

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

Agenda Item #X

Title: Comprehensive Achievement and Civic Readiness

December 11, 2025

OVERVIEW

Under Minnesota Statutes, Section 120B.11, school districts are required to hold an annual meeting regarding progress made toward Comprehensive Achievement and Civic Readiness (CACR) goals. During the 2024 session, the Minnesota Legislature renamed WBWF to Comprehensive Achievement and Civic Readiness (CACR). This new name emphasizes dual roles for the goals set forth in district plans—supporting students with academic achievement within their pre-K through 12 experience as well as preparing them to be active members of their community after graduation. This change took effect for the 2024-25 school year strategic plans. Director of Learning, Development, and Educator Effectiveness Sara White will present the 2024-25 CACR goals and results, along with the strategies and initiatives that the District engaged in to meet the goals. She will also present the District’s 2025-26 CACR goals and strategies to meet them.

The Comprehensive Achievement and Civic Readiness legislation requires districts to set goals focused on five key areas:

1. All children are ready for school.
2. All racial and economic achievement gaps between students are closed.
3. All students are ready for career and college.
4. All students graduate from high school.
5. Prepare students to be lifelong learners.

Prepare students to be lifelong learners was added to the legislation in 2024. In previous iterations of the legislation, districts were required to create goals and plans to ensure that all students were reading at grade level by grade three. Through the READ Act legislation, that goal is now embedded in the District’s literacy plan.

The fifth goal area, Prepare students to be lifelong learners, was new to the 2024-25 school year. Districts had wide flexibility in how they approached the “prepare students to be lifelong learners” indicator.

2024-25 Goals and Results

In the fall of 2024, World’s Best Workforce goals were created through coordination with various District stakeholders, Director of Assessment Matt Rega, and Director of Teacher

Development Sara White.

Minnetonka set District goals based on District start values, which often are significantly higher than other Minnesota districts. These goals are shared with sites to guide the development of their Q-Comp goals and professional learning plans. The goals from 2024-25 and their results follow.

All Children Are Ready for School

Goal: The percentage of all incoming kindergarten students in Minnetonka Public Schools at low risk on the Fastbridge Early Reading Screener will increase from 80.5% in fall 2024 to 81.5% by October 2025.

Results: In fall 2025, 84.7% of kindergarten students in Minnetonka Public Schools were at low risk on the Fastbridge Early Reading Screener.

2024-25 State Results: State comparisons are not available.

Analysis: Based on the results of the FastBridge Early Reading Screener, school staff analyzed the results from each of the four subtests that comprise the overall composite score used to determine risk levels. The four subtests are letter names, letter sounds, concepts of print, and onset sounds. These early literacy concepts provide the foundation for students to learn to read. Teachers use strategies to support student learning based on individual needs within the specific strands. For example, if a student did not demonstrate readiness within the letter sound strand, then the teacher would use instructional strategies to target letter sound recognition with this student.

All Racial and Economic Achievement Gaps between Students Are Closed*

*The MDE identifies two student groups for this goal: Non-white and White. In this report, we refer to the two student groups as Students of Color and White.

Goal 1: To close the proficiency gap in reading by 2028, 74.5% of Students of Color will be proficient on the MCA III in Reading in 2025, an increase from 73.3% proficiency in 2024. White students will increase proficiency from 76.5% in 2024 to 77.0% in 2025. This will narrow the gap in proficiency from 3.2% in 2024 to 2.5% in 2025.

Results: Of Students of Color, 71.1% were proficient on the MCA III Reading in 2025. This is a decrease of 2.2% from 2024. Of White students, 75.8% were proficient on the MCA III Reading in 2025. This is a decrease of 0.7% from 2024. The achievement gap increased from 3.2% in 2024 to 4.7% in 2025.

2024-25 State Results: Students of Color proficiency on the MCA III in Reading in 2025 at 35.2%, compared to 35.2% in 2024. White students' proficiency in 2025 was 58.6% as compared to 58.7% in 2024. This decreased the gap in proficiency from 23.5% in 2024 as compared to 23.4% in 2025.

Analysis: Setting goals around closing the achievement gaps is complex. To reduce a gap, the student groups must increase achievement at disproportionate rates. Both student groups met standards at lower rates in 2025 than in 2024, with Students of Color decreasing by 2.2% and White students decreasing by 0.7%. As a result, the gap increased from 3.2% in 2024 to 4.7% in 2025.

Teachers used formative assessments to make timely adjustments in instruction in relation to the essential learnings aligned to state standards. In addition, through the MTSS framework, students with identified reading needs received intervention based on specific literacy skills. The needs were identified through assessments such as FastBridge CBM Reading, NWEA-MAP Reading, and MCA Reading. As needed, students were also assessed using the CORE Phonics Survey or WIST and WADE, diagnostic assessments, to determine potential intervention for characteristics of dyslexia.

In reflecting on the results from 2025 MCA in Reading, it was observed that in 2024 students in grades 4-8, and grade 10 experienced notable increases in proficiency over 2023, ranging from 0.2% to 7.2%, thus setting a much higher starting value in 2024. In most grades, the percentage of students meeting proficiency in 2025 exceeds the 2023 percentage of students meeting proficiency.

A comparison of Minnetonka to the state of Minnesota is provided below for perspective. The State of Minnesota experienced decreases or stagnancy in proficiency rates in both student groups. Minnetonka's proficiency gap increased from 3.2% to 4.7% while the state gap decreased from 23.5% to 23.4%. The table below illustrates that Minnesota's proficiency gap, 23.4%, continues to be much greater than Minnetonka's proficiency gap, 4.7%.

Table 1: MCA III in Reading, Percent Meeting or Exceeding Proficiency, Minnetonka and Minnesota

	Mtka 2023	State 2023	Mtka 2024	State 2024	Mtka 2025	State 2025
All Students	74.2%	49.7%	75.7%	49.7%	74.6%	49.5%
White Students	75.6%	58.3%	76.5%	58.7%	75.8%	58.6%
Students of Color	69.5%	35.2%	73.3%	35.2%	71.1%	35.2%
Proficiency Gap	6.1%	23.1%	3.2%	23.5%	4.7%	23.4%

While the MDE categorizes students as either White or Students of Color, for the purpose of this report, Minnetonka conducts data analysis by student groups. Table 3 shows

proficiency on the MCA III in Reading by student group as compared to the state proficiency rates.

Table 2: MCA III in Reading, Percent Proficient, by Student Group, Minnetonka and Minnesota

	Mtka 2023	State 2023	Mtka 2024	State 2024	Mtka 2025	State 2025
American Indian	81.5%	31.2%	65.5%	31.4%	65.7%	32.4%
Asian	83.8%	44.1%	87.3%	44.3%	84.8%	44.0%
Black	39.3%	29.9%	41.6%	30.5%	41.3%	30.5%
Hispanic	62.0%	29.1%	64.6%	28.1%	62.9%	28.1%
Two or More Races	73.5%	49.7%	78.8%	50.2%	77.9%	50.2%
White	75.6%	58.3%	76.5%	58.7%	75.8%	58.6%

Goal 2: To close the proficiency gap in math by 2028, 74.4% of Students of Color will be proficient on the MCA III in Math in 2025, an increase from 71.1% in 2024. The percent of White students who will be proficient will increase from 76.5% in 2024 to 77.0% in 2025. This will narrow the gap in proficiency from 5.3% in 2024 to 2.6% in 2025.

Results: The percentage of Students of Color who were proficient on the MCA III Math in 2025 was 73.3%, an increase of 2.2%. The percentage of White students who were proficient on the MCA III Math in 2025 was 75.3%, a decrease of 1.2%. The achievement gap decreased from 5.3% in 2024 to 2.0% in 2025.

2024-25 State Results: On the MCA III in Math in 2025, 28.9% of Students of Color were proficient and 55.4% of White students were proficient, a proficiency gap of 26.5%.

Analysis: On the MCA III in Math in 2025, the rate of proficiency for Students of Color increased slightly and the rate of proficiency for White students decreased slightly. This narrowed the proficiency gap by one percent. Overall, results for Minnetonka's student groups show solid performances compared to the state.

In grades 2-5, the CBMath Automaticity assessment was added in 2024-25. This assessment provided new data regarding students' fluency with basic math facts, their speed and accuracy in performing addition, subtraction, multiplication, and division. This data may have provided new insights to teachers and support staff to provide more targeted interventions to students.

A comparison of Minnetonka to the state of Minnesota is provided below for perspective.

Table 3: MCA III in Math, Percent Meeting or Exceeding Proficiency, Minnetonka and Minnesota

	Mtka 2023	State 2023	Mtka 2024	State 2024	Mtka 2025	State 2025
All Students	75.8%	45.3%	75.2%	45.3%	74.8%	45.0%
White Students	77.1%	55.1%	76.4%	55.5%	75.3%	55.4%
Students of Color	70.8%	28.4%	71.1%	28.7%	73.3%	28.9%
Proficiency Gap	6.3%	26.7%	5.3%	26.8%	2.0%	26.5%

Again, while the MDE categorizes students as either White or Students of Color for the purpose of this report, Minnetonka conducts data analysis by student groups. The table below shows proficiency on the MCA III in Mathematics by student group as compared to the state proficiency rates. In the table below, it is evident that student groups in Minnetonka meet proficiency at rates higher than their peers at the state level.

Table 4: MCA III in Math, Percent Proficient, by Student Group, Minnetonka and Minnesota

	Mtka 2023	State 2023	Mtka 2024	State 2024	Mtka 2025	State 2025
American Indian	78.6%	22.9%	57.1%	23.4%	66.7%	24.1%
Asian	88.3%	42.0%	90.5%	42.6%	88.8%	42.5%
Black	32.5%	20.1%	31.0%	21.1%	36.4%	21.7%
Hispanic	59.2%	22.6%	59.4%	21.8%	63.9%	21.8%
Two or More Races	78.3%	42.7%	78.7%	43.2%	82.0%	43.4%
White	77.1%	55.1%	76.4%	55.5%	75.3%	55.4%

Recognizing that the connection students feel towards their teachers, schools, and communities is integral to student learning and development, the District continued its commitment to excellence and belonging. In order to ensure each student experiences a sense of belonging as a valued member of our school community, the District provided professional learning for teachers and administrators. In the 2024-25 school year, the District continued its efforts on developing a foundation for each student to experience belonging through the Search Institute's Developmental Relationships Framework.

Developmental Relationships activities and strategies were provided to teachers throughout the school year. The activities and approaches align with the five elements of the Developmental Relationships Framework: Express Care, Challenge Growth, Provide Support, Share Power, and Expand Possibilities. Principals identified focus areas for their sites based on feedback from students and staff members.

All Students Are Ready for Career and College

Goal: Prior to graduation, 90.0% of students at Minnetonka High School graduating in June 2025 will demonstrate readiness for post-high school studies and careers by meeting one of the three following benchmarks; 65.0% of students at Minnetonka High School graduating in June 2025 will demonstrate readiness for post-high school studies and careers by meeting two of the three following benchmarks:

1. Demonstrating college and career readiness on the ACT by meeting or exceeding the readiness for college level coursework in all four areas (English Composition, Algebra, Social Science, Biology) as measured on the ACT;
2. Demonstrating college readiness by successfully completing one or more AP, IB, or Science Research courses;
3. Demonstrating career readiness by successfully completing one or more VANTAGE, MOMENTUM or Science Research course.

Of students graduating in 2024, 89.6% met this benchmark. The 2024-25 year goal was that of students graduating in 2025 from Minnetonka High School, 90.0% will have met the minimum threshold of one of three. Of students graduating in 2024, 63.6% met the benchmark of two of three. The 2024-25 year goal is that of students graduating in 2025 from Minnetonka High School, 65.0% will have met the threshold of two of the three markers.

Results: For the students graduating in 2025, 89.8% have met a minimum threshold of one of three markers. This is a 0.2% increase over 2024. Of 2025 graduates, 64.4% met the benchmark of two of three markers. This is an increase of 0.8% over 2024.

2024-2025 State Results: State comparisons are not available.

Analysis: During registration, specific messaging is included to students and families about opportunities in AP, IB, VANTAGE and MOMENTUM. In person and virtual sessions during registration provide program specifics about the benefits of these opportunities.

MOMENTUM launched Aviation in 2022-23 to connect industry needs to opportunities for our students to have an aviation experience in high school. In 2024-25, the Aviation strand continued to evolve to provide additional opportunities for students. The automotive strand also continued to evolve in 2024-25. MOMENTUM aligned a math course and physics course graduation requirement to the Home Renovation strand and successfully developed curriculum that meets either a high school math credit or science credit respectively.

In addition, MHS offered a course called LAUNCH to all students taking an AP or IB class for the first time to come in person and learn about how to set themselves up for success. In 2024-25, 810 students chose an AP or IB course for the first time. Of those, 152 students opted to take part in two different “Launch: Strategies for Success” sessions. This session aimed to equip students who were taking AP/IB courses for the first time, no matter their grade level. This session was designed to increase the passing rate for AP and IB courses.

During the months of April and May in 2025, MHS administered 3,835 AP exams and 970 completed IB exams.

All Students Graduate from High School

Goal: The 4-year graduation rate for Minnetonka High School students as determined by the Minnesota Department of Education will increase from 96.4% in 2023 to 97.0 % in 2024.*

*Graduation rates cannot be reported until MARSS end-of-year data is finalized in January. Typically the data are updated at the end of February/beginning of March of the following year.

Results: The 4-year graduation rate for Minnetonka High School students as determined by the Minnesota Department of Education was 96.9% in 2024. This is an increase of 0.5% from 2023.

2023-24 State Results: In Minnesota, 84.2% of students in the Class of 2024 graduated in 2024, an increase from 83.3% in 2023.

Analysis: The Minnesota Department of Education prefers that districts use state graduation rates in the Comprehensive Achievement and Civic Readiness report, formerly known as World’s Best Workforce. The four-year graduation rates for the past year are not available in the early fall so these goals are based on the previous sets of years. As of September 9, 2025 Minnetonka’s 4-year graduation rate according to the Minnesota Report Card increased from 96.6% in 2023 to 96.9% in 2024. The Minnesota graduation rate in 2023 was 84.2%.

The MDE identified that 1.8% (16 students) of Minnetonka High School’s class of 2024 are continuing their education, 0.5% (4 students) dropped out, and 0.8% (7 students) are unknown.

Table 5: 2024 Graduation Rates by Student Group*

Student Group (Current)	Minnetonka Graduation Rate	Minnesota Graduation Rate
American Indian	94.4%	62.8%

Asian	95.7%	88.1%
Black	87.9%	73.9%
Hispanic or Latino	92.5%	71.7%
White	97.8%	89.3%
Two or More Races	94.3%	80.1%

*Native Hawaiian or Pacific Islander and Other Indigenous Peoples student groups were too small to be reported for Minnetonka Public Schools.

Student Group (New)	2023 Minnetonka Grad Rate	2023 Minnesota Grad Rate	2024 Minnetonka Grad Rate	2024 Minnesota Grad Rate
American Indian	n/a	n/a	94.4%	62.8%
Asian	98.5%	85.4%	95.7%	88.1%
Black	90.2%	72.1%	87.9%	73.9%
Hispanic or Latino	93.8%	69.2%	92.5%	71.7%
White	96.9%	88.7%	97.8%	89.3%
Two or More Races	93.8%	80.3%	94.3%	80.1%

*For 2023, American Indian, Native Hawaiian or Pacific Islander, and Other Indigenous Peoples student groups were too small to be reported.

In the 2024-25 school year, Minnetonka High School counselors and administrators continued their efforts to ensure that all students graduate. They increased communication with both families as well as individual students. Students who were at risk for not graduating met weekly with their counselor or administrator. Knowing how important school attendance is in both meeting learning goals as well as graduating, counselors and administrators monitored attendance closely.

Prepare Students to be Lifelong Learners

Goal: On the 2024 Developmental Relationships survey, percentages of students who report experiencing moderate or high levels of the following actions will improve in at least three of the four actions from 2023 levels as noted in the table below.

Table 6: Percentages of students experiencing moderate or high levels of each action

Action	2022-23	2023-24	2024-25 GOAL
Believe in Me	67	69	70
Stretch	79	79	80
Empower	65	64	65
Let Me Lead	62	62	63

Results: On the 2024 Developmental Relationships survey, the percentages of students who reported experiencing moderate or high levels of the following actions improved in all four actions from 2023 levels as noted in the table below.

Action	2023-24	2024-25 GOAL	2024-25 Actual
Believe in Me	69	70	71
Stretch	79	80	80
Empower	64	65	65
Let Me Lead	62	63	63

Analysis: This goal area was new in the 2024-25 school year. Districts had wide latitude in how they approached this indicator. For the initial year of this goal, the District used measures on which it already had baseline data.

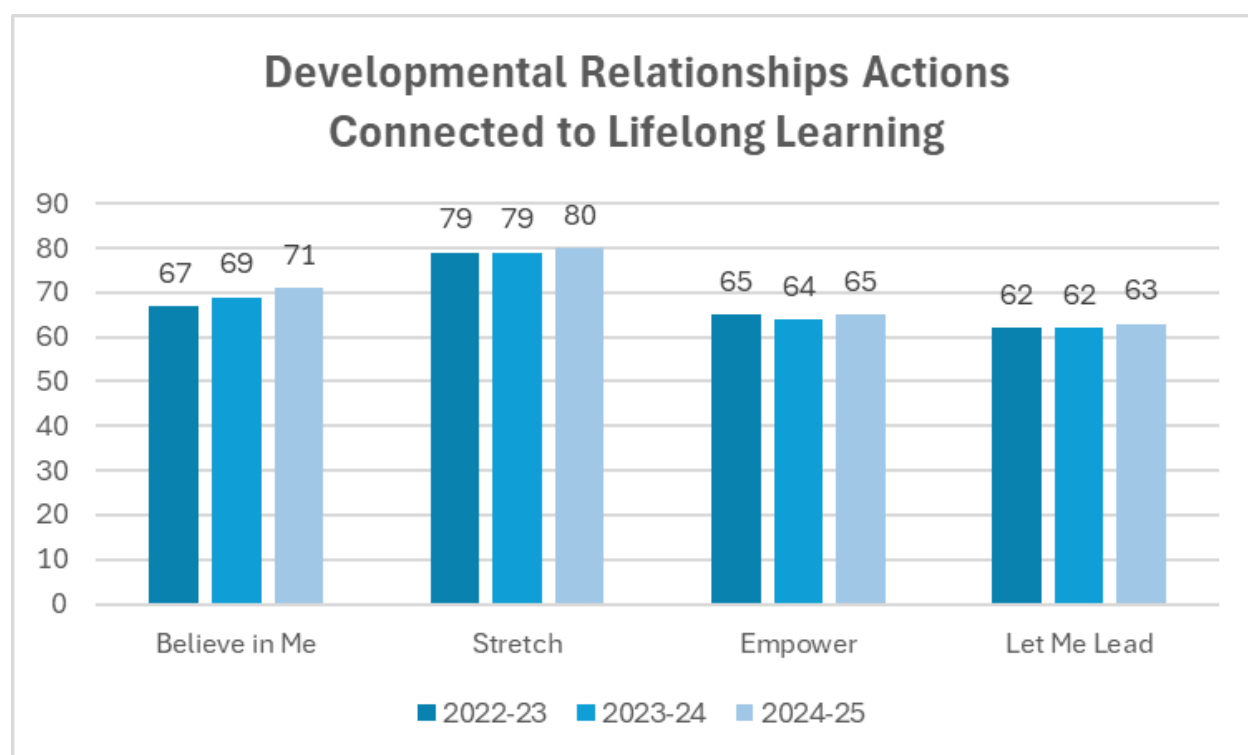
As a part of the District's focus on connection and belonging, the District has partnered with the Search Institute to create Developmental Relationships with all Minnetonka youth. Of the 20 actions that lead to Developmental Relationships, 4 were identified as being connected to preparing students to be lifelong learners. These actions were from 4 of the 5 Developmental Relationships elements.

Table 7: Developmental Relationships Actions Connected to Lifelong Learning

Element	Definition	Action	Description Statement
Express Care	Show me that I matter to you.	Believe in Me	Make me feel known and valued
Challenge Growth	Push me to keep getting better.	Stretch	Push me to go further.
Provide Support	Help me complete tasks and achieve goals	Empower	Build my confidence to take charge of my life.
Share Power	Treat me with respect and give me a say.	Let Me Lead	Create opportunities for me to take action and lead.

Each school site, administrators strategically embedded work with their staff on the Developmental Relationships. Those strategies were reported on at the April 24, 2025 School Board Study Session.

Figure 1: Trends in Developmental Relationships Actions Connected to Lifelong Learning



Advisory Committee

World's Best Workforce plans and updates were shared regularly with the District Teaching and Learning Advisory Committee. Advisory Committee members provided feedback and insights into the plans. Those members were:

- Dr. Amy LaDue, Associate Superintendent
- Dr. Christine Breen, Executive Director of Special Education
- Korey Beyersdorf, Parent
- Allison DeBrood, Parent
- Amanda Fay, Director of Instructional Technology and Media Services
- Chad Herman, Parent
- Paule Hocker, Parent of Graduates & Community Member
- Andrea Hoffman, MMW Assistant Principal
- Stephanie Johnson, Parent
- Karen Jordan, Parent
- Sarah Klitzke, Groveland Elementary Assistant Principal
- Paige Koehnen, Clear Springs Elementary Grade 1 Teacher
- Taunya Kolbinger, Parent
- Amanda Nagy, Parent
- Bhuvana Nandakumar, MHS Science Teacher
- Janna Nobleza, Parent
- Jennifer Peters, Parent, Deeplaven Elementary Grade 3 Teacher, Elementary Language Arts Department Chair
- Dr. Matt Rega, Director of Assessment
- Emily Rosengren, MHS Assistant Principal
- Diane Rundquist, Director of Advanced Learning
- Alyssa Rutherford, Literacy Coordinator
- Meghan Selinger, School Board Member
- Tara Lee Stone, Parent
- Steve Urbanski, Director of Curriculum
- Sonia Warmuth, Parent
- Sara White, Director of Teacher Development
- Reilly Woodruff, MMW Teacher

2025-26 Goals and Strategies

The goals for 2025-26 are developed collaboratively and include involvement of stakeholders including administrators, teachers, parents, and students.

Strategies to meet each goal have been developed and will continue to be refined throughout the 2025-26 school year.

All Children Are Ready for School

Goal: The percentage of all incoming kindergarten students in Minnetonka Public Schools at low risk on the Fastbridge Early Reading Screener will increase from 84.7% in fall 2025

to 85.0% by October 2026.

Strategies: Beginning in 2021, Minnetonka kindergarten students have taken the fall Fastbridge Early Reading Screener. On this assessment, students are identified as Low Risk, Some Risk, and High Risk. A low-risk score means that the student is likely to meet grade-level reading goals without needing supplemental instruction. A “high risk” designation means the student is very unlikely to meet grade-level learning goals without intensive instructional support. This score indicates a significant concern regarding a student’s foundational reading skills. The fall screener score reflects an overall composite based on four subtests: letter sounds, onset sounds, concepts of print, and letter names. In addition to the fall screener, students are assessed in winter and spring to assess learning and growth.

Teachers will use eduCLIMBER to access and subsequently analyze data in order to respond to needs of students and plan instructional responses. In addition, teachers will be able to track student progress from preschool, if the student attended Minnetonka’s preschool programs, including ECSE.

Parent education about kindergarten readiness begins as early as preschool for many students in Minnetonka. In addition, elementary schools provide information to families regarding kindergarten readiness prior to entering kindergarten. The Minnetonka District is able to leverage this information to continue parent education with regards to supporting their students in preparation for entering kindergarten regardless of whether a student enters the English or Language Immersion programs.

Table 8: Percentages of Students by Risk Rate on the Fastbridge Early Reading Screener

Fall Screener	Percent at Low Risk (Green)	Percent at Some Risk (Yellow)	Percent at High Risk (Red)
2023-2024 All	80.6%	15.5%	4.0%
2023-2024 English	69.7%	22.7%	7.6%
2023-2024 Immersion	90.5%	8.8%	0.7%
Spanish	89.8%	9.6%	0.6%
Chinese	92.9%	6.1%	1.0%
2024-25 All	85.1%	12.0%	2.9%
2024-2025 English	78.6%	16.2%	5.2%
2024-2025 Immersion	91.8%	7.7%	0.5%
Spanish	91.1%	8.2%	0.7%
Chinese	94.3%	5.7%	0%
2025-26 All	81.1%	15.7%	3.1%
2025-2026 English	73.1%	21.8%	5.1%
2025-2026 Immersion	89.9%	9.2%	1.0%
Spanish	88.9%	10.2%	0.9%
Chinese	93.8%	5.0%	1.3%

To promote early literacy, Minnetonka Early Childhood and Early Childhood Special Education teachers will continue to deepen their understanding of the Early Childhood Indicators of Progress related to literacy. Working collaboratively, teachers and administrators identified the essential learnings for each preschool level. They will use common language and expectations to increase student literacy. Teachers will leverage their professional learning communities (PLCs) to discuss the data collected and how that data will inform practice. In addition, staff will expose students to pre-literacy activities through the use of evidenced based instructional practices and resources, as well as partnering with parents to promote early literacy development in the home environment for those students who are enrolled in ECFE or Early Intervention.

To better understand the impact Minnetonka Preschool has on pre-literacy development, in 2025-26, preschool teachers will be using FAST Early Reading to understand current needs of preschool age children enrolled in Minnetonka Preschool so that they can provide appropriate instruction. Additionally, the results of the FAST Early Reading will be utilized as a baseline to understand the impact of Minnetonka Preschool programming in preparing students for kindergarten.

All Racial and Economic Achievement Gaps between Students Are Closed

Goal 1: To close the proficiency gap in reading by 2030, 73.3% of Students of Color will be proficient on the MCA III in Reading in 2026, an increase from 71.1% proficiency in 2025. White students will increase proficiency from 75.8% in 2025 to 76.8% in 2026. This will narrow the gap in proficiency from 4.7% in 2025 to 3.2% in 2026.

Goal 2: To close the proficiency gap in math by 2030, 74.5% of Students of Color will be proficient on the MCA III in Math in 2026, an increase from 73.3% in 2025. The percent of White students who will be proficient will increase from 75.3% in 2025 to 76.4% in 2026. This will narrow the gap in proficiency from 2.0% in 2025 to 1.9% in 2026.

Strategies: One tool that the District will utilize is Renaissance's eduCLIMBER data warehouse. This tool provides a platform for educators to access and analyze data in an effort to identify students who are not performing at grade level standards, with varying degrees of identified risk. An important feature of this tool is that it provides teachers the ability to look, in one location, at student data from multiple assessments, which helps to ensure that multiple data points are being considered when determining the appropriate instructional response. EduCLIMBER also promotes reflecting on strategies utilized previously that have resulted in strong growth from students with varying learning profiles. As an example, teachers can align what they learn from FastBridge, MCA and NWEA results in a timely and user-friendly manner to determine students' past progress and current instructional needs. Teachers will then use the instructional resources available to them to be responsive to the identified student needs

Teachers use the MTSS framework and evidence-based strategies, with an emphasis in the area of literacy development, to ensure student academic, social and emotional growth. This year, Director of Research, Analysis, and Systemic Improvement Matt Breen, Literacy Coordinator Alyssa Rutherford, and Tier 1 Instructional Coaches Rachel

Studnicka and Kelli Whiteside have been meeting with elementary grade-level teams to analyze and reflect upon current student data and identify achievement gaps in order to create plans and develop data monitoring strategies as a means to ensure that each student is making progress towards grade level expectations.

At the high school level, administrators, counselors, and teacher leaders have created All Aboard. This is a Tier 1 instruction at the beginning of each school year designed to intentionally build community and set expectations at the start of the year, so students and staff have the information, strategies, and plans to begin the year ready for success. All Aboard specifics evolve each year based on student voice and need, with the continued goal of providing all students with strategies for success. At the middle school level, CREW academy and advisory lessons during the first weeks of school also provide this important Tier 1 instruction to all students.

Additionally, professional development learning opportunities will continue to be identified and offered throughout the year to further support teachers with literacy. This will include professional development sessions focusing on Tier I evidence-based literacy and interventions. Sessions focusing on intervention in math and reading will be provided to educators responsible for Tier II and Tier III intervention.

Minnetonka's robust MTSS framework provides the path for consistent, high-quality Tier 1 instruction for all students while also providing an evidence-based process to meet unique needs of individual students, ensuring that students make expected progress.

The following tables illustrate the path to a zero percent proficiency gap:

Table 9: MCA III in Reading, Percent Meeting or Exceeding Proficiency, Minnetonka

	2023 Actual	2024 Actual	2025 Actual	2026 Goal	2028 Target	2030 Target
White Students	75.6%	76.5%	75.8%	76.5%	76.8%	77.0%
Students of Color	69.5%	73.3%	71.1%	73.3%	75.3%	77.0%
Proficiency Gap	6.1%	3.2%	4.7%	3.2%	1.5%	0.0%

Table 10: MCA III in Math, Percent Meeting or Exceeding Proficiency, Minnetonka

	2023 Actual	2024 Actual	2025 Actual	2026 Goal	2028 Target	2030 Target
White Students	77.1%	76.4%	75.3%	76.4%	77.4%	78.0%
Students of Color	70.8%	71.1%	73.3%	74.5%	76.4%	78.0%
Proficiency Gap	6.3%	5.3%	2.0%	1.9%	1.0%	0.0%

All Students Are Ready for Career and College

Goal: Prior to graduation, 90.1% of students at Minnetonka High School graduating in June 2026 will demonstrate readiness for post-high school studies and careers by meeting one of the three following benchmarks; 65.2% of students at Minnetonka High School graduating in June 2026 will demonstrate readiness for post-high school studies and careers by meeting two of the three following benchmarks:

1. Demonstrating college and career readiness on the ACT by meeting or exceeding the readiness for college level coursework in all three* areas (English Composition, Algebra, Social Science) as measured on the ACT;
2. Demonstrating college readiness by successfully completing one or more AP, IB, or Science Research courses;
3. Demonstrating career readiness by successfully completing one or more VANTAGE, MOMENTUM or Science Research course.

Of students graduating in 2025, 90.0% met this benchmark. This year's goal is that of students graduating in 2026 from Minnetonka High School, 90.1% will have met the minimum threshold of one of three. Of students graduating in 2025, 64.9% met the benchmark of two of three. This year's goal is that of students graduating in 2026 from Minnetonka High School, 65.2% will have met the threshold of two of the three markers.

*The ACT science section is now optional. The ACT composite score will no longer include the science section for students who opt out. The composite score will be based on only the three required sections: English, Math, and Reading.

Strategies: In 2022-23, baseline data was collected for students demonstrating readiness for post-high school studies and careers in the three following benchmarks by the end of 12th grade: (1) demonstrating college and career readiness on the ACT by meeting or exceeding the readiness for college level coursework in all four areas (English Composition, Algebra, Social Science, Biology) as measured on the ACT; (2) demonstrating college readiness by successfully completing one or more AP, IB, or Science Research courses; (3) demonstrating career readiness by successfully completing one or more VANTAGE or MOMENTUM course. Ultimately, these benchmarks will be predictive of student preparedness for post-high school studies and careers. Minnetonka students will be better equipped to pursue a fulfilling pathway after high school due to greater exposure to rigorous coursework, and a wider range of trades-based learning experiences. A two-tiered goal was developed to encourage students to meet at least one of the three benchmarks. Each year the District has made gains in the number of students meeting these benchmarks.

The first step to guiding students in selecting courses that will best prepare them for college or career is to ensure that students understand the options available to them. The high school administration team and counseling team have developed programs and experiences to ensure that students make informed decisions about course selections. Experience Minnetonka is an event that happens before the registration window opens for students. This event is for all current 8th through 11th grade students. Experience

Minnetonka is an opportunity to explore the many departments and amazing programs offered at MHS. This is the one chance for students and families to see everything that MHS has to offer at one time. This event is an open house that includes department and program presentations, special speakers, 1:1 conversations with teachers and staff, tours, and the opportunity to talk with counselors.

Counselors also lead registration seminars - including registration seminars for incoming freshmen. In their 55-minute seminar, counselors highlight the many options available to them in Minnetonka's comprehensive school of opportunities. They encourage students to identify interests and passions that align with course offerings. They encourage students to reflect on both their life outside of school as well as their academic priorities so that they do not overextend themselves. They emphasize which courses may lead to college credit. In addition to the seminar, many students follow-up with individual 30-minute consultations. During the week leading up to the registration deadline, counselors have added drop-in registration assistance. Counselors position themselves in the Commons area during all lunches to increase visible assistance.

Minnetonka High School also introduced Launch: Strategies for Success. It is a workshop for all students taking an advanced course for the first time that assists students in developing skills in time management, organization, studying, wellness and more.

In addition to Launch, the MHS Advanced Learning Coordinator gathers student names from underrepresented groups and invites them personally to registration information sessions. She also visits the Men of Color and Women of Color groups to encourage enrollment in AP and IB courses.

Expanding the diversity of enrollment in VANTAGE has been a priority since 2022-23. In that year, the VANTAGE Diversity Task Force conducted listening sessions to understand the barriers to students enrolling in VANTAGE. They learned that one of the reasons Students of Color did not proportionately register for VANTAGE was because they did not know many Students of Color in the program and didn't think it was a fit for them. The Task Force conducted information sessions with the Men of Color and Women of Color student groups at MHS with current Students of Color sharing their VANTAGE experiences. Following this initial effort, the number of Students of Color enrolled in the program nearly tripled, from 18 VANTAGE students of Black, Hispanic, or Native American background to 42 students. In 2025-26, 141 Students of Color are enrolled: 28 Black students, 71 Asian or Pacific Islander, 30 Hispanic, and 12 American Indian/Alaskan. As can be seen in the following tables, students are participating in VANTAGE much more proportionally to the racial demographics of MHS.

Table 11: Trend by Testing Race in VANTAGE Enrollment (Percent of Students of that Student Group who are enrolled in VANTAGE)

State Testing Race		2022-23	2023-24	2024-25
American Indian/Alaskan	MHS student count	18	18	47
	Percent	16.7%	16.7%	19.1%
Asian	MHS student count	231	229	240
	Percent	12.1%	10.5%	16.7%
Black	MHS student count	147	152	177
	Percent	8.8%	5.3%	8.5%
Hispanic	MHS student count	206	206	180
	Percent	9.7%	11.7%	13.9%
Two or More Races	MHS student count	168	191	192
	Percent	8.3%	11.0%	10.9%
White	MHS student count	2908	2804	2819
	Percent	13.6%	14.5%	15.6%

Table 12: Trend by Testing Race in Science Research Enrollment (Percent of Students of that Student Group who are enrolled in VANTAGE)

State Testing Race		2022-23	2023-24	2024-25
American Indian/Alaskan	MHS student count	18	18	47
	Percent	0.0%	0.0%	0.0%
Asian	MHS student count	231	229	240
	Percent	6.1%	5.2%	7.9%
Black	MHS student count	147	152	177
	Percent	1.4%	2.0%	0.6%
Hispanic	MHS student count	206	206	180
	Percent	1.9%	2.4%	2.8%
Two or More Races	MHS student count	168	191	192
	Percent	4.2%	2.6%	3.6%
White	MHS student count	2908	2804	2819
	Percent	1.2%	2.2%	1.7%

Table 13: Trend by Testing Race in Momentum Course Enrollment (Percent of Students of that Race who are enrolled)

State Testing Race	2022-23	2023-24	2024-25
American Indian/Alaskan	5.6%	5.6%	8.5%
Asian	0.4%	5.2%	6.7%
Black	2.0%	3.9%	5.1%
Hispanic	3.9%	3.4%	4.4%
Two or More Races	5.4%	5.2%	6.8%
White	4.2%	7.2%	8.9%

Table 14: Trend by Testing Race in AP or IB Course Enrollment (Percent of Students of that Race who are enrolled)

State Testing Race	2022-23	2023-24	2024-25
American Indian/Alaskan	44.4%	44.4%	55.3%
Asian	71.0%	81.7%	82.1%
Black	31.3%	28.9%	29.4%
Hispanic	48.5%	52.9%	55.6%
Two or More Races	62.5%	62.8%	59.4%
White	59.8%	61.9%	63.1%

In addition to strategies with students, the District also strategized increasing communication with families. Minnetonka Public Schools is committed to ensuring that all families have the knowledge and tools to support their children as they make decisions about their future plans. The District continues to support personalized pathways to success E-12. Beginning in middle school and extending through high school, students:

- Explore their strengths and interests with a variety of self-discovery assessments in the *Naviance Student* program
- Get involved in the planning of their future based on these strengths and interests

- Complete online surveys and learn the intricacies of making decisions about colleges and careers
- Research colleges and careers
- Set goals for the future

Naviance Student has been foundational in creating a path for school counselors at the secondary level to engage with and support their students as they plan for college and career. Counselors developed unit plans and lessons based on developmental milestones for students. In addition, counselors meet regularly with students to ensure that they understand pathways and course options, including, at the high school level, trades, technical schools, and higher education options.

Counselors and Minnetonka's post-secondary/college counselor Norma Gutierrez have created a robust post-secondary planning resource hub on the MHS website. This hub includes information about events, as well as links to post-secondary topics and pathways.

High school counselors use information from the middle school assessments to facilitate student planning conversations throughout the year. Additionally, the Career Interest Profiler in Grade Ten and the Game Plan Survey in Grade Eleven provide a road map for career and college. The Career Interest Profiler allows students to discover career clusters that are a good fit for them, and subsequent careers that they found interesting. This may also be used as a foundation for selecting courses or programs for junior and senior years. The Game Plan survey is designed to launch the post-high school process. In their senior year, students are also invited to participate in the National College Fair field trip. Every senior meets individually with their school counselor within the first two months of school to discuss post-secondary plans and help them navigate the application process or other post-secondary pathways. School counselors and administration continue to communicate how the Naviance tools and counseling programs support students, encouraging families to engage with the tools before, during and after key learning experiences.

In support of Minnetonka School Board Goals, the District has engaged in a careful exploration of student interests and needs surrounding post-secondary opportunities in the skilled trades. A comprehensive process involving student focus groups, a trades advisory board, staff and administrators resulted in the creation of the Momentum: Minnetonka Design and Skilled Trades program. As part of the MOMENTUM design and skilled trades program, students can look forward to rich learning opportunities, such as:

- Program-wide Momentum Night Industry Panel and Employment Opportunities Fair
- Guest instructors & panel presentations
- Connections to local businesses
- Information about trade certifications
- On-ramps to trade and technical schools
- Senior Capstone experience for students who complete an advanced-level course

MOMENTUM courses continue to expand to include cross-disciplinary options. Flight Training II/Global Studies/Meteorology was added for the 25-26 school year with an enrollment of 30 students.

A proposed course Aviation Maintenance for 26-27 school year is driven by student interest voiced in our existing aviation courses, as well as ongoing consultation with experts in the field and on our Momentum professional advisory boards. Offering an aviation maintenance program provides students with a direct path to high-demand, well-paying careers in a growing industry. The program supports hands-on, career-focused learning.

In efforts to create curiosity for the different offerings a proposal for 26-27 school is to reframe the “Power & Energy” course to “Introduction of Engines” allowing students to explore Auto, Aviation, and Marine Engines.

The District continues to prioritize personalizing learning for students and create multi-modal, inquiry-based, and experiential learning experiences for students. These experiences for students will continue to expand as new science standards, new courses, and updated curriculum and resources are introduced as part of the curriculum review process.

All Students Graduate from High School

Goal: The 4-year graduation rate for Minnetonka High School students as determined by the Minnesota Department of Education will increase from **96.9%** in 2024 to **97.3 %** in 2025.*

*Graduation rates cannot be reported until MARSS end-of-year data is finalized in January. Typically the data are updated at the end of February/beginning of March of the following year.

Strategies: Minnetonka High School administrators, counselors, teachers, and academic support staff are committed to ensuring that each student has the supports and scaffolds they need to find both academic and social success. To that end, high school counselors meet individually with each senior early in the year to gauge their progress towards graduation and identify any areas that may need additional support. As their senior year progresses, counselors provide increasing levels of support to students most vulnerable to not graduate. While this support typically starts with an individual conference between the counselor and student, it may escalate to include families and administrators. In addition to counselors monitoring student academic progress regularly to identify students who are struggling, individual teachers increase their communication with families when students struggle.

Starting In 2023-24, a specific effort was made by assistant principals to ensure each junior and senior student was passing all of their classes to be eligible to attend prom. This work in late April/Early May, incentivized students to be on track to earn credits with a strong external motivation earlier in the spring than usual.

Additionally, MHS has affinity groups for historically marginalized student populations in order to create stronger connections to the school and to increase the sense of belonging.

Improving attendance at all levels has been a priority for the District since COVID. The approach was to identify what situations resulted in problematic attendance and then to mitigate those situations. Simultaneously, a District-wide effort was made to ensure consistent processes and procedures regarding attendance. Attendance thresholds for both excused and unexcused absences were delineated to align with state and county guidelines.

Prepare Students to be Lifelong Learners

Goal 1: Minnetonka high school students will demonstrate that they are prepared to be lifelong learners by meeting one or two of the four following benchmarks:

- Participation in extracurricular sports or arts activities
- Enrollment in advanced classes
- Enrollment in experiential learning courses (VANTAGE, Momentum, Science Research)
- Exceptional volunteerism (President's Volunteer Service Award; Varsity Letter in Community Service, or National Honors Society membership).

In 2024-25 85.9% of students met at least one of four criteria; the goal for 2025-26 is that 86.3% of MHS students meet at least one of four. In 2024-25 52.4% met at least two of four; the goal for 2025-26 is 52.6% meet at least two of the four.

Goal 2: On the 2025-26 Developmental Relationships survey, percentages of Minnetonka High School students who report experiencing moderate or high levels of the following actions will improve in at least two of the three actions from 2024-25 levels as noted in the table below.

Table 15: Percentages of Minnetonka High School students experiencing moderate or high levels of each action

Action	2023-24	2024-25 Actual	2025-26 GOAL
Collaborate	80	81	82
Include Me	63	64	65
Let Me Lead	62	62	63

Strategies: In the initial year of the goal, the District used measures on which it already had baseline data, the Search Institute's Developmental Relationships Survey. Of the 20

actions that lead to Developmental Relationships, 4 were identified as being connected to preparing students to be lifelong learners. These actions are from 4 of the 5 Developmental Relationships elements. The intentional work done to strengthen developmental relationships led to modest increases in these 4 actions.

For the 2025-26 goal, the goal shifted to focus on Minnetonka High School students and their experiences rather than the collective Minnetonka experience. This was done to focus efforts on developing lifelong learning habits nearer to beginning their life after graduation. Minnetonka High School administrators identified the Developmental Relationship Framework element of Share Power as a key focus of their learning work for 2025-26. The three actions identified for the foundation of this goal are areas MHS educators are intentionally providing to students.

Element	Definition	Action	Description Statement
Share Power	Treat me with respect and give me a say	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

While the percentages of students experiencing these actions was identified as one indicator that students will become lifelong learners, the District wanted to learn from stakeholder groups what additional indicators might be connected to this goal. Baseline data was collected in key indicators that were believed to be connected to becoming lifelong learners.

- Student participation in extracurricular clubs
- Student participation in extracurricular sports
- Student participation in extracurricular arts
- Student enrollment in advanced classes
- Student enrollment in experiential learning courses (VANTAGE, Momentum, Science Research)
- Student volunteerism

Baseline data was collected during the 2024-25 school year. Because not all extracurricular clubs require registration, that criterion was eliminated from the potential goal. Students were also quick to point out that registration does not necessarily mean participation. Registrations for sports and arts were available as were enrollment in advanced classes and experiential learning courses.

Three means of measuring student volunteerism were identified: President's Volunteer Service Award (renamed for 2025 as the Minnetonka Volunteer Service Award), the

Varsity Letter in Community Service, and National Honor Society membership. Each has specific criteria.

Table 16: Criteria for 2025 Minnetonka Volunteer Service Award

Age Group	Bronze	Silver	Gold
Teens (ages 11-15)	50-74 hours	75-99 hours	100+ hours
Young Adults (ages 16-25)	100-174 hours	175-249 hours	250+ hours

Minnetonka High School students can earn a Varsity Letter by meeting specific criteria in the area of community service. Students in grades 9 – 12 are eligible to apply and can earn a letter each year.

Criteria for Varsity Letter in Community Service:

- 150 hours of unpaid volunteer service completed in any 12 month period beginning the summer before 9th grade. At least 75 hours must be completed through one agency or for one cause to insure understanding and sustained commitment to a selected social issue that is personally relevant to the student, e.g. homelessness, elderly care, poverty, literacy, environment, health care.
- A record of all service hours verified by an adult supervisor or parent.
- Two recommendation letters from organizations or people served, describing the student's service, and performance.
- Reflection Project: A written reflection, journal, video, song, work of art, children's book, presentation, interview with Community Service Specialist Sarah Johnson or other piece of work based on sustained service with one agency or in one area of need.
- Students must be academically eligible (2.0 or above GPA) and chemical free during the year to participate in this program.

Criteria for National Honor Society Membership:

Juniors and Seniors with a cumulative GPA of 3.5 or higher are eligible to apply for NHS. Emails are sent out to student email addresses during the third week of school to inform students of their eligibility. Students are given the link to the online application and important information about the selection process through this email. Applicants must ask two advisers to vouch for their involvement in service and work in leadership roles. Once students fill out their portion of the application, advisers are automatically sent a link to the recommendation form. Applicants are required to speak personally with the adviser so they expect the recommendation link and can complete it promptly. Completed applications are then sent on to the reading committee for decision on acceptance.

National Honor Society members are required to complete individual service hours as well as attend chapter projects. Each member is required to have 15 hours and 2 group projects. First year members are automatically invited back as second year members if they successfully complete the required hours. Senior members will receive National Honor Society cords and tassels for graduation if they complete their required hours.

When presented with options for creating a goal measuring lifelong learning, both the Community Teaching and Learning Advisory and the Student Teaching and Learning Advisory leaned towards two goals: one using student extracurricular participation and volunteerism and one continuing to study results from the Developmental Relationships survey.

Counselors will continue to advise students in selecting courses that challenge student growth. Counselors will also support students in discovering extracurricular and volunteer opportunities that will provide students with opportunities to cultivate non-academic interests. There will also be efforts to identify and reduce barriers to participating in extracurricular activities and volunteer opportunities.

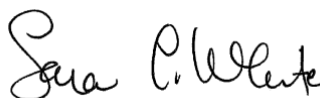
SUMMARY

The Comprehensive Achievement and Civic Readiness legislation, formerly known as World's Best Workforce, aligns with Minnetonka's vision for all students' extraordinary achievement in the classroom and in life. In 2024-25, Minnetonka met or partially met goals in three of the strategic areas. With broad input from both the Student Teaching and Learning Advisory Committee and the Community Teaching and Learning Advisory Committee, goals and strategies for 2025-26 were developed.

RECOMMENDATION/FUTURE DIRECTION:

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

Submitted by: _____



Sara White, Director of Learning, Development, and Educator Effectiveness

Concurrence: _____

David Law, Superintendent