

MINNETONKA SCHOOL BOARD
STUDY SESSION and CLOSED SESSION
District Service Center
April 24, 2025
6:00 p.m.

AGENDA

STUDY SESSION

- | | | |
|------|----|---|
| 6:00 | 1. | Review of Possible 2024-25 Calendar Change for Professional Development |
| 6:10 | 2. | Overview of Annual Developmental Relationships Survey |
| 6:30 | 3. | STAMP 4S Update |
| 6:45 | 4. | STAMP 4Se Update |
| 7:00 | 5. | Further Review of 2026-27 Calendar |
| 7:15 | 6. | Discussion on Student Representation on the Board |
| 7:30 | 7. | Review of Policies
216: Teaching and Learning Advisory Committee
217: Measures of Success
601: District Curriculum, Instruction and Assessment
603: Instructional and Curricular Program Review and Improvement |
| 7:45 | 8. | Review of Proposed Diamond Club-District Partnership |
| 8:00 | 9. | Review of FY26 Fees |

CLOSED SESSION

- | | | |
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| 8:20 | I. | Closed Session
<i>(to discuss negotiations with the Minnetonka Teachers Association pursuant to Minn. Stat. 13D.03)</i> |
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CITIZEN INPUT

- | | |
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| 6:00 p.m. | Citizen Input is an opportunity for the public to address the School Board on any topic in accordance with the guidelines printed on the reverse. |
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GUIDELINES FOR CITIZEN INPUT

Welcome to the Minnetonka School Board's Study Session! In the interest of open communications, the Minnetonka School District wishes to provide an opportunity for the public to address the School Board. That opportunity is provided at every Study Session during *Citizen Input*.

1. Anyone indicating a desire to speak to any item about educational services—except for information that personally identifies or violates the privacy rights of an individual—during *Citizen Input* will be acknowledged by the Board Chair. When called upon to speak, please state your name, connection to the district, and topic. All remarks shall be addressed to the Board as a whole, not to any specific member(s) or to any person who is not a member of the Board.
2. If there are a number of individuals present to speak on the same topic, please designate a spokesperson who can summarize the issue.
3. Please limit your comments to three minutes. Longer time may be granted at the discretion of the Board Chair. If you have written comments, the Board would like to have a copy, which will help them better understand, investigate and respond to your concern.
4. During *Citizen Input* the Board and administration listen to comments. Board members or the Superintendent may ask clarifying questions of you in order to gain a thorough understanding of your concern, suggestion or request. If there is any response or follow-up to your comment or suggestion, you will be contacted via email or phone by a member of the Board or administration in a timely manner.
5. Please be aware that disrespectful comments or comments of a personal nature, directed at an individual either by name or inference, will not be allowed. Personnel concerns should be directed first to a principal or executive director of the department, then to the Executive Director of Human Resources, then to the Superintendent and finally in writing to the Board.

**SCHOOL BOARD
Minnetonka I.S.D 276
5621 County Road 101
Minnetonka, Minnesota**

Study Session Agenda Item #1

**Title: Review of Possible 2024-25 Calendar Change
for Professional Development**

Date: April 24, 2025

EXECUTIVE SUMMARY

As a learning organization, Minnetonka Public Schools has made a deep commitment to embedding professional learning into regularly scheduled work days for the adults in its system. This was identified as a significant area of need and essential to teacher success during the past several school years in support of the high priority School Board goals and State legislation.

The purpose of this report is to request one additional day of professional learning and planning for teaching staff in kindergarten through grade eight prior to the end of the school year. This will provide additional support for the significant changes being implemented at the elementary and middle school levels for the 2025-26 school year. It is proposed that this day be placed in the calendar on Tuesday, June 10, shifting the last student day of school for students in kindergarten through grade eight to June 9, 2025.

CONTEXT/BACKGROUND

Elementary Level

For the elementary level, as part of the READ Act Memorandum of Understanding (MOU) and as allowed in legislation, the District committed to providing an additional implementation day in support of literacy shifts prior to November 1, 2025. During the 2025-26 school year, elementary teachers will be implementing new District English Language Arts curriculum that requires them to apply the extensive professional learning completed over the past two school years. This includes the implementation of new instructional resources. Providing this day yet this spring will allow teachers to be introduced to these literacy resources and the initial unit of District curriculum prior to summer break, as well as providing time for team collaboration. Immersion teachers will also be engaged in learning and planning to support embedding their learning into practice.

Middle School Level

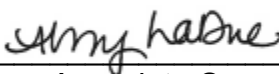
For the middle school level, as a part of the implementation of the new middle school model, the Memorandum of Understanding (MOU) affords teacher teams curriculum development time for new courses and curriculum adjustment time for existing courses as either release time or at the curriculum writing rate of pay outside of duty days. Additionally, special education teachers are afforded time to adjust IEPs as release time or at their hourly rate of pay outside of duty days. This additional curriculum planning day would allow teacher teams to complete many of the allotted hours with all essential team members available and engaged while also saving the District significant funds.


Proposal for June 10, 2025

In the current Board-approved District calendar for the 2024-25 school year, the last day of school for students is Tuesday, June 10. It is recommended that the last day of school for students in kindergarten through grade eight be shifted to Monday, June 9. This will be a full day of school with no early release. Students at MHS and SAIL will have school on Tuesday, June 10, following the typical schedule for finals week. Preschool will continue to follow its established calendar. As with other non-school days, Community Education will offer Explorers to elementary families who are currently enrolled in school year care.

RECOMMENDATION/FUTURE DIRECTION:

This report is submitted for the School Board's information and consideration.

Submitted by: 
Amy LaDue, Associate Superintendent

Concurrence: 
David Law, Superintendent

REPORT

**SCHOOL BOARD
Minnetonka I.S.D. #276
5621 County Road 101
Minnetonka, Minnesota**

Study Session Agenda Item #2

**Title: Overview of Annual Developmental
Relationships Survey**

Date: April 24, 2025

EXECUTIVE SUMMARY

Each year, the School Board establishes actionable goals that align with the vision and direction for the district. The District Goal, Excellence in Well-being, Connection and Belonging, states that the District will deepen implementation of belonging efforts to ensure a welcoming, inclusive and safe school environment for all.

The importance of relationships was identified as a cornerstone to accomplishing this goal. The purpose of this report is to share student feedback gathered through the Search Institute's Developmental Relationships survey as well as progress in responding to these results.

OVERVIEW

The mission of the Search Institute is to partner with organizations to conduct research that promotes positive youth development and equity. Their *Developmental Relationships Framework* aligns with the District's direction and therefore, provides a strong foundation for Excellence in Well-being, Connection and Belonging. The core tenet of this framework is that intentional developmental relationships create the conditions that support and foster each student's academic, social and emotional growth in order to support each student in achieving excellence and becoming the best version of themselves.

According to the Search Institute's research, when young people experience high levels of the developmental relationships outlined in the Framework, they will have higher levels of:

- a sense of belonging
- motivation and perseverance
- school climate - feeling connected
- feelings of inclusion
- higher GPAs
- a strong sense of mattering and feeling valued
- personal responsibility

Search Institute Developmental Relationship Framework

“It’s not enough to say that relationships matter. To be actionable, teachable, and measurable, we must specify some of the ways young people interact with others that contribute to their learning, growing, and thriving.”

-Relationships First: Creating Connections That Help Young People Thrive
Search Institute, 2017

The Developmental Relationships Framework evolved from the Search Institute’s landmark research with more than 5 million youth on Developmental Assets. It consists of five elements expressed in 20 specific actions. The Search Institute created concrete definitions of each element and action (Figure 1). How those actions are expressed and received, however, is unique to each young person and the adult with whom they are in a relationship. Different relationship roles - parents, siblings, program leaders, teachers - contribute different strengths to youth development. No single person can enact each action with each child. The goal of the Developmental Relationships Framework is to ensure that each young person has a “web of positive relationships” so that they may reap the benefits of developmental relationships.

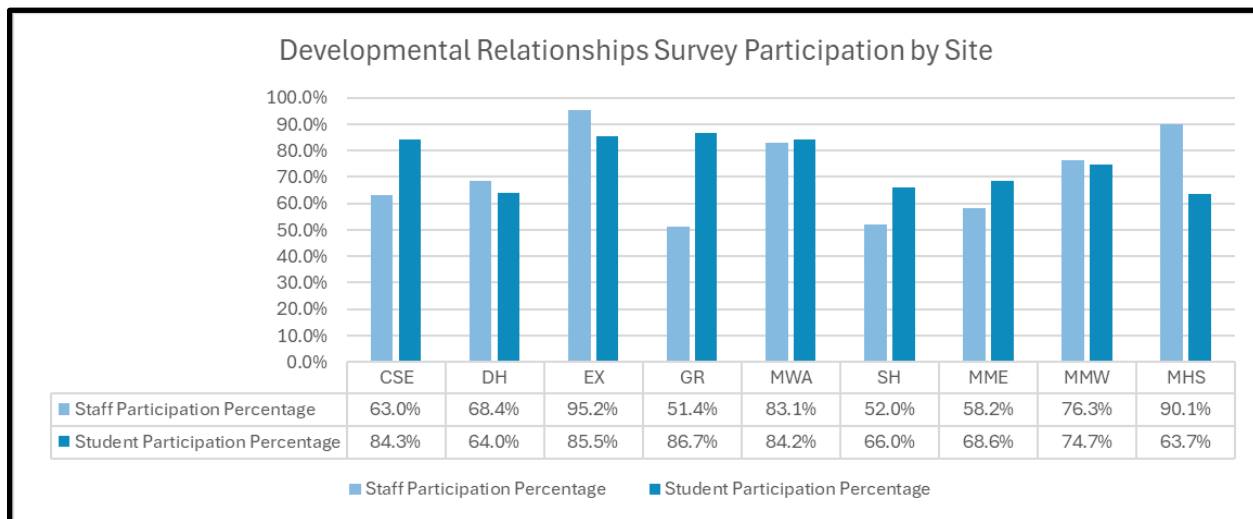
Developmental Relationship Survey

The Search Institute’s Developmental Relationships student survey is intended to provide feedback to organizations on how students experience developmental relationships. The most recent District administration of the survey, the fourth administration, took place in early December of 2024 during the same time frame as each of the previous survey administrations.

The survey allowed students to share how they experience the five elements and twenty actions of developmental relationships. The information from the survey was intended to help Minnetonka school sites and the District as a whole know developmental relationship strengths and opportunities for improvement or growth. Approximately 70% of students in grades 4-12 participated in the voluntary survey. Last year, in 2023, approximately 74% of students participated in the survey. There was a decrease in participation in grade 4-8 and 12 and an increase in participation in grades 9-11. Specific percentages of participation are in Chart 1.

Certified staff, primarily teachers, took a parallel survey. This survey provides data on the gap between how teachers believe they, as teachers, are expressing developmental relationship actions when working with students as compared to how students are self-reporting how they are experiencing developmental relationship actions. Approximately 74% of Minnetonka teachers participated in this survey, an increase from 70% in 2023. Specific numbers and percentages of participation are also found in Chart 1.

Chart 1: Staff and Student Participation in Developmental Relationships Survey by Site



Survey Review and Analysis

On January 25, 2025 Senior Continuous Improvement Manager of the Search Institute Justin Roskopf met with building and district administrators to review results and discuss district level data, themes, and trends. Three outcomes were identified for the session:

1. Understand district-level student perspectives of Developmental Relationships with educators.
2. Understand how these perspectives differ across students/staff, longitudinally, and by demographic groups.
3. Build familiarity with the platform in order to investigate your own school's results.

To understand the survey results, it is important to understand how survey items 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 33.33-66.67 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.

As noted in Figure 1, 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.

Level	Strong	Moderate	Weak
Elementary	62%	34%	4%
Middle	42%	52%	6%
High	43%	52%	5%

Figure 1: Developmental Relationships Strengths by Level

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 in Minnetonka Public Schools. Because the District is starting from a place of strength, large movement in averages is difficult. Growth at the District level was seen in three of the five elements: Express Care, Challenge Growth, and Share Power. Provide Support and Expand Possibilities were consistent with 2023 results (Figure 2).

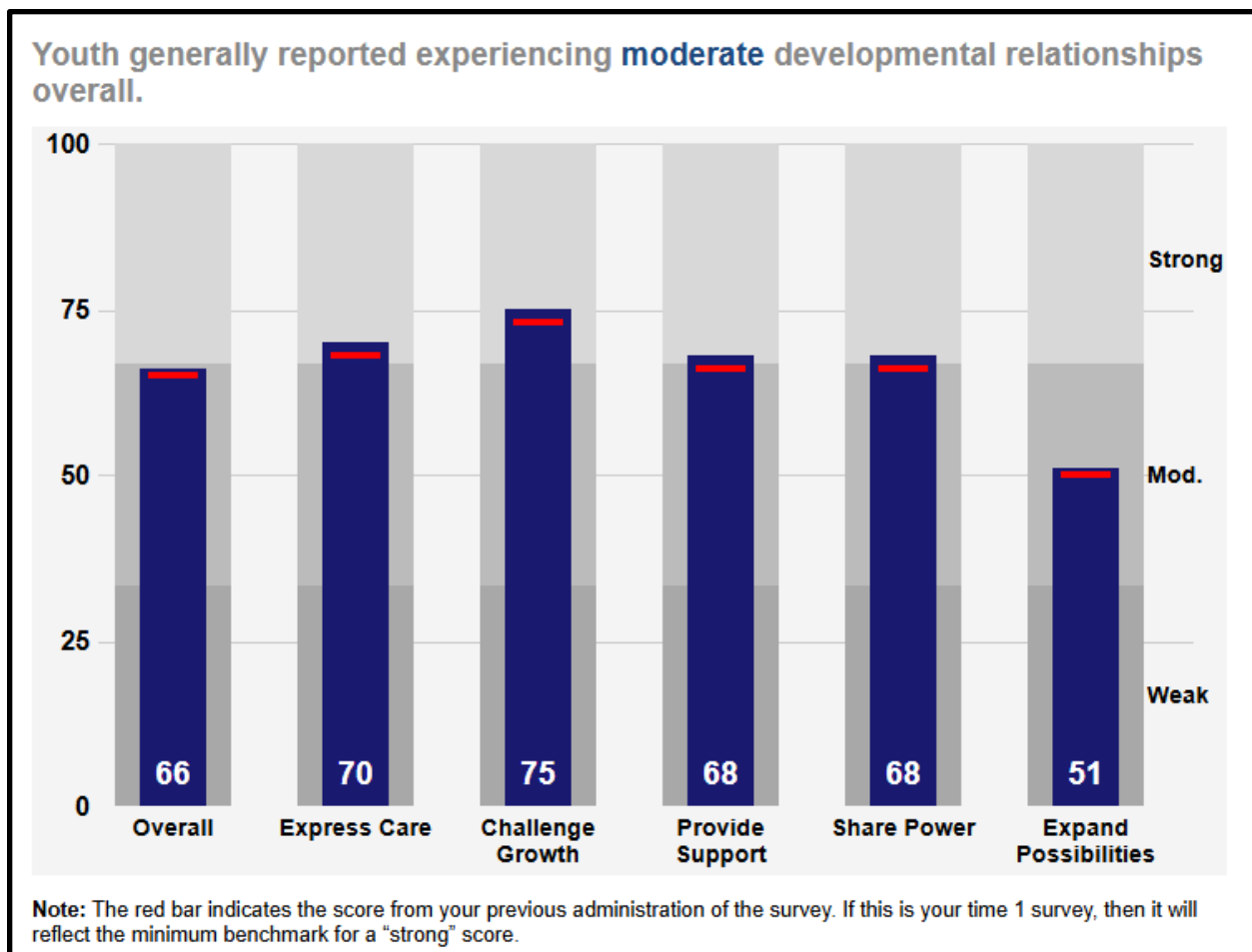


Figure 2: District Level Developmental Relationships by Element

Five Developmental Relationship action strengths were consistent across all levels. These strengths come from four of the five elements. The top five actions 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, with nearly 95% of students at all levels experiencing this at the moderate or strong level.
- **Respect Me.** This action is from the "Share Power" element and is defined as "Take me seriously and treat me fairly."
- **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.
- **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."

Actions from the Expand Possibilities were experienced least at all three levels. The Search Institute shared that this is typical for K-12 environments, noting that the survey is used in many youth serving organizations that focus more intentionally on these actions.

- **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 have the greatest influence on how students are experiencing relationships at schools. Administrators may consider concentrating their efforts on actions that are considered 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 3, page 7). 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 Be Dependable (9% difference). Actions with larger gaps will be opportunities for administrators to learn more. For example, 99% of staff reported that they perceive that they are collaborating with their students. Of student respondents, 80% of students agreed with the statement “If I have a challenge, my teachers work with me to find a solution.” In responding to this result, individual teachers may ask their students to share insights. Additionally, building leaders may ask student focus groups 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.

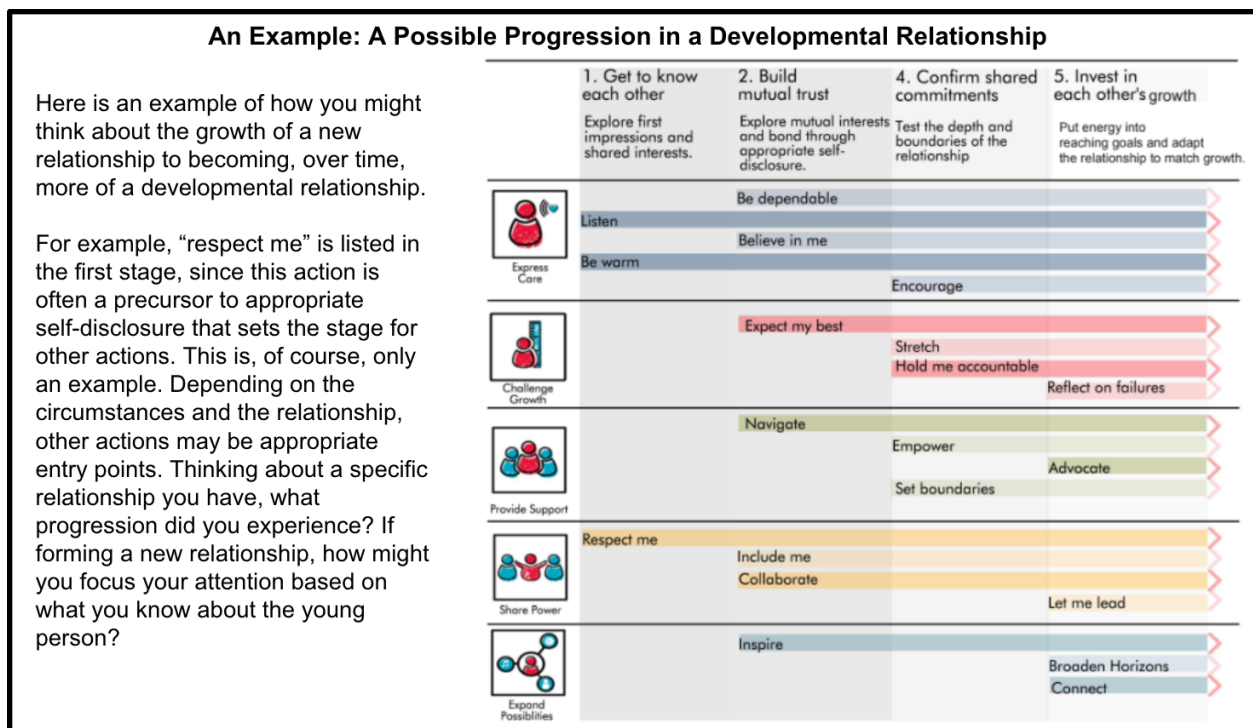


Figure 3: An Example Progression in a Developmental Relationship

For context, as a part of the Search Institute’s foundational research, they conducted a survey of nearly 15,000 young people and 700 adults. While 83% of the adults who participated reported being intentional about building developmental relationships with young people, only 46% of the young people reported experiencing developmental relationships with adults. (Search Institute, <https://info.searchinstitute.org/developmental-relationships-help-young-people-thrive>, 2023).

The Search Institute provided the District the option to customize additional questions related to District priorities. Because students feeling a sense of connectedness to their teachers is foundational, the District added two prompts:

- I have connected well with my teachers so far this year.
- There is an adult (a teacher, principal, counselor, or other staff) at my school that I feel comfortable going to if I have a problem.

There was a significant increase in the percentage of students who responded “strongly agree” to connecting well with teachers and decreases in both the strongly disagree and disagree categories (Figure 4). For the second item, there was an increase in the percentage of students who reported “I don’t know” and decreases in both the “No” and “Yes” responses (Figure 5).

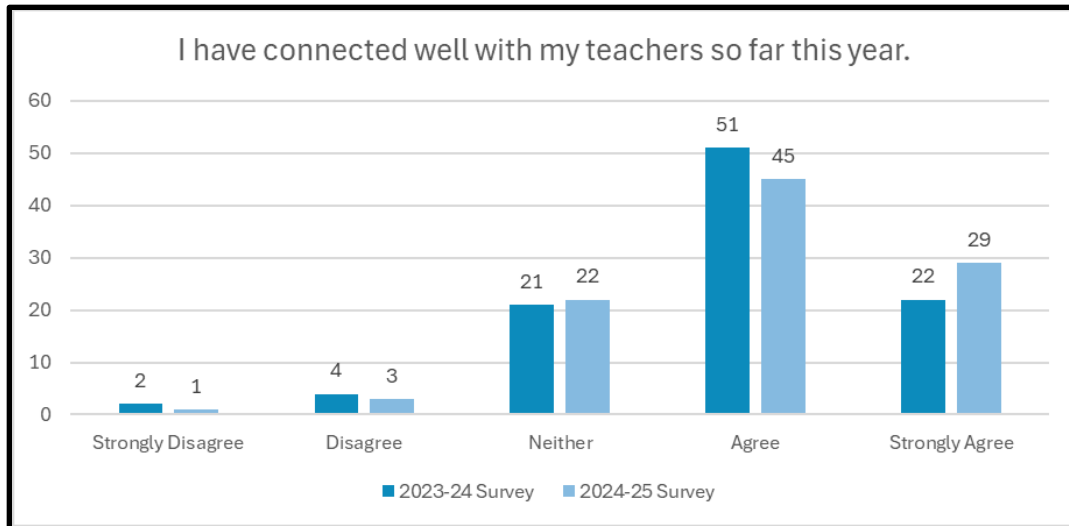


Figure 4: Percentage of Students Connected Well with Teachers

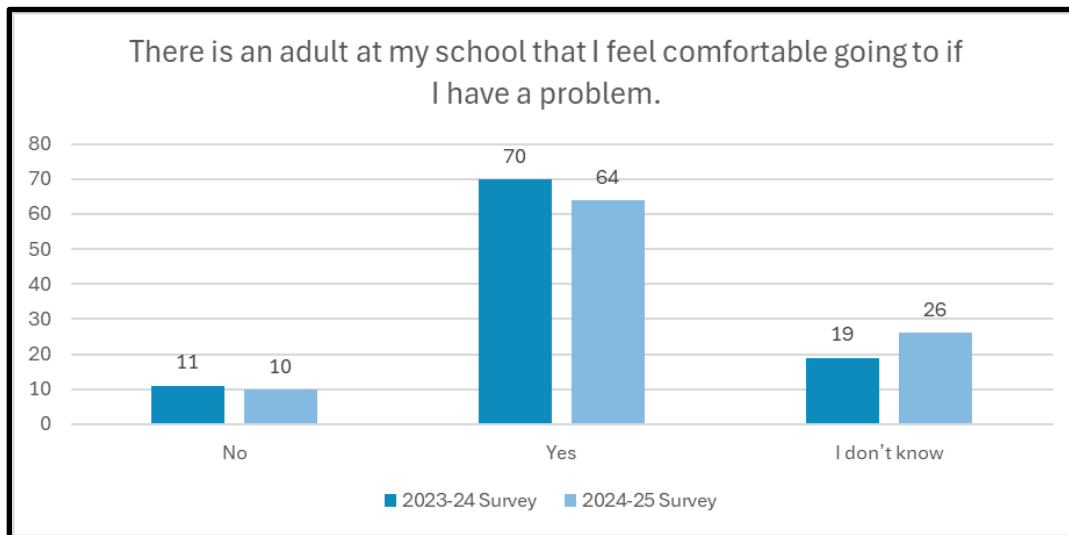


Figure 5: Percentage of Students Comfortable Going to an Adult with a Problem

Responding to Survey Results

Each year on the transition day between semesters, principals and district administrators meet with leaders from the Search Institute to understand the annual survey results collected the previous December. Following the session a year ago with Dr. Houlberg (January 2024) principals collaborated 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 school surveys and identify strategies that could be implemented yet during the school year and subsequently could be included in Mutual Commitments and building goals for the 2024-25 school year in response to these results. Each site updated their plans to reflect the new insights from the third iteration of the survey. The actions of principals and teachers in responding to

the 2023-24 survey have positively impacted the relationships youth are experiencing as evidenced by the results of the 2024-25 survey.

Minnetonka High School

On the March 4, 2024 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.

In the fall of 2024, MHS teachers surveyed their students using a modified version of the Developmental Relationships survey so that they would have actionable data specific to how students are experiencing relationships with them individually. During the November 1, 2024 professional learning day, teachers at MHS spent 90 minutes analyzing and developing responses to these survey results.

After this focused attention on creating developmental relationships with each student, results on the 2024 survey showed improvement in the overall score as well as in four of the five elements (Figure 6). Only Share Power remained the same as in 2023. Note: Scores that are at 32 or below are considered weak, 33-65 moderate, and 66+ strong. A change in value of 2-3 points is considered significant from the baseline data based on the number of results needed to have an overall change.

Developmental Relationships Survey Categories	Score	Change from previous year
Overall	66	+1
Express Care	70	+3
Challenge growth	74	+1
Provide Support	67	+2
Share Power	67	0
Expand Possibilities	52	+1

Figure 6: Developmental Relationships Survey Results for MHS 2024-25

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

Clear Springs Elementary

Clear Springs Elementary educators are committed to fostering an environment where every student feels cared for, supported, and motivated to grow. They identified three school-wide practices to ensure each student experiences developmental relationships: greeting at the door, integrated morning meetings, and positive notes home.

Teachers warmly greet each student at the door every morning. This practice includes a genuine greeting, a precorrection if needed, active supervision, brief restorative interactions as needed, and a high engagement activity upon entering the room. While it may seem simple, this strategy is crucial in building strong, trusting relationships between students and teachers and ensuring successful transitions into the classroom. This connects to the developmental relationships actions of “**Be dependable;**” “**Be warm;**” and “**Listen.**”

Each day begins with a morning meeting that incorporates essential skills and routines. These meetings provide a structured time for students to connect, share, and practice social-emotional skills, reinforcing a sense of community and belonging. This practice connects to the developmental relationships actions of “**Encourage;**” “**Include me;**” and “**Collaborate.**”

Finally, teachers regularly send positive notes home to celebrate students' achievements and efforts. This practice not only boosts students' self-esteem but also strengthens the home-school connection, ensuring that parents are partners in learning. This connects to the actions of “**Believe in me;**” “**Advocate;**” and “**Connect.**”

Deephaven Elementary

Staff at Deephaven Elementary School focused on **Expanding Possibilities** and **Expressing Care**. During staff meetings, teachers engaged in activities to **broaden students' horizons** and help them **envision** a wide range of future opportunities. Staff members identified individuals who **inspired** them, shared stories about these influences, and reflected on the impact these role models had on their personal and professional choices. Additionally, staff identified 2-3 students each of whom they could intentionally inspire, aiming to create memorable and impactful experiences.

To ensure Deephaven students feel valued and supported, teachers deepened their understanding of **Express Care** by writing letters of gratitude to individuals who significantly impacted their lives. This activity included providing sentence starters, envelopes, stamps, and notecards, and encouraging staff to send their letters. Staff reflected on their emotions after writing the letters, considered how recipients might feel, and brainstormed new ways to express care to students. These efforts are intended to contribute to creating a supportive and nurturing environment where students can thrive academically, socially, and emotionally.

Excelsior Elementary

To strengthen relationships and connectedness, Excelsior Elementary teachers and staff are discussing our common monthly belonging themes in morning meetings. This initiative encourages students to **listen** to each other and **reflect on failures** and successes, fostering a supportive environment. In addition, once a month, principals read a book over a Google Meet anchored in that theme, which helps to **inspire** students and **broaden their horizons** by introducing new ideas and perspectives.

Excelsior has also created the Kindergarten Commons, a space outside our English K rooms that hosts different subsets of students from all five of our kindergarten rooms together each week. This space allows students to introduce themselves and learn about each other while engaging in an activity, promoting **inclusivity** and **collaboration**. By participating in these activities, students are encouraged to **stretch** their social skills and **navigate** new relationships, building a strong sense of community.

Excelsior has also kicked off a new student council team consisting of a student from each of our grades 3-5 classrooms. A primary initiative of this team is to have a daily “welcome team” greeting our K-2 students as they arrive at school for the day. This initiative **empowers** older students to **lead** and **advocate** for a welcoming environment, while younger students feel included and respected. The student council members are expected to **be dependable** and **hold themselves accountable** for their roles, ensuring a positive start to the day for everyone involved.

Groveland Elementary

Groveland Elementary School has successfully integrated the Search Institute's Developmental Relationships Framework into its community engagement efforts. The daily school pledge and clear expectations foster a sense of belonging and excellence, aligning with the framework's actions of **expressing care** and **providing support**. Staff efforts to teach routines at the beginning of the year and after Winter Break have led to a decrease in tardiness, reflecting the framework's focus on **challenging growth**.

Student leadership at Groveland exemplifies **sharing power** and **expanding possibilities**, with fifth-grade leaders taking active roles in announcements, bullying prevention, and peer support interviews. The involvement of Groveland parents, led by the PTO, in organizing community events and parent book studies, highlights the collaborative effort to support students' use of technology, emphasizing **expressing care** and **providing support**.

Minnewashta Elementary

The Minnewashta staff are proud of the positive strides they are making in their belonging efforts. Principal Cindy Address and Assistant Principal Jenny Van Aalsburg began this work by celebrating staff strengths in the Express Care element, where students and staff shared similar sentiments such as “**Respect me**” and “**Expect my best.**”

With great intention they have focused on the actions of “**Be warm**” and “**Believe in me**” and they have seen encouraging progress. A key component of this growth is the use of Second Step, an online platform that provides job-embedded professional learning to support social and emotional development. By combining work in Developmental Relationships with the evidence-based strategies from Second Step, Minnewashta Elementary is fostering a school climate where every student and staff member feels a strong sense of belonging.

Scenic Heights Elementary

This year, Scenic Heights has made remarkable progress in nurturing a sense of belonging among their students. Administrators worked closely with Scenic Heights dedicated staff to design an engaging poster that showcases essential character traits that are focused on each month as a school community. Examples include kindness, respect, and inclusivity, which help to **inspire** students and **broaden their horizons** by highlighting positive behaviors.

Additionally, a parent committee was established to gather valuable feedback and ensure that initiatives align with the community's needs, promoting collaboration and respect. Through KRTS (Kids Run The Station), students have effectively been educated about these traits, reinforcing the importance of belonging in their daily lives and encouraging them to **listen** to each other and **reflect on failures** and successes. These collective efforts have significantly enhanced the inclusive and supportive atmosphere within the

Scenic Heights school community, helping students to **navigate** social interactions and **advocate** for a respectful environment.

Minnetonka Middle School East

This year, MME started a new initiative, “MME P.R.I.D.E”, as a strategy to foster a stronger sense of student belonging and specifically address growth areas that emerged in the developmental relationship survey data. This PRIDE initiative (Prepared, Responsible, Integrity, Dependable, Empathy) places a strong emphasis on the concepts of integrity and empathy as they apply to how students and adults interact with each other in the school environment. Monthly SEL lessons have included teacher-led conversations with MME students on what it means to show empathy for other students and have asked students to share specific examples of what empathy looks/feels like in school common spaces, in classrooms, and in digital formats. These activities encourage students to **listen** to each other and **reflect on failures** and successes, fostering a supportive environment. The examples that students came up with were then highlighted on the MME morning show and advertised on posters around the school, which helps to **inspire** students and **broaden their horizons** by showcasing positive behaviors. MME teachers also identified specific students at each grade level who exemplify these traits in their daily interactions, and these students were then celebrated in a school-wide recognition program during the MME morning show, promoting **inclusivity** and **respect**.

The concept of integrity has also been an area of focus with ongoing SEL lessons focused on what integrity looks/feels like in how you treat another person. Students have been challenged to be the kind of person who does the right thing, even when no one is watching, encouraging them to **be dependable** and **hold themselves accountable**. Related SEL lessons also emphasized how integrity means “honoring the absent” and not spreading rumors and talking badly about another student in their absence, which helps students to **navigate** social interactions and **advocate** for a respectful environment. These lessons empower students to **lead** by example and **collaborate** to create a positive school culture.

Minnetonka Middle School West

This year, MMW has actively supported Developmental Relationships through a variety of engaging activities. The "All Aboard" program provided mini lessons to help students navigate middle school life, covering essential skills like peer introductions, email etiquette, and assignment submissions. These lessons help students **navigate** their new environment and **stretch** their abilities. The 6th and 7th grade party saw a record turnout of nearly 700 students, promoting a strong sense of community and inclusivity. Staff participated in the *This We Believe* book study, centering themselves in middle school research and developmental best practices, which helps them **broaden their horizons** and **collaborate** effectively.

Homecoming week featured a Tackle Cancer fund drive, including a Door Dash day and an overnight staff event with live Google Meets, fostering a sense of **community** and

advocacy. The "Westie of the Week" and "Staff Westie of the Week" recognitions highlight students and staff who exemplify MMW's core values, promoting respect and inspiration. These core values are shared during morning announcements and advisory sessions, and throughout the building, encouraging students to **listen** and **reflect on failures** and successes.

Unity Day saw advisories commit to standing up against bullying, which helps students **advocate** for a respectful environment and **hold each other accountable**. The upcoming Full Sail Awards will honor students for their exceptional qualities beyond academics, **empowering** them and **believing** in their potential. Inclusion efforts included Unified Advisory teams, earning MMW the distinction of a "Champion Special Olympics school," promoting **inclusivity** and **collaboration**.

Additionally, staff at MMW focused on "Providing Support" through MTSS/SST listening sessions and related professional development for staff, ensuring that students feel supported and respected. A busy year so far! They are also planning to continue our student and staff interviews related to our Developmental Survey data, and shared this with staff in March, promoting transparency and collaboration.

Summary

Teachers and administrators continue to focus their energy on ensuring that every student experiences a sense of belonging - being seen, heard, and valued as an important part of their school community for who they are - and that they have individual connections with adults at their school. In comparing the survey results from the 2023 administration of the survey to the 2024 administration of the survey, more students report experiencing developmental relationships as a result of adults being intentional and inclusive in their actions. Growth was identified in the elements of Express Care, Challenge Growth, and Share Power.

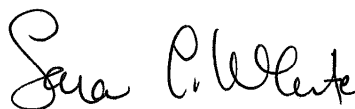
ATTACHMENT:

Developmental Relationships Framework

RECOMMENDATION/FUTURE DIRECTION:

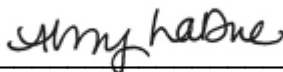
The purpose of this report is to provide an update to the School Board on the progress with District's belonging efforts. The Search Institute's Developmental Relationships survey provides feedback from both the student perspective and the adult perspective pertaining to relationships, the cornerstone for belonging. This feedback informs action steps that will continue to deepen progress toward the School Board's goal of each student experiencing Excellence in Well-being, Connection and Belonging.

Submitted by: _____



Sara White, Director of Teacher Development

Submitted by: _____



Amy LaDue, Associate Superintendent

Concurrence: _____



David Law, Superintendent



DEVELOPMENTAL RELATIONSHIPS

The Framework

Developmental relationships are the roots of thriving and resilience for young people, regardless of their background or circumstances. Through these relationships, young people discover who they are, cultivate abilities to shape their own lives, and learn how to engage with and contribute to the world around them. Just as trees rely on a system of roots to support and nourish them, young people need to experience developmental relationships in their families, schools, programs, and communities. However, too many young people miss these opportunities due to bias, prejudice, and systemic exclusion based on their race, ethnicity, income, gender, sexual orientation, abilities, or other differences. Ensuring that every young person experiences the developmental relationships they need is a vital challenge for the 21st century.

The Developmental Relationships Framework was developed by Search Institute, Minneapolis, MN; 800-888-7828; www.searchinstitute.org.

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EXPRESS CARE

Show me that I matter to you.

Be dependable

Be someone I can trust

Be warm

Show me you enjoy being with me

Listen

Really pay attention when we are together

Encourage

Praise me for my efforts and achievements

Believe in me

Make me feel known and valued



CHALLENGE GROWTH

Push me to keep getting better.

Expect my best

Expect me to live up to my potential

Hold me accountable

Insist I take responsibility for my actions

Stretch

Push me to go further

Reflect on failures

Help me learn from mistakes and setbacks



PROVIDE SUPPORT

Help me complete tasks and achieve goals.

Navigate

Guide me through hard situations and systems

Advocate

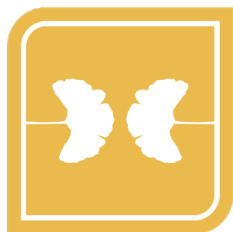
Stand up for me when I need it

Empower

Build my confidence to take charge of my life

Set boundaries

Put limits in place that keep me on track



SHARE POWER

Treat me with respect and give me a say.

Respect me

Take me seriously and treat me fairly

Collaborate

Work with me to solve problems and reach goals

Include me

Involve me in decisions that affect me

Let me lead

Create opportunities for me to take action and lead



EXPAND POSSIBILITIES

Connect me with people and places that broaden my world.

Inspire

Inspire me to see possibilities for my future

Connect

Introduce me to people who can help me grow

Broaden horizons

Expose me to new ideas, experiences, and places

**School Board
Minnetonka I.S.D. #276
5621 County Road 101
Minnetonka, Minnesota**

Study Session Agenda Item #3

Title: STAMP 4S 2024-25 Spring Update

Date: April 24, 2025

OVERVIEW

In February and March of 2025, 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 do not take the STAMP Test anymore, 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 measure Reading and Listening results, while the other scale measures Writing and Speaking (See tables below).

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:

- Chinese Immersion student results showed strong increases in all areas for both the Eighth and Tenth Grade cohorts after a decrease in Writing and Listening among last year's Tenth Grade cohort
- Proficiency levels on the Reading Test ranged from the Intermediate-Mid for the Eighth Grade cohort to Intermediate High for the Tenth Grade cohort
- Eighth Graders saw improvement on three of four subtests with no drops in average scores and a solid increase in Listening comprehension of **0.3 points**

Spanish Immersion:

- Results indicate that Grades Six, Eighth, and Tenth Grade Spanish Immersion students performed within the Intermediate-High to Advanced-Mid ranges for the second year in a row

- Grade 10 students reached the Advanced-Mid range for Reading (**0.9 points**) and Listening (**1.4 points**) and the Intermediate-High range for Writing and Speaking
- The Grade 8 Spanish Immersion cohort showed significant increases in Reading and Listening
- The Listening subtest has proven to be a strong area among Spanish Immersion students for several years, out-pacing national targets by two sub-levels.

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 ninth 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.

Nationally, according to ACTFL research, students in full Chinese Immersion programs should be expected to reach the Intermediate-Mid range in Speaking and Listening and the Intermediate-Low range for Reading and Writing by the end of Eighth Grade. Spanish Immersion students should be expected to reach the Intermediate-Mid range in all four

modes of communication (See table below). Although middle school immersion students receive approximately 90 minutes of instruction in the partner language, most of the students participated in a full immersion program from Kindergarten through Fifth Grade. With fewer minutes using the partner language throughout the day, it is expected there will be an impact on student performance, especially in logographic languages such as Chinese, according to ACTFL research. The table below lists the national targets based on ACTFL's proficiency scale and Immersion program research.

National K-12 Language Immersion Proficiency Targets

Gr	Spanish				Chinese			
	Spk	List	Rdg	Wrtg	Spk	List	Rdg	Wrtg
K	Novice Mid	Novice Low	Novice Low	Novice Low	Novice Mid	Novice Low	Novice Low	Novice Low
1	Novice Mid	Novice Mid	Novice Mid	Novice Low	Novice Mid	Novice Mid	Novice Low	Novice Low
2	Novice High	Novice High	Novice High	Novice Mid	Novice High	Novice High	Novice Mid	Novice Low
3	Novice High	Novice High	Novice High	Novice Mid	Novice High	Novice High	Novice Mid	Novice Low
4	Novice High	Novice High	Novice High	Novice Mid/High	Novice High	Novice High	Novice Mid	Novice Low/Mid
5	Interm Low	Interm Low	Interm Low	Interm Low	Interm Low	Interm Low	Novice High	Novice High
6	Interm Low	Interm Low	Interm Low	Interm Low	Interm Low	Interm Low	Novice High	Novice High
7	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 Mid	Interm Mid	Interm Low	Interm Low
9	Interm Mid	Interm Mid	Interm Mid	Interm Mid	Interm Mid	Interm Mid	Interm Low	Interm Low
10	Interm Mid	Interm Mid	Interm Mid	Interm Mid	Interm Mid	Interm Mid	Interm Low	Interm Low
11	Interm High	Interm High	Interm High	Interm High	Interm High	Interm High	Interm Mid	Interm Mid
12	Advance Low	Advance Low	Advance Low	Advance Low	Advance Low	Advance Low	Interm High	Interm High

Data Summary and Analysis: 2021-2025 Grades 6-10 Mean Score and Proficiency Level Sub-Test Results for Chinese and Spanish Immersion (see tables below)

In 2025, there were a total of **228** students who took the Chinese STAMP 4S assessment, which was slightly down from **244** last year and up from **252** two years ago. There were **701** students who took the Spanish assessment, which was slightly down from **702** last year and down from **747** two years ago. Results indicate that Grades Six, Eighth, and Tenth Grade Spanish Immersion students performed within the Intermediate-High to Advanced-Mid ranges for the second year in a row. Two years ago, the range was Intermediate-Mid to Advanced-Mid. Like last year, Grade 10 students reached the Advanced-Mid range for Reading and Listening and the Intermediate-High range for Writing and Speaking. In Reading and Listening, students who reach the Advanced proficiency levels can understand and use language for straightforward informational purposes and understand the content of most factual, non-specialized materials intended for a general audience. Grade 10 Spanish Immersion students experienced an increase in Listening, while maintaining the same average score from a year ago in Reading. Writing, although slightly down by **0.2 points**, has been an area of focus among high school staff the past few years and continues to out-pace average scores since 2020 and 2021 when Writing became a focus. As Eighth Graders, this cohort improved from **6.0** in Eighth Grade to **6.2** in Tenth Grade on the Writing Test. Additionally, this cohort showed a significant increase in Listening, improving from **6.9** to **8.4**, which is an improvement in average proficiency from Advanced-Low to Advanced-Mid.

The graphs below display the subtest scores for specific cohorts of students. In addition, there is a line for Chinese to draw comparisons between Minnetonka student performance and ACTFL's national language Immersion targets. Results from the 2025 STAMP Test indicate that Minnetonka Chinese and Spanish Immersion students are outpacing the national averages. Also, important to note, the Spanish and Chinese Immersion cohorts showed strong increases in performances among students moving from Grade 8 to Grade 10. The Grade 8 Spanish Immersion cohort showed significant increases in Reading and Listening with less dramatic increases in Writing and Speaking. Overall, this is encouraging news, and Writing and Speaking is an area in which to focus among this cohort. It is also important to note that despite students learning in the target language for fewer minutes per day as they move from elementary to middle school, Minnetonka students are out-performing national trends on all four subtests. The results show that there was much progress made during and since the pandemic.

Chinese Immersion student results showed strong increases in all areas for both the Eighth and Tenth Grade cohorts after a decrease in Writing and Listening among last year's Tenth Grade cohort. Two years ago, cohort results showed a decrease in Writing and Speaking. Proficiency levels on the Reading Test ranged from the Intermediate-Mid for the Eighth Grade cohort to Intermediate High for the Tenth Grade cohort. Eighth Graders saw improvement on three of four subtests with no drops in average scores and a solid increase in Listening comprehension of **0.3 points**. These assessments impact instruction, and as typical with language learners, performing within the Intermediate-Mid range for multiple years is expected. Students performing within this range can create

with the language and initiate conversations by asking and responding to simple questions. If a language learner were proficient at the Intermediate-Mid level, he or she could work in a job such as a cashier, salesclerk, and possibly a police or fire officer.

As students reach the upper Intermediate levels, it is expected that they will be able to pass the AP Language and Culture Exams with at least a score of 3. Students reaching the Advanced-Low to Mid levels could be expected to earn a score of at least a 4 out of 5 on the exams. Students reaching the Advanced-Low levels on the AP or STAMP Exams within three years of graduation may earn the highest level Platinum Bilingual Seal from the state of Minnesota. Students reaching the Intermediate-High proficiency level can earn the Gold Seal.

Based on language acquisition research, language production is a skill that is acquired later in the language learning process, and it is common for students to perform lower in this skill area compared to the other three areas. For Chinese Immersion students, Reading is an area that needs to be targeted based on the predicted proficiency level of Intermediate-High at Sixth Grade and Advance Low and Mid for Seventh through Ninth Grades compared to their Novice-Mid and High performances.

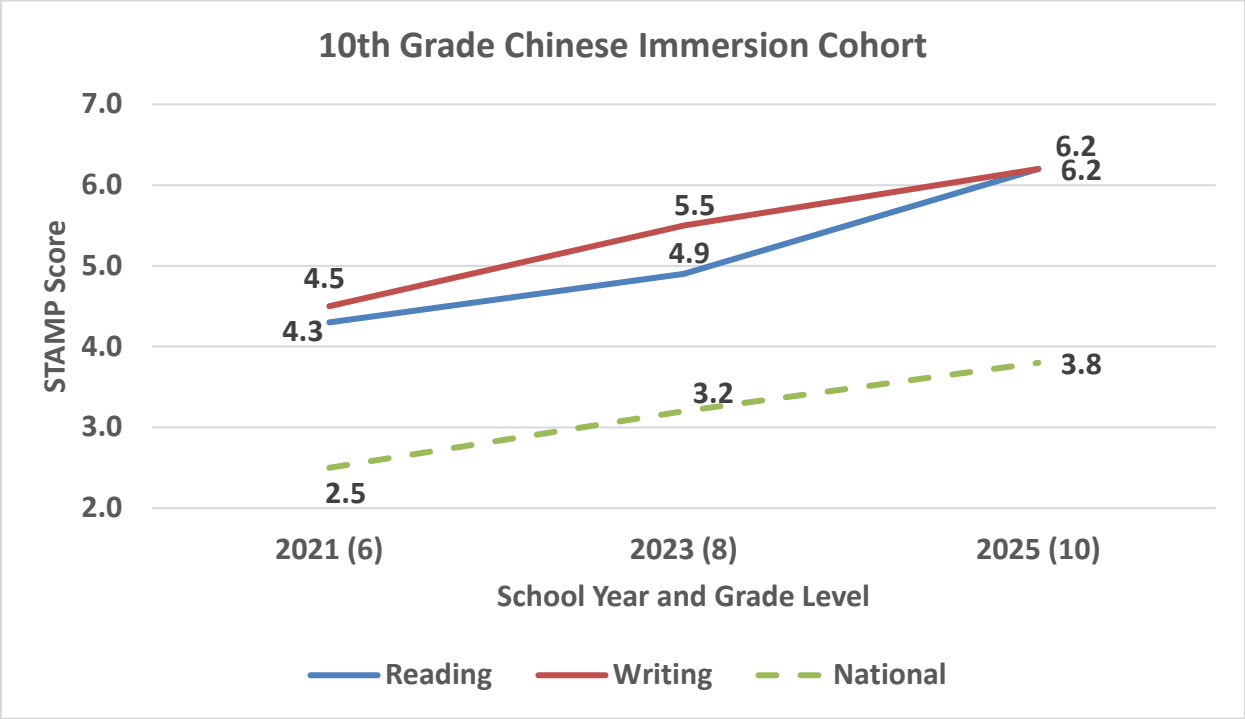
Teachers need to provide direct instruction in Reading comprehension strategies and provide multiple opportunities for students to engage with a range of informational tasks. Overall performance among Chinese and Spanish Immersion students is strong, especially during a time when one might assume *learning loss* due to the lingering impact of the pandemic. Minnetonka students and teachers should be commended for their efforts.

Recommendations: 2025 Grades 6-10 Mean Score and Proficiency Level Sub-Test Results for Chinese and Spanish Immersion (see tables below)

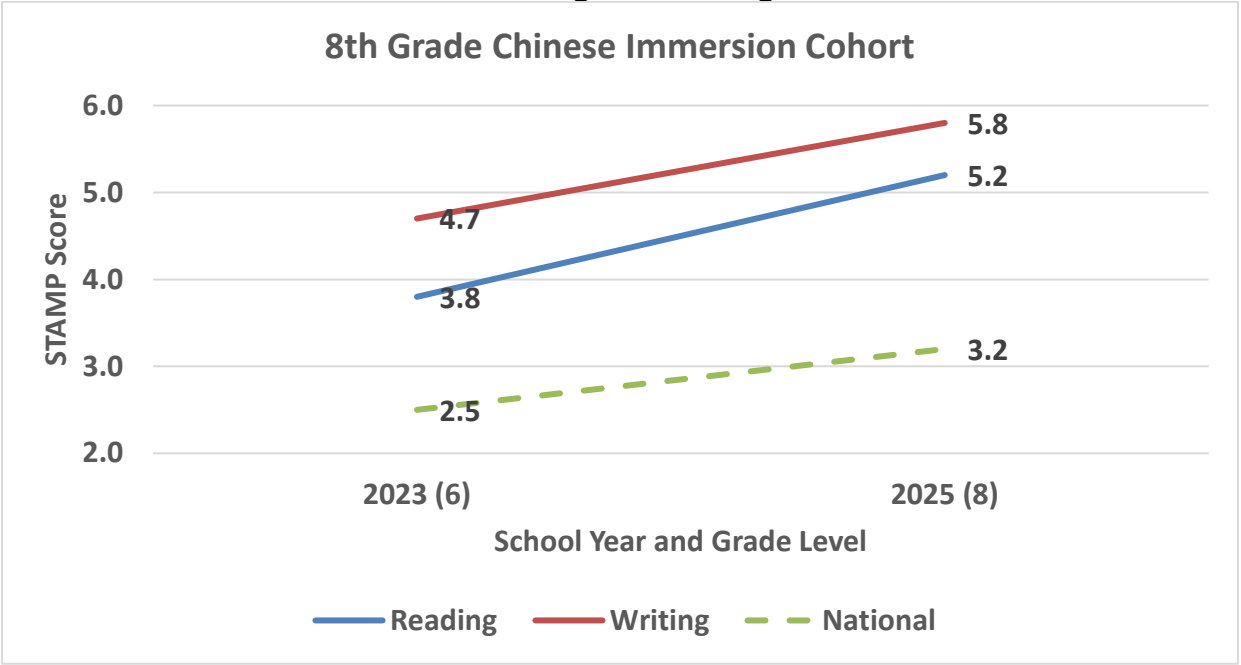
The Chinese and Spanish Immersion teachers will need to continue to focus instruction on Speaking and Writing. This is an area that can help to improve overall literacy development. Chinese and Spanish Immersion students would benefit from being exposed to more authentic texts. The STAMP 4S provides questions that are authentic such as having students read an advertisement or match pictures to newspaper headlines. Students need more opportunities to read for meaning using authentic texts written in the target language. Spanish students would benefit from activities that promote Interpersonal Speaking development as well. Students could listen to plays, speeches, or advertisements. Teachers could assess students' knowledge of what they heard or interpreted from the listening experience.

The Spanish Immersion program should continue using the ENIL leveled reading program, as this attributed to the strong annual growth for students in Grades 6-8. The Chinese Immersion program should continue to use the leveled texts, and there should continue to expand text selection in future years.

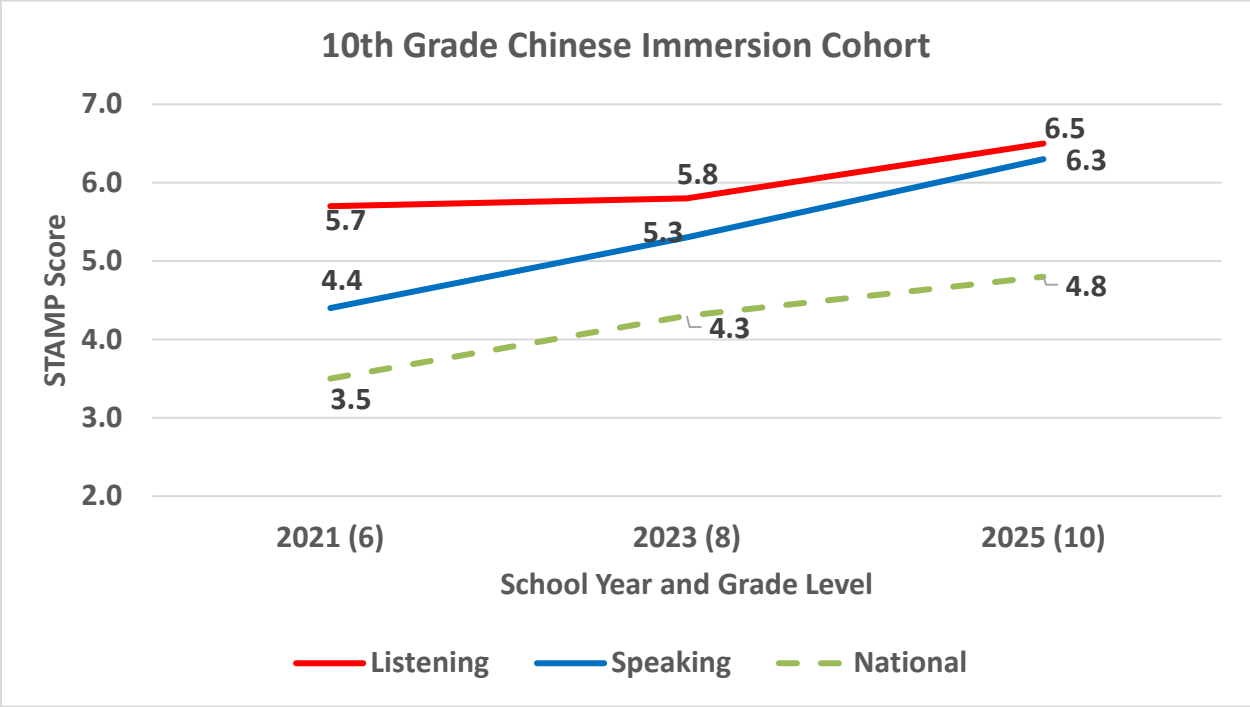
**2021-25 Mean Score Sub-Test Results for Chinese Immersion Grade 10 Cohort
Reading and Writing**



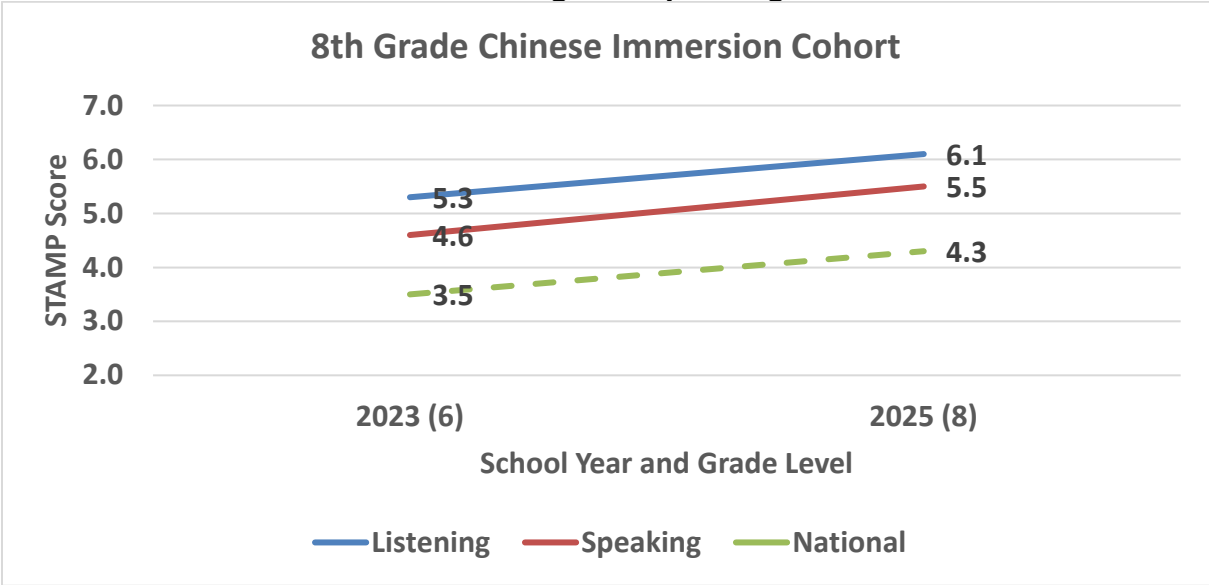
**2023-25 Mean Score Sub-Test Results for Chinese Immersion Grade 8 Cohort
Reading and Writing**



**2021-25 Mean Score Sub-Test Results for Chinese Immersion Grade 10 Cohort
Listening and Speaking**



**2023-25 Mean Score Sub-Test Results for Chinese Immersion Grade 8 Cohort
Listening and Speaking**



**2025 Grades 6, 8, and 10 Mean Score and Proficiency Level
Sub-Test Results for Chinese Immersion**

	Grade 6 Total Chinese Immersion (N=96)		Grade 8 Total Chinese Immersion (N=82)		Grade 10 Total Chinese Immersion (N=41)	
	Mean Score	Prof Level	Mean Score	Prof Level	Mean Score	Prof Level
Rdg	4.3	Int Low	5.2	Int Mid	6.2	Int High
Write	4.8	Int Mid	5.8	Int High	6.2	Int High
List	5.5	Int High	6.1	Int High	6.5	Adv Low
Spkg	5.4	Int Mid	5.5	Int High	6.3	Int High

**2024 Grades 6, 8, and 10 Mean Score and Proficiency Level
Sub-Test Results for Chinese Immersion**

	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
Rdg	4.1	Int Low	5.2	Int Mid	5.9	Int High
Write	4.6	Int Mid	5.5	Int High	5.9	Int High
List	5.1	Int Mid	5.9	Int High	6.3	Int High
Spkg	4.6	Int Mid	5.2	Int Mid	5.9	Int High

**2023 Grades 6, 8, and 10 Mean Score and Proficiency Level
Sub-Test Results for Chinese Immersion**

	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
Rdg	3.8	Int Low	4.8	Int Mid	5.5	Int High
Write	4.7	Int Mid	5.6	Int High	5.6	Int High
List	5.4	Int Mid	5.8	Int High	6.4	Int High
Spkg	4.6	Int Mid	5.4	Int Mid	5.9	Int High

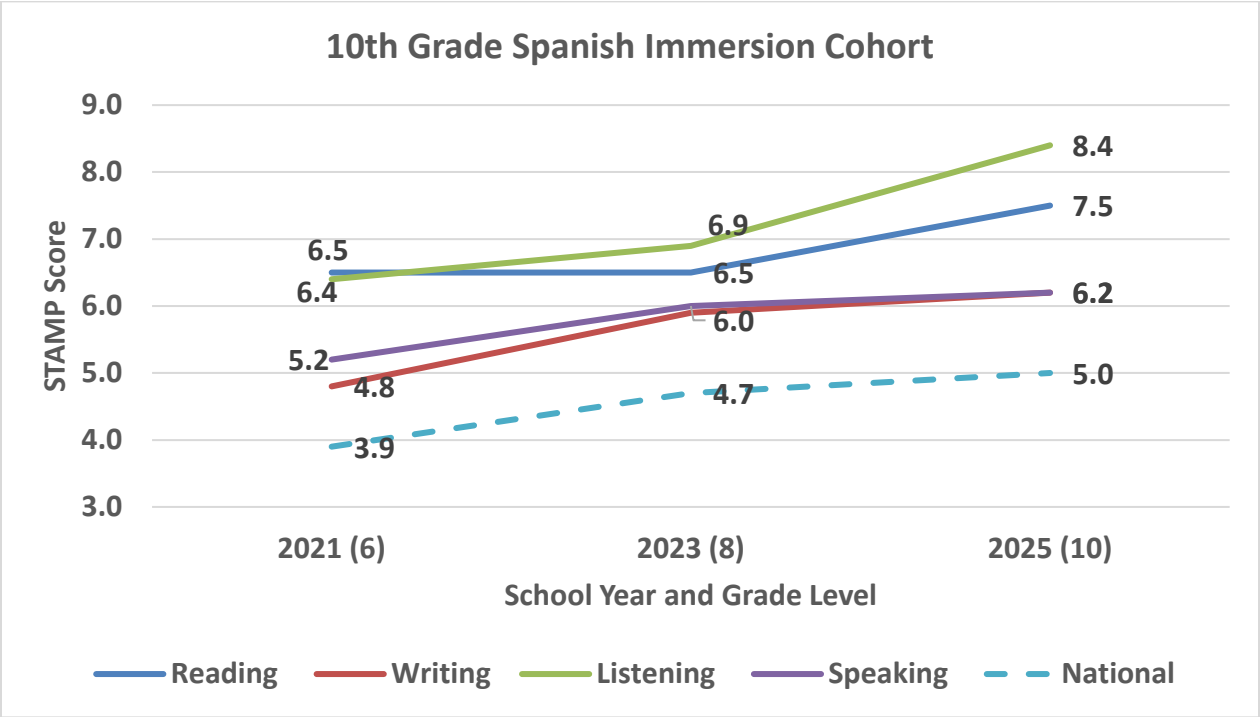
**2022 Grades 6, 8, and 10 Mean Score and Proficiency Level
Sub-Test Results for Chinese Immersion**

	Grade 6 Total Chinese Immersion (N=93)		Grade 8 Total Chinese Immersion (N=65)		Grade 10 Total Chinese Immersion (N=60)	
	Mean Score	Prof Level	Mean Score	Prof Level	Mean Score	Prof Level
Rdg	4.1	Int Low	4.9	Int Mid	6.1	Int High
Write	4.3	Int Low	5.3	Int Mid	5.7	Int High
List	5.3	Int Mid	6.0	Int High	6.8	Adv Low
Spkg	4.4	Int Low	5.6	Int High	6.0	Int High

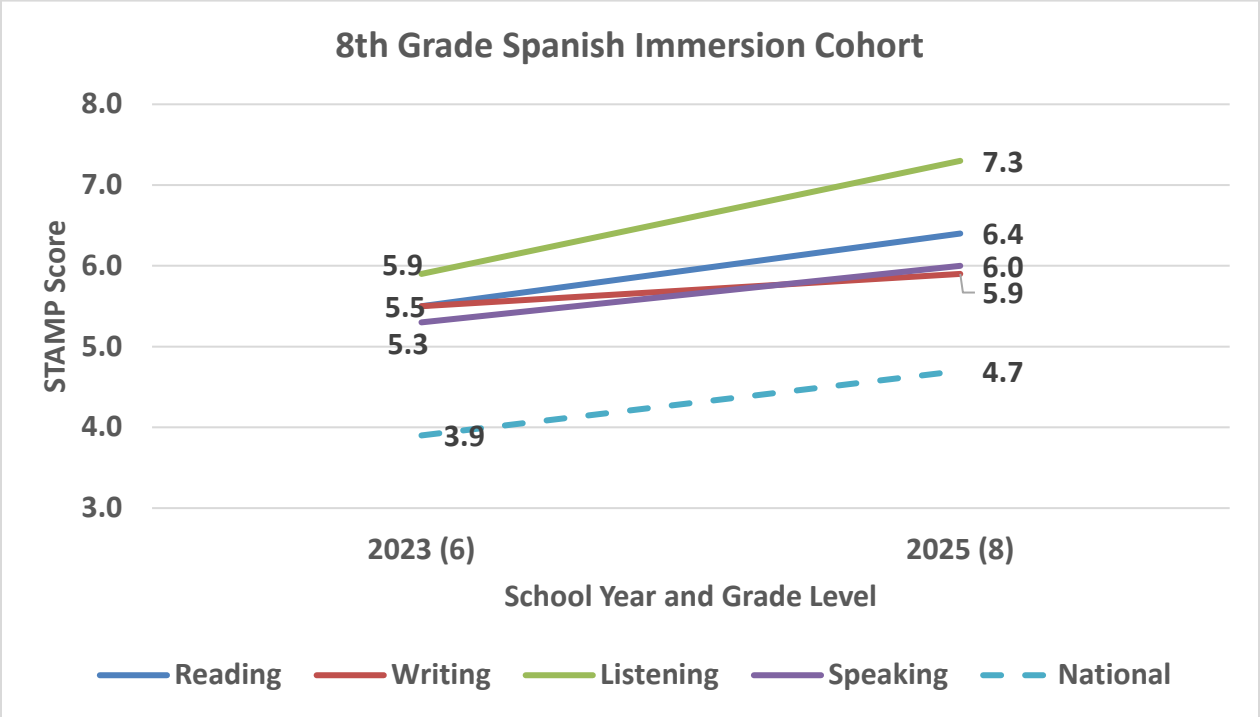
**2021 Grades 6, 8, and 10 Mean Score and Proficiency Level
Sub-Test Results for Chinese Immersion**

	Grade 6 Total Chinese Immersion (N=85)		Grade 8 Total Chinese Immersion (N=85)		Grade 10 Total Chinese Immersion (N=73)	
	Mean Score	Prof Level	Mean Score	Prof Level	Mean Score	Prof Level
Rdg	4.3	Int Low	5.6	Int High	6.4	Int High
Write	4.5	Int Mid	5.6	Int High	5.4	Int Mid
List	5.7	Int High	6.5	Adv Low	7.1	Adv Low
Spkg	4.4	Int Low	5.2	Int Mid	5.7	Int Mid

**2021-25 Mean Score Sub-Test Results for Spanish Immersion Grade 10 Cohort
Reading, Writing, Listening, and Speaking**



**2023-25 Mean Score Sub-Test Results for Spanish Immersion Grade 8 Cohort
Reading, Writing, Listening, and Speaking**



**2025 Grades 6, 8 and 10 Mean Score and Proficiency Level
Sub-Test Results for Spanish Immersion**

	Grade 6 Total Spanish Immersion (N=284)		Grade 8 Total Spanish Immersion (N=235)		Grade 10 Total Spanish Immersion (N=164)	
	Mean Score	Prof Level	Mean Score	Prof Level	Mean Score	Prof Level
Rdg	5.5	Int High	6.4	Int High	7.5	Adv Mid
Write	5.4	Int Mid	5.9	Int High	6.2	Int High
List	6.2	Int High	7.3	Adv Low	8.4	Adv Mid
Spkg	5.4	Int Mid	6.0	Int High	6.2	Int High

**2024 Grades 6, 8 and 10 Mean Score and Proficiency Level
Sub-Test Results for Spanish Immersion**

	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
Rdg	5.7	Int High	6.6	Adv Low	7.5	Adv Mid
Write	5.6	Int High	6.0	Int High	6.3	Int High
List	6.4	Int High	7.4	Adv Low	8.2	Adv Mid
Spkg	5.6	Int High	5.9	Int High	6.4	Int High

**2023 Grades 6, 8 and 10 Mean Score and Proficiency Level
Sub-Test Results for Spanish Immersion**

	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
Rdg	5.5	Int High	6.5	Adv Low	7.2	Adv Low
Write	5.5	Int High	5.9	Int High	6.3	Int High
List	5.9	Int High	6.9	Adv Low	8.0	Adv Mid
Spkg	5.3	Int Mid	6.0	Int High	6.2	Int High

**2022 Grades 6, 8 and 10 Mean Score and Proficiency Level
Sub-Test Results for Spanish Immersion**

	Grade 6 Total Spanish Immersion (N=270)		Grade 8 Total Spanish Immersion (N=204)		Grade 10 Total Spanish Immersion (N=199)	
	Mean Score	Prof Level	Mean Score	Prof Level	Mean Score	Prof Level
Rdg	5.8	Int High	6.7	Adv Low	7.5	Adv Mid
Write	5.3	Int Mid	5.9	Int High	6.4	Int High
List	5.7	Int High	6.8	Adv Low	7.8	Adv Mid
Spkg	5.2	Int Mid	5.9	Int High	6.1	Int High

**2021 Grades 6, 8 and 10 Mean Score and Proficiency Level
Sub-Test Results for Spanish Immersion**

	Grade 6 Total Spanish Immersion (N=244)		Grade 8 Total Spanish Immersion (N=226)		Grade 10 Total Spanish Immersion (N=177)	
	Mean Score	Prof Level	Mean Score	Prof Level	Mean Score	Prof Level
Rdg	6.5	Adv Low	7.4	Adv Low	8.3	Adv Mid
Write	4.8	Int Mid	5.5	Int High	5.8	Int High
List	6.4	Int High	7.5	Adv Low	8.4	Adv Mid
Spkg	5.2	Int Mid	5.8	Int High	6.2	Int High

**Data Summary and Analysis: 2023-2025 Spring STAMP 4S Chinese Immersion
Gender**

Gender results indicate strong performances for students in Grades 6, 8 and 10 with scores in bold highlighting increases compared to the same grade counterparts from a year ago. Sixth Graders saw improvement among both genders in Reading, Listening and Speaking, with Males maintaining the same average score as 2024. There were significant increases of 0.4 points or higher among Males in Writing for both Grades 8 and 10, and significant increases in average scores for Females in Grade 10 for Reading and Speaking. Like previous years, Females out-paced Males on all four subtests for each grade level reported.

Although Females well out-paced Males across the grade levels and sub-tests, both Males and Females showed strong performances compared to their counterparts from previous years.

Recommendations: 2025 Spring STAMP 4S Chinese Immersion Gender

Both Spanish and Chinese Immersion students will benefit from teachers utilizing an integrated performance assessment model. Teachers have done much work in this area and will continue to revise their assessments to align with standardized assessments such as the former AAPPL and current STAMP tests. IPA, STAMP 4Se, and STAMP 4S are all aligned to the ACTFL Proficiency Guidelines, thus creating alignment of assessments for Grades K-9. Integrated Performance Assessment (IPA) provides teachers with the knowledge they need of student performance in all four skill areas: *Reading, Writing, Listening and Speaking*. This model also helps inform teachers for them to provide a more balanced approach to instruction utilizing each of the three modes: *Interpersonal, Interpretive, and Presentational*.

Students would benefit from participating in the STAMP 4S practice assessment. This is recommended by AVANT and will help students by giving them exposure to the format and types of questions that will be asked. In additions, teachers can use this knowledge in a similar manner, much like the way they use the state test specifications to help guide instruction leading up to the state Reading and Math assessments.

2023-2025 Grade 6 Spring STAMP 4S Chinese Immersion Gender

	Grade 6 - 2023				Grade 6 – 2024				Grade 6 - 2025			
	Males (N=50)		Females (N=41)		Males (N=44)		Females (N=51)		Males (N=45)		Females (N=51)	
	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level
Rdg	3.6	Int Low	4.0	Int Low	4.0	Int Low	4.2	Int Low	4.1	Int Low	4.5	Int Mid
Write	4.5	Int Mid	4.9	Int Mid	4.4	Int Low	4.8	Int Mid	4.4	Int Low	5.1	Int Mid
List	5.3	Int Mid	5.5	Int High	5.0	Int Mid	5.2	Int Mid	5.2	Int Mid	5.8	Int High
Spkg	4.3	Int Low	5.0	Int Mid	4.4	Int Low	4.8	Int Mid	5.1	Int Mid	5.6	Int High

2023-2025 Grade 8 Spring STAMP 4S Chinese Immersion Gender

	Grade 8 - 2023				Grade 8 – 2024				Grade 8 – 2025			
	Males (N=37)		Females (N=42)		Males (N=39)		Females (N=47)		Males (N=43)		Females (N=39)	
	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level
Rdg	4.5	Int Mid	5.2	Int Mid	5.0	Int Mid	5.4	Int Mid	5.0	Int Mid	5.4	Int Mid
Write	5.3	Int Mid	6.0	Int High	5.2	Int Mid	5.8	Int High	5.6	Int High	6.0	Int High
List	5.6	Int High	6.0	Int High	5.7	Int High	6.1	Int High	5.9	Int High	6.2	Int High
Spkg	5.0	Int Mid	5.7	Int High	4.9	Int Mid	5.5	Int High	5.3	Int Mid	5.6	Int High

2023-2025 Grade 10 Spring STAMP 4S Chinese Immersion Gender

	Grade 10 - 2023				Grade 10 - 2024				Grade 10 - 2025			
	Males (N=31)		Females (N=42)		Males (N=25)		Females (N=37)		Males (N=18)		Females (N=23)	
	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level
Rdg	5.3	Int Mid	5.6	Int High	5.6	Int High	6.2	Int High	5.8	Int High	6.6	Adv Low
Write	5.3	Int Mid	5.9	Int High	5.4	Int Mid	6.3	Int High	5.9	Int High	6.5	Adv Low
List	6.2	Int High	6.5	Adv Low	6.2	Int High	6.4	Int High	6.3	Int High	6.6	Adv Low
Spkg	5.6	Int High	6.1	Int High	5.5	Int High	6.1	Int High	5.9	Int High	6.5	Adv Low

Data Summary and Analysis: 2023-2025 Spring STAMP 4S Spanish Immersion Gender

Spanish Immersion students maintained high levels of performance compared to the past two years. No increases or decreases should be considered significantly significant. Tenth Grade proficiency ranged from Intermediate-High in Writing and Speaking to Advanced-Low and Mid in Reading and Listening, respectively. Across all grade levels, students are well out-pacing the national targets for their specific grade levels and skills tested, and teachers and students should be commended for their strong efforts in the classroom resulting in historically strong performances on the STAMP Test.

Recommendations: 2025 Spring STAMP 4S Spanish Immersion Gender

Spanish Immersion students would benefit from activities that promote Interpretive Listening development. Students could listen to plays, speeches, or advertisements. Teachers could assess students' knowledge of what they heard or interpreted from the listening experience. Both Spanish and Chinese Immersion students will benefit from teachers utilizing an integrated performance assessment model.

In addition, students would benefit from participating in the STAMP 4S practice assessment. This is recommended by AVANT and will help students by giving them exposure to the format and types of questions that will be asked. In additions, teachers can use this knowledge in a similar manner, much like the way they use the state test specifications to help guide instruction leading up to the state Reading and Math assessments.

2023-2025 Grade 6 Spring STAMP 4S Spanish Immersion Gender

	Grade 6 - 2023				Grade 6 - 2024				Grade 6 - 2025			
	Males (N=118)		Females (N=135)		Males (N=122)		Females (N=149)		Males (N=122)		Females (N=162)	
	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level
Rdg	5.5	Int High	5.5	Int High	5.6	Int High	5.8	Int High	5.3	Int Mid	5.6	Int High
Write	5.4	Int Mid	5.6	Int High	5.5	Int High	5.6	Int High	5.1	Int Mid	5.6	Int High
List	5.9	Int High	5.9	Int High	6.2	Int High	6.5	Adv Low	5.9	Int High	6.4	Int High
Spkg	5.1	Int Mid	5.5	Int High	5.5	Int High	5.7	Int High	5.1	Int Mid	5.7	Int High

2023-2025 Grade 8 Spring STAMP 4S Spanish Immersion Gender

	Grade 8 - 2023				Grade 8 - 2024				Grade 8 - 2025			
	Males (N=98)		Females (N=127)		Males (N=113)		Females (N=145)		Males (N=111)		Females (N=124)	
	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level
Rdg	6.5	Adv Low	6.5	Adv Low	6.5	Adv Low	6.7	Adv Low	6.3	<i>Int High</i>	6.6	Adv Low
Write	5.7	Int High	6.1	Int High	5.9	Int High	6.1	Int High	5.8	Int High	6.0	Int High
List	6.9	Adv Low	6.9	Adv Low	7.2	Adv Low	7.5	Adv Mid	7.1	Adv Low	7.5	Adv Mid
Spkg	5.7	Int High	6.1	Int High	5.8	Int High	6.1	Int High	5.9	Int High	6.1	Int High

2023-2025 Grade 10 Spring STAMP 4S Spanish Immersion Gender

	Grade 10 - 2023				Grade 10 - 2024				Grade 10 - 2025			
	Males (N=100)		Females (N=111)		Males (N=69)		Females (N=73)		Males (N=66)		Females (N=98)	
	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level
Rdg	7.1	Adv Low	7.4	Adv Low	7.4	Adv Low	7.6	Adv Mid	7.5	Adv Mid	7.5	Adv Mid
Write	6.2	Int High	6.4	Int High	6.2	Int High	6.4	Int High	6.2	Int High	6.3	Int High
List	7.9	Adv Mid	8.1	Adv Mid	8.2	Adv Mid	8.3	Adv Mid	8.3	Adv Mid	8.4	Adv Mid
Spkg	6.1	Int High	6.3	Int High	6.3	Int High	6.5	Adv Low	6.1	Int High	6.3	<i>Int High</i>

Data Summary and Analysis: 2023-2025 Spring STAMP 4S Resident, Open Enrollment Chinese Immersion

According to results from the tables below, there was not a significant difference in performances between Open-Enrolled and Resident students.

Most students performed within the Intermediate-Mid to High ranges. Students at the proficiency level of Intermediate-High can understand fully, and with relative ease, key words, as well as phrases across a range of texts. It is important to note that Reading is an area in which it is common to perform at lower levels while learning to acquire a new language. Comprehending a language is known to pose more of a challenge when learning in a target language according to ACTFL and NCSSFL research.

Recommendations: 2025 Spring STAMP 4S Resident, Open Enrollment Chinese Immersion

To move students to the next levels of proficiency, Chinese Immersion students will need to be exposed to a wider variety of texts to help increase their vocabulary. Students need to be taught how to understand the main idea and explicit details of topics in which they are reading. To take students to the next level in Reading, it will be important for teachers to take students to more in-depth aspects of Novice level topics. Students could be asked to make future plans, travel, and vacation arrangements, learn about transportation, occupations, holidays, and health. They can also be exposed to contemporary issues that involve current events, economics, culture, literature, science, social studies, and history to make the learning relevant and engaging.

2023-2025 Grade 6 Spring STAMP 4S Chinese Immersion Resident/Open Enrolled

	Grade 6 - 2023				Grade 6 - 2024				Grade 6 - 2025			
	Resident (N=48)		Open Enrolled (N=43)		Resident (N=45)		Open Enrolled (N=50)		Resident (N=55)		Open Enrolled (N=41)	
	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level
Rdg	4.0	Int Low	3.6	Int Low	4.2	Int Low	4.0	Int Low	4.3	Int Low	4.3	Int Low
Write	4.6	Int Mid	4.7	Int Mid	4.6	Int Mid	4.6	Int Mid	4.8	Int Mid	4.7	Int Mid
List	5.4	Int Mid	5.3	Int Mid	5.1	Int Mid	5.1	Int Mid	5.5	Int High	5.6	Int High
Spkg	4.6	Int Mid	4.7	Int Mid	4.7	Int Mid	4.6	Int Mid	5.3	Int Mid	5.5	Int High

2023-2025 Grade 8 Spring STAMP 4S Chinese Immersion Resident/Open Enrolled

	Grade 8 - 2023				Grade 8 - 2024				Grade 8 - 2025			
	Resident (N=42)		Open Enrolled (N=37)		Resident (N=35)		Open Enrolled (N=51)		Resident (N=50)		Open Enrolled (N=32)	
	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level
Rdg	4.6	Int Mid	5.1	Int Mid	5.2	Int Mid	5.3	Int Mid	5.2	Int Mid	5.1	Int Mid
Write	5.5	Int High	5.8	Int High	5.3	Int Mid	5.6	Int High	5.8	Int High	5.8	Int High
List	5.7	Int High	5.9	Int High	6.0	Int High	5.9	Int High	6.2	Int High	5.9	Int High
Spkg	5.0	Int Mid	5.9	Int High	5.3	Int Mid	5.2	Int Mid	5.6	Int High	5.3	Int Mid

**2023-2025 Grade 10 Spring STAMP 4S
Chinese Immersion Resident/Open Enrolled**

	Grade 10 - 2023				Grade 10 - 2024				Grade 10 - 2025			
	Resident (N=41)		Open Enrolled (N=32)		Resident (N=32)		Open Enrolled (N=30)		Resident (N=23)		Open Enrolled (N=18)	
	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level
Rdg	5.6	Int High	5.3	Int Mid	5.8	Int High	6.0	Int High	5.7	Int High	7.0	Adv Low
Write	5.7	Int High	5.6	Int High	5.8	Int High	6.0	Int High	6.1	Int High	6.3	Int High
List	6.3	Int High	6.4	Int High	6.2	Int High	6.5	Adv Low	6.3	Int High	6.7	Adv Low
Spkg	5.9	Int High	5.9	Int High	5.8	Int High	6.0	Int High	6.0	Int High	6.6	Adv Low

Data Summary and Analysis: 2023-2025 Spring STAMP 4S Resident, Open Enrollment Spanish Immersion

According to the results from the tables below, once again, there is virtually no difference in performance between Resident and Open-Enrolled students in the Spanish Immersion program for Grades 6, 8, and 10 despite the small open-enrolled population in the program. Eighth Grader Resident students experienced an increase on one of four sub-tests with an increase in two of four areas among Grade 10 Resident students. Both groups are solidly reaching the Intermediate levels of proficiency, and at the upper grades are moving into the Advanced level. Tenth Grade Open-Enrolled and Resident students saw increased performances in Listening, remaining at the Advanced-Mid level for the average test-taker.

Regardless of their enrollment status, Listening was a relative strength this year. Students at the next proficiency level can understand fully, and with relative ease, key words, as well as phrases across a range of texts. Spanish Immersion students performed within closer range of the targeted proficiency levels. Speaking is also an area in which it is common to perform at lower levels while learning to acquire a new language. Producing a language, rather than listening and responding in commonly understood phrases is known to pose more of a challenge when learning in a target language that is character based or logographic.

Recommendations: 2025 Spring STAMP 4S Resident, Open Enrollment Spanish Immersion

To improve Writing, it is recommended to read as much Spanish as possible. Students should be in the habit of reading any Spanish language material they can, preferably reading about different topics and using different texts. Students can read magazines, newspapers, books, or flyers. They should pay attention to all words, expressions, and syntactic constructions. They can make notes of interesting phrases and be encouraged

to look up new words. This will help students expand their vocabulary and improve their own writing instructions.

To improve speaking skills, students can read along with listening activities aloud. Then they are encouraged to re-read the passage and speed up their tempo. It is also recommended that as they speed up the tempo, students should try to do their best to pronounce the words correctly, but they are encouraged not to obsess over it. Students should also prepare things to say ahead of time. This is like the experience students have when practicing for the Integrated Performance Assessments (IPAs). In addition, shadowing is a great technique for students to improve their speaking skills, which is the act of repeating dialogues as they hear them.

2023-2025 Grade 6 Spring STAMP 4S
Spanish Immersion Resident/Open Enrolled

	Grade 6 - 2023				Grade 6 - 2024				Grade 6 - 2025			
	Resident (N=166)		Open Enrolled (N=87)		Resident (N=180)		Open Enrolled (N=91)		Resident (N=181)		Open Enrolled (N=103)	
	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level
Rdg	5.6	Int High	5.3	Int Mid	5.7	Int High	5.6	Int High	5.4	Int Mid	5.5	Int High
Write	5.6	Int High	5.4	Int Mid	5.5	Int High	5.6	Int High	5.4	Int Mid	5.3	Int Mid
List	6.0	Int High	5.7	Int High	6.4	Int High	6.3	Int High	6.2	Int High	6.2	Int High
Spkg	5.3	Int Mid	5.3	Int Mid	5.6	Int High	5.7	Int High	5.4	Int Mid	5.4	Int Mid

2023-2025 Grade 8 Spring STAMP 4S
Spanish Immersion Resident/Open Enrolled

	Grade 8 - 2023				Grade 8 - 2024				Grade 8 - 2025			
	Resident (N=141)		Open Enrolled (N=63)		Resident (N=143)		Open Enrolled (N=82)		Resident (N=156)		Open Enrolled (N=79)	
	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level
Rdg	6.5	Adv Low	6.6	Adv Low	6.6	Adv Low	6.5	Adv Low	6.5	Adv Low	6.3	Int High
Write	6.0	Int High	5.9	Int High	6.0	Int High	6.0	Int High	5.9	Int High	5.9	Int High
List	6.9	Adv Low	6.9	Adv Low	7.4	Adv Low	7.4	Adv Low	7.3	Adv Low	7.2	Adv Low
Spkg	6.0	Int High	5.9	Int High	5.9	Int High	6.0	Int High	6.0	Int High	6.0	Int High

**2023-2025 Grade 10 Spring STAMP 4S
Spanish Immersion Resident/Open Enrolled**

	Grade 10 - 2023				Grade 10 - 2024				Grade 10 - 2025			
	Resident (N=155)		Open Enrolled (N=56)		Resident (N=97)		Open Enrolled (N=45)		Resident (N=107)		Open Enrolled (N=57)	
	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level
Rdg	7.3	Adv Low	7.1	Adv Low	7.5	Adv Mid	7.4	Adv Low	7.6	Adv Mid	7.4	Adv Low
Write	6.3	Int High	6.3	Int High	6.3	Int High	6.3	Int High	6.2	Int High	6.3	Int High
List	8.1	Adv Mid	7.8	Adv Mid	8.2	Adv Mid	8.2	Adv Mid	8.4	Adv Mid	8.4	Adv Mid
Spkg	6.2	Int High	6.1	Int High	6.3	Int High	6.5	Adv Low	6.2	Int High	6.2	<i>Int High</i>

**Data Summary and Analysis: 2023-2025 Spring STAMP 4S Chinese Immersion
Advanced Learning, Non-Advanced Learning**

According to the tables below, Grade 6, 8, and 10 Advanced Learning Chinese Immersion students out-performed Non-Advanced Learning students. In addition, current Sixth Grade Advanced Learning students performed similar to last year, with non-Advanced Learning students out-performing compared to their Sixth Grade counterparts on three of four sub-tests from a year ago for the second year in a row. Two years ago, this student group under-performed on three of four subtests. It is difficult to draw conclusions regarding the statistical significance of the increases and decreases in performance, due to the low number of students taking the test. However, the results show that one area that is important to note is the increase among Tenth Grader Advanced Learning students on the Reading Test, improving by 0.6 points, now eclipsing the 7-point mark for the first time. year, shifting the proficiency level from Advanced-Low to Intermediate-High.

The STAMP 4S assessment along with language acquisition in general shows a correlation between Reading and Writing performance, and AVANT notes that the Reading Assessment is a pre-requisite for the Writing Assessment. Last year, it was recommended that Writing should be an area of focus, and this year's results indicate Writing should continue to be an area of focus.

**Recommendations: 2025 Spring STAMP 4S Chinese Immersion Advanced
Learning, Non-Advanced Learning**

According to the data, an area of focus is on Writing for all grade levels. It is important to engage students in activities in which they take a personal interest. Students who are engaged will be able to gain proficiency and understand concepts at a higher level. For example, if students can move from the Intermediate level to the Advanced level, they will show evidence in Reading by understanding main ideas and details. They can understand a persuasive argument, and the connection to writing is one that can be seamless. Students can become better writers and improve their writing proficiency by engaging in

persuasive writing topics that are of relevance to them. Students can develop their ideas in their writing to allow them to present to an audience and improve their presentational speaking performance. Students can improve their speaking in this manner by moving from conventional speaking through straightforward conversations by being expected to persuade people through their research and writing. A teacher could take the process a step further and have students debate a topic in which they have researched and written. This type of interconnectedness across the disciplines will help student to acquire the target language through real-world authentic situations.

**2023-2025 Grades 6 Spring STAMP 4S Chinese Immersion Advanced Learning,
Non-Advanced Learning**

	Grade 6 - 2023				Grade 6 - 2024				Grade 6 - 2025			
	Advanced Learning (N=27)		Non-Adv Learning (N=68)		Advanced Learning (N=27)		Non-Adv Learning (N=68)		Advanced Learning (N=34)		Non-Adv Learning (N=62)	
	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level
Rdg	4.7	Int Mid	4.7	Int Low	4.7	Int Mid	3.8	Int Low	5.0	Int Mid	4.0	Int Low
Write	5.2	Int Mid	5.2	Int Mid	4.7	Int Mid	4.6	Int Mid	5.0	Int Mid	4.6	Int Mid
List	5.6	Int High	5.6	Int Mid	5.6	Int High	5.0	Int Mid	5.8	Int High	5.4	Int Mid
Spkg	5.0	Int Mid	5.0	Int Mid	4.7	Int Mid	4.6	Int Mid	5.2	Int Mid	5.5	Int High

**2023-2025 Grades 8 Spring STAMP 4S Chinese Immersion Advanced Learning,
Non-Advanced Learning**

	Grade 8 - 2023				Grade 8 - 2024				Grade 8 - 2025			
	Advanced Learning (N=21)		Non-Adv Learning (N=44)		Advanced Learning (N=25)		Non-Adv Learning (N=54)		Advanced Learning (N=24)		Non-Adv Learning (N=58)	
	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level
Rdg	5.7	Int High	4.4	Int Low	6.0	Int High	5.0	Int Mid	5.8	Int High	4.9	Int Mid
Write	6.2	Int High	5.4	Int Mid	6.0	Int High	5.3	Int Mid	6.1	Int High	5.6	Int High
List	6.3	Int High	5.5	Int High	6.5	Adv Low	5.7	Int High	6.2	Int High	6.0	Int High
Spkg	5.9	Int High	5.2	Int Mid	5.6	Int High	5.1	Int Mid	6.1	Int High	5.2	Int Mid

2023-2025 Grades 10 Spring STAMP 4S
Chinese Immersion Advanced Learning, Non-Advanced Learning

	Grade 10 - 2023				Grade 10 - 2024				Grade 10 - 2025			
	Advanced Learning (N=20)		Non-Adv Learning (N=40)		Advanced Learning (N=19)		Non-Adv Learning (N=54)		Advanced Learning (N=20)		Non-Adv Learning (N=21)	
	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level
Rdg	6.5	Adv Low	5.1	Int Mid	6.6	Adv Low	5.7	Int High	7.2	Adv Low	5.4	Int Mid
Write	6.2	Int High	5.4	Int Mid	6.3	Int High	5.7	Int High	6.7	Adv Low	5.8	Int High
List	6.7	Adv Low	6.2	Int High	7.1	Adv Low	6.0	Int High	6.8	Adv Low	6.1	Int High
Spkg	6.3	Int High	5.7	Int High	6.2	Int High	5.8	Int High	6.6	Adv Low	6.0	Int High

Data Summary and Analysis: 2023-2025 Spring STAMP 4S Spanish Immersion Advanced Learning, Non-Advanced Learning

Among Spanish Immersion students, the Advanced Learning and Non-Advanced Learning student performance was solid with no notable decreases to report. However, there was a strong increase of **0.5 points** among Grade 6 and a **0.7** point increase among Grade 8 Non-Advanced Learning students on the Listening Test.

Tenth Graders are mainly reaching the Intermediate-High and Advanced levels. Like Grade 6 and 8, most students are outperforming the national targets and continue to have success on the STAMP Test over the past three years.

Recommendations: 2025 Spring STAMP 4S Spanish Immersion Advanced Learning, Non-Advanced Learning

It is important to engage students in activities in which they take a personal interest. Students who are engaged will be able to gain proficiency and understand concepts at a higher level. For example, if students can move from the Intermediate level to the Advanced level, they will show evidence in Reading by understanding main ideas and details. They can understand a persuasive argument. The connection to writing is one that can be seamless. Students can become better writers and improve their writing proficiency by engaging in persuasive writing topics that are of relevance to them. Students can develop their ideas in their writing to allow them to present to an audience and improve their presentational speaking performance. Students can improve their speaking in this manner by moving from conventional speaking through straightforward conversations by being expected to persuade people through their research and writing. A teacher could take the process a step further and have students debate a topic in which they have researched and written. This type of interconnectedness across the disciplines will help student to acquire the target language through real-world authentic situations.

**2023-2025 Grades 6 Spring STAMP 4S Spanish Immersion Advanced Learning,
Non-Advanced Learning**

	Grade 6 - 2023				Grade 6 - 2024				Grade 6 - 2025			
	Advanced Learning (N=56)		Non-Adv Learning (N=197)		Advanced Learning (N=54)		Non-Adv Learning (N=217)		Advanced Learning (N=56)		Non-Adv Learning (N=228)	
	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level
Rdg	6.3	Int High	5.3	Int Mid	6.8	Adv Low	5.4	Int Mid	6.2	Int High	5.3	Int Mid
Write	5.9	Int High	5.4	Int Mid	5.9	Int High	5.5	Int High	5.8	Int High	5.3	Int Mid
List	7.0	Adv Low	5.6	Int High	7.4	Adv Low	6.1	Int High	7.1	Adv Low	5.9	Int High
Spkg	5.6	Int High	5.2	Int Mid	5.8	Int High	5.5	Int High	5.7	Int High	5.3	Int Mid

**2023-2025 Grades 8 Spring STAMP 4S Spanish Immersion Advanced Learning,
Non-Advanced Learning**

	Grade 8 - 2023				Grade 8 - 2024				Grade 8 - 2025			
	Advanced Learning (N=61)		Non-Adv Learning (N=164)		Advanced Learning (N=63)		Non-Adv Learning (N=195)		Advanced Learning (N=54)		Non-Adv Learning (N=181)	
	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level
Rdg	7.3	Adv Low	6.2	Int High	7.2	Adv Low	6.4	Int High	7.4	Adv Low	6.2	Int High
Write	6.2	Int High	5.8	Int High	6.1	Int High	6.0	Int High	6.1	Int High	5.8	Int High
List	7.9	Adv Mid	6.5	Adv Low	8.0	Adv Mid	7.2	Adv Low	8.1	Adv Mid	7.0	Adv Low
Spkg	6.2	Int High	5.9	Int High	6.0	Int High	5.9	Int High	6.2	Int High	5.9	Int High

**2023-2025 Grades 10 Spring STAMP 4S Spanish Immersion Advanced Learning,
Non-Advanced Learning**

	Grade 10 - 2023				Grade 10 - 2024				Grade 10 - 2025			
	Advanced Learning (N=48)		Non-Adv Learning (N=163)		Advanced Learning (N=51)		Non-Adv Learning (N=91)		Advanced Learning (N=54)		Non-Adv Learning (N=110)	
	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level
Rdg	8.1	Adv Mid	7.0	Adv Low	8.0	Adv Mid	7.2	Adv Low	8.2	Adv Mid	7.2	Adv Low
Write	6.4	Int High	6.3	Int High	6.5	Adv Low	6.2	Int High	6.3	Int High	6.2	Int High
List	8.6	Adv High	7.8	Adv Mid	8.6	Adv High	8.0	Adv Mid	8.9	Adv High	8.2	Adv Mid
Spkg	6.3	Int High	6.2	Int High	6.5	Adv Low	6.3	Int High	6.4	Int High	6.1	Int High

MIDDLE SCHOOL RESULTS BY BUILDING

OVERVIEW

The following data suggests that teachers will need to analyze overall language performance both in the classroom and on the future IPA and STAMP assessments to identify individual needs of students. The data must be analyzed at a granular level to determine factors that impact student performance.

Data Summary and Analysis: Spring 2021-2025 STAMP 4S Chinese Immersion Building Comparison by STAMP Score and Proficiency Levels for Reading, Writing, Listening, and Speaking

This section provides analysis regarding MME and MMW Chinese Immersion STAMP performances in Reading, Writing, Listening and Speaking. There are several highlights and some areas for improvement. The national targets for Sixth Graders are Novice-High for Reading and Writing and Intermediate-Low for Speaking and Listening. For Eighth Grade students, the national targets for Chinese Immersion are Intermediate-Mid for Speaking and Listening and Intermediate-Low for Reading and Writing.

Reading results show that MME Sixth Graders rebounded since experiencing a drop in 2023. For the past two years MME has shown an increase in the average score, now reaching an average of **4.4 points**. MMW showed a decrease last year and improved by **0.4 points** to **4.2 points** in 2025. Both sites have Sixth Graders performing at the Intermediate-Low level in Reading.

Eighth Grade results show MME with a decrease of **0.4 points** compared to last year, dropping to an average score of **5.1 points**, which also resulted in a decreased average proficiency level, dropping from Intermediate-High to Intermediate-Mid, similar to 2023. MMW Eighth Graders are experiencing three straight years of increases, now reaching an average score of **5.4 points**, with a significant **0.6 point** increase compared to 2024.

Writing Results show a slight decrease among MME Sixth and Eighth Graders, but the decreases are not considered significant. MME proficiency levels remain consistent among both Sixth and Eighth Grade students. MME saw significant increases among Sixth and Eighth Graders with a significant **0.6 point** increase for Sixth Graders and a strong increase of **1.2 points** for Eighth Graders, who have now eclipsed the **6.0** mark for the first time. Both grade levels improved their average proficiency by one sub-level.

Listening results show both sites with solid performances and increases in all areas except for MME Eighth Graders. This group showed a slight drop of **0.1 points** and has maintained high levels of performance each of the past five years. MMW Sixth Graders have earned their highest average scores to date and MMW Eighth Graders performed at their highest levels since 2021. Both sites well surpassed national targets for their respective grade levels.

Lastly, Speaking performances show MME and MMW Sixth Graders reaching all-time high average scores with both sites now surpassing the **5.0** mark for the first time. MMW Eighth Graders tied their all-time high average score of **5.3 points**. Both sites experienced increased average scores for Sixth and Eighth Graders.

Recommendations: Spring 2025 STAMP 4S Chinese Immersion Building Comparison by STAMP Score and Proficiency Levels for Reading, Writing, Listening, and Speaking

The Chinese Immersion Sixth Grade students would benefit from a focus on their Listening performance based on the results of this year's STAMP test.

Because there are very few total teachers for the Chinese Immersion program at the middle level, it is important for each of the teachers to collaborate on a regular basis. Each teacher received IPA training in recent years and are expected to implement the assessment model twice per year to help them formatively assess their students in a manner like the STAMP Test. The benefit for teachers who have very few colleagues in which to share is that the IPA model is designed to allow both Chinese and Spanish teachers across grade levels to collaborate. This will help to provide consistency with assessment and positively impact instruction.

The IPA Tests are aligned to the targets updated five years ago, and the curriculum has been aligned to the current STAMP Tests, which aligns to the ACTFL Proficiency Guidelines. The thoughtful and hard work by many Immersion teachers to accomplish this task should be celebrated, and ultimately students should benefit making the Minnetonka Immersion program even stronger.

**Spring 2025 STAMP 4S Chinese Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Reading**

	Grade 6		Grade 8	
	<i>MME (N=52) MMW (N=44)</i>		<i>MME (N=56) MMW (N=26)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	4.4	Int Low	5.1	Int Mid
MMW	4.2	Int Low	5.4	Int Mid

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

	Grade 6		Grade 8	
	<i>MME (N=56) MMW (N=39)</i>		<i>MME (N=55) MMW (N=31)</i>	
	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	
	<i>MME (N=63) MMW (N=28)</i>		<i>MME (N=41) MMW (N=38)</i>	
	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 2022 STAMP 4S Chinese Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Reading**

	Grade 6		Grade 8	
	<i>MME (N=54)</i> <i>MMW (N=39)</i>		<i>MME (N=44)</i> <i>MMW (N=21)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	4.0	Int Low	5.3	Int Mid
MMW	4.2	Int Low	4.2	Int Low

**Spring 2021 STAMP 4S Chinese Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Reading**

	Grade 6		Grade 8	
	<i>MME (N=48)</i> <i>MMW (N=37)</i>		<i>MME (N=51)</i> <i>MMW (N=34)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	4.6	Int Mid	5.6	Int High
MMW	3.8	Int Low	5.6	Int High

**Spring 2025 STAMP 4S Chinese Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Writing**

	Grade 6		Grade 8	
	<i>MME (N=52)</i> <i>MMW (N=44)</i>		<i>MME (N=56)</i> <i>MMW (N=26)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	4.8	Int Mid	5.6	Int High
MMW	4.7	Int Mid	6.2	Int High

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

	Grade 6		Grade 8	
	<i>MME (N=56)</i> <i>MMW (N=39)</i>		<i>MME (N=55)</i> <i>MMW (N=31)</i>	
	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	
	<i>MME</i> (N=63) <i>MMW</i> (N=28)		<i>MME</i> (N=41) <i>MMW</i> (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 2022 STAMP 4S Chinese Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Writing**

	Grade 6		Grade 8	
	<i>MME</i> (N=54) <i>MMW</i> (N=39)		<i>MME</i> (N=44) <i>MMW</i> (N=21)	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	4.4	Int Low	5.4	Int Mid
MMW	4.2	Int Low	5.0	Int Mid

**Spring 2021 STAMP 4S Chinese Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Writing**

	Grade 6		Grade 8	
	<i>MME</i> (N=48) <i>MMW</i> (N=37)		<i>MME</i> (N=51) <i>MMW</i> (N=34)	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	5.0	Int Mid	5.6	Int High
MMW	3.8	Int Low	5.5	Int High

**Spring 2025 STAMP 4S Chinese Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Listening**

	Grade 6		Grade 8	
	<i>MME</i> (N=52) <i>MMW</i> (N=44)		<i>MME</i> (N=56) <i>MMW</i> (N=26)	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	5.4	Int Mid	6.0	Int High
MMW	5.7	Int High	6.2	Int High

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

	Grade 6		Grade 8	
	<i>MME</i> (N=56) <i>MMW</i> (N=39)		<i>MME</i> (N=55) <i>MMW</i> (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	
	<i>MME</i> (N=63) <i>MMW</i> (N=28)		<i>MME</i> (N=41) <i>MMW</i> (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 2022 STAMP 4S Chinese Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Listening**

	Grade 6		Grade 8	
	<i>MME</i> (N=54) <i>MMW</i> (N=39)		<i>MME</i> (N=44) <i>MMW</i> (N=21)	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	5.3	Int Mid	6.2	Int High
MMW	5.3	Int Mid	5.5	Int High

**Spring 2021 STAMP 4S Chinese Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Listening**

	Grade 6		Grade 8	
	<i>MME (N=48)</i> <i>MMW (N=37)</i>		<i>MME (N=51)</i> <i>MMW (N=34)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	5.8	Int High	6.5	Adv Low
MMW	5.5	Int High	6.4	Int High

**Spring 2025 STAMP 4S Chinese Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Speaking**

	Grade 6		Grade 8	
	<i>MME (N=52)</i> <i>MMW (N=44)</i>		<i>MME (N=56)</i> <i>MMW (N=26)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	5.6	Int High	5.5	Int High
MMW	5.1	Int Mid	5.3	Int Mid

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

	Grade 6		Grade 8	
	<i>MME (N=56)</i> <i>MMW (N=39)</i>		<i>MME (N=55)</i> <i>MMW (N=31)</i>	
	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 for Speaking**

	Grade 6		Grade 8	
	<i>MME (N=63)</i> <i>MMW (N=28)</i>		<i>MME (N=41)</i> <i>MMW (N=38)</i>	
	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 2022 STAMP 4S Chinese Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Speaking**

	Grade 6		Grade 8	
	<i>MME (N=54)</i> <i>MMW (N=39)</i>		<i>MME (N=44)</i> <i>MMW (N=21)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	4.3	Int Low	5.8	Int High
MMW	4.5	Int Mid	5.3	Int Mid

**Spring 2021 STAMP 4S Chinese Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Speaking**

	Grade 6		Grade 8	
	<i>MME (N=48)</i> <i>MMW (N=37)</i>		<i>MME (N=51)</i> <i>MMW (N=34)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	4.8	Int Mid	5.4	Int Mid
MMW	3.8	Int Low	4.8	Int Mid

**Data Summary and Analysis: Spring 2021-2025 STAMP 4S Spanish Immersion
Building Comparison by STAMP Score and Proficiency Levels for Reading, Writing,
Listening, and Speaking**

This section provides analysis regarding MME and MMW Spanish Immersion STAMP performances in Reading, Writing, Listening and Speaking. There are several highlights and some areas for improvement. As stated previously, the national targets for Grade 6 Spanish Immersion are Intermediate-Low and Grade 8 is Intermediate-Mid.

Reading results show that both MME and MMW Sixth and Eighth Graders experienced a drop in average score with the most notable decrease experienced among Eighth Graders at MME. The drop of **0.4 points** also caused a shift in proficiency level from Advanced-Low to Intermediate-High. The national target for Eighth Graders is Intermediate-Mid, so MME students are still out-pacing the national target. MMW Sixth Graders showed a drop of **0.1 points**, causing the drop in proficiency level, still surpassing the national target of Intermediate-Low by one sub-level.

Writing Results show slight decreases in average scores among Sixth and Eighth Graders at both sites, however, the decreases are not considered statistically significant. Students at both sites still show solid performances outpacing the national targets for their grade levels by at least one sub-level.

Listening scores improved last year for students and showed a slight drop compared to 2024. However, the average scores for both MME and MMW are extraordinarily strong, outpacing the national targets by two sub-levels. The Listening subtest has proven to be a strong area among Spanish Immersion students for several years.

Speaking Test results show that there were slight decreases in average scores among Sixth Graders resulting in a drop in average proficiency level among MMW Sixth Graders, still surpassing national targets by one sub-level. Eighth Graders at both sites show slight increases in average scores, continuing to out-pace the national target by one sub-level.

Recommendations: Spring 2025 STAMP 4S Spanish Immersion Building Comparison by STAMP Score and Proficiency Levels for Reading, Writing, Listening, and Speaking

In general, there were several successes among Spanish Immersion students at both MME and MMW. An area of growth can be found Reading. Overall, this is encouraging, and the results also indicate that there is work to be done to help students continue to grow from one year to the next. There is a lot for staff to learn from each other through collaboration, and the IPA model can provide the impetus for which this can occur. Most middle school staff attended the initial training several years ago, so they will be well-versed in the IPA design and implementation. This should have a noticeable impact on daily classroom performance that should continue to transfer to the STAMP Test in future years.

**Spring 2025 STAMP 4S Spanish Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Reading**

	Grade 6		Grade 8	
	MME (N=126) MMW (N=158)		MME (N=117) MMW (N=118)	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	5.6	Int High	6.4	<i>Int High</i>
MMW	5.4	<i>Int Mid</i>	6.4	Int High

**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 2022 STAMP 4S Spanish Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Reading**

	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	5.9	Int High	6.7	Adv Low
MMW	5.6	Int High	6.7	Adv Low

**Spring 2021 STAMP 4S Spanish Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Reading**

	Grade 6		Grade 8	
	<i>MME (N=114)</i> <i>MMW (N=130)</i>		<i>MME (N=125)</i> <i>MMW (N=101)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	6.6	Adv Low	7.4	Adv Low
MMW	6.4	Int High	7.5	Adv Mid

**Spring 2025 STAMP 4S Spanish Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Writing**

	Grade 6		Grade 8	
	<i>MME (N=126)</i> <i>MMW (N=158)</i>		<i>MME (N=117)</i> <i>MMW (N=118)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	5.6	Int High	6.0	Int High
MMW	5.2	Int Mid	5.8	Int High

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

	Grade 6		Grade 8	
	<i>MME (N=139)</i> <i>MMW (N=132)</i>		<i>MME (N=125)</i> <i>MMW (N=133)</i>	
	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 STAMP Score
and Proficiency Levels for Writing**

	Grade 6		Grade 8	
	<i>MME (N=124)</i> <i>MMW (N=129)</i>		<i>MME (N=106)</i> <i>MMW (N=119)</i>	
	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 2022 STAMP 4S Spanish Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Writing**

	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	5.7	Int High	5.9	Int High
MMW	5.0	Int Mid	5.9	Int High

**Spring 2021 STAMP 4S Spanish Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Writing**

	Grade 6		Grade 8	
	MME (N=114) MMW (N=130)		MME (N=125) MMW (N=101)	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	5.0	Int Mid	5.5	Int High
MMW	4.6	Int Mid	5.4	Int Mid

**Spring 2025 STAMP 4S Spanish Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Listening**

	Grade 6		Grade 8	
	<i>MME (N=126)</i> <i>MMW (N=158)</i>		<i>MME (N=117)</i> <i>MMW (N=118)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	6.2	Int High	7.4	Adv Low
MMW	6.1	Int High	7.2	Adv Low

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

	Grade 6		Grade 8	
	<i>MME (N=139)</i> <i>MMW (N=132)</i>		<i>MME (N=125)</i> <i>MMW (N=133)</i>	
	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	
	<i>MME (N=124)</i> <i>MMW (N=129)</i>		<i>MME (N=106)</i> <i>MMW (N=119)</i>	
	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 2022 STAMP 4S Spanish Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Listening**

	Grade 6		Grade 8	
	<i>MME (N=129)</i> <i>MMW (N=139)</i>		<i>MME (N=118)</i> <i>MMW (N=86)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	6.1	Int High	6.8	Adv Low
MMW	5.4	Int Mid	6.8	Adv Low

**Spring 2021 STAMP 4S Spanish Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Listening**

	Grade 6		Grade 8	
	<i>MME (N=114)</i> <i>MMW (N=130)</i>		<i>MME (N=125)</i> <i>MMW (N=101)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	6.6	Adv Low	7.5	Adv Mid
MMW	6.1	Int High	7.4	Adv Low

**Spring 2025 STAMP 4S Spanish Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Speaking**

	Grade 6		Grade 8	
	<i>MME (N=126)</i> <i>MMW (N=158)</i>		<i>MME (N=117)</i> <i>MMW (N=118)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	5.5	Int High	6.1	Int High
MMW	5.3	Int Mid	6.0	Int High

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

	Grade 6		Grade 8	
	<i>MME (N=139)</i> <i>MMW (N=132)</i>		<i>MME (N=125)</i> <i>MMW (N=133)</i>	
	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 for Speaking**

	Grade 6		Grade 8	
	<i>MME (N=124)</i> <i>MMW (N=129)</i>		<i>MME (N=106)</i> <i>MMW (N=119)</i>	
	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

**Spring 2022 STAMP 4S Spanish Immersion
Building Comparison by STAMP Score
and Proficiency Levels for 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	5.5	Int High	5.9	Int High
MMW	4.9	Int Mid	5.9	Int High

**Spring 2021 STAMP 4S Spanish Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Speaking**

	Grade 6		Grade 8	
	MME (N=114) MMW (N=130)		MME (N=125) MMW (N=101)	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	5.4	Int Mid	5.8	Int High
MMW	5.0	Int Mid	5.9	Int High

CONCLUSIONS

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 can be more aware of the levels in which their students are achieving.

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 use the guidelines for planning and evaluation purposes, student performance will continue to be positively impacted. 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.

Based on language acquisition research, language production is a skill that is acquired later in the language learning process, and it is common for students to perform lower in this skill area compared to the other three areas. For Chinese Writing and Speaking is an

area to be targeted, and Spanish Immersion students would benefit from a focus in Speaking and Writing.

RECOMMENDATIONS

Chinese Immersion Recommendations for Reading

Students would benefit from opportunities to learn about vocabulary and main ideas and details in the target language. This can be learned through exposure to authentic texts. In addition, students will be successful if they can engage in book discussions with partners or in small groups. Any opportunities where they are expected to use their target language skills in a variety of settings will allow them to gain proficiency. Students can hone this skill by Reading authentic Chinese literature online, in books, in newspapers, or magazines. Students can learn to identify main ideas by Reading blogs or other types of online media. In addition, they can engage in higher level type of activities, such as mock trials or press conferences to help them make connections and apply what they have learned in their Reading to real life experiences.

Chinese Immersion Recommendations for Writing

At the Intermediate level, Chinese Immersion students could be provided more authentic writing opportunities. Regarding IPAs, students in Kindergarten through Grade Two began this experience during the 2013-2014 school year, followed by Grades Three through Five in 2014-2015 and Grades 6-8 in 2015-2016. IPAs are designed to give students opportunities to read, write, speak, and listen in a more authentic manner. Chinese Immersion teachers have also attended staff development sessions focusing on conferencing and best practice writing instruction.

Again, Chinese Immersion students are currently exposed to writing in a variety of ways including writing to a prompt using the six traits of writing. However, students will need to have opportunities to write across all disciplines in the target language that will engage them in more authentic writing experiences. The more engaged students are, the more their learning will become internalized allowing them to move toward proficiency at a rate in which they are quite capable.

Chinese Immersion Recommendations for Listening

To improve results in Interpretive Listening, students should be given opportunities to listen to authentic texts such as radio announcements, book discussions, and speeches in the target language. This type of real world experience will help students move toward proficiency as they are exposed to authentic sources created in the target language and not necessarily translated into the target language from English. Translation can be effective if it is done consistently and without loss of meaning. As stated previously, a new plan for translating texts has been implemented and will enhance the translation process. Listening opportunities need to come from a variety of sources that supplement the teacher's instruction.

Chinese Immersion Recommendations for Speaking

As students begin to move into the Intermediate-High proficiency range, they begin to speak with great accuracy, only making minor errors that do not affect the overall meaning. Their delivery may be choppy, and they may have a repetitive use of concrete vocabulary with occasional use of expanding terms. However, their accuracy of complex sentences is beginning to emerge. To improve upon their skills students will need to work be given opportunities to not only work on their speaking abilities but combine those types of presentational performances with presentational writing. The use of rubrics will help teachers to target their instruction after determining the specific areas of need using carefully developed rubrics that help to measure student performance in an authentic way.

Spanish Immersion Recommendations for Reading

Students would benefit from more opportunities to learn about Spanish culture in a more authentic manner. In addition, Reading across content areas will help improve students' Reading comprehension levels. Studying social studies, science, math, and health themes will help students make real world connections and increase their vocabulary in the target language. Also, students will be successful if they can engage in book discussions with partners or in small groups. Any opportunities where they are expected to use their target language skills in a variety of settings will allow them to gain proficiency. If students could experience texts that are unfamiliar and lengthier, then they will see gains in Reading due to increased stamina and vocabulary exposure.

Spanish Immersion Recommendations for Writing

As students are asked to perform presentational speaking activities, they can also be expected to write in a presentational manner. In addition to presentational writing opportunities, students can practice writing authentically in the way they are tested. Students can be given real-world experiences by writing emails to other Immersion students within the District or communicating in writing to students in other countries. The more authentic writing experiences students are exposed to, the more opportunities they will have to internalize the language and move toward the next levels of proficiency.

Spanish Immersion Recommendations for Listening

To improve results in Interpretive Listening, students should be given opportunities to listen to authentic texts such as radio announcements, book discussions, and speeches in the target language. This type of real world experience will help students move toward proficiency as they are exposed to authentic sources created in the target language and not necessarily translated into the target language from English. Students would also benefit from listening to their peers and carrying on conversations in small groups. In addition, interpretive listening can be strengthened if students are required to listen for special meaning in an audio presentation or from student presentations.

Spanish Immersion Recommendations for Speaking

To improve upon their skills students will need to work be given opportunities to not only work on their speaking abilities but combine those types of presentational performances with presentational writing. The use of rubrics will help teachers to target their instruction after determining the specific areas of need using carefully developed rubrics that help to measure student performance in an authentic way.

Spanish and Chinese Immersion Students Overall

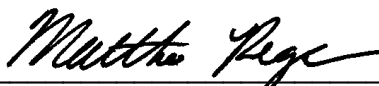
Both Spanish and Chinese Immersion students will benefit from teachers continuing to utilize and revise integrated performance assessment model. Currently all immersion teachers use this model. Integrated Performance Assessment (IPA) provides teachers with the knowledge they need of student performance in all four skill areas: *Reading, Writing, Listening and Speaking*. This model also helps inform teachers for them to provide a more balanced approach to instruction utilizing each of the three modes: *Interpersonal, Interpretive, and Presentational*.

The Chinese Immersion teachers will need to provide more focused instruction in Reading and Writing, as Reading is a pre-requisite for Writing. Chinese and Spanish Immersion students would benefit from being exposed to more authentic texts. The STAMP 4S provides questions that are authentic such as having students read an advertisement or match pictures to newspaper headlines. Students need more opportunities to read for meaning using authentic texts written in the target language. Spanish students would benefit from activities that promote Interpretive Listening development. Students could listen to plays, speeches, or advertisements. Teachers could assess students' knowledge of what they heard or interpreted from the listening experience.

RECOMMENDATION/FUTURE DIRECTION:

The information provided in this report is designed to update the School Board on the results of the Spring 2025 administration of the STAMP 4S assessment.

Submitted by: _____



Matt Rega, Director of Assessment and Evaluation

Concurrence: _____



David Law, Superintendent

REPORT

**School Board
Minnetonka I.S.D. #276
5621 County Road 101
Minnetonka, Minnesota**

Study Session Agenda Item #4

Title: STAMP 4Se 2024-25 Spring Update

Date: April 24, 2025

OVERVIEW

During March 2025, Third and Fifth Grade Chinese and Spanish Immersion students participated in the STAMP 4Se Test created by Avant Assessment.

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 a 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 a 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 a 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 everyday instruction, teachers are more aware of the levels which their students are achieving.

The purpose of this report is to provide the school board with an update of student performance on the STAMP 4Se Test during March of 2025.

There are strengths and areas for growth and those results are highlighted in the next section and throughout the report.

HIGHLIGHTS

- Spanish Immersion Third and Fifth Graders saw a slight increase compared to last year and overall performed solidly on the Listening and Speaking Test. With the national target for Third Grade Spanish Immersion students showing Novice-High and the Fifth Grade target being Intermediate-Low, both grade levels performed one sub-level higher than the national target.
- Over the past three years, there has been an increase in average score among Chinese Immersion Third Graders, improving by a full point since 2023, now reaching an average score of **3.9 points**.
- Interpretive Reading results show that Spanish Immersion students at Clear Springs making solid growth among Third Graders (**0.5 points**) and Fifth Graders (**0.3 points**).
- Third and Fifth Grade students at Clear Springs experienced improved results on the Listening and Speaking Test, improving by **0.7 points** among Third Graders and **0.2 points** among Fifth Grade students.
- For Interpretive Listening, Clear Springs Third and Fifth Graders saw gains of **0.2 points** and **0.3 points**, while Minnewashta Third and Fifth Graders saw both grade levels surpass the **5.0** mark.
- For Interpretive Listening, Third Graders at Scenic Heights experienced a significant increase of **0.5 points** after a significant drop the previous year of **0.7 points**. Excelsior Third Graders improved by **0.2 points** compared to last year.

This is the twelfth year the guidelines have been used as a measure, and these 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 are encouraged and expected to use the model as a lens for planning. Being more intentional in the areas of Reading, Listening, and Speaking as they plan, teachers can provide a well-rounded instructional experience for students on a consistent basis.

Nationally, according to the latest ACTFL research, on average, students in full Chinese Immersion programs should be expected to reach the Intermediate-Low range in Speaking and Listening and the Novice-High range for Reading by the end of Fifth Grade. Spanish Immersion students should be expected to reach the Intermediate-Low range in all three modes of communication assessed (See table below). The table below lists the national targets based on ACTFL’s proficiency scale and Immersion program research.

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

Students who are performing at the Advanced-Low level prior taking the AP Spanish and Chinese language exams can expect to earn a score of 4 or 5, with 3 being a passing score on a five-point scale.

Data Summary: Spring 2023-25 Grades 3 and 5 STAMP 4Se Mean Score and Proficiency Levels for Chinese and Spanish Interpretive Reading

Results for both Chinese and Spanish Immersion students show consistent performances each of the past three years within the Interpretive Reading mode of communication. Over the past three years, there has been an increase in average score among Chinese Immersion Third Graders, improving by a full point since 2023, now reaching an average score of **3.9 points**. The national target for Third Graders is Novice-Mid, and Third Grade Chinese Immersion students have reached the Intermediate-Low proficiency level for the second straight year. Fifth Grade Chinese Immersion students experienced a drop since last year, and they tied the average score from two years ago at **3.9 points**. They are performing at the Intermediate-Low level, which is one sub-level higher than the national expectation.

Spanish Immersion Third Graders have seen consistent scores each of the past three years, and Fifth Grade Spanish Immersion students experienced a drop of **0.1 points** since last year. Both Grade levels reached the Intermediate-Mid level, which is one sub-level beyond the national target.

It is common for Chinese Immersion students to reach a lower proficiency level compared to Spanish Immersion students on the Interpretive Reading Test, due to the logographic nature of the Chinese language. Logographic, or character based, languages such as Chinese, are more difficult languages to grasp for language learners. The lower targets are reflected in the *National K-12 Language Immersion Proficiency Targets* table above. Spanish Immersion Third and Fifth Graders scored two sub-levels beyond the national targets, and Chinese Immersion students performed one sub-level beyond the national targets on average.

ACTFL research asserts that students can grow one sub-level per year consistently until they reach the Intermediate-Mid levels. Once students reach the Intermediate-Mid levels, the data show that students may stay within this range longer before progressing to the Intermediate-High and Advanced levels. Typically, reading comprehension is a skill in which second language learners gain proficiency later in their development. According to staff, if students are exposed to translated text alone, it might be more difficult for them to understand when exposed to the syntax and rich vocabulary that is found in authentic texts. For this reason, the selection of both authentic and translated texts has expanded over the past several years.

Based on language acquisition research, language production is a skill that is acquired later in the language learning process, and it is common for students to perform lower in this skill area compared to the other three areas. For Chinese Immersion students, reading is an area that needs to be targeted based on the predicted proficiency levels listed above. Elementary Chinese and Spanish Immersion teachers recently worked to create new essential learnings and end of year targets to help set clear benchmarks for all immersion students.

At the Novice-High range, Chinese Immersion Third Grade students can understand familiar words, phrases and sentences with short and simple texts related to everyday life. They can sometimes understand the main idea of what they have read. At the next proficiency level of Intermediate-Low, students can more consistently understand main ideas as well as the supporting details of a passage. In Third grade, Chinese Immersion students are learning language in three different ways. Students learn about Chinese characters, Pinyin, and this is the first year they receive English language instruction. Staff maintain that there is a lot of new information taught specific to Third Grade, and the results in the Interpretive Reading and Listening tests compared to Spanish can be explained by these factors. Students are learning about the characters and the meanings of each of those characters. In addition, they are also learning about the pronunciation of those characters through Pinyin instruction. Because of this, it may be typical for Third Graders to score lower on the comprehension tests but show improvement as they move through the levels and become more accustomed to this type of instruction. Logographic, or character based, languages such as Chinese, are more difficult languages to grasp for language learners. All language learners can learn the language, however, the time it takes to learn and show growth with a logographic language is lengthier than other types of languages such as Spanish.

There is a subtle yet important difference in Reading understanding for students at the Intermediate-Low level, compared to students at the Novice-High level. Students performing at the Intermediate-Low level can understand the main ideas as well as the supporting details of a passage.

The goal is for Immersion students to reach at least the Intermediate-Mid levels of proficiency on the Interpretive Reading mode prior to taking the AP Language Exam as Ninth Graders. As stated previously, 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 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.

Recommendations: Spring 2023-25 Grades 3 and 5 STAMP 4Se Mean Score and Proficiency Levels for Chinese and Spanish Interpretive Reading

Chinese Immersion students who performed at the Intermediate-Low range would benefit by using what the passage says about the topic to understand the main idea and look for some supporting facts. They will need to try to use different approaches to understanding such as looking and listening for clues such as pictures, titles, words, or parts of words that they recognize, such as words that are like words in their own language. Students should use what they already know about a topic for additional clues about the topic. They should be encouraged to go back and reread or re-listen and see what more they can understand. Teachers will need to help students understand what the passages are saying about a topic to help them understand the main idea and supporting facts. Teachers will need to try different approaches to understanding with students. For example, they can help students look and listen for picture clues such as pictures, titles, words, or parts of words that the students recognize. Activating background knowledge is essential. Once background knowledge is addressed, then the teacher will need to scaffold instruction to help lead the students logically through the new information. The teacher can help the students make connections to words that are in English as well. Teachers agree that students will need more opportunities to learn through both authentic texts and audio. The STAMP 4Se uses all authentic texts, and a lot of the Spanish and Chinese classroom texts in recent years are translated. The only non-translated texts in Spanish are from Mexico, which are provided by the District, in addition to books that are acquired by teachers while abroad. According to Spanish teachers, there are also authentic texts available in the United States.

Chinese and Spanish Immersion teachers can also help students who are performing at the Intermediate-Low and Mid- levels by helping students to practice reading and listening to longer passages and simple stories. Students can begin to compare what they listen to or read to what they already know. According to a Spanish Immersion teacher, these types of strategies should be taught before students begin using the actual texts.

There is a commitment to continue updating and expanding the use of authentic texts. In addition to adding authentic texts and varieties of texts, District staff are also using digital texts. This will be an on-going process on the path to creating a long term solution to impact reading skills.

Teachers will need to continue to revise end of grade level expectations for both Chinese and Spanish immersion programs. This process should be on-going through Grade Five and Six teacher collaboration.

Spring 2025 Grades 3 and 5 STAMP 4Se Mean Score and Proficiency Levels for Chinese and Spanish Interpretive Reading

Chinese Immersion				Spanish Immersion			
2025				2025			
Grade	N	STAMP 4Se Score	Prof. Level	Grade	N	STAMP 4Se Score	Prof. Level
3	100	3.9	Int Low	3	291	4.6	Int Mid
5	101	3.9	Int Low	5	284	5.3	Int Mid

Spring 2024 Grades 3 and 5 STAMP 4Se Mean Score and Proficiency Levels for Chinese and Spanish Interpretive Reading

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

Spring 2023 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

Data Summary: Spring 2023-25 Grades 3 and 5 STAMP 4Se Mean Score and Proficiency Levels for Chinese and Spanish Interpersonal Listening and Speaking

Spanish Immersion Third and Fifth Graders saw a slight increase compared to last year and overall performed solidly on the Listening and Speaking Test. With the national target for Third Grade Spanish Immersion students showing Novice-High and the Fifth Grade target being Intermediate-Low, both grade levels performed one sub-level higher than the national target. At this time, Speaking scores are unavailable for Chinese Immersion students, because all tests have not yet been scored by the Avant raters. Updates will be included soon after they become available.

Students who are shifting toward the Intermediate-Mid level have shown that they can truly maintain a conversation about themselves and their lives. Rather than speaking in phrases or short sentences within the Novice-High and Intermediate-Low level, students performing at this level have demonstrated that they can use more than one sentence at a time. They can both ask and answer questions and can do this in a way that a native speaker can understand them. At the higher levels, students can be expected to demonstrate that they can produce original thoughts with the language and would be able to confidently interact with those from native speaking countries.

The current results should be considered positive, as speaking is a relative strength among both programs. Typically, in an immersion classroom, it would be expected that the listening and speaking test would be the area that yields the strongest performances. As students and teachers become more familiar with the STAMP 4Se, typical trends in these performances should be expected.

Recommendations: Spring 2023-25 Grades 3 and 5 STAMP 4Se Mean Score and Proficiency Levels for Chinese and Spanish Interpersonal Listening and Speaking

Teachers can plan activities that allow students to interview each other and require them to listen and ask each other follow up questions. Students should be encouraged to “jump into” as many conversations as they can especially outside of class. Once they have answered a question, they can try to add something more; another fact, thought, or even another question. Students could also be placed in artificial situations that are unfamiliar to them and try to use their language to get what they need.

Students who reached the Intermediate-Mid range would benefit from the teacher giving them tasks that require them to use connecting words such as “but” and “because.” In addition, they need to be exposed to using a variety of question types to get information in different ways. If students at this level can make it a habit of always adding a new fact or detail, for example, their language will be more complete and clearer.

As Grade 3-5 teachers continue to work with the Integrated Performance Assessment (IPA) model, exposing students to these types of activities and opportunities will become second nature. This will allow students the opportunity to grow in a truly differentiated environment.

As leaders in the program review and potentially revise proficiency targets, research recommends beginning with the Interpersonal Speaking and Listening mode to set targets, followed by the Interpretive Reading mode. Experts agree that the focus for setting language targets is to begin with oral proficiency.

Spring 2025 Grades 3 and 5 STAMP 4Se Mean Score and Proficiency Levels for Chinese and Spanish Interpersonal Listening and Speaking

Chinese Immersion				Spanish Immersion			
2025				2025			
Grade	N	STAMP 4Se Score	Prof. Level	Grade	N	STAMP 4Se Score	Prof. Level
3	100			3	291	4.4	Int Low
5	101			5	284	4.8	Int Mid

Spring 2024 Grades 3 and 5 STAMP 4Se Mean Score and Proficiency Levels for Chinese and Spanish Interpersonal Listening and Speaking

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

Spring 2023 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

Data Summary: Spring 2023-25 Grades 3 and 5 STAMP 4Se Mean Score and Proficiency Levels for Chinese and Spanish Interpretive Listening

According to the Interpretive Listening results, students well-surpassed the national targets at their respective grade levels. Third Graders are expected to perform within the Novice-High range, while Fifth Graders are expected to reach the Intermediate-Low range on average. However, Minnetonka Chinese Immersion Third Graders performed at the Intermediate-Mid level, and with a **0.5** point increase, this student group performed at similar levels to 2023. Chinese Immersion Fifth Graders reached the Intermediate-Mid range, which is one sub-level beyond the national target. Spanish Immersion Third Graders reached the Intermediate-Mid level with Grade 5 students performing at the

Intermediate-High level, reaching well beyond the national expected targets. The minor drops in average scores among Spanish Immersion students is not considered to be statistically significant. Later in the report, individual building results will help to shed light on any decreases or increases in average student scores districtwide.

Students performing at the Intermediate-Mid and High levels can consistently listen to passages and understand the main idea. For example, on the STAMP 4Se, students may have listened to a radio announcement or a television advertisement. The students were able to demonstrate that they not only understood the main idea, but they were also able to show that they knew supporting details. Students who reached the Intermediate-High proficiency level demonstrated on a more consistent basis that they knew the main idea and details of the items they heard. Mostly, students answered the questions while making very few errors.

Again, as students reach the Intermediate-Mid ranges, it is not customary to see students continue to grow at the same pace by moving one sub-level per year, yet according to national research, it is expected that most immersion students will be reaching Intermediate-Mid to Intermediate-High levels by the time they complete Eighth Grade.

Recommendations: Spring 2023-25 Grades 3 and 5 STAMP 4Se Mean Score and Proficiency Levels for Chinese and Spanish Interpretive Listening

To take students to the next level from the Intermediate-Mid to High ranges, Spanish and Chinese Immersion teachers should have students frequently listen to longer passages or simple stories. Students can begin to learn how the passages are organized and make connections to what they already know. Although the recommendation is similar for each of these levels, the teacher can differentiate for students by adjusting the level of difficulty of the material. Teachers can encourage students to share new insight on the learning they are doing and pause frequently to check for understanding. In addition, students reaching the Intermediate-Mid level can also be exposed to activities that are more authentic to the target language's culture. At this level, students would benefit from text that could be read by native speakers from the native country.

Spanish and Chinese teachers have shared that they have been incorporating authentic texts on a regular basis, and the results have shown that this has been occurring. Teachers have implemented performance assessments, and much of the discussions among the grade levels were about the best practices occurring in each of their classrooms. The sharing of ideas around the topic of authentic learning experiences among both Spanish and Chinese Immersion teachers has enabled all k-5 teachers to grow, and all grades have benefited through the sharing of ideas in Schoology and during immersion committee meetings. Best practices need to continue to be shared across both grade levels and programs to help ensure alignment between both the taught and written curriculum.

Spring 2025 Grades 3 and 5 STAMP 4Se Mean Score and Proficiency Levels for Chinese and Spanish Interpretive Listening

Chinese Immersion				Spanish Immersion			
2025				2025			
Grade	N	STAMP 4Se Score	Prof. Level	Grade	N	STAMP 4Se Score	Prof. Level
3	100	4.8	Int Mid	3	291	4.9	Int Mid
5	101	4.9	Int Mid	5	284	5.5	Int High

Spring 2024 Grades 3 and 5 STAMP 4Se Mean Score and Proficiency Levels for Chinese and Spanish Interpretive Listening

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

Spring 2023 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

Data Summary: Spring 2023-25 ALL STAMP 4Se Sub-Tests Chinese and Spanish Immersion Gender Comparison by STAMP 4Se Mean Score and Proficiency Levels (Grades 3 and 5)

Data indicate that Females out-performed Males in all areas measured with the most significant differences occurring on the Interpretive Reading Test for Spanish Immersion students. This is consistent with previous years and within the English program as well. Males in the Chinese Immersion program showed increases on two of three subtests with Listening being identified as an area of focus. Males in the Spanish Immersion program showed decreases on all three subtests. Females in both the Chinese and Spanish Immersion programs experienced solid scores and have maintained consistency over

time. Males and Females are performing within the same proficiency levels on all areas measured across both language programs.

Recommendations: Spring 2023-25 ALL STAMP 4Se Sub-Tests Chinese and Spanish Immersion Gender Comparison by STAMP 4Se Mean Score and Proficiency Levels (Grades 3 and 5)

To continue to grow, both Spanish and Chinese Immersion students would benefit from activities that promote Interpretive Listening and Reading development. Students could listen to plays, speeches, or advertisements. Teachers could assess students' knowledge of what they heard or interpreted from the listening experience. Both Spanish and Chinese Immersion students will benefit from teachers utilizing an integrated performance assessment model. At this time, Kindergarten through Eighth Grade teachers have implemented this model. Integrated Performance Assessment (IPA) provides teachers with the knowledge they need of student performance in all four skill areas: *Reading, Writing, Listening and Speaking*. This model also helps teachers to provide a more balanced approach to instruction utilizing each of the three modes: *Interpersonal, Interpretive, and Presentational*. K-8 immersion teachers have continually worked to revise their IPAs to align more closely with assessments. Additional revisions may be warranted as elementary Immersion teachers become more familiar with the STAMP 4Se Test. This allows the IPA to provide teachers the formative information throughout the school year to make informed decisions.

In addition, students would benefit from participating in small group dialogue to improve their interpersonal speaking and listening skills, and with more exposure to more challenging read aloud and silent reading opportunities, students will be able to strengthen their comprehension skills for both Interpretive Reading and Interpretive Listening.

Spring 2025 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=95) (47.3%)		Females (N=106) (52.7%)		Males (N=271) (47.1%)		Females (N=304) (52.9%)	
	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level
Interpretive Reading	3.7	Int Low	4.1	Int Low	4.7	Int Mid	5.1	Int Mid
Interpersonal Listening/Speaking					4.4	Int Low	4.7	Int Mid
Interpretive Listening	4.5	Int Mid	5.1	Int Mid	5.0	Int Mid	5.3	Int Mid

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

Data Summary: Spring 2023-25 ALL STAMP 4Se Sub-Tests Chinese and Spanish Immersion Open-Enrollment and Resident Comparison by STAMP 4Se Mean Score and Proficiency Levels (Grades 3 and 5)

Data indicates that there is virtually no difference in performance between Open-Enrolled and Resident students on the STAMP 4Se. In fact, there has not been a significant difference in student performance for the past several years. Neither of the two student groups contributed significantly more or less to the overall average performances of their respective grade levels or language program.

Recommendations: Spring 2023-25 ALL STAMP 4Se Sub-Tests Chinese and Spanish Immersion Open-Enrollment and Resident Comparison by STAMP 4Se Mean Score and Proficiency Levels (Grades 3 and 5)

To move students to the next levels of proficiency, Chinese and Spanish Immersion students will need to be exposed to a wider variety of texts to help increase their

vocabulary. Chinese Immersion students need to focus on Interpersonal Speaking through presentations and group activities that involve conversations among peers in the target language. These expectations can be set for informal settings by encouraging students to speak in the target language at times outside of the class period where it is formally required.

For Interpretive Reading improvement, students will need more time to read silently at their independent level and listen to the teacher read passages at their instructional level. This will help build fluency and vocabulary, which are pre-requisites to increasing comprehension. Ultimately, improvement across all levels will take a more balanced approach to instruction and formative assessment to ensure that all students are participating in experiences that address Reading, Listening, and Speaking skills.

Spring 2025 ALL STAMP 4Se Sub-Tests Chinese and Spanish Immersion Open-Enrollment and Resident Comparison by STAMP 4Se Mean Score and Proficiency Levels (Grades 3-5)

Mode of Communication	Chinese Immersion				Spanish Immersion			
	Open-Enrolled (N=98) (48.8%)		Resident (N=103) (51.2%)		Open-Enrolled (N=197) (34.3%)		Resident (N=378) (65.7%)	
	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level
Interpretive Reading	3.9	Int Low	3.9	Int Low	5.0	Int Mid	4.9	Int Mid
Interpersonal Listening/Speaking					4.7	Int Mid	4.5	Int Mid
Interpretive Listening	4.8	Int Mid	4.8	Int Mid	5.2	Int Mid	5.1	Int Mid

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

Mode of Communication	Chinese Immersion				Spanish Immersion			
	Open-Enrolled (N=109) (51.2%)		Resident (N=104) (48.8%)		Open-Enrolled (N=202) (34.1%)		Resident (N=391) (65.9%)	
	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level
Interpretive Reading	4.0	Int Low	3.8	Int Low	5.1	Int Mid	4.8	Int Mid
Interpersonal Listening/Speaking	4.1	Int Low	4.2	Int Low	4.4	Int Low	4.4	Int Low
Interpretive Listening	4.8	Int Mid	4.7	Int Mid	5.2	Int Mid	5.2	Int Mid

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

Mode of Communication	Chinese Immersion				Spanish Immersion			
	Open-Enrolled (N=102) (50.2%)		Resident (N=101) (49.8%)		Open-Enrolled (N=202) (34.5%)		Resident (N=384) (65.5%)	
	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level
Interpretive Reading	3.4	Nov High	3.3	Nov High	5.3	Int Mid	5.1	Int Mid
Interpersonal Listening/Speaking	3.8	Int Low	4.0	Int Low	4.5	Int Mid	4.4	Int Low
Interpretive Listening	5.1	Int Mid	5.2	Int Mid	5.3	Int Mid	5.4	Int Mid

STAMP 4Se BUILDING LEVEL RESULTS FOR CHINESE AND SPANISH IMMERSION

Data Summary: Spring 2023-25 STAMP 4Se Chinese Immersion Building Comparison by STAMP 4Se Mean Score and Proficiency Levels for Interpretive Reading

The Interpretive Reading mode is typically the most challenging of the three assessed areas and is typically an area of focus. Scenic Heights' Third Graders have experienced two years in a row of increased average scores, improving from **3.4 points** in 2023 to **4.1 points** in 2025, causing a shift from the Novice-High proficiency level to Intermediate-Low. In 2023, Excelsior Third Grade Chinese Immersion students earned an average score of **2.0**, and the past two years, the average score has been **3.4 points**. Fifth Graders at Excelsior experienced a significant decrease of **0.6 points** this year after a significant increase of **0.8 points** a year ago. Average scores are consistent with the average score from 2023, which is currently **3.3 points**, now performing at the national target of Novice-High.

According to ACTFL research, the greatest factor in distinguishing between Novice-High performance and Intermediate-Low performance is consistency. In addition, the results of this assessment are a snapshot of student performance at the time of testing. Staffing and collaboration among staff play a key role in the continued improvement of the Chinese Immersion program, and it will be important for staff to collaborate closely on instruction and assessment strategies.

Recommendations: Spring 2023-25 STAMP 4Se Chinese Immersion Building Comparison by STAMP 4Se Mean Score and Proficiency Levels for Interpretive Reading

For students to improve upon their consistency in performance within the Interpretive Reading mode, students will need more activities focused on requiring them to identify supporting details. This can be done in their reading and writing. A balanced literacy approach to Language Arts instruction will help the students make connections between what they read and what they write. Students can also be given opportunities to re-read text that is familiar to them, but during the second or third time of reading the text, they can be given a different purpose for reading. Students can identify picture cues in the story or focus on identifying details that support the main idea. The use of graphic organizers can also help to develop this skill, this helping them to strengthen their level of performance.

Nationally, according to the latest research, students in Immersion programs should be expected to reach the Novice-High range for Interpretive Reading by the end of Fifth Grade, and students at both Chinese Immersion sites have performed well within this range.

Spring 2025 STAMP 4Se Chinese Immersion Building Comparison by STAMP 4Se Mean Score and Proficiency Levels for Interpretive Reading

	Chinese Interpretive Reading			
	Grade 3		Grade 5	
	<i>EX</i> (N=33)	<i>SH</i> (N=67)	<i>EX</i> (N=36)	<i>SH</i> (N=65)
School	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level
Excelsior (N=69)	3.4	Nov High	3.3	Nov High
Scenic Heights (N=132)	4.1	Int Low	4.3	Int Low

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

	Chinese Interpretive Reading			
	Grade 3		Grade 5	
	<i>EX</i> (N=45)	<i>SH</i> (N=106)	<i>EX</i> (N=44)	<i>SH</i> (N=107)
School	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level
Excelsior (N=89)	3.4	Nov High	3.9	Int Low
Scenic Heights (N=213)	3.6	Int Low	4.3	Int Low

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

	Chinese Interpretive Reading			
	Grade 3		Grade 5	
School	<i>EX (N=40)</i>	<i>SH (N=68)</i>	<i>EX (N=40)</i>	<i>SH (N=55)</i>
	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

Data Summary: Spring 2023-25 STAMP 4Se Chinese Immersion Building Comparison by STAMP 4Se Mean Score and Proficiency Levels for Interpersonal Listening and Speaking

There are no Listening and Speaking scores available at this time. Scores will be included soon after Avant raters have completed scoring for this subtest. Students have traditionally scored within the Intermediate range on the Listening and Speaking subtest.

Students performing at the Intermediate level can handle basic uncomplicated language needed to take care of daily situations. They do better with people who are accustomed to non-native speakers of the language. Typically, Intermediate speakers speak mainly in the present tense, and they can add some language using the past and future tenses. Although their grammar may be flawed, there is sufficient accuracy when communicating at the sentence level.

With the STAMP 4Se Test, Interpersonal Listening and Speaking is expected to be an area of strength for students in immersion programs, because they spend most of their day using the target language. It is expected that Interpersonal Listening and Speaking performances will trend upward in future years following the pandemic and associated restrictions.

Recommendations: Spring 2023-25 STAMP 4Se Chinese Immersion Building Comparison by STAMP 4Se Mean Score and Proficiency Levels for Interpersonal Listening and Speaking

For students to reach the upper Intermediate ranges, students will need to be able to add more detail to the thoughts they share about themselves. In addition, when they ask questions, they need to be able to ask follow-up questions depending on what the speaker shares. Carrying on a conversation at the Intermediate-High and Advanced-Low levels will require students to carry on a true two-way conversation with an equal amount of give and take during the conversations. Students can practice this by adding thoughtful comments and showing an interest in what a speaker is sharing with them. Many of these conversations can occur during informal times throughout the school day.

Encouragement by teachers for students to carry on conversations in the target language during informal times throughout the school day such as lunch and recess is one step toward making the Immersion experience more real for students. Experts share that some teachers provide incentives for students who use the target language outside of the classroom. Like other behaviors, students can be encouraged and positively reinforced for actions that teachers would like to see them exhibit to aid them in their growth in a particular area. In addition, teachers can manufacture scenarios in class for students to have book discussions or reflection opportunities with each other tied to what they are learning across all subject areas. This will take an effort from teachers to continue in the development of a student centered classroom. According to the research, providing opportunities for students to practice speaking the language will foster their metalinguistic growth. As metalinguistic awareness grows, children begin to recognize that statements may have a literal meaning and an implied meaning. They begin to make more frequent and sophisticated use of metaphors. According to research from San Diego State University, between the ages of six and eight in their native language, most children begin to expand upon their metalinguistic awareness and start to recognize literary elements such as irony and sarcasm.

**Spring 2025 STAMP 4Se Chinese Immersion Building Comparison by
STAMP 4Se Mean Score and Proficiency Levels for
Interpersonal Listening and Speaking**

	Chinese Interpersonal Listening and Speaking			
	Grade 3		Grade 5	
School	<i>EX (N=)</i>	<i>SH (N=)</i>	<i>EX (N=)</i>	<i>SH (N=)</i>
	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level
Excelsior (N=)				
Scenic Heights (N=)				

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

	Chinese Interpersonal Listening and Speaking			
	Grade 3		Grade 5	
School	<i>EX (N=45)</i>	<i>SH (N=106)</i>	<i>EX (N=44)</i>	<i>SH (N=107)</i>
	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level
Excelsior (N=89)	3.4	Nov High	4.5	Int Mid
Scenic Heights (N=213)	3.7	Int Low	4.6	Int Mid

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

	Chinese Interpersonal Listening and Speaking			
	Grade 3		Grade 5	
	<i>EX (N=40)</i>	<i>SH (N=68)</i>	<i>EX (N=40)</i>	<i>SH (N=55)</i>
School	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level
Excelsior (N=80)	3.1	Nov High	4.0	Int Low
Scenic Heights (N=123)	3.7	Int Low	4.7	Int Mid

Data Summary: Spring 2023-25 STAMP 4Se Chinese Immersion Building Comparison by STAMP 4Se Mean Score and Proficiency Levels for Interpretive Listening

According to national targets, students in Chinese Immersion programs should be expected to reach the Novice-High range by the end of Third Grade and the Intermediate-Low range for Interpretive Listening by the end of Fifth Grade. Third Graders at Scenic Heights experienced a significant increase of **0.5 points** after a significant drop the previous year of **0.7 points**. Excelsior Third Graders improved by **0.2 points** compared to last year, however, Fifth Graders experienced a significant drop of **0.7 points**, marking a two year decrease totaling **1.0 points**. Despite some fluctuation in average scores, both sites saw students meeting or exceeding the national targets.

Recommendations: Spring 2023-25 STAMP 4Se Chinese Immersion Building Comparison by STAMP 4Se Mean Score and Proficiency Levels for Interpretive Listening

A key factor in strengthening Interpretive Listening skills comes from the teacher. It is more likely that a teacher-centered classroom will yield positive results for students in Interpretive-Listening. Other ways to strengthen this skill can come from outside sources. Teachers could bring guest speakers into their classroom, and have students listen to audio of advertisements, speeches, or books on tape. Teachers have access to many different types of technology to help enhance Interpretive Listening skills. Teachers can utilize online resources to provide authentic Interpretive Listening opportunities for students. Using online resources as well as print resources, students can strengthen their skills in this area by being provided with activities that require them to listen and interpret meaning from a certain topic of study. By using the read aloud approach, students can participate in thoughtful note-taking exercises to show that they can interpret meaning from the topic. For example, students can identify the main characters in a story, or they can identify the setting. They can describe how the author uses transition words or explain

the author's voice or purpose. What teachers use to help students strengthen their Interpretive Reading skills can also be modified to improve Interpretive Listening skills.

**Spring 2025 STAMP 4Se Chinese Immersion Building Comparison by
STAMP 4Se Mean Score and Proficiency Levels for Interpretive Listening**

	Chinese Interpretive Listening			
	Grade 3		Grade 5	
	<i>EX</i> (N=33)	<i>SH</i> (N=67)	<i>EX</i> (N=36)	<i>SH</i> (N=65)
School	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level
Excelsior (N=69)	4.4	Int Low	4.3	Int Low
Scenic Heights (N=132)	4.9	Int Mid	5.2	Int Mid

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

	Chinese Interpretive Listening			
	Grade 3		Grade 5	
	<i>EX</i> (N=45)	<i>SH</i> (N=106)	<i>EX</i> (N=44)	<i>SH</i> (N=107)
School	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level
Excelsior (N=89)	4.2	Int Low	5.0	Int Mid
Scenic Heights (N=213)	4.4	Int Low	5.1	Int Mid

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

	Chinese Interpretive Listening			
	Grade 3		Grade 5	
	<i>EX</i> (N=40)	<i>SH</i> (N=68)	<i>EX</i> (N=40)	<i>SH</i> (N=55)
School	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level
Excelsior (N=80)	4.5	Int Mid	5.3	Int Mid
Scenic Heights (N=123)	5.1	Int Mid	5.6	Int High

Data Summary: Spring 2023-25 STAMP 4Se Spanish Immersion Building Comparison by STAMP 4Se Mean Score and Proficiency Levels for Interpretive Reading

Nationally, students in Spanish Immersion programs should be expected to reach the Intermediate-Low range for Interpretive Listening, Interpretive Reading, and for Interpersonal Speaking and Listening by the end of Fifth Grade. Students in Minnetonka's Spanish Immersion program are performing at or beyond these expectations by the end of Fifth Grade according to STAMP 4Se results.

Interpretive Reading results show that Spanish Immersion students at Clear Springs making solid growth among Third Graders (**0.5 points**) and Fifth Graders (**0.3 points**). Conversely, Groveland saw Third Graders experience a drop in average score from **4.6 points** in 2024 to **4.3 points** in 2025. Additionally, Fifth Grade Spanish Immersion students at Groveland experienced a drop of **0.5 points**, moving from **5.6 points** to **5.1 points**. Lastly, Minnewashta Third Graders outpaced Third Graders from a year ago by **0.3 points**.

At Grades 3-5, students receive rich language experiences provided by an experienced staff. Staff try to incorporate as many authentic texts as possible, however, they plan to use more as additional materials become available.

In addition, Spanish teachers have worked hard to ensure that students are inferring and interpreting meaning from the text just as best practices in reading instruction would suggest. Because of this, students are performing at high levels with their reading comprehension.

Recommendations: Spring 2023-25 STAMP 4Se Spanish Immersion Building Comparison by STAMP 4Se Mean Score and Proficiency Levels for Interpretive Reading

For students to reach the upper levels of the Intermediate range with consistency on the STAMP 4Se, students will need to earn a score of 6. Students at this level fully understand main ideas and supporting facts in short passages, simple narratives, and descriptive passages on familiar topics. STAMP 4Se assesses students on both familiar and unfamiliar topics that they may be exposed to at school or outside of school. Students will need to read more complex passages and frequently read longer passages, stories, and news reports in the target language to increase their level of consistency for comprehension. Teachers can check for higher level thinking and challenge students to add new insights to what they are reading.

As students move to Sixth Grade, they will need to take the STAMP 4S practice test to familiarize themselves with the different assessments. The STAMP 4S is adaptive, proficiency test in that students will be assessed mainly unfamiliar topics resulting in a *Proficiency* rating that is also aligned to the ratings of the STAMP 4Se.

Teachers need more opportunities to use authentic texts and will be given more access to materials as needed.

**Spring 2025 STAMP 4Se Spanish Immersion Building Comparison by
STAMP 4Se Mean Score and Proficiency Levels for Interpretive Reading**

	Spanish Interpretive Reading			
	Grade 3		Grade 5	
School	<i>CS (N=79)</i>	<i>DH (N=55)</i>	<i>CS (N=75)</i>	<i>DH (N=50)</i>
	<i>GR (N=70)</i>	<i>MW (N=78)</i>	<i>GR (N=91)</i>	<i>MW (N=64)</i>
	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level
Clear Springs (N=154)	4.8	Int Mid	5.2	Int Mid
Deephaven (N=105)	4.3	Int Low	5.6	Int High
Groveland (N=161)	4.3	Int Low	5.1	Int Mid
Minnewashta (N=142)	5.0	Int Mid	5.4	Int Mid

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

	Spanish Interpretive Reading			
	Grade 3		Grade 5	
School	<i>CS (N=79)</i>	<i>DH (N=58)</i>	<i>CS (N=80)</i>	<i>DH (N=50)</i>
	<i>GR (N=77)</i>	<i>MW (N=75)</i>	<i>GR (N=75)</i>	<i>MW (N=84)</i>
	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

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

	Spanish Interpretive Reading			
	Grade 3		Grade 5	
School	<i>CS (N=73)</i>	<i>DH (N=57)</i>	<i>CS (N=83)</i>	<i>DH (N=61)</i>
	<i>GR (N=89)</i>	<i>MW (N=71)</i>	<i>GR (N=64)</i>	<i>MW (N=71)</i>
	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level
Clear Springs (N=156)	4.8	Int Mid	5.7	Int High
Deephaven (N=118)	4.5	Int Mid	5.7	Int High
Groveland (N=153)	4.6	Int Mid	5.7	Int High
Minnewashta (N=142)	5.0	Int Mid	5.6	Int High

Data Summary: Spring 2023-25 STAMP 4Se Spanish Immersion Building Comparison by STAMP 4Se Mean Score and Proficiency Levels for Interpersonal Listening and Speaking

Third and Fifth Grade students at Clear Springs experienced improved results on the Listening and Speaking Test, improving by **0.7 points** among Third Graders and **0.2 points** among Fifth Grade students. The improvement in Third Grade should be considered statistically significant. Third and Fifth Grade students at Groveland experienced decreases in average scores with Third Graders dropping by **0.7 points** and Fifth Graders decreasing by **0.3 points**. Minnewashta Third and Fifth Graders made strong improvement, increasing Third Grade average scores by **0.5 points** and Fifth Grade average scores by **0.3 points**. Deephaven also showed significant improvement among Fifth Grade students, improving by **0.9 points**, and once again eclipsing the **5.0** mark. This is important to note because performance on standardized assessments should be monitored over time. One year fluctuations in student performance should be noted, however students are performing at or above the national target on average.

Staff work diligently to provide experiences for students to negotiate the meaning of what they are trying to communicate. Teachers encourage students to use the language as much as possible to gather the information they need. Teachers work hard to help students not have fossilization errors, in that they reinforce good language habits among students, rather than allowing the same errors to occur over time, which reinforces common misuse of the language.

Recommendations: Spring 2023-25 STAMP 4Se Spanish Immersion Building Comparison by STAMP 4Se Mean Score and Proficiency Levels for Interpersonal Listening and Speaking

To move students from the lower Intermediate ranges to the upper ranges, teachers need to have students take advantage of every chance to participate in conversations on a variety of topics about themselves, their conversation partner, and anything related to their daily routine or interests. If students can do this both in class and outside of class, they will maximize their experience in the target language. To stretch students further, teachers can expect students to add transition words such as “because,” “but,” and “when” since this will give students the opportunity to elaborate more on certain topics. In addition, students can practice adding words to be more specific in describing things such as using quality, quantity, and size or to accomplish what they need to use when or in what order. Students should be encouraged to think about how events unfold in a story and try to tell them. They should use words like “then,” “so,” “afterwards,” and “finally” and ask more specific questions to get more detailed information.

This is a simple and effective way to increase the rigor toward reaching the upper levels of oral proficiency for students.

Spring 2025 STAMP 4Se Spanish Immersion Building Comparison by STAMP 4Se Mean Score and Proficiency Levels for Interpersonal Listening and Speaking

	Spanish Interpersonal Listening and Speaking			
	Grade 3		Grade 5	
School	<i>CS (N=79)</i>	<i>DH (N=55)</i>	<i>CS (N=75)</i>	<i>DH (N=50)</i>
	<i>GR (N=70)</i>	<i>MW (N=78)</i>	<i>GR (N=91)</i>	<i>MW (N=64)</i>
	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level
Clear Springs (N=154)	4.6	Int Mid	4.4	Int Low
Deephaven (N=105)	4.4	Int Low	5.0	Int Mid
Groveland (N=161)	3.5	Int Low	4.6	Int Mid
Minnewashta (N=142)	4.9	Int Mid	5.3	Int Mid

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

	Spanish Interpersonal Listening and Speaking			
	Grade 3		Grade 5	
School	<i>CS</i> (N=79)	<i>DH</i> (N=58)	<i>CS</i> (N=80)	<i>DH</i> (N=50)
	<i>GR</i> (N=77)	<i>MW</i> (N=75)	<i>GR</i> (N=75)	<i>MW</i> (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

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

	Spanish Interpersonal Listening and Speaking			
	Grade 3		Grade 5	
School	<i>CS</i> (N=73)	<i>DH</i> (N=57)	<i>CS</i> (N=83)	<i>DH</i> (N=61)
	<i>GR</i> (N=89)	<i>MW</i> (N=71)	<i>GR</i> (N=64)	<i>MW</i> (N=71)
	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level
Clear Springs (N=156)	3.8	Int Low	5.2	Int Mid
Deephaven (N=118)	3.7	Int Low	4.8	Int Mid
Groveland (N=153)	4.1	Int Low	5.5	Int High
Minnewashta (N=142)	3.9	Int Low	4.5	Int Mid

Data Summary: Spring 2023-25 STAMP 4Se Spanish Immersion Building Comparison by STAMP 4Se Mean Score and Proficiency Levels for Interpretive Listening

Despite some drops in performance on the Interpretive Listening section, Minnetonka Spanish Immersion students well out-paced the national targets by two sub-levels mostly reaching the Intermediate-High range by the end of Fifth Grade and the Intermediate-Mid range by the end of Third Grade for the third year in a row. There was an exception in student performance among Third and Fifth Grade students at Groveland and Deephaven Elementary schools. Both grade levels saw slight drops compared to last year. Clear Springs Third and Fifth Graders saw gains of **0.2 points** and **0.3 points** respectively, while Minnewashta Third and Fifth Graders saw both grade levels surpass the **5.0** mark.

At the Intermediate-Mid range, students are ready to move toward more complex passages and shift toward the upper Intermediate proficiency levels. With more complex passages, students may need to draw on prior knowledge or use context clues to understand the full meaning of the text. To move beyond the Intermediate-High range, students need to maintain consistency with the skills demonstrated at the Intermediate-High range. Minnetonka Spanish Immersion students are performing well beyond the national targets, surpassing them by two sub-levels. This is consistent with the results seen on the STAMP 4S, in that students excelled on the Listening Test during the Pandemic. The consistency in performance among students at all four sites is encouraging and a sign that the immersion program is strong districtwide. Although the overall ratings show consistency, there is a lot that school staff can learn from the individual data of students. When analyzing individual student results, staff will be able to make decisions about instruction and provide either small group or individual instruction targeting students' needs.

Recommendations: Spring 2023-25 STAMP 4Se Spanish Immersion Building Comparison by STAMP 4Se Mean Score and Proficiency Levels for Interpretive Listening

For students to reach the upper levels of the Intermediate range and beyond, teachers can provide read aloud experiences that contain longer passages and stories. The complexity of the text is important, because the more complex the text is, then the teacher and students will be able to ask more complex questions and give more complex answers. Students will need to frequently listen to longer passages, stories, and even news reports. This is an opportunity for teachers to weave in more authentic text to the lesson, either from print or online resources. Students should be given time to compare what they learn from their listening experience to their current lives and be able to respond in a way that is detailed either through their speech or in their writing. Adding the writing component to what students hear will help take them to the next proficiency level and prepare them for the next grade level's expectations.

**Spring 2025 STAMP 4Se Spanish Immersion Building Comparison by
STAMP 4Se Mean Score and Proficiency Levels for Interpretive Listening**

	Spanish Interpretive Listening			
	Grade 3		Grade 5	
School	<i>CS (N=79)</i>	<i>DH (N=55)</i>	<i>CS (N=75)</i>	<i>DH (N=50)</i>
	<i>GR (N=70)</i>	<i>MW (N=78)</i>	<i>GR (N=91)</i>	<i>MW (N=64)</i>
	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level
Clear Springs (N=154)	4.9	Int Mid	5.5	Int High
Deephaven (N=105)	4.7	Int Mid	5.5	Int High
Groveland (N=161)	4.7	Int Mid	5.3	<i>Int Mid</i>
Minnewashta (N=142)	5.2	Int Mid	5.7	Int High

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

	Spanish Interpretive Listening			
	Grade 3		Grade 5	
School	<i>CS (N=79)</i>	<i>DH (N=58)</i>	<i>CS (N=80)</i>	<i>DH (N=50)</i>
	<i>GR (N=77)</i>	<i>MW (N=75)</i>	<i>GR (N=75)</i>	<i>MW (N=84)</i>
	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

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

	Spanish Interpretive Listening			
	Grade 3		Grade 5	
School	<i>CS (N=73)</i>	<i>DH (N=57)</i>	<i>CS (N=83)</i>	<i>DH (N=61)</i>
	<i>GR (N=89)</i>	<i>MW (N=71)</i>	<i>GR (N=64)</i>	<i>MW (N=71)</i>
	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level
Clear Springs (N=156)	5.2	Int Mid	5.7	Int High
Deephaven (N=118)	5.1	Int Mid	5.7	Int High
Groveland (N=153)	5.0	Int Mid	5.7	Int High
Minnewashta (N=142)	5.0	Int Mid	5.5	Int High

CONCLUSIONS

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 student proficiency. With the implementation of the ACTFL Proficiency Guidelines into everyday instruction, teachers are more aware of the levels which their students are achieving.

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. Teachers are encouraged and expected to use the model as a lens for planning. Being more intentional in the three areas of Reading, Listening, and Speaking as they plan, teachers can provide a well-rounded instructional experience for students on a consistent basis.

Results indicate that Spanish students mainly performed within the Intermediate-Low to Mid ranges for the three skill areas. Chinese Immersion students also performed within the Intermediate-Low to Mid-ranges, and overall, both programs have students meeting or exceeding language immersion national proficiency expectations in all three modes of communication on the STAMP 4Se Test by the end of Fifth Grade. However, there is still work to be done, and a starting point will be to review Interpretive Listening results for most sites.

Based on language acquisition research, language production is a skill that is acquired later in the language learning process, and it is common for students to perform lower in

this skill area compared to the other three areas. For Chinese Immersion students, Interpersonal Listening and Speaking more than the other areas, while both Chinese and Spanish Immersion students would benefit from more authentic Interpretive Reading experiences.

Overall, students appear to be approaching the initial end of year Fifth Grade target for each of the three modes of Interpretive Reading, Interpersonal Listening and Speaking and Interpretive Listening. Focusing on a balanced approach to instruction in these areas will be an effective means for ensuring growth.

RECOMMENDATIONS

Chinese Immersion Recommendations for Reading

For students to improve upon their consistency in performance within the Interpretive Reading mode, students will need more activities focused on requiring them to identify supporting details. This can be done in their reading and writing. A balanced literacy approach to Language Arts instruction will help the students make connections between what they read and what they write. Students can also be given opportunities to re-read text that is familiar to them, but during the second or third time of reading the text, they can be given a different purpose for reading. Students can identify picture cues in the story or focus on identifying details that support the main idea. The use of graphic organizers can also help to develop this skill, thus helping them to strengthen their level of performance.

Chinese Immersion Recommendations for Listening

A key factor in strengthening Interpretive Listening skills comes from the teacher. It is more likely that a teacher-centered classroom will yield positive results for students around Interpretive Listening. Other ways to strengthen this skill can come from outside sources. Teachers could bring guest speakers into their classroom, and have students listen to audio of advertisements, speeches, or books on tape. Teachers have access to many different types of technology to help enhance Interpretive Listening skills. Teachers can utilize online resources to provide authentic Interpretive Listening opportunities for students. With online resources as well as print resources, students can strengthen their skills in this area by being provided with activities that require them to listen and interpret meaning from a certain topic of study. By using the read aloud approach, students can participate in thoughtful note-taking exercises to show that they can interpret meaning from the topic. For example, students can identify the main characters in a story, or they can identify the setting. They can describe how the author uses transition words or explain the author's voice or purpose. What teachers use to help students strengthen their Interpretive Reading skills can also be modified to improve Interpretive Listening skills.

Chinese Immersion Recommendations for Speaking

For students to reach the upper Intermediate ranges, students will need to be able to add more detail to the thoughts they share about themselves. In addition, when they ask questions, they need to be able to ask follow-up questions depending on what the speaker shares. Carrying on a conversation at the Intermediate-High and Advanced-Low levels will require students to carry on a true two-way conversation with an equal amount of give and take during the conversations. Students can practice this by adding thoughtful comments and showing an interest in what a speaker is sharing with them. Many of these conversations can occur during informal times throughout the school day. Encouragement by teachers for students to carry on conversations in the target language during informal times throughout the school day such as lunch and recess is one step toward making the Immersion experience more real for students. Experts share that some teachers provide incentives for students who use the target language outside of the classroom. Like other behaviors, students can be encouraged and positively reinforced for actions that teachers would like to see them exhibit to aid them in their growth in a particular area. In addition, teachers can manufacture scenarios in class for students to have book discussions or reflection opportunities with each other tied to what they are learning across all subject areas. This will take an effort from teachers to continue in the development of a student centered classroom. According to the research, providing opportunities for students to practice speaking the language will foster their metalinguistic growth. As metalinguistic awareness grows, children begin to recognize that statements may have a literal meaning and an implied meaning. They begin to make more frequent and sophisticated use of metaphors. According to research from San Diego State University, between the ages of six and eight in their native language, most children begin to expand upon their metalinguistic awareness and start to recognize literary elements such as irony and sarcasm.

Spanish Immersion Recommendations for Reading

For students to reach the Intermediate-High range on the STAMP 4Se, students will need to earn a score of 6. Students at this level fully understand main ideas and supporting facts in short passages, simple narratives, and descriptive passages on familiar topics. Students will need to read more complex passages and frequently read longer passages, stories, and news reports in the target language to increase their level of consistency for comprehension. Teachers can check for higher level thinking and challenge students to add new insights to what they are reading.

Teachers need more opportunities to use authentic texts and will be given more access to materials as needed.

Spanish Immersion Recommendations for Listening

For students to reach the upper levels of the Intermediate range and beyond, teachers can provide read aloud experiences that contain longer passages and stories. The complexity of the text is important, because the more complex the text is, then the teacher

and students will be able to ask more complex questions and give more complex answers. Students will need to frequently listen to longer passages, stories, and even news reports. This is an opportunity for teachers to weave in more authentic text to the lesson, either from print or online resources. Students should be given time to compare what they learn from their listening experience to their current lives and be able to respond in a way that is detailed either through their speech or in their writing. Adding the writing component to what students hear will help take them to the next proficiency level and prepare them for the next grade level's expectations.

Spanish Immersion Recommendations for Speaking

For students to move from the lower Intermediate ranges to the upper ranges, teachers need to have students take advantage of every chance to participate in conversations on a variety of topics about themselves, their conversation partner, and anything related to their daily routine or interests. If students can do this both in class and outside of class, they will maximize their experience in the target language. To stretch students further, teachers can expect students to add transition words such as "because," "but," and "when" since this will give students the opportunity to elaborate more on certain topics. In addition, students can practice adding words to be more specific in describing things such as using quality, quantity, and size or to accomplish what they need to use when or in what order. Students should be encouraged to think about how events unfold in a story and try to tell them. They should use words like "then," "so," "afterwards," and "finally" and ask more specific questions to get more detailed information.

Spanish and Chinese Immersion Students Overall

Both Spanish and Chinese Immersion students will benefit from teachers continuing to utilize an integrated performance assessment model. Integrated Performance Assessment (IPA) provides teachers with the knowledge they need of student performance in all four skill areas: *Reading, Writing, Listening and Speaking*. This model also helps inform teachers and provide a more balanced approach to instruction utilizing each of the three modes: *Interpersonal, Interpretive, and Presentational*.

Chinese and Spanish Immersion students would benefit from continued exposure to more authentic texts to improve Interpretive Reading and Listening performance. The STAMP 4Se provides questions that are both familiar and unfamiliar to students, so the expectation is that students will have had similar learning experiences in school such as having students read an advertisement or match pictures to newspaper headlines. Students need more opportunities to read for meaning using authentic texts written in the target language. Spanish and Chinese students would benefit from activities that promote Interpretive Reading development. Students could read plays, advertisements, and more complex fictional stories. Teachers could assess students' knowledge of what they read or interpreted from the reading experience.

With teachers having several years of experience delivering the IPAs, it is recommended that the assessments are revised to ensure that the experience is truly integrated into what students are learning in the classroom. Originally, a committee of teachers created the IPA to be administered using consistent content and assessment, however, with the knowledge and experience teachers have accrued over the past several years, a more differentiated approach to this assessment is recommended. It is recommended that teachers develop IPAs that meet the specific needs of their students' pace of learning. This could be accomplished through independent or collaborate work among teachers. The purpose of the IPA is to be a formative measure language acquisition by giving students the opportunity for substantial practice with the standards.

RECOMMENDATION/FUTURE DIRECTION:

The information provided in this report is designed to update the School Board on the results of the Spring 2025 administration of the STAMP 4Se assessment.

Submitted by: 
Matt Rega, Director of Assessment and Evaluation

Concurrence: 
David Law, Superintendent

**SCHOOL BOARD
MINNETONKA I.S.D. #276
5621 County Road 101
Minnetonka, MN
Community Room**

Study Session Agenda Item 5.

TITLE: Further Review of 2026-2027 Calendar

DATE: April 24, 2025

BACKGROUND

Minnesota State law requires the School Board to adopt a calendar prior to April 1 of the school year preceding the year the calendar will be in effect. As is the District's practice, we are working on setting a calendar a full year in advance of its due date. Accordingly, on February 24 and April 14, a committee of teachers, paraprofessionals, administrators, parents, and students worked to develop a draft recommended calendar to the School Board. The Committee followed contractual and state law parameters in developing this recommendation. The below comprises the Calendar Committee's second draft recommendation.

The updated outline for the draft recommended calendar is as follows:

- ◆ First day of school for teachers: Monday, August 24, 2026
- ◆ First day of school for grades 1-12 students: Tuesday, September 1, 2026
- ◆ First day of school for kindergarten students: Thursday, September 3, 2026
- ◆ Fall conference dates: Thursday, Oct. 8, 2026: 4-8pm; Friday, Oct. 9, 2026: 8am-4pm; an additional 4 hours of conference time to be assigned by building site the weeks of Oct. 5, 2026, or Oct. 12, 2026
- ◆ Spring conference dates: Thursday, March 4, 2027: 4-8pm; Friday, March 5, 2027: 8am-4pm; an additional 4 hours of conference time to be assigned by building sites the week of March 1, 2027, or March 8, 2027
- ◆ Winter Break: December 23, 2026 – January 1, 2027 (8 work days)
- ◆ Spring Break: March 29 – April 2, 2027
- ◆ Last student day: Tuesday, June 8, 2027
- ◆ Last teacher day: Wednesday, June 9, 2027


Supporting information for the 2025-26 school calendar is attached including an overview of the calendar, days for professional learning/grading-planning/PLC time and a recommended draft calendar.

Members of the calendar committee include: teachers Jennissa Schommer, Katie Bowman, Jing Zhao, Monica Marsh, Xuechen Wang, Qingling Mendenhall, Kristen Moreen and Heather Richins; Paraprofessional Almuth Wolf; Assistant Principals Alex Hinseth and Farhan Mohamoud; Executive Director of Community Education Kim Carlson; Director of Assessment Matt Rega; Director of Teacher Development Sara White; Director of Activities Ted Schultz; Executive Director of Communications JacQui Getty; Human Resources Coordinator Sandy Souba; General Counsel and Executive Director of Human Resources Anjie Flowers; Parents Tesa Laskin, Amy Wilkerson and Sonia Warmuth; and MHS Students Sophia Dang, Anne Frances Buffington and Beau Elder.

RECOMMENDATION/FUTURE DIRECTION:

We will be presenting the Calendar Committee's second draft recommendation for the 2026-27 calendar based on the School Board's feedback at the 3-27-25 study session. A final calendar will be presented to the School Board for approval at a regular School Board meeting.

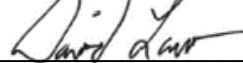
Submitted by:



Anjie Flowers

General Counsel and Executive Director of Human Resources

Concurrence:



David Law

Superintendent

Overview of Recommended 2026-27 Calendar

Background

The 2026-27 calendar draft generally follows the pattern of the 2024-25 calendar. The committee had considered parameters including state law, assessments and testing, collective bargaining agreements, and preferences of the School Board, PTO/PTA and the leaders of the Minnetonka Teachers Association (MTA).

1. Number of student days and teacher days;
2. Starting date for school;
3. Potential dates for winter and spring breaks;
4. Potential ending date for school;
5. Other unique issues impacting the calendar

Overall Summary

The calendar provides for 168 student days for kindergarten, and 170 student days for grades 1-12.

Provisions of the Recommended Calendar

PROVISIONS	RATIONALE
New Teacher Workshops Aug. 10 – August 21, 2026.	Two weeks before all staff are back.
Teacher full-day professional learning, Monday, August 24, 2026	Full eight-hour day of professional learning for teachers as feedback has supported this model. The attached summary shows the updated professional learning model.
Teacher workshop and planning Aug. 25-27, 2026.	3 days before students begin; similar to recent calendars.
Start day grades 1-12 of September 1, 2026.	Current state law permits school to begin before Labor Day when the district has \$400,000 in construction or remodeling projects.
Kindergarten assessments September 1-2, 2026.	Two days of kindergarten assessments.
Start day for kindergarten September 3, 2026.	Two days after the start of grades 1-12 to allow for kindergarten assessments.
Labor Day: September 7, 2026. District offices closed.	By collective bargaining agreements.
No School K-12+, No staff (teachers, paras...) Yom Kippur, Monday, September 21, 2026.	Per discussion of calendar committee
Fall Conferences: <ul style="list-style-type: none">• Thursday, Oct. 8, 4-8pm (12-hour day for teachers)• Friday, Oct. 9, 8am-4pm (no school K-12 students)• Paraprofessionals: Prof Learning Day An additional 4 hours to be scheduled at the school site level outside the school day during the weeks of October 5 or October 12, 2026.	<p>Note that the attached calendar for 2026-27 shows an extra teacher day in October to account for the extra 4 hours of work on 10/8/26 and the extra 4 hours of work during the weeks of 10/5/26 or 10/12/26.</p> <p>In addition, paraprofessionals will have a professional learning day on 10/9/26.</p>
Education Minnesota Conferences: October 15-16, 2026.	By teacher collective bargaining agreement.

PROVISIONS	RATIONALE
Day after the end of first quarter, November 6, 2026, is a day off for students. The workday following the last day of each quarter is a non-student day for teachers for planning, grading and PLC meetings.	At the end of first quarter, consistent with the teacher collective bargaining agreement between the MTA and the District. Additionally, paras will receive professional learning time this day.
No School K-12+, teacher full-day professional learning, Wednesday, November 25, 2026.	Full eight-hour day of professional learning for teachers as feedback has supported this model. The attached summary shows the updated professional learning model.
Thanksgiving holiday: November 27-28, 2025. District offices closed.	By collective bargaining agreements.
Winter break Dec. 23, 2026 – Jan. 1, 2027.	8 working days for break.
No School K-12+, teacher full-day professional learning, Monday, January 4, 2027.	Full eight-hour day of professional learning for teachers as feedback has supported this model. The attached summary shows the updated professional learning model.
Dr. Martin Luther King, Jr. Day: January 18, 2027. District offices closed.	By collective bargaining agreements.
Day after the end of first semester and second quarter, January 25, 2027 (no school for students). The workday following the last day of each quarter is a non-student day for teachers for planning, grading and PLC meetings.	Consistent with the teacher collective bargaining agreement between the MTA and the District. Additionally, paras will receive professional learning time this day.
President's Day: February 15, 2027. District offices closed.	By collective bargaining agreements.
Spring Parent Teacher Conferences: <ul style="list-style-type: none"> Thursday, March 4, 4-8pm (12 hour day) Friday, March 5, 8am-4pm (no school) An additional 4 hours to be scheduled at the school site level outside the school day during the week of March 1 or March 8.	Note that the attached calendar shows an extra teacher day in March to account for the extra 4 hours of work on 3/4/27 and the extra 4 hours of work during the weeks of 3/1/27 or 3/8/27.
No school K-12+, No staff (teachers, paras...) Eid, Wednesday, March 10, 2027.	Per discussion of calendar committee
District offices closed Friday March 26, 2027.	By collective bargaining agreements.
Spring Break: March 29 – April 2, 2027.	At the end of third quarter, consistent with previous calendars.
Day after the end of third quarter, April 5, 2027, is a day off for students. The workday following the last day of each quarter is a non-student day for teachers for planning, grading and PLCs.	Honors request by the MTA to have grading and planning time at the end of the first and third quarters.
Memorial Day: Monday, May 31, 2027. District offices closed.	By collective bargaining agreements.
Last day for students: Tuesday, June 8, 2027.	Allows for 170 student contact days for grades 1-12 and 168 student contact days for kindergarten.
Last day for staff: Wednesday, June 9, 2027.	Meets required 184 teacher contract days consistent with the teacher collective bargaining agreement.

2026-27 Plan for Professional Learning Days and Grading/Planning/PLC Days

Date	Plan
August 24, 2026	Teachers: Site-planned eight (8) hour professional learning day.
October 9, 2026	Paraprofessionals: Professional learning day.
November 6, 2026	Teachers: Grading and Planning, PLC teams meet
November 25, 2026	Teachers: Site-planned eight (8) hour professional learning day.
January 4, 2027	Teachers: Site-planned eight (8) hour professional learning day.
January 25, 2027	Teachers: Grading and Planning, PLC teams meet Paraprofessionals: Professional learning day
April 5, 2027	Teachers: Grading and Planning, PLC teams meet

Attachment to the School Board Agenda on School Calendar for April 24, 2025

The development of the school calendar needs to take into account many factors, including:

- **State set requirements** *(including the length of the student year, the requirement that schools begin after Labor Day, and significant date requirements for state testing.)*
- **Local contractual parameters** *(including the number of teacher duty days (184), the maximum number of student days (174), 2 days off in October for teachers to attend professional meetings for their state association, a workshop day for teachers at the end of each quarter, and a one-week spring break.)*
- **Preferences of the Board, staff, and community** *(including preferences for the times and placement of parent conferences, the length and timing of winter and spring break, the placement and the ending date of the school year for students and staff.)*

Included on the following page is a summary of surrounding school district dates and breaks for 2024-25, 2025-26 and 2026-27.

Also included are state statutes that school districts must comply with when planning a school calendar. Minn. Stat. 120A.40 governs when a public school system is allowed to begin school and Minn. Stat. 120A.41 governs the number of required instructional hours per school year.

SURROUNDING SCHOOL DISTRICT DATES AND BREAKS

2024-25

DISTRICT	START	WINTER BREAK	SPRING BREAK	LAST STUDENT DAY
Edina	8/26/24 & 8/28/24	12/23/24-1/3/25	3/31/25-4/4/25	5/30/25
Hopkins	9/3/24	12/23/24-1/3/25	3/31/25-4/4/25	6/6/25
Wayzata	9/3/24	12/23/24-1/1/25	3/31/25-4/4/25	6/5/25
Chaska/Chan	9/3/24	12/23/24-1/1/25	3/31/25-4/4/25	6/3/25 & 6/5/25
Eden Prairie	9/3/24	12/23/24-1/3/25	3/31/25-4/4/25	6/10/25
Osseo/MG	9/3/24	12/23/24-1/3/25	3/24/25-3/28/25	6/6/25
Robbinsdale	9/3/24	12/23/24-1/3/25	3/31/25-4/4/25	6/4/25
St. Louis Park	9/3/24	12/23/24-1/3/25	3/31/25-4/4/25	6/6/25
Minnetonka	9/3/24	12/23/24-1/3/25	3/31/25-4/4/25	6/11/25

2025-26

DISTRICT	START	WINTER BREAK	SPRING BREAK	LAST STUDENT DAY
Edina	8/25/25 & 8/27/25	12/22/25-1/2/26	3/16/26-3/20/26	5/28/26
Hopkins	9/2/25	12/22/25-1/2/26	3/30/26-4/3/26	6/10/26
Wayzata	9/2/25	12/23/25-1/2/26	3/30/26-4/3/26	6/5/26
Chaska/Chan	9/2/25	12/24/25-1/2/26	3/30/26-4/3/26	6/4/26
Eden Prairie	9/2/25	12/22/25-1/2/26	3/30/26-4/3/26	6/9/26
Osseo/MG	9/2/25	12/24/25-1/2/26	3/23/26-3/27/26	6/5/26
Robbinsdale	9/2/25	12/22/25-1/2/26	3/30/26-4/3/26	6/3/26
St. Louis Park	9/2/25	12/22/25-1/2/26	3/30/26-4/3/26	6/10/26
Minnetonka	9/2/25	12/22/25-1/2/26	3/30/26-4/3/26	6/11/26

2026-27

DISTRICT	START	WINTER BREAK	SPRING BREAK	LAST STUDENT DAY
Wayzata	8/31/26	12/23/26-1/1/27	3/29/27-4/2/27	6/4/27

MINNESOTA STATUTES

120A.40 SCHOOL CALENDAR.

- (a) Except for learning programs during summer, flexible learning year programs authorized under sections [124D.12](#) to [124D.127](#), and learning year programs under section [124D.128](#), a district must not commence an elementary or secondary school year before Labor Day, except as provided under paragraph (b). Days devoted to teachers' workshops may be held before Labor Day. Districts that enter into cooperative agreements are encouraged to adopt similar school calendars.
- (b) A district may begin the school year on any day before Labor Day:
- (1) to accommodate a construction or remodeling project of \$400,000 or more affecting a district school facility;
 - (2) if the district has an agreement under section [123A.30](#), [123A.32](#), or [123A.35](#) with a district that qualifies under clause (1); or
 - (3) if the district agrees to the same schedule with a school district in an adjoining state.

120A.41 LENGTH OF SCHOOL YEAR; HOURS OF INSTRUCTION.

- (a) A school board's annual school calendar must include at least 425 hours of instruction for a kindergarten student, 935 hours of instruction for a student in grades 1 through 6, and 1,020 hours of instruction for a student in grades 7 through 12, not including summer school. The school calendar for all-day kindergarten must include at least 850 hours of instruction for the school year. The school calendar for a prekindergarten student under section [142D.08](#), if offered by the district, must include at least 350 hours of instruction for the school year. A school board's annual calendar must include at least 165 days of instruction for a student in grades 1 through 11 unless a four-day week schedule has been approved by the commissioner under section [124D.126](#).
- (b) A school board's annual school calendar may include plans for up to five days of instruction provided through online instruction due to inclement weather. The inclement weather plans must be developed according to section [120A.414](#).

<div>August, 2026</div> <div> <div>34567</div> <div>1011121314</div> <div>1718192021</div> <div>2425262728</div> <div>31</div> <div>Tea 4</div> </div> <div>September, 2026</div> <div> <div>1234</div> <div>7891011</div> <div>1415161718</div> <div>2122232425</div> <div>282930</div> <div>K:18 1-12:20 Tea 20</div> </div> <div>October, 2026</div> <div> <div>12</div> <div>56789</div> <div>1213141516</div> <div>1920212223</div> <div>2627282930</div> <div>19 Stud 21 Tea</div> </div> <div>November, 2026</div> <div> <div>23456</div> <div>910111213</div> <div>1617181920</div> <div>2324252627</div> <div>30</div> <div>17 Stud Tea 19</div> </div> <div>December, 2026</div> <div> <div>1234</div> <div>7891011</div> <div>1415161718</div> <div>2122232425</div> <div>28293031</div> <div>Stud 16 Tea 16</div> </div> <div>January, 2027</div> <div> <div>1</div> <div>45678</div> <div>1112131415</div> <div>1819202122</div> <div>2526272829</div> <div>Stud 17 Tea 19</div> </div>	<div>MINNETONKA PUBLIC SCHOOLS</div> <div>2026-27 CALENDAR – BEFORE LABOR DAY- RECOMMENDED DRAFT</div> <div> <div>August</div> <div> 10-21 New Teacher Workshops (Tentative) 24-27 Teacher PL, Workshop & Planning (K-12+) </div> <div>September</div> <div> 1 School Begins 1-12+: Begin 1st Quarter 1-2 Kindergarten Assessments 3 School Begins: Kindergarten 7 No School K-12: District Office Closed: Labor Day 21 No School K-12+: Yom Kippur </div> <div>October</div> <div> 8 P/T Conferences 4-8pm 9 No School K-12+: P/T Conferences 8am-4pm *4 additional hours of P/T Conferences to be Scheduled by site the weeks of Oct. 5 and/or Oct. 12 9 Paraprofessionals, Professional Learning Day 15-16 No School K-12+: Teacher Statewide Meetings </div> <div>November</div> <div> 5 End of 1st Quarter: 43 days 6 No School K-12+: Plan & Grade/PLC 9 Begin 2nd Quarter 25 No School K-12+: Teacher Professional Learning 26-27 No School K-12+: District Office Closed: Thanksgiving Break </div> <div>December</div> <div> 24-25 District Office Closed 23-31 No School K-12+: Winter Break </div> <div>January</div> <div> 1 No School K-12+: District Office Closed: New Year's Day 4 No School K-12+: Teacher Professional Learning 18 No School K-12+: District Office Closed: MLK, Jr. Day 22 End 2nd Quarter 42 days: End 1st Semester 85 days 25 No School K-12+: Plan & Grade/PLC; Paras Prof Lrn 26 Begin 3rd Quarter, Begin 2nd Semester </div> </div> <div> <div>February</div> <div> 15 No School K-12+: District Office Closed: President's Day </div> <div>March</div> <div> 4 P/T Conferences 4pm-8pm 5 No School K-12+: P/T Conferences 8am-4pm *4 additional hours of P/T Conferences to be scheduled by site the week of March 1 or 8 10 No School K-12+: Eid 25 End 3rd Quarter: 40 days 26 No School K-12+: District Office Closed 29-31 No School K-12+: Spring Break </div> <div>April</div> <div> 1-2 No School K-12+, Spring Break 5 No School K-12+: Planning and Grading/PLC 6 Begin 4th Quarter </div> <div>May</div> <div> 31 No School K-12+: District Office Closed: Memorial Day </div> <div>June</div> <div> 8 Last day of school K-12+ 8 End 4th Quarter 45 days: End 2nd Semester 85 days 9 Full day teacher workshop </div> <div> <div>Quarters</div> <div>Semester</div> <div> 1. 431. 85 2. 422. 85 3. 40170 4. 45170 </div> </div> <div> Student Days: 170 (1-12+) 168 (K) Staff Days: 184 </div> </div>	<div>February, 2027</div> <div> <div>12345</div> <div>89101112</div> <div>1516171819</div> <div>2223242526</div> <div>Stud 19 Tea 19</div> </div> <div>March, 2027</div> <div> <div>12345</div> <div>89101112</div> <div>1516171819</div> <div>2223242526</div> <div>293031</div> <div>Stud 17 Tea 19</div> </div> <div>April, 2027</div> <div> <div>12</div> <div>56789</div> <div>1213141516</div> <div>1920212223</div> <div>2627282930</div> <div>19 Stud 20 Tea</div> </div> <div>May, 2027</div> <div> <div>34567</div> <div>1011121314</div> <div>1718192021</div> <div>2425262728</div> <div>31</div> <div>Stud 20 Tea 20</div> </div> <div>June, 2027</div> <div> <div>1234</div> <div>7891011</div> <div>1415161718</div> <div>2122232425</div> <div>282930</div> <div>6 Stud 7 Tea</div> </div> <div>July, 2027</div> <div> <div>12</div> <div>56789</div> <div>1213141516</div> <div>1920212223</div> <div>2627282930</div> </div>
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Color code: **New Teacher Workshop;** **Staff Work Days (no students);** **Parent/Teacher Conferences;** **End of Quarters**

**School Board
Minnetonka I.S.D. # 276
5621 County Road 101
Minnetonka, Minnesota**

Study Session Agenda Item #6

**Title: Discussion on Student Representation
on the Board**

Date: April 24, 2025

OVERVIEW

In alignment with the Minnetonka School Board's commitment to valuing student voice and leadership, this proposal outlines a new model for student participation in School Board meetings. The model is designed to provide structured, meaningful involvement for high school students in grades 9–12, ensuring representation that reflects the diversity of student perspectives and strengthens the Board's connection to its primary stakeholders—our students.

PURPOSE

The purpose of this model is to:

- Increase authentic student engagement in District decision-making
- Provide leadership development opportunities for students
- Ensure that student perspectives are considered during Board discussions
- Foster a deeper understanding of governance and policy among students

MODEL OVERVIEW

1. Identification and Election Process

- Each spring, high school staff will identify rising 10th–12th grade students who demonstrate leadership potential and the ability to represent their peers in a thoughtful, respectful, and inclusive manner.
- Identified students will be placed on a ballot and elected by their peers through a student voting process in late spring.
- Ninth-grade students will be identified by staff in the fall and will be elected in a similar manner to ninth-grade student council elections.

2. Student Advisory Team Structure

- A group of approximately 16–20 students will comprise the Student Advisory Team.
- This group will meet during the week of each School Board meeting to review the upcoming agenda with a district administrator or school board member.
- Students will have the opportunity to discuss agenda items, seek feedback from their peers, and prepare questions or input for Board consideration.

3. Board Meeting Representation

- At each meeting, the Student Advisory Team will select two student representatives (preferably juniors or seniors) to attend the School Board meeting.
- These representatives will have a designated seat at the Board table and will be invited to participate in Board discussions, offering insights and feedback gathered from the Advisory Team.
- Student representatives will not have voting rights but will serve as active contributors to the dialogue and deliberation.

NEXT STEPS

The model will be prepared for a pilot launch in the 2025–26 school year. Initial steps will include staff orientation, student nominations, election planning, and scheduling of the Advisory Team meetings. An evaluation plan will also be developed to assess effectiveness and inform future improvements.

CONCLUSION

This proposed model reflects Minnetonka's longstanding commitment to innovation and student-centered leadership. In addition, School Board Goals identify formalizing student representation at the School Board level.

RECOMMENDATION/FUTURE DIRECTION:

This item is submitted for the School Board's consideration.

Submitted by:



David Law, Superintendent

School Board
Minnetonka I.S.D. # 276
5621 County Road 101
Minnetonka, Minnesota

Study Session Agenda Item #7

Title: Policy Review

DATE: April 24, 2025

OVERVIEW:

As part of the District's ongoing policy review, Administration is recommending changes to the subsequent Policies.

ATTACHMENTS:

- Policy 216: Teaching and Learning Advisory Committee (redlines and clean copy)
- Policy 217: Measures of Success (sunset)
- Policy 601: District Curriculum, Instruction and Assessment (no changes)
- Policy 603: Instructional and Curricular Program Review and Improvement (no changes)

RECOMMENDATION/FUTURE DIRECTION:

That the School Board approves the recommended policy changes at the next Regular Board meeting.

Submitted by:

AM Flowers

Anjie Flowers, General Counsel & Exec. Dir. of Human Resources

Concurrence:

David Law

David Law, Superintendent

MINNETONKA PUBLIC SCHOOL DISTRICT

POLICY 216: TEACHING AND LEARNING ADVISORY COMMITTEE

I. PURPOSE

The purpose of this policy is to define the expectations of the Teaching & Learning Advisory Committee.

II. GENERAL STATEMENT OF POLICY

The Minnetonka School District recognizes that involvement of the community is essential to carry out the overall educational mission of the District. To ensure this involvement, the District shall establish a Teaching and Learning Advisory Committee and establish a process for curriculum review to support the District's processes and decision-making and to meet requirements of Statute M.S. 120B.11. The role of the Teaching and Learning Advisory Committee is to review and comment and, when appropriate, recommend to the School Board rigorous academic standards, student achievement goals and measures, assessments, and program evaluations.

III. MEMBERSHIP

A. The Teaching and Learning Advisory Committee, to the extent possible, shall be representative of the diversity of the community served by the District and the learning sites within the District.

B. The Teaching and Learning Advisory Committee shall include principals, teachers, parents, Board members, support staff, students and other community members ~~and members shall be appointed by the School Board~~. Whenever possible, parents and community members shall comprise two-thirds of the Advisory Committee.

~~Any member of the community, including School Board members and administrators, may nominate an advisory committee member to the administrator assigned to manage the respective committee, or the Superintendent.~~

~~The respective administrator shall recommend the appointment of the proposed member to the School Board.~~

~~The proposed members will be approved or not approved by the Board.~~

C. The District shall advertise for volunteers to serve on the Teaching and Learning Advisory Committee ~~and the curriculum review committees through the District's newsletter and local newspapers~~ in the spring prior to the year of appointment.

D. The proposed member will be selected by the Superintendent or the Superintendent's Designee approved or not approved by the Board.

~~—E. At the start of each school year, the School Board will be notified of the members selected to serve on the committee annually.~~

III. COMMITTEE ROLE AND FUNCTIONS

The Teaching and Learning Advisory Committee shall serve in an advisory capacity to the School Board and the Administration and shall have the responsibility of recommending, as appropriate, District-wide standards, assessments, program evaluations, graduation requirements and perform such other responsibilities as specified by the School Board, State Legislature or the Minnesota Department of Education.

IV. PUBLIC REPORTING

The Teaching and Learning Advisory Committee shall provide feedback suggestions to the School Board on relevant information to include in the Annual Report on Comprehensive Achievement and Civic Readiness. Curriculum, Instruction and Student Achievement.

- A. The Teaching and Learning Advisory Committee shall review periodically administered parent satisfaction surveys and provide feedback analysis and suggestions to ~~the District Administration and the~~ School Board.
- B. —The Teaching and Learning Advisory Committee shall preview~~review~~ curriculum ~~study~~ committee reports, including which may include parent and student satisfaction surveys, and they shall provide ~~analysis and~~ suggestions to the School Board.

Legal Reference:

Minn. Stat. § 120B.11 (School District process for reviewing curriculum, instruction and student achievement goals; striving for comprehensive achievement and civic readiness).

Minn. Stat. § 122A.625 (Educational effectiveness plan).~~Integration of instruction, curriculum, and technology.~~

Cross Reference:

Policy #601 District Curriculum, ~~i~~nstruction and assessment

Policy #603 Instruction and curricular program review and improvement~~Program Improvement and Curriculum Development~~

Adopted: June 1, 2006

Revised and Approved: February 11, 2020

Reviewed: April 24, 2025

MINNETONKA PUBLIC SCHOOL DISTRICT

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- B. The Teaching and Learning Advisory Committee shall include principals, teachers, parents, Board members, support staff, students and other community members. Whenever possible, parents and community members shall comprise two-thirds of the Advisory Committee.
- C. The District shall advertise for volunteers to serve on the Teaching and Learning Advisory Committee in the spring prior to the year of appointment.
- D. The proposed member will be selected by the Superintendent or the Superintendent's designee.

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The Teaching and Learning Advisory Committee shall provide feedback to the School Board on relevant information to include in the Annual Report on Comprehensive Achievement and Civic Readiness.

- A. The Teaching and Learning Advisory Committee shall review periodically administered parent satisfaction surveys and provide feedback and suggestions to District Administration and the School Board.
- B. The Teaching and Learning Advisory Committee shall preview curriculum committee reports, which may include parent and student satisfaction surveys, and they shall provide suggestions to the School Board.

Legal Reference:

Minn. Stat. § 120B.11 (School District process for reviewing curriculum, instruction and student achievement goals; striving for comprehensive achievement and civic readiness).

Minn. Stat. § 122A.625 (Educational effectiveness plan).

Cross Reference:

Policy #601 District Curriculum, instruction and assessment

Policy #603 Instruction and curricular program review and improvement

Adopted: June 1, 2006

Revised and Approved: February 11, 2020

Reviewed: April 24, 2025

MINNETONKA PUBLIC SCHOOLS

POLICY #217: MEASURES OF SUCCESS

1.0 PURPOSE

The purpose of this policy is to define the expectations of the School Board for the Measures of Success and to provide the Superintendent with a guide for implementation and ongoing usage of the Measures of Success.

2.0 GENERAL STATEMENT OF POLICY

The Board has detailed a Mission and Vision for Minnetonka Public Schools that will ensure world-class, child-centered excellence for 21st century public education. That Mission and Vision has been distilled into six operational areas essential for supporting the achievement of excellence. These areas will be assessed and will form the basis for the District's *Measures of Success*. The purpose of instituting the Board's concept of *Measures of Success* as a primary reporting and review cycle for the Minnetonka School District is three-fold:

- 1) to provide timely and relevant systemic information about both the operational and achievement activities of the District; (GATHER)
- 2) to analyze and respond to that information in order to set annual goals and to make appropriate policy and financial decisions that ensure progress towards the District's Mission and Vision; (GOVERN)
- 3) to communicate needs and progress to all stakeholders. (ENGAGE AND REPORT)

3.0 DEFINITIONS

3.1 Key indicators: The actual list of measures or data

3.2 Operational areas: The key indicators are grouped into essential elements for supporting the achievement of excellence:

- World-class Educational Programming
- Student Readiness, Success, and Achievement
- Teaching and Professional Staff
- Parent and Community Programs and Engagement
- School Buildings and District Facilities
- District Finances

4.0 PROCEDURES TO IMPLEMENT POLICY

- 4.1 It shall be the responsibility of the Superintendent and the Board to identify the key indicators used in the Measures of Success.
- 4.2 Reports given at Board meetings or Study Sessions that are part of the approved Measures of Success shall be labeled as addressing one or more of the defined operational areas.
- 4.3 The Board shall evaluate these reports and may use them for review and analysis as part of goal-setting and strategic planning.
- 4.4 The Board may appoint subcommittees as it deems necessary for additional analysis of the Measures of Success.
- 4.5 The Measures of Success or portions thereof may also be part of the District's Annual Report.
- 4.6 This policy shall be reviewed annually.

Board Approved: October 2, 2008

MINNETONKA PUBLIC SCHOOLS

601 DISTRICT CURRICULUM, INSTRUCTION AND ASSESSMENT

I. PURPOSE

The purpose of this policy is to establish broad curriculum, instruction and assessment parameters that advance high academic and personal achievement and set expectations for a positive and stimulating learning environment critical to student success.

II. GENERAL STATEMENT OF POLICY

Student learning in the Minnetonka School District is based on the effective implementation of the interrelated components of curriculum, instruction and assessment. Successful implementation of these systems results in equity of opportunity, high quality curriculum and instructional resources, on-going assessment to meet individual learner needs, and a positive classroom climate focused on student success.

The District's educational program shall be based upon setting and attaining world-class standards for all students. This standards-based curriculum requires intentional planning and review for teaching, learning, assessment, resources, professional development, supervision and evaluation, and comprehensive program improvement.

III. DEFINITIONS

Curriculum: a written plan including standards, benchmarks, essential questions, an assessment plan, instructional resources and strategies, and time allocations for emphasis and pacing for the content to be taught.

Instruction: a teacher-led process, which transforms well-planned curriculum into student learning. Instruction is standards-focused teaching for the purpose of providing meaningful learning experiences that enable all students to master academic content and achieve personal goals.

Assessments: multiple tools used to gather information about the student's performance on the standards taught.

Evaluation: the process of making judgments about the level of students' understanding or performance.

Standard: a statement of what the student will be able to know, understand and do.

Benchmark: a clear, specific description of knowledge or skills the student should acquire by a particular point in the student’s schooling.

Core Instructional Materials: resources recommended through a District process, approved by the School Board, and used by teachers to provide a required common content for students to achieve intended learning.

Supplementary Materials: resources determined by teachers and principals, as monitored by the Superintendent or designee, which supplement the core materials, and provide for different student needs as required to meet the intended student learning.

Differentiation: the process teachers use to plan learning experiences, which intentionally respond to learner differences. Students would have opportunities to work at their levels of readiness (assessed levels of skills and knowledge), in preferred and varied learning modes/styles, and engage their interests in order to achieve curricular goals.

IV. AREAS OF RESPONSIBILITY

The School Board, in its governance capacity, is accountable for the teaching and learning program and delegates responsibilities as follows:

The Superintendent, through designees, shall be responsible to direct the Administration to create and achieve individual and organizational goals aimed exclusively at furthering the District’s Mission and Vision for teaching and student learning.

V. STUDENT PERFORMANCE GOALS

- A. The focus of the curriculum, instruction and assessment programs will be to develop students who are active, life-long learners. The District will emphasize reading and writing as the foundation of all learning and will further seek to develop each student’s skills as noted below:
 - 1. reading and writing as foundations for learning.
 - 2. a profound command of the English language.
 - 3. a mastery of mathematics.
 - 4. a mastery of scientific principles.
 - 5. a thorough understanding of American history, our system of government, and the importance of participating in the democratic process.
 - 6. global awareness through study of world language, history, geography, and current events.
 - 7. appreciation of music, literature, visual and performing arts.
 - 8. participation in robust physical activity and health education.
 - 9. technological proficiency.
 - 10. life skills.
- B. Students are encouraged to seek depth of learning and complexity of content and thinking. On controversial issues, teachers have the obligation to assess their own bias and to ensure

balance of materials and instruction. The Superintendent will make efforts to ensure error-free materials are used.

- C. Students will be expected to be active, engaged learners and develop desirable qualities of self-discipline, motivation, curiosity, confidence, cooperation, and respectful behavior.
- D. School practices and instruction will be directed toward developing in each student a positive self-image and a sense of personal responsibility.
- E. Multiple and varied assessments measure on-going student progress toward learning goals.

VI. INSTRUCTION

The interaction between a teacher and student is recognized as central to successful learning. Instruction is the critical element in the process of transforming curriculum and materials into learning. The aims of the instructional process are for teachers to:

- A. use District curriculum, assessments and materials to deliver high quality instruction.
- B. supplement core materials, if necessary, based on unique learner needs.
- C. have a thorough and complete command of the subjects they teach.
- D. transcend skill development and mere knowledge-transfer into retention and application of learning.
- E. emphasize excellence, love of learning, critical thinking, cooperation, exploration, and respect for others.
- F. understand how student attitudes, prior knowledge, habits of mind, and relevance impact the learning process.
- G. use research on brain development, learning modes, and gender differences, and other social and cultural differences as foundational to teaching methods.
- H. provide effectively differentiated learning experiences to meet varied student readiness, interests and learner profiles.
- I. ensure that each student has mastered to their fullest potential the skills and knowledge taught.

VII. ASSESSMENT

Curriculum and assessment plans must clearly describe where standards will be taught and where standards will best be measured and documented. Quality assessments provide clear, accurate and timely pictures of what a student has learned against a specific benchmark

expectation. Differentiation, by design, requires pre-assessment and multiple, ongoing forms of assessment and evaluation. A comprehensive assessment plan should:

- A. enhance student learning.
- B. include state, district and classroom components.
- C. clearly identify at which of those three levels each of the standards will be assessed.
- D. match the types of assessment used to the demands of the standard assessed.
- E. require that assessment results be reported in a timely manner to students, educators, parents, community members, and policymakers.
- F. specifically identify how the data will be used to assess and evaluate effectiveness.
- G. provide information necessary for public accountability and reporting.
- H. be balanced in terms of time, resources, and capacity required.

VIII. PROFESSIONAL DEVELOPMENT

Every District teacher will work to ensure that students have mastered, to their fullest potential, the skills, knowledge and concepts taught. A well-planned and adequately funded professional development program will support teachers' efforts. Professional development plans must coordinate with the Instructional Program Review and Improvement Cycle and support teachers in their subject expertise and in their ability to create a positive, supportive, respectful and caring classroom learning climate.

Cross References: Policy #603 Program Improvement and Curriculum Development
Policy #606 Instructional Material Review and Selection
Policy #613 Graduation Requirements
Policy #515 Protection and Privacy of Pupil Records

Approved: September 16, 2004

Reviewed: April 17, 2025

MINNETONKA PUBLIC SCHOOLS

Policy #603: INSTRUCTIONAL AND CURRICULAR PROGRAM REVIEW AND IMPROVEMENT

I. PURPOSE

The purpose of this policy is to provide direction to parents, students, staff, and interested members of the community for involvement in the continuous review and improvement of District instructional and curricular programs.

II. GENERAL STATEMENT OF POLICY

The Minnetonka School District's curriculum focuses instructional practices on challenging and supporting all students in the pursuit of their highest academic and personal achievement. The Minnetonka curriculum shall provide teachers with a framework for reaching world-class excellence by defining the alignment of rigorous standards, grade-level benchmarks, instructional strategies and resources, and assessments. To reach these world-class expectations, the District is committed to a continuous curriculum review and improvement process. This process shall be research-based and systemic, and include the collaborative involvement of teachers and administrators, along with input from parents, students and the community.

III. DEFINITIONS

Curriculum: a written plan including standards, benchmarks, essential questions, an assessment plan, instructional resources and strategies, and time allocations for emphasis and pacing for the content to be taught.

Instruction: a teacher-led process, which transforms well-planned curriculum into student learning. Instruction is standards-focused teaching for the purpose of providing meaningful learning experiences that enable all students to master academic content and achieve personal goals.

Assessments: multiple tools used to gather information about the student's performance on the standards taught.

Evaluation: the process of making judgments about the level of students' understanding or performance.

Standard: a statement of what the student will be able to know, understand and do.

Benchmark: a clear, specific description of knowledge or skills the student should acquire by a particular point in the student's schooling.

Core Instructional Materials: Resources that are part of the District's standards and curriculum adoptions which are approved by the School Board for District-wide use as the primary means to assist students in attaining expected learning outcomes. These materials should be comprehensive enough to enable teachers to primarily use this resource in most instruction.

Supplementary Materials:

- Resources that are selected to complement, enrich and/or extend the curriculum and provide enrichment opportunities to expand students' interests and contribute to their lifelong learning. Examples include local school library collections, District video collections, licensed databases, resource center collections, teacher-selected resources for individual classes, and student resource lists.
- All Supplementary Materials, however, must be selected for the purpose of supporting the standards and curriculum of the given course or class and must be compatible with the District's Vision, goals and expectations.
- Many valuable materials become available continually, and the Board recognizes that extensive processes for approval of evolving materials would be cumbersome and not in students' best interests in some cases; therefore the Board allows teachers to use materials that have not been approved by the Board but fit all of the criteria for selection of materials that have been approved by the Board. If the material is intended to be required reading for all students in the class, approval shall be required by the principal. The materials so identified and used, if intended to be used more than one time, will be subsequently submitted to the principal for submission to the Superintendent, who will inform the Board and periodically request approval of such materials.
- The Board further recognizes that many valuable resources to supplement student learning can be found on the Internet, in periodicals and pamphlets, and in other non-published formats, and permission to use such resources is extended to teachers and building administrators without seeking Board approval; however, it is fully expected that teachers using such sources of materials will use their professional judgment in their selections. It is advisable for teachers to consult with the principal if they have doubt about the appropriateness of the material.

Differentiation: the process teachers use to plan learning experiences, which intentionally respond to learner differences. Students would have opportunities to work at their levels of readiness (assessed levels of skills and knowledge), in preferred and varied learning modes/styles, and engage their interests in order to achieve curricular goals.

IV. AREAS OF RESPONSIBILITY

The Board is accountable, in its governance capacity, for all standards and curricula. The system for defining the District's curriculum, and assuring excellence in curricular and program improvement will include the following components:

- A. The Superintendent, or designee, shall be responsible for development and implementation of procedures, which guide the Instructional and Curricular Program Review and Improvement process. These procedures will reflect the Vision, Strategic Plan, and research-based practices in the field of instructional program improvement and curriculum development. They shall comply with Board policies, as well as federal and state law and rules. The Superintendent shall submit recommendations to the Board for adoption of Minnetonka Standards, instructional and curricular program improvements and instructional materials.
- B. Principals are responsible for assuring implementation of and adherence to the District's adopted instructional and curricular program and instructional materials. They shall be part of the committee making recommendations for standards and curriculum.
- C. Teachers, under the supervision of Principals, are responsible for implementing the District's adopted instructional and curricular program and instructional materials. They shall be part of the committee making recommendations for standards and curriculum.
- D. District advisory committees are established to review and provide feedback on proposed instructional and curricular program improvements and instructional materials. The advisory committees shall be a reflection of the community and to the extent possible shall reflect the diversity of the District, and shall include parents, teachers, support staff, students, administrators and community residents, as determined by the Superintendent, or designee.

V. REVIEW AND PROGRAM IMPROVEMENT PROCESS

The goal of the instructional review and improvement process is to advance the quality of curriculum and instruction and to promote excellence in student performance using the best possible instructional practices, curricula, and materials.

The following steps address a research-based program improvement cycle. Meaningful professional development is an important component of each step.

- A. Committees of teachers, administrators, and parent/community members shall examine current Minnetonka practices, study Minnetonka student achievement results, and review staff and student surveys.
 - 1. Review District Vision and Goals and department goals.
 - 2. Conduct a review of current curriculum and instructional practices, including the level of technology integration.

3. Review course/program offerings.
 4. Review and analyze Minnetonka student achievement on local, state, national, and international assessments.
 5. Review parent, teacher and student surveys.
- B. The committees shall examine external research and data.
1. Review literature on research-based practices, including optimal use of technology.
 2. Review national and international assessments.
 3. Review state, national and international standards.
 4. Review information on development of reading, writing and study skills in the content area.
 5. Visit exemplary programs in the subject/program; attend conferences when relevant and feasible.
- C. The Committee shall develop and communicate improvement recommendations.
1. Develop findings based upon the information analysis conducted in A and B above.
 2. Develop and prioritize recommendations for program improvement based upon the findings. A complete recommendation must show evidence of meeting the following:
 - meets local, state and federal standards,
 - facilitates subject-to-subject articulation,
 - provides meaningful assessments,
 - facilitates curriculum development,
 - details “total cost of ownership,”
 - provides evidence of thorough assessment of alternatives, and
 - provides research indicating effectiveness for a wide variety of students.
 3. Submit recommendations to the Superintendent for review and submission to the School Board for adoption.
 4. Develop a communication plan for stakeholders to ensure implementation.
- D. The Department of Teaching and Learning staff and teachers shall develop proposed Minnetonka academic standards.
1. Develop articulated E-12 Minnetonka Standards, based on a review of national and state standards and local professional expertise.

2. Present a draft of the standards at a public hearing for review.
 3. Submit the final draft of articulated E-12 Minnetonka Standards to the Superintendent for submission to the Board for adoption.
- E. The Department of Teaching and Learning staff and teachers select proposed core and supplementary instructional materials. (For greater detail see Policy #606, Instructional Material Review and Selection.)
1. The Department of Teaching and Learning staff and teachers conduct a materials review and selection process, using selection criteria referenced in Policy #606.
 2. Materials under consideration are made available for public review and comment.
 3. The recommendation for materials is presented to the Superintendent for submission to the Board for approval.
- F. The Superintendent, or designee Assistant Superintendent of Instruction, supervises the development of curriculum, using the Curriculum Framework to align standards, benchmarks, instruction and assessments.
1. Develop or revise curriculum and plan any needed pilots and assessments.
 2. Develop an implementation timetable, plan, and cost estimate for any needed training on new materials or instructional strategies.
- G. The Superintendent, or designee Assistant Superintendent of Instruction, supervises the implementation of adopted curriculum and materials.
1. Principals are responsible for assuring successful implementation of and adherence to the adopted materials and curriculum.
 2. Academic progress subsequent to implementation will be measured and reported to the Board.
 3. Refine and modify based on the outcome of performance measurements.

VI. PROGRAM IMPROVEMENT CYCLE

Program and/or subject areas will be systematically evaluated using the Program Improvement Process. For planning purposes, the process will be charted on a multi-year cycle; however, modifications may be made yearly as required by state-mandated changes or local determination.

VII. CURRICULUM DEVELOPMENT

To be successful, curriculum development must be a collaborative enterprise involving professional expertise. The curriculum plan provides the framework around which teachers determine their methods of delivery, based on student differentiation needs. Curriculum development includes:

- A. Development of Curriculum Framework (grade, course).
- B. Alignment of E-12 Minnetonka Standards.
- C. Development of Essential Questions.
- D. Identification of Grade Level/Course Assessment Benchmarks.
- E. Identification of Instructional Strategies and Resources.
- F. Identification of Pacing through Emphasis/Range of Time.

Cross Reference:

Policy #C-6, Controversial Issues Policy

Policy #M-3, Multicultural, Gender Fair, Disability Sensitive Education

Policy #601, District Curriculum, Instruction and Assessment

Policy #606, Instructional Material Review, Selection and Use

Adopted: October 7, 2004

Reviewed: May 15, 2014 and June 19, 2014

Adopted: August 7, 2014

Reviewed: April 24, 2025

INFORMATION

**SCHOOL BOARD
Minnetonka I.S.D. 276
5621 County Road 101
Minnetonka, Minnesota**

Study Session Agenda Item #8

**Title: Review of Proposed Diamond Club-District Partnership
For Restrooms at Veterans Field**

April 24, 2025

EXECUTIVE SUMMARY:

The School District is in the process of having to replace the retaining wall system along the left field sideline area of Veterans Field due to significant settling and shifting of the structure.

While that particular endeavor is a difficult situation that the District has been handed by fate, at the same time, it may be possible to leverage that necessary retaining wall replacement into something that “makes lemonade out of a lemon” and results in a significant improvement to Veterans Field.

This is possible because the District has a very strong potential partner in the Minnetonka Diamond Club, which actually paid 90% of the original \$4,000,000 cost for Veterans Field and Legacy Fields through donations.

One of the biggest concerns we hear year after year from the spectators and players to the Minnetonka Diamond Club is complaints about the distance to regular restrooms under the Einer Anderson Visitors Bleachers from Veterans Field.

If a big block system is installed, it will result in a plaza that is “double-the-width” of the former space. This will result in a wide enough plaza space to construct a restroom and larger concession facility on the larger plaza at the same time.

The cost of that concession-restroom facility is estimated at \$900,000-\$1,000,000.

The Minnetonka Diamond Club has indicated that they will be willing to pay for that cost from their annual revenue stream of field rentals, advertising rentals, and concession revenues.

At a meeting of the Minnetonka Diamond Club Board on April 7, the MDC Board approved participating as a partner with the District to construct a restroom and improved concessions facility by donating 100% of the estimated cost according to the following schedule:

August 31, 2025	\$500,000
August 31, 2026	\$150,000 or remainder
August 31, 2027	\$150,000 or remainder
August 31, 2028	\$150,000 or remainder
August 31, 2029	\$ 50,000 or remainder

If it is the consensus of the School Board to move ahead, then Amendment 4 will be brought forward for School Board approval at the May 8, 2025 School Board Meeting.


ATTACHMENTS:

Operating And Use Agreement Addendum Number 4
Minnetonka Diamond Club Letter To School Board
Minnetonka Diamond Club Treasurer's Report April 7, 2025

RECOMMENDATION/FUTURE DIRECTION:

This information is presented for the School Board's review and consideration.

Submitted by: 
Paul Bourgeois, Executive Director of Finance & Operations

Concurrence: 
David Law, Superintendent

**OPERATING AND USE AGREEMENT
ADDENDUM NUMBER 4**

VETERANS FIELD AND LEGACY FIELDS SOFTBALL COMPLEX

This Addendum Number 4 dated _____ is intended to serve as an addendum to the Operating and Use Agreements between the Minnetonka Diamond Club (MDC) and Minnetonka Independent School District 276 (School District) for Veterans Field originally executed on April 18, 2006.

All components of the Operating Agreements not specifically addressed by Addendum Number 4 remain in full force and effect for the duration of the time period specified in Addendum Number 1.

- A. **Description of Project:** Minnetonka Independent School District 276 will be replacing the current retaining wall constructed of small retaining wall blocks along the left-field side of Veterans Field as it has experienced significant settling. The replacement retaining wall will be constructed of a newer product commonly known as big block retaining wall blocks. The larger blocks will permit the construction of a single retaining wall instead of the current two-step configuration. As a result, the plaza area at the top of the structure adjacent to the Veterans Field stands will be significantly wider. The additional square footage of the plaza makes it possible for the upper plaza area to host a permanent building containing permanent restrooms and a larger concession stand upon it. As it would be advantageous to construct such a facility at the time of the replacement of the retaining wall to facility the running of potable water, waste and natural gas plumbing lines to the restroom-concession facility the Minnetonka Diamond Club is interested in partnering with Minnetonka ISD 276 to construct the restroom-concession building for use by all Minnetonka ISD 276 and Minnetonka Diamond Club users of Veterans Field.
- B. **Minnetonka ISD 276 Obligations:** Minnetonka ISD 276 will oversee the design and construction of the retaining wall and restroom-concession facility, will be the contracting agency, and will be responsible for all payments to design and construction vendors for the project. Minnetonka ISD 276 will issue a \$1,300,000 bond to pay for the replacement of the retaining wall and will be responsible for all annual payments for that \$1,300,000 bond. If the replacement of the retaining wall costs less than the estimated \$1,300,000, any remaining bond proceeds will be used to pay for a portion of the restroom-concession facility. Minnetonka ISD 276 will be responsible for the daily cleaning of the restrooms, normal operating maintenance, and ongoing long-term facility maintenance for the restroom-concession facility.

C. **Minnetonka Diamond Club Obligations:** The estimated cost of the restroom-concession facility is approximately \$1,000,000. Minnetonka Diamond Club pledges to submit donations to Minnetonka ISD 276 to pay for the cost of the restroom-concession facility up to the actual construction cost or \$1,000,000 maximum, whichever is less, according to the following schedule:

August 31, 2025	\$500,000
August 31, 2026	\$150,000 or remainder
August 31, 2027	\$150,000 or remainder
August 31, 2028	\$150,000 or remainder
August 31, 2029	\$ 50,000 or remainder

Minnetonka Diamond Club continues to be responsible for licensing of the new concession stand, daily cleaning of the new concession stand, and providing equipment for the new concession stand as they are currently obligated to do for the existing small concession stand beneath the press box.

D. **Complete Agreement for Construction of Restroom-Concession Facility:** The parties acknowledge that this addendum is the complete agreement for the construction of a restroom-concession facility at Veterans Field in conjunction with the replacement of the retaining wall along the left-field side of Veterans Field.

Minnetonka Diamond Club

Minnetonka ISD 276

Its President Date

Its School Board Chair Date

Its Vice President

Its Deputy Clerk

March 27, 2025

Minnetonka School Board
5621 CR-101
Minnetonka, MN 55345

To the Honorable Members of the Minnetonka School Board,

First of all, we would like to say how much the Minnetonka Diamond Club appreciates our 20-year relationship with the Minnetonka School District. Veterans Field started out as a dream and now has become one of the best high school stadiums in the state.

Our initial planning of the stadium has held up greatly over the years with a couple important exceptions.

- We built the facility without restrooms. We currently are using portable restrooms that are placed outside the stadium. This solution works for most, but it is very hard for the elderly and anyone with a disability or handicap. The existing permanent restrooms used by football and softball by Einer Anderson Field pose an issue due to distance and the need to use stairs. Unfortunately, we have experienced issues with individuals that have been embarrassing for them. These episodes don't make Minnetonka Diamond Club or Minnetonka School District look like the class organizations we strive to be.
- We completely undersized the concession stand. As one very well respected leader among us refers to the current concession stand as a "three person telephone booth". With the size restraints, we are very limited to what items we can offer. We also are limited to storage space so our purchasing of product is very inefficient.

Minnetonka Diamond Club would like to partner with the Minnetonka School District to rectify these issues by constructing a new restroom/concession stand building within the stadium. We have a proven track record where we fulfilled our original commitment to raise \$4,300,000 to cover the building costs of Veterans and Legacy Fields. We have a strong financial standing and will be able to commit to the amount and timing of payments that we have been initially proposed.

Again, we have a beautiful stadium and fans from all over the Midwest are in awe when they attend a game. Unfortunately, the lack of restrooms soon overtakes the initial awe. We consistently hear the questions of how we could possibly have built a great stadium and not have a much-needed convenience of a restroom facility.

We can rectify this issue by partnering together again. Minnetonka Diamond Club is ready to step up and raise the funds to get this project completed.

Respectfully,

Kyle Heitkamp
MDC -President

Charlie Kanan
MDC – Vice President



**Minnetonka Diamond Club
Board Meeting
Monday, April 7, 2025
Treasurer Report**

Bank Account Balance as of 4/6/2025:	\$313,044.22
Diamond Club Investment Account	
Principal (1/17/23, 10/11/2023 and 7/11/24):	\$500,000
Current Value as of 4/6/2025:	\$546,659.89
Actual Account Balance:	\$859,704.11
Current Open Invoices as of 4/6/2025	None
Estimated Additional 2025 Income:	
2024 Holiday Baseball Camp	\$15,441 (actual, 2023: \$15,071)
2025 Partner Pledges	\$59,960 (MBA, Legion, Millers, MTC) (2024: \$59,960)
2025 Veteran's Marketing	\$61,000 (2024: \$81,000)
President's Weekend Camp*	\$7,390 (actual, 2024: \$8,729)
Twins Game April 26 th *	\$23,250 (actual, up to date)
Momentum*	TBD (2024: \$19,328)
Maynard's Night	\$17,939 (actual, 2024: \$15,395)
2025 Field Rental	\$30,000 (estimated, 2024: \$31,025)
Camps	\$11,000 (estimated, 2024: \$11,050)
2025 Concessions	\$19,000 (estimated, 2024: \$19,611)
Youngstedt's Car Wash	\$4,500 (estimated, 2024: \$4,727)
Donations	\$TBD (2024: \$4,067)
Estimated 2025 Expenses	
Insurance	\$698 PAID (2024: \$698)
Taxes/Tax Preparation	\$1,350 (estimated, 2024: \$1,320)
Business Expenses	\$2300 (bank fees, supplies, domain, QR code, Square, SportsEngine; 2024: \$2,361)
Payroll	\$5,000 (estimated, 2024: \$4,457)
Community for the Commons (C4C)	\$20,000 (pledge of \$50,000 total through 2026)
South Dakota Spring Training Trip	\$5,727 PAID (includes family contributions: \$9,490)
Skipper Booster Club (2025 Season)	\$23,500 (budgeted, Current balance: \$25,805)
QuickBooks Annual Subscription	\$970 (estimated, 2024: \$970)
QuickBooks Fees:	\$375 (estimated, 2024: \$373)
Field Maintenance/Improvements	TBD (2024: \$7,592)

*= Minnetonka Baseball Booster Club fundraising events

INFORMATION

**SCHOOL BOARD
Minnetonka I.S.D #276
5621 County Road 101
Minnetonka, Minnesota**

Study Session Agenda Item #9

Title: Review of Fees for FY26

Date: April 24, 2025

EXECUTIVE SUMMARY

Under Minnesota State law, the Board of each Minnesota public school may require certain pupil fees as described in statute.

The District is required to hold a public hearing on proposed fees to accept public comment on the proposed fees.

Minnetonka Independent School District 276 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.

This year, for the first time in two decades, because of the District's financial challenges in the General Operating Fund requiring approximately \$5.0 million in budget reductions for FY26 after making \$3.8 million in budget reductions for FY25, across the board increases in Student Fees, Activity Fees and Transportation Fees at the rate of 10% are required.

Proposed fee changes for elementary, middle and high school levels for FY26 are attached. All fees are increased 10% with some rounding as appropriate, with several exceptions highlighted in yellow where a higher fee increase is recommended by the program administrator where a higher increase is needed to cover costs.

Bus Fees for transportation for students who live below two miles from school are increasing for the first time since they were instituted in FY2006 from \$100 per student and a maximum of \$250 per family to \$110 per student and a maximum of \$275 per family. It is important to note that on a 173-day instructional calendar, the \$110 per student fee equates to 64 cents per day or 32 cents for morning pick up to school and 32 cents for afternoon drop off from school.

Per State Statutes, students who live two miles or further from school are eligible for free transportation.

An estimate of the impact of all proposed fee changes is also attached. Because of certain fees being recommended by program administrators to increase by more than 10%, the overall proposed increase across the board ends up at an estimated 12% increase as noted on the bottom right-hand corners of the estimate.

Tonka Dome fees are recommended to increase by \$5 across the board. It is important to note that Tonka Dome fees have been increased steadily every year to pay for the annual steadily rising costs of electricity, natural gas and Dome management. As a result, Tonka Dome fees have kept pace with inflation and the Dome continues to operate at a break-even level with revenues covering all operational costs as well as bonded debt costs.

The Tonka Dome also covers its cost of capital, with fees covering the operational costs as well as the annual bond payment on the bonds that were issued to pay for the Dome in 2004.

There are four remaining annual bond payments averaging \$151,325, with a payment scheduled for February 1 in 2026, 2027, 2028 and 2029.

The last bond payment on the Dome is scheduled for February 1, 2029.

ATTACHMENTS

Proposed High School Fees
Proposed Middle School Fees
Proposed Elementary School Fees
Summary Of Proposed Fee Changes From FY25 For FY26
Proposed Dome Fees
Facility Rental Fee Schedule

RECOMMENDATION/FUTURE DIRECTION:

This information is presented for the School Board's review.

Submitted by: 
Paul Bourgeois, Executive Director of Finance & Operations

Concurrence: 
David Law, Superintendent

MINNETONKA HIGH SCHOOL STUDENT FEE SCHEDULE			
2025-26	2024-25	PROPOSED 2025-26	NOTES
10% Increase to all fees as part of budget reduction plan unless indicated by administrator responsible for program.			
Course Fees			
ART	<i>per course</i>	<i>per course</i>	
AP Art- Studio	\$50	\$55	
Comics	\$20	\$22	
Ceramics	\$25	\$28	
Digital Photography	\$30	\$33	
Digital Drawing 1, 2, & 3	\$20	\$22	
Drawing	\$20	\$22	
Graphic and Product Design	\$20	\$22	
IB Visual Art HLA yr 1	\$50	\$55	
IB Visual Art HLA yr 2	\$50	\$55	
IB Visual Art SLA	\$50	\$55	
Intro to Studio Art	\$20	\$22	
Jewelry	\$35	\$39	
Metal Sculpture	\$25	\$28	
Painting	\$25	\$28	
Darkroom Photography I	\$50	\$55	
Darkroom Photography II	\$60	\$66	
Darkroom Photography III	\$40	\$44	
Video Production	\$20	\$22	
TONKA ONLINE (summer or in addition to standard course-load)			
Tonka Online course (non PE)	\$375	\$405	
Tonka Online Physical Education course	\$275	\$305	
TECHNOLOGY EDUCATION	<i>per course</i>	<i>per course</i>	
Air Brush	\$12	\$13	
Design	\$0	\$0	
Drafting	\$0	\$0	
Electronics	\$0	\$0	
Graphic Arts	\$0	\$0	
Home Renovation and Maintenance	\$15	\$17	
Int Autocad Inv	\$0	\$0	
Metals I	\$45	\$50	
Metals II	\$50	\$55	
Momentum	at cost	at cost	
Physics of Home Renovation	\$15	\$17	
Woods	\$25	\$28	
Extra Woodworking Projects	at cost	at cost	
FAMILY AND CONSUMER SCIENCES	<i>per course</i>	<i>per course</i>	
Clothing	\$0	\$0	
Foods	\$0	\$0	
Interior Design	\$0	\$0	
Sew Creative I	\$0	\$0	
^Course Fees are refundable if the student elects to not take the personal property home.			
Driver's Education	Handled by MCE	Handled by MCE	
Field Trips Supplemental			
Optional Study Travel	at cost	at cost	
Other Optional Field Trips	at cost	at cost	
Musical Instruments Rental	<i>per school year</i>	<i>per school year</i>	
Percussion Instruments-taxable	\$50	\$55	
Season Rental (Marching and/or Pep band)-taxable	\$80	\$88	
String Instruments-taxable	\$110	\$120	
Wind Instruments-taxable	\$110	\$120	
Padlocks	<i>per school year</i>	<i>per school year</i>	
Physical Education	NC \$6 if lost	NC \$6 if lost	
Athletic	NC \$6 if lost	NC \$6 if lost	
Loss or destruction of Hallway Locker/Padlock	at cost	at cost	
Parking	<i>per year or day</i>	<i>per year or day</i>	
Permit - Shared Full Year	\$300	\$330	
Permit - Shared Per Semester	\$150	\$165	
Replacement Permit	\$50	\$55	
Daily Parking Permit (Advance)	\$5	\$6	
Daily Parking Permit	\$5	\$6	
Parking Violations Permit Holder First:	\$10	\$10	
Parking Violations Permit Holder Second:	\$20	\$20	
Parking Violations Permit Holder Third:	\$30	\$30	
Parking Violations Permit Holder Fourth:	Revocation	Revocation	
Parking Violations Non-Permit Holder First:	\$20	\$20	
Parking Violations Non-Permit Holder Second:	\$30	\$30	
Parking Violations Non-Permit Holder Third:	\$40	\$44	
Parking Violations Non-Permit Holder Fourth:	Towed	Towed	
Car Boot Fee	\$25	\$30	
Textbooks & Materials			
Overdue Media material fine	\$0-\$.25 per day	\$0	
iPad Insurance - Optional	\$40	\$44	
Loss or destruction of books or materials	at cost	at cost	

MINNETONKA HIGH SCHOOL STUDENT FEE SCHEDULE			NOTES
2025-26	2024-25	PROPOSED 2025-26	
Other Non-Student Fees	<i>per occurrence</i>	<i>per occurrence</i>	
Post HS transcript fee	\$5	\$5	
Returned check fee	\$10	\$10	
Plays/Musicals/Entrance Ticket	<i>per event</i>	<i>per event</i>	
Play for which royalties are paid	at cost \$1-\$20	at cost \$1-\$22	
Plays other	\$15/\$12/\$10	\$16/\$13/\$11	
Athletic Entrance Ticket	<i>Adult/Student</i>	<i>Adult/Student</i>	
Transaction charge for online ticketing	\$1Ticket + 5%	\$1Ticket + 5%	
Adaptive Bowling	\$0/\$0	\$0/\$0	
Adaptive Floor Hockey	\$0/\$0	\$0/\$0	
Adaptive Soccer	\$0/\$0	\$0/\$0	
Adaptive- Softball	\$0/\$0	\$0/\$0	
Alpine Ski (boys/girls)	\$0/\$0	\$0/\$0	
Baseball	\$7.00/\$5.00	\$8.00/\$6.00	
Basketball (boys)	\$7.00/\$5.00	\$8.00/\$6.00	
Basketball (girls)	\$7.00/\$5.00	\$8.00/\$6.00	
Competitive Dance	\$7.00/\$5.00	\$8.00/\$6.00	
Cross Country Running (boys)	\$0/\$0	\$0/\$0	
Cross Country Running (girls)	\$0/\$0	\$0/\$0	
Football (boys)	\$7.00/\$5.00	\$8.00/\$6.00	
Golf (boys/girls)	\$0/\$0	\$0/\$0	
Gymnastics	\$7.00/\$5.00	\$8.00/\$6.00	
Hockey (boys)	\$7.00/\$5.00	\$8.00/\$6.00	
Hockey (girls)	\$7.00/\$5.00	\$8.00/\$6.00	
Lacrosse (boys)	\$7.00/\$5.00	\$8.00/\$6.00	
Lacrosse (girls)	\$7.00/\$5.00	\$8.00/\$6.00	
Nordic Ski (boys/girls)	\$0/\$0	\$0/\$0	
Soccer (boys)	\$7.00/\$5.00	\$8.00/\$6.00	
Soccer (girls)	\$7.00/\$5.00	\$8.00/\$6.00	
Softball (girls)	\$0/\$0	\$0/\$0	
Swim/Dive (boys)	\$7.00/\$5.00	\$8.00/\$6.00	
Swim/Dive (girls)	\$7.00/\$5.00	\$8.00/\$6.00	
Swim/Dive Meets	\$7.00/\$5.00	\$8.00/\$6.00	
Tennis (boys/girls)	\$0/\$0	\$0/\$0	
Track & Field Events	\$7.00/\$5.00	\$8.00/\$6.00	
Volleyball (girls)	\$7.00/\$5.00	\$8.00/\$6.00	
Wrestling (boys)	\$7.00/\$5.00	\$8.00/\$6.00	
Activity Ticket			
Transaction Charge for Online Ticketing	\$2/pass + 5%	\$2/pass + 5%	
Entry to all regular season home activities entire school year. Excludes concerts, dramatic productions or musicals for which royalties are paid.			
Student - 10 Punch Pass	\$40	\$44	
Adult - 10 Punch Pass	\$60	\$66	
Activity Pass			
Transaction Charge for Online Ticketing	\$2/pass + 5%	\$2/pass + 5%	
Entry to all regular season home activities entire school year. Excludes concerts, dramatic productions or musicals for which royalties are paid.			
Student Sticker	\$50	\$55	
Senior Citizen Pass - contact District Service Center	Free to all on-campus events-- Board Policy #908	Free to all on-campus events-- Board Policy #908	
Co-Curricular Activities	<i>per activity</i>	<i>per activity</i>	
One-Time/Annual Participation Fee	\$75	\$83	
Activities which pay One-Time/Annual Participation Fee			
ATHLETICS:			
Adaptive Bowling	\$80	\$88	
Adaptive Floor Hockey	\$80	\$88	
Adaptive Soccer	\$80	\$88	
Adaptive Softball	\$80	\$88	
Alpine Ski (boys/girls)	\$125	\$138	
Baseball (boys)	\$125	\$138	
Basketball (boys/girls), 9	\$165	\$182	
Basketball (boys/girls) 10-12	\$165	\$182	
Competitive Dance	\$200	\$220	
Cross Country Running (boys)	\$80	\$88	
Cross Country Running (girls)	\$80	\$88	
Football (boys)	\$200	\$220	
Golf (boys/girls)	\$100	\$110	
Gymnastics	\$200	\$220	
Hockey (boys)	\$247	\$272	
Hockey (girls)	\$247	\$272	
Lacrosse-boys	\$175	\$193	
Lacrosse-girls	\$130	\$143	
Nordic Ski (boys/girls)	\$125	\$138	
Soccer (boys/girls)	\$100	\$110	
Softball (girls)	\$125	\$138	
Swimming (boys/girls)	\$109	\$120	

MINNETONKA HIGH SCHOOL STUDENT FEE SCHEDULE			
2025-26		PROPOSED	NOTES
	2024-25	2025-26	
Tennis (boys/girls)	\$85	\$94	
Track (boys)	\$150	\$165	
Track (girls)	\$150	\$165	
Volleyball (girls)	\$100	\$110	
Wrestling (boys)	\$104	\$114	
ENRICHMENTS:			
Architectural Challenge	\$0	\$0	
Business Professionals of America	\$0	\$88	New Activity Per T. Schultz
Chamber Singers	\$50	\$55	
Debate	\$80	\$88	
DECA	\$80	\$88	
Destination Imagination	\$0	\$0	
Donna Voce	\$50	\$55	
Drama - Fall Musical	\$80	\$88	
Drama - One Act Play	\$0	\$0	
Drama - Spring Musical	\$80	\$88	
Drama - Winter Play	\$50	\$55	
ESports	\$80	\$88	
Engineering Tech Challenge	\$0	\$0	
Jazz Ensemble (Band)	\$50	\$55	
Jazz Too	\$0	\$0	
Knowledge Bowl	\$50	\$55	
Marching Band	\$80	\$88	
Math Team	\$80	\$88	
Mock Trial	\$80	\$88	
Model UN	\$80	\$88	
Pit Orchestra (Drama/Musicals)	\$0	\$0	
Quiz Bowl	\$80	\$88	
Robotics	\$80	\$120	Material costs Per T. Schultz
Science Fair	\$0	\$0	
Science Olympiad	\$0	\$0	
Speech	\$80	\$88	
Supermileage	\$0	\$0	
Varsity Madrigals	\$0	\$0	
Winter Pep Band	\$0	\$0	
Co-Curricular Activities (Continued)			
	<i>per activity</i>	<i>per activity</i>	
Activities which pay One-Time/Annual Participation Fee (cont'd)			
CLUBS			
Bowling (no activity fee assessed by MHS)	\$0	\$0	
Competitive & Sideline Cheerleading	\$225	\$250	
Performance Dance	\$100	\$110	
Sailing (no activity fee assessed by MHS)	\$0	\$0	
Slowpitch Softball	\$160	\$176	
Trap/Skeet Shooting (no activity fee assessed by MHS)	\$0	\$0	
Enrichments/Clubs With No Participation Fee:			
American Sign Language (ASL) Club	at cost	at cost	
Art Club	at cost	at cost	
Baking Club	at cost	at cost	
Breezes	at cost	at cost	
Dare to Know	at cost	at cost	
Duct Tape Club	at cost	at cost	
Earth Club	at cost	at cost	
Honor Society (NHS)	at cost	at cost	
Interact	at cost	at cost	
Literary Magazine	at cost	at cost	
National Art Honor Society	at cost	at cost	
OFFENSE	at cost	at cost	
Optimist Club	at cost	at cost	
People to People	at cost	at cost	
Reachout Volunteers	at cost	at cost	
Strength Training - fall/winter/spring after school per season	\$50	\$55	
Strength Training - summer group training	\$140	\$154	
Strength Training - summer personal training	\$175	\$193	
Student Government	at cost	at cost	
Students Against Poverty	at cost	at cost	
Video Production Club	at cost	at cost	
Vocal Music Sessions - fall/winter/spring per 8 week season	\$80	\$88	
Vocal Music Sessions - 1 session	\$10	\$11	
Yearbook	at cost	at cost	
New Student Interest Club	\$30 min or cost	At cost	
Try-Out Fee			
	<i>per sport</i>	<i>per sport</i>	
Golf (green fees)	at cost	at cost	
Downhill Skiing (lift tickets)	at cost	at cost	
Approved by School Board 06/XX/2025			

MINNETONKA MIDDLE SCHOOLS			
STUDENT FEE SCHEDULE			
2025-26			
	2024-25	PROPOSED 2025-26	NOTES
10% Increase to all fees as part of budget reduction plan unless indicated by administrator responsible for program.			
Art			
Art classes	at cost	at cost	
Technology Education	per course	per course	
Woods	at cost	at cost	
Tech Ed Kits	at cost	at cost	
Family and Consumer Sciences	per course	per course	
FACS/Snack Shop	at cost	at cost	
Media	per day	per day	
Overdue material fine	\$0	\$0	
Material loss	at cost	at cost	
Padlocks			
Physical Education	\$0	\$0	
Athletic-deposits	\$0	\$0	
Textbooks and Materials			
Loss or destruction of books or materials	at cost	at cost	
Ipad Insurance- Optional	\$40	\$44	
Field Trips - Supplemental			
Optional Field Trips	at cost	at cost	
Musical Instruments Rental	per school year	per school year	
Band- taxable	\$85/12 months	\$102/12 months	Per S. Urbanski
Orchestra - taxable	\$100/12 months	\$120/12 months	Per S. Urbanski
Percussion Kit - taxable	\$35/12 months	\$38/12 months	
Other Optional Fees			
After School Center	\$50/Quarter	\$55/Quarter	
Yearbook - taxable	\$28	\$31	
Other Non-Student Fees	per occurrence	per occurrence	
Returned check fee	\$10	\$10	
Participation Fee	per school year	per school year	
Co-curricular activities and Enrichments unless noted	\$50	\$55	
Plays/Musicals	per event	per event	
Tickets-Plays for which royalties are paid	at cost \$1-\$20	at cost \$1-\$22	
Tickets-Other Plays	at cost \$1-\$8	at cost \$1-\$9	
Activity Fee	\$50	\$55	
Co-curricular Activity Fees; Uniform, Equipment, Transportation	per activity	per activity	
Activities which pay \$50 Participation Fee			
Cross Country Running (boys)	\$60	\$66	
Cross Country Running (girls)	\$60	\$66	
Golf (boys/girls)	\$60	\$66	
Nordic Ski (boys/girls)	\$60	\$66	
Tennis (boys/girls)	\$60	\$66	
Track (boys)	\$60	\$66	
Track (girls)	\$60	\$66	
Volleyball (girls)	\$60	\$66	

MINNETONKA MIDDLE SCHOOLS			
STUDENT FEE SCHEDULE			
2025-26			
		PROPOSED	NOTES
	2024-25	2025-26	
Wrestling (boys)	\$60	\$66	
Academic Enrichments/Clubs Activity Fees			
	<i>per activity</i>	<i>per activity</i>	
Enrichments which pay \$55 Participation Fee			
Anime Club	\$15	\$17	
Archery	\$25	\$28	
Art Activities/Jewelry making	\$10	\$11	
Baking Club	\$50	\$55	
Bright Watch	\$10-\$50	\$11-\$55	
Computer Art	\$10	\$11	
Clay Class/Pottery/Sculpture	\$15	\$17	
Cooking Club	\$40	\$44	
Drama Club	\$10	\$11	
Drama/Musical	\$50	\$55	
Drama/One Act Play	\$40	\$44	
Eco Art/ Mural	\$5	\$6	
Environmental Club	\$10	\$11	
Games Club	\$30	\$33	
Honor Choir	\$0	\$0	
Jazz Band	\$0	\$0	
Knowledge Bowl	\$25	\$28	
Lego League/Robots	\$15	\$17	
Math Team	\$25	\$28	
Photoshop Class	\$10	\$11	
Quiz Bowl	\$10	\$11	
Rock Climbing	\$25	\$28	
Science Olympiad	\$15	\$17	
Scrapbook Club	\$30	\$33	
Speech Club	\$25	\$28	
Stage Crew	\$40	\$44	
Table Tennis Club	\$20	\$22	
Variety Show	\$0	\$0	
Water Polo	\$25	\$28	
Woodworking Club	\$20	\$22	
Enrichments With No participation Fees			
Book Club	\$20	\$22	
Crochet Club	\$5	\$6	
Mad Jazz/Ensemble	\$0	\$0	
Media Club	\$15	\$17	
Morning Madrigals	\$0	\$0	
Newspaper Club	\$10	\$11	
Service Learning Club	\$0	\$0	
Show Choir	\$0	\$0	
Strength Training - summer group training	\$140	\$154	
Strength Training - summer personal training	\$175	\$193	
Student Leadership/Government	\$0	\$0	
Yearbook Club	\$0	\$0	
New Student Interest Club	Min \$30 or at Cost	At Cost	
Approved by School Board 06/XX/2025			

MINNETONKA ELEMENTARY SCHOOLS			
FEE SCHEDULE			
2025-26			
		PROPOSED	NOTES
	2024-25	2025-26	
10% Increase to all fees as part of budget reduction plan unless indicated by administrator responsible for program.			
Media			
Overdue material fine	\$0	\$0	
Material loss	at cost	at cost	
Textbooks and Materials			
Loss or destruction of books or materials	at cost	at cost	
iPad Insurance - Optional	\$40	\$44	
Field Trips - Supplemental	at cost not to exceed \$50/yr.	at cost not to exceed \$55/yr.	
Musical Instruments Rental	<i>per school year</i>	<i>per school year</i>	
Band-taxable	\$85	\$102	Per S. Urbanski
Percussion-taxable	\$10	\$11	
Orchestra-taxable	\$100	\$120	Per S. Urbanski
After School Language Instruction	\$50	\$55	
Tonka District Children's Choir Grades 4 & 5	\$50	\$75	Per C. Carpenter
Tonka District Children's Choir Grade 3		\$50	
Plays/Musicals	<i>per event</i>	<i>per event</i>	
Tickets-Plays for which royalties are paid	at cost \$1-\$20	at cost \$1-\$22	
Tickets-Other Plays	at cost \$1-\$8	at cost \$1-\$9	
Activity Fee	\$50	\$55	
Other Non-Student Fees	<i>per occurrence</i>	<i>per occurrence</i>	
Returned check fee	\$10	\$10	
Approved by School Board 06/XX/2025			

Student Fees Change Report Summary FY25 To FY26					
	FY24	FY25**	FY26 Projected	\$ Increase FY26 Over FY25	% Increase FY26 Over FY25
Elementary Fees	268,602.46	294,656.00	329,126.40	34,470.40	12%
Middle School Fees	277,932.00	244,657.00	263,416.40	18,759.40	8%
High School Athletic Fees	864,167.00	824,868.00	919,815.65	94,947.65	12%
High School All Other Fees	226,233.95	233,279.00	256,606.90	23,327.90	10%
Bus Fees	228,692.00	240,000.00	264,000.00	24,000.00	10%
Tonka Online Fees	392,510.00	401,938.00	442,131.80	40,193.80	10%
iPad Insurance	149,732.00	169,599.00	186,558.90	16,959.90	10%
Total	\$ 2,407,869.41	\$ 2,408,997.00	\$ 2,661,656.05	252,659.05	10%

**FY25 Fees Estimated for March-June based on PY

Tonka Dome-Einer Anderson Stadium Field
Fee Schedule for Rental
Effective

Charges: November 1, 2025

- > Based on the organizational classifications detailed in District Policy #902, users shall pay rental fees as shown below as well as applicable equipment and personnel charges. **A 8.525% state & local sales tax** will be assessed on the rental of facilities, equipment and custodial charges **unless a tax exempt certificate** is submitted with the facility use application.
- > Rental hours will be figured from when group members enter the building to when they depart.
- > Rental equipment be made available based on the below charges only when approved in advance.
- > Facility supervisor hours are figured to include 15 minutes before the group is scheduled to enter and 15 minutes after the group leaves. Facility Supervisor and/or custodial charges will be waived for Group A youth activities when meeting during regular designated duty hours.
- > **Rates effective November 1, 2025**

Indoor Athletic Facilities (Per Hour):

Tonka Dome:		<u>Group A</u>	<u>Group B</u>	<u>Group C</u>	<u>Group D</u>
January 1 thru end of season	Full Field	\$445.00	\$480.00	\$480.00	\$495.00
	Half Field	\$260.00	\$285.00	\$290.00	\$295.00
November thru December 31 and Saturday after 6:00 PM.	Full Field	\$400.00	\$410.00	\$420.00	\$430.00
	Half Field	\$250.00	\$255.00	\$260.00	\$270.00

Outdoor Athletic Facilities (Per Hour):

Package #1: Turf Playing Field Field, pressbox and scoreboard.	\$170.00	\$185.00	\$205.00	\$230.00
Package #2: Stadium and Lights Field, stadium, scoreboard, track & lighting.	\$205.00	\$270.00	\$320.00	\$360.00

Note: Sound system available only for MHS varsity events.

Note: All events, both indoor and outdoor, must be completed prior to 10:00 PM.

Equipment Charges (Per Hour)

Tonka Dome Batting Cages	\$95.00	\$100.00	\$100.00	\$110.00
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Personnel Charges (Per Hour)

Facility Supervisor	\$0.00	\$90.00	\$90.00	\$90.00
Custodial Staff as Required	\$0.00	\$105.00	\$105.00	\$105.00

Other Charges: (Per Event)

No Show Fee	\$105.00	\$105.00	\$105.00	\$105.00
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Updated April 13, 2025

Minnetonka Public Schools Facility Scheduling

Molly Onstad Olson, District Facility Scheduling
Buildings & Grounds, Minnetonka Public Schools ISD#276
molly.onstadolson@minnetonkaschools.org | Ph: 952-401-5052

Facility Use and Rental Fee Schedule

For definition of user Groups A, B, C, D, please refer to School District Policy #902 which can be accessed on the District's website www.minnetonkaschools.org, Administration, Policies.

	Group A <i>Community</i>	Group B <i>Community</i>	Group C <i>Community</i> <i>Non-Community</i>	Group D <i>Non-Community</i>
<u>Facility Space</u>	Hourly Rental Fee	Hourly Rental Fee	Hourly Rental Fee	Hourly Rental Fee
Excelsior Auditorium	\$0*	\$22*	\$66*	\$83*
Cafetorium (performance space MME/MMW)	\$0*	\$22*	\$66*	\$83*
MARS Multipurpose ..MHS <i>*plus fee for lights/sound tech personnel</i>	\$0*	\$22*	\$66*	\$83*
Forum Lecture Hall ..MHS	\$0	\$22	\$66	\$83
Student Union ..MHS	\$0	\$33	\$66	\$83
Cafeteria ..Middle & MHS	\$0	\$17	\$33	\$55
Media Center (no computer lab use)	\$0	\$17	\$28	\$55
Computer Lab <i>*plus fee for supervisory personnel</i>	\$0*	\$28*	\$88*	\$88*
Classroom, Conference, Lounge	\$0	\$11	\$22	\$33
F.A.C.S. Classroom	\$0	\$11	\$44	\$83
Multipurpose Tile Gym/Cafeteria Gym	\$0	\$11	\$33	\$55
Entrances/Atriums/Lobbies	\$0	\$11	\$22	\$33
Elementary Wood Floor Gym	\$0	\$17	\$33	\$55
Middle School Small Gym	\$0	\$17	\$33	\$55
Middle School Large Gym	\$0	\$33	\$66	\$110
High School Back Gym	\$0	\$17	\$33	\$55
High School Large Gym	\$0	\$33	\$66	\$110
High School Middle Gym (Gymnastics Gym)	\$0	\$44	\$83	\$110
High School Wrestling Room	\$0	\$17	\$33	\$55

Facility Space

	Hourly Rental Fee	Hourly Rental Fee	Hourly Rental Fee	Hourly Rental Fee
Field – Open Field or Ball Field	\$0	\$11	\$33	\$55
Field – Legacy Fields ..High School	Contact Diamond Club Rental Office			
Field – Veterans Field ..High School	Contact Diamond Club Rental Office			
Track/Football Field ..Middle School	\$0	\$17	\$50	\$110
Track/Stadium Field ..High School	Contact Stadium/Dome Rental Office			
Tennis Courts (per complex)	\$0	\$53	\$176	\$352
Locker Room (includes showers)	\$0	\$17	\$28	\$66
Playground	\$0	\$11	\$28	\$50
Parking Lot	\$0	\$11	\$22	\$33

Other Rental Information

District Coach – Private Use Camp, Clinic, Lessons

Gym Courts	\$44	per building per day*	(at any location)
Tennis Complex (includes all courts within complex) *or portion thereof.	\$44	per complex per day*	(at any location)

Resident Youth Tournament, Competition, Fundraiser

Daily rate @ High School+	\$550	per all event day*	(includes scoreboards)
Daily rate @ Middle School+	\$385	per all day event day*	(includes scoreboards)
Daily rate @ Elementary School+	\$220	per all event day*	(includes scoreboards)

+ Facility Service Fee

*Partial day (less than 6 hours) will be billed per Category B hourly rates.

Non-Resident Private Use Camp, Clinic, Lessons

Hourly Rental Rates per Group C or D

Non-Resident Tournament, Competition, Fundraiser

Hourly Rental Rates per Group C or D

User Fees - Hourly Rate

These rates are assessed only if applicable.

	Group A	Group B	Group C	Group D
Personnel Fee - Lights/Sound	\$50	\$50	\$50	\$50
Personnel Fee – Audio/Visual	\$50	\$50	\$50	\$50
Personnel Fee – Supervisory	\$33	\$33	\$33	\$33
Personnel Fee – Custodial	\$44	\$44	\$44	\$44
Facility Service Fee	\$44	\$44	\$44	\$44

These fees are assessed only if applicable.

	Per Permit	Per Permit	Per Permit	Per Permit
Technology Set Up Fee	\$0	\$55	\$55	\$55
Large Event Fee	\$0	\$110	\$110	\$110

	Per Table	Per Table	Per Table	Per Table
Vendor Table Fee	\$0	\$22	\$22	\$44

	Per Year	Per Year	Per Year	Per Year
Annual Application Fee	\$0	\$22	\$22	\$22