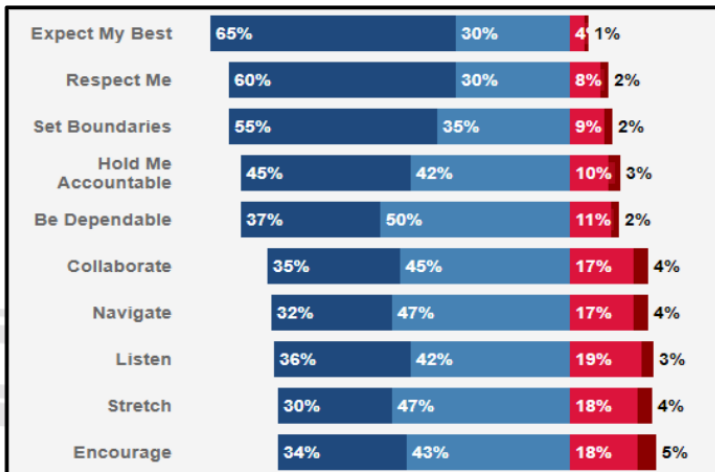


Takeaways:

- Very few students do not experience good to great relationships with teachers.

- Compared to 2022, we see small differences in most of the categories, primarily a 1-2% difference.

Relational Actions - Strengths

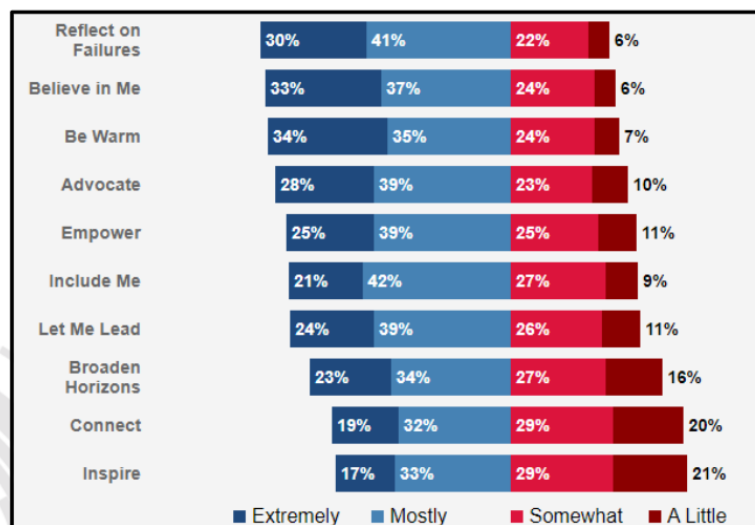


Takeaways:

- Compared to 2022, we see very few differences in the ranked order of most of the categories.

- 'Stretch' dropped 3 positions, which was the biggest shift in relational actions.

Relational Actions – Growth Areas



Survey Review and Analysis

On January 26, 2024 President and CEO of the Search Institute Dr. Benjamin Houltberg met with building and district administrators to share district-level data, themes, and trends with survey results. Three outcomes were identified for the session:

1. Understand Developmental Relationships Survey results in 2023 compared to 2022.
2. Understand the district-level results and how to interpret and use them.
3. Build familiarity with the platform to investigate individual school results.

To understand the survey results, it is important to understand how survey item scores are determined. Each survey item has four response choices, scored on a scale from 1-4. The options were:

A Little	Somewhat	Mostly	Extremely
Like My Teachers	Like My Teachers	Like My Teachers	Like My Teachers

Individual item scores are added together then divided by the total number of items. The resulting number (1-4) is then converted to a 0-100 range with the following formula $((x-1)*100)/3$ to assist with interpretation. Scores are then reported in three levels: weak (scores of 0-33 that reflect responses of the first two response options), moderate (scores

of 33.33-66.33 that reflect the third response option), and strong (scores of 66.67-100 that reflect the fourth response option). This practice identifies areas where young people are either particularly high or low, which may not always be evident from the average score.

Students in Minnetonka largely report strong or moderate developmental relationships with their teachers. The variation in experiences between levels is consistent with stages of child and adolescent maturation. While the feedback is considered very strong according to Search Institute standards, Minnetonka administrators and teachers will continue to strive to ensure that each student experiences developmental relationships.

Developmental Relationships Strengths by Level

Level	Strong	Moderate	Weak
Elementary	61%	35%	3%
Middle	44%	49%	8%
High	43%	51%	6%

Themes emerged as to the strengths of relationships between Minnetonka teachers and their students, as well as opportunities to strengthen relationships. Relationships are a strength across the District. Because Minnetonka is starting from a place of strength, large movement in student experiences as reflected in the survey results would not be expected. District trends and where experiences differed were reviewed.

The Developmental Relationship action strengths were consistent across all levels. These strengths come from four of the five elements. The top two across all levels were:

- **Expect My Best.** This action is from the “Challenge Growth” element and is defined as “Expect me to live up to my potential.” This was the greatest strength at all three levels.
- **Set Boundaries.** This action is from the “Provide Support” element and is defined as “Put limits in place that keep me on track.” This was the second greatest strength at the elementary and middle school levels and fourth strongest at the high school level.

The following strengths were in the top five strengths at all three levels in varying order:

- **Respect Me.** This action is from the “Share Power” element and is defined as “Take me seriously and treat me fairly.”
- **Be Dependable.** This action is from the “Express Care” element and is defined as “Be someone I can trust.”
- **Hold Me Accountable.** This action is from the “Challenge Growth” element and is defined as “Insistent I take responsibility for my actions.”

One site had **Collaborate** in its top five strengths with **Hold Me Accountable** just behind. **Collaborate** is from the “Share Power” element and is defined as “Work with me to solve problems and reach goals.”

Actions from the Expand Possibilities were experienced least at all three levels.

- **Inspire.** This action is defined as “Inspire me to see possibilities for my future.”
- **Connect.** This action is defined as “Introduce me to people who can help me grow.”
- **Broaden Horizon.** This action is defined as “Expose me to new ideas, experiences, and places.”

While it may be tempting to focus energy on the actions with the greatest potential to improve, that may not be the right decision. Dr. Houlberg suggested that administrators consider concentrating their efforts this spring on actions that may be foundational rather than those with lower ranks. For example, the actions of “Listen” and “Be Warm” from the Express Care element may be foundational for the actions of “Inspire” and “Connect” in the Expand Possibilities element. The Search Institute developed an example to illustrate the progression of a Developmental Relationship (Figure 2, page 4). While no relationship develops in the same way, and while relationships do not develop in a linear fashion, this progression represents a possible evolution of a developmental relationship.

As noted previously, certified staff, largely teachers, completed a parallel survey to the student survey. This survey allows organizations to identify gaps in teacher perception of how they are expressing developmental relationships with how children are experiencing developmental relationships. The narrowest gaps were strengths from both perspectives: Expect My Best (4% difference) and Set Boundaries (6% difference). Actions with larger gaps will be opportunities for administrators to learn more. For example, 96% of staff reported that they perceive that they are expressing that they empower their students. Of student respondents, 64% of students agreed with the statement “My teachers teach me how to ask for help when I need it.” In responding to this result, individual teachers may ask their students to share insights. Additionally, building leaders may ask focus groups of students to unpack some of the survey items with lower ratings or larger gaps to better understand the student perspective as well as to develop action steps to respond to student feedback.

Responding to the 2023 Survey Results

Each year on the transition day between semesters, principals and district administrators work with representatives from the Search Institute to understand the survey results. Following this year’s session with Dr. Houlberg on January 26, 2024 principals worked with their leadership teams to determine next steps in improving how students experience developmental relationships. Superintendent Law directed principals to reflect on the results of their surveys and identify strategies that will be implemented this spring and next

fall to respond to those results. Each site updated their plans to reflect the new insights from the third iteration of the survey.

On the March 4 professional learning day, Principal Jeff Erickson and the Minnetonka High School administrative team led a session for high school teachers focused on a series of reflection activities related to the Developmental Relationships survey results focused on the student experience. There were two outcomes for that day:

1. Investigate the ways that MHS students experience components of the Developmental Relationships Framework (Express Care and Challenge Growth).
2. Intentionally respond to today's data in ways that enhance the MHS student experience and benefit teacher-student relationships.

In advance of this session, the high school administrative team worked with the communications department to interview MHS students about their developmental relationships experiences. Those videos were laced into the presentation and provided staff opportunities to hear directly from their students. At the conclusion of the session, teachers were charged to identify an individual action research plan. They identified 2-3 strategies they would implement between March and June and will survey students in late May on the identical survey items. One strategy that the administrative team promoted was the 2x10 strategy. This strategy asks adults to identify one student with whom they don't have a strong connection. Then, for ten days, the adult chats with the student about anything except school/academics for two minutes. This strategy builds relationships in the "Express Care" element, specifically in the Listen and Be warm actions.

At the remaining sites, administrators strategically embedded work with their staff on the Developmental Relationships. Examples from each site follow.

- At Clear Springs Elementary, they focused on the "Express Care" element by expanding their mentoring model. An additional 30 students at Clear Springs are benefiting from mentors this spring. Twenty adults volunteered to informally meet regularly with students that they already had a connection with who might also benefit from additional adult support. Not only do these adults express care to the students, they are also providing support and challenging their growth. In addition to the adult mentors, fifth grade students on the Clear Springs Leadership Team mentor younger students. By inviting these students to connect with their peers, Clear Springs administrators and staff are sharing power with the students and expanding their possibilities. This one activity encompasses all the Developmental Relationship elements!
- Deephaven Elementary Principal Bryan McGinley and Assistant Principal Josh Jansen modeled activities from the Search Institute's *Relationship Builder's Guidebook* with their staff that staff could replicate with their students. One example is the "What Makes You Happy?" activity from the Expand Possibilities element. Staff "toured" their colleagues' classrooms. While in their colleagues' spaces, the

host identifies the “sparks” in their space that bring them joy. They shared the activities that they do with their students that really connect with kids. Staff loved the activity so much that they replicated it so that they could visit more classrooms and get even more ideas.

- To strengthen relationships at all levels, Excelsior Elementary teachers and staff collaborated to create the mosaic, “Excelsior Elementary: Watch Us Soar,” that welcomes guests to the building. Principal Jennifer Smasal and art teacher Katy Friends worked with renowned mosaicist and teaching artist Lisa Arnold to design and construct the project. This art installation challenged students academically to use symbols to convey meaning and express themselves.
- Students at Groveland Elementary will have their possibilities expanded as they participate in aviation modules later this spring. Minnetonka High School students currently in the Aviation program are creating lessons that they will present to students in kindergarten through 5th grade in both English and Spanish. This idea not only broadens the horizons of the elementary students, it also is empowering the high school students in developing their leadership skills and inspiring them to consider their future possibilities.
- Minnewashta Principal Cindy Andress, Interim Principal Nancy Wittman-Belz, and Assistant Principal Jenny Van Aalsburg began their work with their staff by celebrating their strengths in the Express Care element where students and staff expressed similar sentiments (Respect me; Expect my best). For the areas where they noticed discrepancies (Be warm; Believe in me), they asked their staff members to interview students with questions like, “How do you know an adult, your teacher, enjoys being with you? What does it look like and sound like?” Concurrently, they introduced modules from Second Step, a online platform designed to support adult learning in social and emotional learning through job-embedded professional learning. The program promotes evidence-based strategies for both adults and youth.
- Scenic Heights Principal Joe Wacker and Assistant Principal Nicole Snedden challenged students to find and recognize acts of kindness through their Kindness Tickets initiative. When students and staff notice a child colored strips of paper, students - and staff - complete the note and drop it in the jar in the main office. Those notes are then incorporated into a chain that is displayed in the building.
- To connect with students who have been identified as in need of support and stronger connections, students at MME are invited to participate in open gym basketball before the start of the day, two mornings a week. MME teacher Joel Newman, behavior paraprofessional Missy Ryan, counselor Matt Lichty, and school psychologist Stephanus Badenorst coordinate and lead this high-interest, high-energy activity. Because it is such a desired activity, the administrative team is able to leverage it to motivate students to make good decisions and efforts.
- The administrative team at MMW - Principal Freya Schirmacher, Assistant Principals Andrea Hoffmann and Dalton Knes, and counselor Adam Jorgenson - interviewed 48 students about their relationships with their teachers. They asked each student twelve questions connected to the Developmental Relationships

survey and framework. They compiled those audio files into 12 collections. At a recent staff meeting, teachers individually listened to the audio files through headphones and reflected on what they heard by responding to these three questions:

- What is an affirmation or confirmation of something you already do?
 - What is something you may want to start doing?
 - How does the student response differ from your thinking?
- Assistant Director of K-8 Tonka Online noticed that there was a need to make students feel connected and supported. Tonka Online counselor Courtney Davis has been meeting with middle school students during Friday's advisory and targeting three categories of students; students who need study and organizational skills, students who need socialization (connections with others), and students who would benefit from SEL support.

In the discussion that followed, Vice Chairperson Lee-O'Halloran noted the importance of this work, as it dovetails with the Board's goals around eliminating gaps and improving student experiences. He stressed the need to improve the "Trusted Adult" student data. Dr. LaDue shared an example of an exercise at MHS called "2x10" – teachers have a two-minute conversation with a student (not about school) for 10 days in a row, as a way to build connections. ANCHOR time can also be used to dialogue with the students about their lives and their interests. Dr. LaDue noted that students are invited to share their names on the survey, and some of them have done that. She also said the student data tells us quite a bit about what the students want to hear, what they want to see, how they want to be addressed, etc. "This is an evolving process, it's not straightforward," she said. Board member Browne asked if we are equipping the teachers to have these types of conversations with students. Ms. White responded by saying that while some teachers may be less comfortable having those conversations, the importance of having them cannot be overstated. "There is vulnerability there, and the teacher needs to realize that their job is to be vulnerable and share their story as well," she said.

REVIEW OF POSSIBLE EXTENSION OF OPERATING REFERENDUM

Executive Director of Finance and Operations Paul Bourgeois led the discussion. He noted that this was a timely issue, as the 2023 Minnesota Legislature had modified Minnesota Statutes 126C.17 with a new Subdivision 9b., which allows school districts to extend an expiring operating referendum one time for 10 years by a vote of the school board if it is extended at the same per-pupil amount. For school districts that have a voter-approved annual inflation factor adjustment, the referendum can be extended at the same per-pupil amount plus an annual inflation adjustment. He said that the reason for this change is because extensive historical data on elections for the renewal of operating referendums indicated that for operating referendums that were proposed to renew at the same rate or the same rate plus inflation, the approval rate was very close to 100%. By allowing school districts to extend an Operating Referendum one-time for 10 years, school

districts across the State would not have to expend scarce dollars on the cost of running a referendum election.

Mr. Bourgeois said that the Operating Referendum Levy Authority approved in November 2015 expires after the 2024 Pay 2025 Levy. For it to continue, the School Board must either run an Operating Referendum election in November 2024, or decide to extend the Operating Referendum by School Board approval. If the Board decides to extend the Operating Referendum, the District must hold a public hearing, which can be before the meeting at which the extension will be voted upon and notify the Minnesota Department of Education and Hennepin County and Carver County Auditors of the extension by June 15, 2024.

For the 24 Pay 25 Operating Referendum Levy, which is the final year of the authority approved by the voters on November 3, 2015, the per-pupil amount approved is projected to be \$2,381.40 utilizing the inflation factors calculated by the Minnesota Department of Education. Utilizing the MDE 2.17% inflation factor calculated for the 25 Pay 26 Levy, which would be the first year of either a School-Board-approved extension or a voter-approved levy renewal, the per-pupil amount is calculated at \$2,432.36.

Mr. Bourgeois noted that the voters of the District approved a per-pupil amount that is higher than the State-imposed Operating Referendum Cap. For example, on the 23 Pay 24 Levy for FY25, the voter-approved per-pupil amount is \$2,330.82, but the State-imposed Operating Referendum Cap is \$2,202.89. For the 24 Pay 25 Levy for FY26, the voter-approved per-pupil amount is estimated to be \$2,381.40, but the State-imposed Operating Referendum Cap is estimated to be \$2,250.69. For the proposed School Board extension or voter-approved renewal on the 25 Pay 26 Levy for FY27, the per-pupil amount of authority requested is projected to be \$2,432.36, but the State-imposed Operating Referendum Cap is estimated at \$2,298.86.

It is anticipated that at the estimated E-12 enrollment for FY27 of 11,426 (11,372 K-12 plus 54 Early Childhood Handicapped), the Adjusted Pupil Units will total 12,505.40 resulting in a total amount requested of \$30,417,735 with that amount to be levied annually after adjustment for inflation through the 34 Pay 35 Levy for FY36. That amount will be the authorized amount, but the State-imposed Operating Referendum Cap will limit the actual amount collected to \$2,298.86 per pupil for a total amount of \$28,748,164.

Since the District is at the Operating Referendum Cap at this time, we cannot ask the voters of the District for an increase in the per pupil amount. If we are to run an election to renew the Operating Referendum for ten years, the amount being asked of the voters would be the same amount as the amount that would be School-Board-approved were we to extend the Operating Referendum for ten years as allowed by Minnesota Statutes 126C.17 Subd. 9b.

Mr. Bourgeois said that if the Board were to decide to move ahead with an extension, it is

proposed that the District hold a public hearing on May 30 prior to the Board Meeting on that date, and then have the Board approve the extension at the same meeting.

In the discussion that followed, Board members agreed that it would be a good idea to have Mr. Bourgeois repeat this presentation at the televised Board meeting on May 9, for the benefit of the viewing public, and then hold the hearing and vote on the extension at the May 30 board meeting.

ADJOURNMENT

The Board adjourned to closed session to discuss the status of negotiations with various employee groups at 8:30 p.m.

/cyv