

**MINNETONKA SCHOOL BOARD  
STUDY SESSION and CLOSED SESSION**

**District Service Center  
April 18, 2024  
6:00 p.m.**

**AGENDA**

**STUDY SESSION**

- 6:05 1. Review of FY25 Fees
- 6:15 2. Review of 25-26 Calendar
- 6:35 3. STAMP 4Se Update (elementary)
- 6:55 4. STAMP 4S Update (middle/high school)
- 7:15 5. Classroom of the Future Update
- 7:45 6. Overview of Annual Developmental Relationships Survey
- 8:05 7. Review of Possible Extension of Operating Referendum

**CLOSED SESSION**

- 8:20 1. *(to discuss negotiations with bargaining groups: Nutrition Services, Office Assistants, Paraprofessionals, Custodial and Maintenance, Minnetonka Information Systems Association, and the Minnetonka Association of Principals as provided by MN Statute 13D.03)*

**CITIZEN INPUT**

**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 below.

**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 Fees for FY25**

**Date: April 18, 2024**

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**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. Proposed fee changes are for Fiscal Year 2025.

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

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

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

Baking Club	\$50	\$15 increase
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At the elementary school level, there are no recommended changes to fees.

The proposed changes are highlighted on the attached draft schedule of class and activity fee changes.

Tonka Dome fees are recommended to increase by \$15 for field areas, and \$10 for all other Dome Rental fee categories.

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**ATTACHMENTS**

Proposed High School Fees  
Proposed Middle School Fees  
Proposed Elementary School Fees  
Proposed Dome Fees

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**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

<b>MINNETONKA HIGH SCHOOL</b>			
<b>STUDENT FEE SCHEDULE</b>			
<b>2024-25</b>			<b>PROPOSED</b>
	<b>2023-24</b>	<b>2024-25</b>	<b>NOTES</b>
<b>Course Fees</b>			
<b>ART</b>	<i>per course</i>	<i>per course</i>	
AP Art- Studio	\$50	\$50	
Comics	\$20	\$20	
Ceramics	\$25	\$25	
Digital Photography	\$30	\$30	
Digital Drawing 1, 2, & 3	\$20	\$20	
Drawing	\$20	\$20	
Graphic and Product Design	\$20	\$20	
IB Visual Art HLA yr 1	\$50	\$50	
IB Visual Art HLA yr 2	\$50	\$50	
IB Visual Art SLA	\$50	\$50	
Intro to Studio Art	\$20	\$20	
Jewelry	\$35	\$35	
Metal Sculpture	\$25	\$25	
Painting	\$25	\$25	
Darkroom Photography I	\$50	\$50	
Darkroom Photography II	\$60	\$60	
Darkroom Photography III	\$40	\$40	
Video Production	\$20	\$20	
<b>TONKA ONLINE (summer or in addition to standard course-load)</b>			
Tonka Online course (non PE)	\$375	\$375	
Tonka Online Physical Education course	\$275	\$275	
<b>TECHNOLOGY EDUCATION</b>			
	<i>per course</i>	<i>per course</i>	
Air Brush	\$12	\$12	
Design	\$0	\$0	
Drafting	\$0	\$0	
Electronics	\$0	\$0	
Graphic Arts	\$0	\$0	
Home Renovation and Maintenance	\$15	\$15	
Int Autocad Inv	\$0	\$0	
Metals I	\$45	\$45	
Metals II	\$50	\$50	
Momentum	at cost	at cost	
Physics of Home Renovation	\$15	\$15	
Woods	\$25	\$25	
Extra Woodworking Projects	at cost	at cost	
<b>FAMILY AND CONSUMER SCIENCES</b>			
	<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.			
<b>Driver's Education</b>			
	Handled by MCE	Handled by MCE	
<b>Field Trips Supplemental</b>			
Optional Study Travel	at cost	at cost	
Other Optional Field Trips	at cost	at cost	
<b>Graduation Ceremony Fee</b>			
	\$0	\$0	
<b>Musical Instruments Rental</b>			
	<i>per school year</i>	<i>per school year</i>	
Orchestra Concert Dress (new students/incoming 9th graders)	\$91	\$0	Per Music Department - Remove Fee
Percussion Instruments-taxable	\$50	\$50	
Season Rental (Marching and/or Pep band)-taxable	\$80	\$80	
String Instruments-taxable	\$100	\$110	Per Music Department - Increase to Match Wind Instrument Rate
Wind Instruments-taxable	\$110	\$110	
<b>Padlocks</b>			
	<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	
<b>Parking</b>			
	<i>per year or day</i>	<i>per year or day</i>	
Permit - Shared Full Year	\$300	\$300	
Permit - Shared Per Semester	\$150	\$150	
Replacement Permit	\$50	\$50	
Daily Parking Permit (Advance)	\$5	\$5	
Daily Parking Permit	\$5	\$5	
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	\$40	
Parking Violations Non-Permit Holder Fourth:	Towed	Towed	
Car Boot Fee	\$25	\$25	
<b>Textbooks &amp; Materials</b>			
Overdue Media material fine	\$0-\$25 per day	\$0	
iPad Insurance - Optional	\$40	\$40	
Loss or destruction of books or materials	at cost	at cost	

MINNETONKA HIGH SCHOOL STUDENT FEE SCHEDULE 2024-25			
	2023-24	PROPOSED 2024-25	NOTES
<b>Other Non-Student Fees</b>	<i>per occurrence</i>	<i>per occurrence</i>	
Post HS transcript fee	\$5	\$5	
Returned check fee	\$10	\$10	
<b>Plays/Musicals/Entrance Ticket</b>	<i>per event</i>	<i>per event</i>	
Play for which royalties are paid	at cost \$1-\$20	at cost \$1-\$20	
Plays other	\$15/\$12/\$10	\$15/\$12/\$10	
<b>Athletic Entrance Ticket</b>	<i>Adult/Student</i>	<i>Adult/Student</i>	
Transaction charge for online ticketing	\$0.75	\$1/Ticket + 5%	Per Ted Schultz - Ticketing vendor change to align with Lake Conference
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	\$7.00/\$5.00	
Basketball (boys)	\$7.00/\$5.00	\$7.00/\$5.00	
Basketball (girls)	\$7.00/\$5.00	\$7.00/\$5.00	
Competitive Dance	\$7.00/\$5.00	\$7.00/\$5.00	
Cross Country Running (boys)	\$0/\$0	\$0/\$0	
Cross Country Running (girls)	\$0/\$0	\$0/\$0	
Football (boys)	\$7.00/\$5.00	\$7.00/\$5.00	
Golf (boys/girls)	\$0/\$0	\$0/\$0	
Gymnastics	\$7.00/\$5.00	\$7.00/\$5.00	
Hockey (boys)	\$7.00/\$5.00	\$7.00/\$5.00	
Hockey (girls)	\$7.00/\$5.00	\$7.00/\$5.00	
Lacrosse (boys)	\$7.00/\$5.00	\$7.00/\$5.00	
Lacrosse (girls)	\$7.00/\$5.00	\$7.00/\$5.00	
Nordic Ski (boys/girls)	\$0/\$0	\$0/\$0	
Soccer (boys)	\$7.00/\$5.00	\$7.00/\$5.00	
Soccer (girls)	\$7.00/\$5.00	\$7.00/\$5.00	
Softball (girls)	\$0/\$0	\$0/\$0	
Swim/Dive (boys)	\$7.00/\$5.00	\$7.00/\$5.00	
Swim/Dive (girls)	\$7.00/\$5.00	\$7.00/\$5.00	
Swim/Dive Meets	\$7.00/\$5.00	\$7.00/\$5.00	
Tennis (boys/girls)	\$0/\$0	\$0/\$0	
Track & Field Events	\$7.00/\$5.00	\$7.00/\$5.00	
Volleyball (girls)	\$7.00/\$5.00	\$7.00/\$5.00	
Wrestling (boys)	\$7.00/\$5.00	\$7.00/\$5.00	
<b>Activity Ticket</b>			
Transaction charge for online ticketing		\$2/Pass + 5%	Per Ted Schultz - Ticketing vendor change to align with Lake Conference
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	\$40	
Adult - 10 Punch Pass	\$60	\$60	
<b>Activity Pass</b>			
Transaction charge for online ticketing		\$2/Pass + 5%	Per Ted Schultz - Ticketing vendor change to align with Lake Conference
Entry to all regular season home activities entire school year. Excludes concerts, dramatic productions or musicals for which royalties are paid.			
Student Sticker	\$50	\$50	
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	
<b>Co-Curricular Activities</b>	<i>per activity</i>	<i>per activity</i>	
One-Time/Annual Participation Fee	\$75	\$75	
<b>Activities which pay One-Time/Annual Participation Fee</b>			
<b>ATHLETICS:</b>			
Adaptive Bowling	\$80	\$80	
Adaptive Floor Hockey	\$80	\$80	
Adaptive Soccer	\$80	\$80	
Adaptive Softball	\$80	\$80	
Alpine Ski (boys/girls)	\$125	\$125	
Baseball (boys)	\$125	\$125	
Basketball (boys/girls) 9	\$165	\$165	
Basketball (boys/girls) 10-12	\$165	\$165	
Competitive Dance	\$200	\$200	
Cross Country Running (boys)	\$80	\$80	
Cross Country Running (girls)	\$80	\$80	
Football (boys)	\$200	\$200	
Golf (boys/girls)	\$100	\$100	
Gymnastics	\$200	\$200	
Hockey (boys)	\$247	\$247	
Hockey (girls)	\$247	\$247	
Lacrosse-boys	\$175	\$175	
Lacrosse-girls	\$130	\$130	
Nordic Ski (boys/girls)	\$125	\$125	
Soccer (boys/girls)	\$100	\$100	
Softball (girls)	\$125	\$125	

<b>MINNETONKA HIGH SCHOOL STUDENT FEE SCHEDULE</b>			
2024-25	2023-24	<b>PROPOSED 2024-25</b>	NOTES
Swimming (boys/girls)	\$109	\$109	
Tennis (boys/girls)	\$85	\$85	
Track (boys)	\$150	\$150	
Track (girls)	\$150	\$150	
Volleyball (girls)	\$100	\$100	
Wrestling (boys)	\$104	\$104	
<b>ENRICHMENTS:</b>			
Architectural Challenge	\$0	\$0	
Chamber Singers	\$50	\$50	
Debate	\$80	\$80	
DECA	\$80	\$80	
Destination Imagination	\$0	\$0	
Donna Voce	\$50	\$50	
Drama - Fall Musical	\$80	\$80	
Drama - One Act Play	\$0	\$0	
Drama - Spring Musical	\$80	\$80	
Drama - Winter Play	\$50	\$50	
ESports	\$80	\$80	
Engineering Tech Challenge	\$0	\$0	
Jazz Ensemble (Band)	\$50	\$50	
Jazz Too	\$0	\$0	
Knowledge Bowl	\$50	\$50	
Marching Band	\$80	\$80	
Math Team	\$80	\$80	
Mock Trial	\$80	\$80	
Model UN	\$80	\$80	
Pit Orchestra (Drama/Musicals)	\$0	\$0	
Quiz Bowl	\$80	\$80	
Robotics	\$80	\$80	
Science Fair	\$0	\$0	
Science Olympiad	\$0	\$0	
Speech	\$80	\$80	
Supermileage	\$0	\$0	
Varsity Madrigals	\$0	\$0	
Winter Pep Band	\$0	\$0	
<b>Co-Curricular Activities (Continued)</b>			
<b>Activities which pay One-Time/Annual Participation Fee (cont'd)</b>	<i>per activity</i>	<i>per activity</i>	
<b>CLUBS</b>			
Bowling (no activity fee assessed by MHS)	\$0	\$0	
Competitive & Sideline Cheerleading	\$225	\$225	
Performance Dance	\$100	\$100	
Sailing (no activity fee assessed by MHS)	\$0	\$0	
Slowpitch Softball	\$160	\$160	
Trap/Skeet Shooting (no activity fee assessed by MHS)	\$0	\$0	
<b>Enrichments/Clubs With No Participation Fee:</b>			
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	\$50	
Strength Training - summer group training	\$140	\$140	
Strength Training - summer personal training	\$175	\$175	
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	\$80	
Vocal Music Sessions - 1 session	\$10	\$10	
Yearbook	at cost	at cost	
New Student Interest Club	\$30 min or cost	\$30 min or cost	
<b>Try-Out Fee</b>			
Golf (green fees)	at cost	at cost	
Downhill Skiing (lift tickets)	at cost	at cost	
Approved by School Board 06/XX/2022			

**MINNETONKA MIDDLE SCHOOLS  
STUDENT FEE SCHEDULE  
2024-25**

	2023-24	PROPOSED 2024-25	NOTES
<b>Art</b>			
Art classes	at cost	at cost	
<b>Technology Education</b>	<i>per course</i>	<i>per course</i>	
Woods	at cost	at cost	
Tech Ed Kits	at cost	at cost	
<b>Family and Consumer Sciences</b>	<i>per course</i>	<i>per course</i>	
FACS/Snack Shop	at cost	at cost	
<b>Media</b>	<i>per day</i>	<i>per day</i>	
Overdue material fine	\$0	\$0	
Material loss	at cost	at cost	
<b>Padlocks</b>			
Physical Education	\$0	\$0	
Athletic-deposits	\$0	\$0	
<b>Textbooks and Materials</b>			
Loss or destruction of books or materials	at cost	at cost	
Ipad Insurance- Optional	\$40	\$40	
<b>Field Trips - Supplemental</b>			
Optional Field Trips	at cost	at cost	
<b>Musical Instruments Rental</b>	<i>per school year</i>	<i>per school year</i>	
Band- taxable	\$85/12 months	\$85/12 months	
Orchestra - taxable	\$100/12 months	\$100/12 months	
Percussion Kit - taxable	\$35/12 months	\$35/12 months	
<b>Other Optional Fees</b>			
After School Center	\$50/Quarter	\$50/Quarter	
Yearbook - taxable	\$28	\$28	
<b>Other Non-Student Fees</b>	<i>per occurrence</i>	<i>per occurrence</i>	
Returned check fee	\$10	\$10	
<b>Participation Fee</b>	<i>per school year</i>	<i>per school year</i>	
Co-curricular activities and Enrichments unless noted	\$50	\$50	
<b>Plays/Musicals</b>	<i>per event</i>	<i>per event</i>	
Tickets-Plays for which royalties are paid	at cost \$1-\$20	at cost \$1-\$20	
Tickets-Other Plays	at cost \$1-\$8	at cost \$1-\$8	
Activity Fee	\$50	\$50	
<b>Co-curricular Activity Fees; Uniform, Equipment, Transportation</b>	<i>per activity</i>	<i>per activity</i>	
<b>Activities which pay \$50 Participation Fee</b>			
Cross Country Running (boys)	\$60	\$60	
Cross Country Running (girls)	\$60	\$60	
Golf (boys/girls)	\$60	\$60	
Nordic Ski (boys/girls)	\$60	\$60	
Tennis (boys/girls)	\$60	\$60	
Track (boys)	\$60	\$60	
Track (girls)	\$60	\$60	
Volleyball (girls)	\$60	\$60	
Wrestling (boys)	\$60	\$60	

**MINNETONKA MIDDLE SCHOOLS  
STUDENT FEE SCHEDULE  
2024-25**

**PROPOSED  
2024-25**

**NOTES**

**2023-24**

**Academic Enrichments/Clubs Activity Fees**

*per activity*

*per activity*

**Enrichments which pay \$50 Participation Fee**

Anime Club	\$15	\$15
Archery	\$25	\$25
Art Activities/Jewelry making	\$10	\$10
Baking Club	\$35	\$50
Bright Watch	\$10-\$50	\$10-\$50
Computer Art	\$10	\$10
Clay Class/Pottery/Sculpture	\$15	\$15
Cooking Club	\$40	\$40
Drama Club	\$10	\$10
Drama/Musical	\$50	\$50
Drama/One Act Play	\$40	\$40
Eco Art/ Mural	\$5	\$5
Environmental Club	\$10	\$10
Games Club	\$30	\$30
Honor Choir	\$0	\$0
Jazz Band	\$0	\$0
Knowledge Bowl	\$25	\$25
Lego League/Robots	\$15	\$15
Math Team	\$25	\$25
Photoshop Class	\$10	\$10
Quiz Bowl	\$10	\$10
Rock Climbing	\$25	\$25
Science Olympiad	\$15	\$15
Scrapbook Club	\$30	\$30
Speech Club	\$25	\$25
Stage Crew	\$40	\$40
Table Tennis Club	\$20	\$20
Variety Show	\$0	\$0
Water Polo	\$25	\$25
Woodworking Club	\$20	\$20

Per K. Mohaghan - \$6 per class. Increase needed to cover cost of food

**Enrichments With No participation Fees**

Book Club	\$20	\$20
Crochet Club	\$5	\$5
Mad Jazz/Ensemble	\$0	\$0
Media Club	\$15	\$15
Morning Madrigals	\$0	\$0
Newspaper Club	\$10	\$10
Service Learning Club	\$0	\$0
Show Choir	\$0	\$0
Strength Training - summer group training	\$140	\$140
Strength Training - summer personal training	\$175	\$175
Student Leadership/Government	\$0	\$0
Yearbook Club	\$0	\$0
New Student Interest Club	Min \$30 or at Cost	Min \$30 or at Cost

Approved by School Board 06/XX/2022

<b>MINNETONKA ELEMENTARY SCHOOLS</b>			
<b>FEE SCHEDULE</b>			
<b>2024-25</b>			
	<b>2023-24</b>	<b>PROPOSED 2024-25</b>	<b>NOTES</b>
<b>Media</b>			
Overdue material fine	<b>\$0</b>	<b>\$0</b>	
Material loss	<b>at cost</b>	<b>at cost</b>	
<b>Textbooks and Materials</b>			
Loss or destruction of books or materials	<b>at cost</b>	<b>at cost</b>	
iPad Insurance - Optional	<b>\$40</b>	<b>\$40</b>	
<b>Field Trips - Supplemental</b>			
	<b>at cost not to exceed \$50/yr.</b>	<b>at cost not to exceed \$50/yr.</b>	
<b>Musical Instruments Rental</b>			
	<i>per school year</i>	<i>per school year</i>	
Band-taxable	<b>\$85</b>	<b>\$85</b>	
Percussion-taxable	<b>\$10</b>	<b>\$10</b>	
Orchestra-taxable	<b>\$100</b>	<b>\$100</b>	
<b>After School Language Instruction</b>			
	<b>\$50</b>	<b>\$50</b>	
<b>Tonka District Children's Choir Grades 4 &amp; 5</b>			
	<b>\$50</b>	<b>\$50</b>	
<b>Plays/Musicals</b>			
	<i>per event</i>	<i>per event</i>	
Tickets-Plays for which royalties are paid	<b>at cost \$1-\$20</b>	<b>at cost \$1-\$20</b>	
Tickets-Other Plays	<b>at cost \$1-\$8</b>	<b>at cost \$1-\$8</b>	
Activity Fee	<b>\$50</b>	<b>\$50</b>	
<b>Other Non-Student Fees</b>			
	<i>per occurrence</i>	<i>per occurrence</i>	
Returned check fee	<b>\$10</b>	<b>\$10</b>	
Approved by School Board 06/XX/2023			

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

**Charges:**

**November 1, 2024**

- > 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, 2024**

**Indoor Athletic Facilities (Per Hour):**

<b>Tonka Dome:</b>		<u><b>Group A</b></u>	<u><b>Group B</b></u>	<u><b>Group C</b></u>	<u><b>Group D</b></u>
January 1 thru end of season	Full Field	\$440.00	\$475.00	\$475.00	\$490.00
	Half Field	\$255.00	\$280.00	\$285.00	\$290.00
November thru December 31 and Saturday after 6:00 PM.	Full Field	\$395.00	\$405.00	\$415.00	\$425.00
	Half Field	\$245.00	\$250.00	\$255.00	\$265.00

**Outdoor Athletic Facilities (Per Hour):**

<b>Package #1: Turf Playing Field</b> Field, pressbox and scoreboard.	\$165.00	\$180.00	\$200.00	\$225.00
<b>Package #2: Stadium and Lights</b> Field, stadium, scoreboard, track & lighting.	\$200.00	\$265.00	\$315.00	\$355.00

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	\$90.00	\$95.00	\$95.00	\$106.00
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**Personnel Charges (Per Hour)**

Facility Supervisor	\$0.00	\$85.00	\$85.00	\$85.00
Custodial Staff as Required	\$0.00	\$100.00	\$100.00	\$100.00

**Other Charges: (Per Event)**

No Show Fee	\$100.00	\$100.00	\$100.00	\$100.00
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**Updated March 27, 2023**

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

**Study Session Agenda Item #2**

**TITLE: Review of 2025-2026 Calendar**

**DATE: April 18, 2024**

**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 27, a committee of teachers, paraprofessionals, administrators, parents, and students worked to develop a recommendation to the School Board. The Committee followed the School Board and state law parameters in developing this recommendation. This below comprises the Calendar Committee's draft recommendation.

The outline for the recommended calendar is as follows:

- ◆ First day of school for teachers: Tuesday, August 26, 2025
- ◆ First day of school for grades 1-12 students: Tuesday, September 2, 2025
- ◆ First day of school for kindergarten students: Thursday, September 4, 2025
- ◆ Early release dates: Friday, October 31, 2025; Friday, February 13, 2026
- ◆ Late start dates: Monday, September 29, 2025; Monday, April 27, 2026
- ◆ Fall conference dates: Thursday, Oct. 9, 2025: 4-8pm; Friday, Oct. 10, 2025: 8am-4pm; an additional 4 hours of conference time to be assigned by building site the weeks of Oct. 6, 2025, or Oct. 13, 2025
- ◆ Spring conference dates: Thursday, March 5, 2026: 4-8pm; Friday, March 6, 2026: 8am-4pm; an additional 4 hours of conference time to be assigned by building sites the week of March 2, 2026, or March 9, 2026
- ◆ Winter Break: December 22, 2025 – January 2, 2026 (10 work days)
- ◆ Spring Break: March 30 – April 3, 2026
- ◆ Last student day: Thursday, June 11, 2026
- ◆ Last teacher day: Friday, June 12, 2026

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 calendar.

Members of the calendar committee include: teachers Jennissa Schommer, Patricia Cespedes-Schueller, Jing Zhao, Jill Browning, Kirsten Tetzlaff and Heather Richins; Paraprofessional Samantha Graf, Almuth Wolf and Molly Keogh; Assistant Principals Alex Hinseth and Dalton Knes; Preschool, ECFE, Jr Explorers Coordinator Molly Bahneman; 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 Anitha Kallanagoudar; and MHS Students John Leuer, Blake Malk and Eliana Weiss.

**RECOMMENDATION/FUTURE DIRECTION:**

We will be presenting the Calendar Committee's recommendation for the 2025-26 calendar. The calendar committee will meet once more after incorporating the School Board's feedback. A final calendar will be presented to the School Board for approval at a regular School Board meeting.

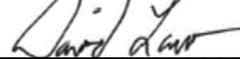
Submitted by:



Anjie Flowers

General Counsel and Executive Director of Human Resources

Concurrence:



David Law

Superintendent

# Overview of Recommended 2025-26 Calendar

## Background

The 2025-26 calendar draft generally follows the pattern of most recent ones the Board has adopted. 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 171 student days for kindergarten, and 173 student days for grades 1-12.

## Provisions of the Recommended Calendar

PROVISIONS	RATIONALE
New Teacher Workshops Aug. 11 – August 22, 2025.	Two weeks before all staff are back.
Teacher workshop and planning Aug. 26-28, 2025.	3 days before students begin; similar to recent calendars.
Start day grades 1-12 of September 2, 2025.	Current state law permits school to begin after Labor Day.
Kindergarten assessments September 2-3, 2025.	Two days of kindergarten assessments.
Start day for kindergarten September 4, 2025.	Two days after the start of grades 1-12 to allow for kindergarten assessments.
Two-hour late start for K-12 students Monday, September 29, 2025.	Supports professional learning time for teachers. The <b>attached summary</b> shows the distribution of this time.
No School K-12+, No staff (teachers, paras...) Yom Kippur, Thursday, October 2, 2025.	Per discussion of calendar committee
Fall Conferences: <ul style="list-style-type: none"> <li>• Thursday, Oct. 9, 4-8pm (12-hour day for teachers)</li> <li>• Friday, Oct. 10, 8am-4pm (no school K-12 students)</li> </ul> <p>An additional 4 hours to be scheduled at the school site level outside the school day during the weeks of October 6 or October 13, 2025.</p>	Note that the attached calendar for 2025-26 shows an extra teacher day in October to account for the extra 4 hours of work on 10/9/25 and the extra 4 hours of work during the weeks of 10/6/25 or 10/13/25.
Education Minnesota Conferences: October 16-17, 2025.	By teacher collective bargaining agreement.

PROVISIONS	RATIONALE
Two-hour early release for K-12 students Friday, October 31, 2025.	Supports professional learning time for teachers. The <b>attached summary</b> shows the distribution of this time.
Day after the end of first quarter, November 7, 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.
No students K-12+, no staff (teachers, paras...) Wednesday, November 26, 2025.	Preference of recent past calendars and school board recommendation.
Thanksgiving holiday: November 27-28, 2025. District offices closed.	By collective bargaining agreements.
Winter break December 22, 2025 – January 2, 2026.	10 working days for break.
Dr. Martin Luther King, Jr. Day: January 19, 2026. District offices closed.	By collective bargaining agreements.
Day after the end of first semester and second quarter, January 26, 2026 (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.
Two-hour early release for K-12 students Friday, February 13, 2026.	Supports professional learning time for teachers. The attached summary shows the distribution of this time.
President's Day: February 16, 2026. District offices closed.	By collective bargaining agreements.
<p>Spring Parent Teacher Conferences:</p> <ul style="list-style-type: none"> <li>• Thursday, March 5, 4-8pm (12 hour day)</li> <li>• Friday, March 6, 8am-4pm (no school)</li> </ul> <p>An additional 4 hours to be scheduled at the school site level outside the school day during the week of March 2<sup>nd</sup> or March 9<sup>th</sup>.</p>	<p>This model allows:</p> <ul style="list-style-type: none"> <li>• Avoids weeks shorter than 3 days for teaching and learning.</li> <li>• Note that the attached calendar shows an extra teacher day in March to account for the extra 4 hours of work on 3/5/26 and the extra 4 hours of work during the weeks of 3/2/26 or 3/9/26.</li> </ul>
No school K-12+, No staff (teachers, paras...) Eid, Friday, March 20, 2026.	Per discussion of calendar committee
Spring Break: March 30 – April 3, 2026.	At the end of third quarter, consistent with previous calendars.
District offices closed Friday April 3, 2026.	By collective bargaining agreements.
Day after the end of third quarter, April 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 PLCs.	Honors request by the MTA to have grading and planning time at the end of the first and third quarters.
Two-hour late start for K-12 students Monday, April 27, 2026.	Supports professional learning time for teachers. The attached summary shows the distribution of this time.
Memorial Day: Monday, May 25, 2026. District offices closed.	By collective bargaining agreements.

Last day for students: Thursday, June 11, 2026.	Allows for 173 student contact days for grades 1-12 and 171 student contact days for kindergarten.
Last day for staff: Friday, June 12, 2026.	Meets required 184 teacher contract days consistent with the teacher collective bargaining agreement.

## **2025-26 Plan for Professional Learning and Late Start/Early Release Days**

<b>Date</b>	<b>Plan</b>
<b>September 29, 2025</b> (*2-Hour Late Start)	Site-planned professional learning.
<b>October 31, 2025</b> (*2-Hour Early Release)	Site-planned professional learning.
<b>November 7, 2025</b>	By contract, PLC teams will meet for a minimum of two (2) hours.
<b>January 26, 2026</b>	By contract, PLC teams will meet for a minimum of two (2) hours.
<b>February 13, 2026</b> (*2-Hour Early Release)	Site-planned professional learning.
<b>April 6, 2026</b>	By contract, PLC teams will meet for a minimum of two (2) hours.
<b>April 27, 2026</b> (*2-Hour Late Start)	Site-planned professional learning.

\*ECFE and ECSE will have 2 hours of professional learning at a mutually agreed upon date and time.

### **Attachment to the School Board Agenda on School Calendar for April 18, 2024**

*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 2023-24, 2024-25 and 2025-26.

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

## 2023-24

DISTRICT	START	WINTER BREAK	SPRING BREAK	LAST STUDENT DAY
Edina	8/28/23 & 8/30/23	12/25/23-1/5/24	3/18/24-3/22/24	5/31/24
Hopkins	9/5/23	12/25/23-1/5/24	4/1/24-4/5/24	6/7/24
Wayzata	9/5/23	12/22/23-1/2/24	3/29/24-4/5/24	6/6/24
Chaska/Chan	9/5/23	12/21/23-1/1/24	3/25/24-3/29/24	6/4/24 & 6/6/24
Eden Prairie	9/5/23	12/25/23-1/2/24	3/18/24-3/22/24	6/6/24
Osseo/MG	9/5/23	12/20/23-1/1/24	3/25/24-3/29/24	6/7/24
Robbinsdale	9/5/23	12/25/23-1/5/24	3/25/24-3/29/24	6/5/24
St. Louis Park	9/5/23	12/22/23-1/1/24	3/29/24-4/5/24	6/7/24
<b>Minnetonka</b>	<b>9/5/23</b>	<b>12/21/23-1/1/24</b>	<b>3/29/24-4/5/24</b>	<b>6/7/24</b>

## 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	<i>None Yet</i>			
<b>Minnetonka</b>	<b>9/3/24</b>	<b>12/23/24-1/3/25</b>	<b>3/31/25-4/4/25</b>	<b>6/11/25</b>

## 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

## 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 without a disability, 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 [124D.151](#), 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](#). (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](#).



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

**Study Session Agenda Item #3**

**Title: STAMP 4Se 2023-24 Spring Update**

**Date: April 18, 2024**

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**OVERVIEW**

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

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

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

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

1. Minnetonka relies on data to make instructional decisions for students and academic programming. It is important to have reliable language performance data for current and future years.
2. The STAMP 4SE has a proven history for running successfully on Chromebooks and iPads.
3. The STAMP 4SE will provide assessment alignment from elementary through high school for students and staff.
4. The STAMP Test is recognized nationally as a valid and reliable assessment to be used for Bilingual Seal attainment.

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

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

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

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

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

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

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

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

### STAMP 4Se Scoring Scale

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

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

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 2023.

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

## HIGHLIGHTS

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

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 four 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
<b>3</b>	Novice High	Novice Mid				
<b>5</b>	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 2022-24 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. Although the table below shows an increase in average scores for Chinese Immersion and a drop in scores for Spanish Immersion, the change was only **0.1 points** for students in the Spanish Immersion program. According to the national targets included in the table above, Third Grade Chinese Immersion students surpassed the Novice-High proficiency level by one sub-level, while Fifth Graders met the target of Intermediate-Low. At Intermediate-Mid, Third Grade Spanish Immersion students significantly surpassed the national target of Novice-Mid by three sub-levels, and Fifth Graders out-paced the national target of Novice-High by two sub-levels.

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 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 2022-24 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 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 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

**Spring 2022 Grades 3 and 5 STAMP 4Se Mean Score and Proficiency Levels for Chinese and Spanish Interpretive Reading**

Chinese Immersion				Spanish Immersion			
2022				2022			
Grade	N	STAMP 4Se Score	Prof. Level	Grade	N	STAMP 4Se Score	Prof. Level
3	94	3.0	Nov High	3	300	4.6	Int Mid
5	90	3.9	Int Low	5	271	5.6	Int High

**Data Summary: Spring 2022-24 Grades 3 and 5 STAMP 4Se Mean Score and Proficiency Levels for Chinese and Spanish Interpersonal Listening and Speaking**

Chinese and Spanish Immersion Third and Fifth Graders experienced increases within the Interpersonal Listening and Speaking Test. Third Grade Chinese and Spanish Immersion and Fifth Grade Chinese Immersion students saw increases in performance ranging from a **0.2** to **0.4** points. Fifth Grade Spanish Immersion students experienced a drop in average score of **0.4** points after a significant increase the prior year. Fifth Graders outpaced their Fifth Grade counterparts from two years ago by **0.3** points. These results are encouraging and may also be highlighting the negative impact the pandemic had on student growth within this particular mode of communication. At Intermediate-Low, Chinese and Spanish Immersion Third Graders are out-pacing national targets by one sub-level. Fifth Grade Chinese Immersion students, on average, are meeting the national

target of Intermediate-Low and Spanish Immersion Fifth Graders out-paced this target by one sub-level, now reaching the Intermediate-Mid level.

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 2022-24 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 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

**Spring 2022 Grades 3 and 5 STAMP 4Se Mean Score and Proficiency Levels for Chinese and Spanish Interpersonal Listening and Speaking**

Chinese Immersion				Spanish Immersion			
2022				2022			
Grade	N	STAMP 4Se Score	Prof. Level	Grade	N	STAMP 4Se Score	Prof. Level
3	94	3.4	Nov High	3	300	3.5	Int Low
5	90	3.9	Int Low	5	271	4.3	Int Low

**Data Summary: Spring 2022-24 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 a year ago, and with a **0.5** point decrease, this student group performed at the Intermediate-Low level. Chinese Immersion Fifth Graders reached the Intermediate-High range the prior year and dropped to the Intermediate-Mid range. 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 2022-24 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 about 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 has been about 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 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

**Spring 2022 Grades 3 and 5 STAMP 4Se Mean Score and Proficiency Levels for Chinese and Spanish Interpretive Listening**

Chinese Immersion				Spanish Immersion			
2022				2022			
Grade	N	STAMP 4Se Score	Prof. Level	Grade	N	STAMP 4Se Score	Prof. Level
3	94	4.9	Int Mid	3	300	5.0	Int Mid
5	90	5.4	Int Mid	5	271	5.6	Int High

**STAMP 4Se PERFORMANCE LEVEL RESULTS FOR CHINESE AND SPANISH IMMERSION**

**Data Summary: Spring 2022-24 STAMP 4Se Interpretive Reading Performance Chinese and Spanish Number of Students and Percent (Grades 3 and 5)**

For Chinese Immersion Third Graders, the national target for Interpretive Reading is Novice-Mid, and for Spanish Immersion students, the target is Novice-High. Among Fifth Graders, the national target for Chinese Immersion students is Novice-High, and for Spanish Immersion, the target for Fifth Grade students is Intermediate-Low. Most of the students are reaching well beyond the national targets. There was a shift in performance

among Chinese Immersion students, in that there was a significant increase in the percentage of students within the Novice-High and Intermediate-High levels, with decreases experienced within the Intermediate-Low and Mid levels. The shift appears significant, and one area of note for Chinese Immersion teachers is to analyze the number and percentage of student increase within the Novice-High range, along with decrease within the Intermediate-Low and Mid ranges. There was a **38.9 percent** increase within the Novice-High proficiency level compared to 2023. Among Spanish Immersion students, there was a decrease in students performing at the Intermediate-Mid and High levels with an increase in the number and percentage of students performing at the Novice-High and Intermediate-Low levels. Students continue to surpass national targets, however, there was an overall decrease of one sub-level in Reading according to combined Grade 3 and 5 results.

Spanish Immersion teachers have been able to move to the next level of comprehension with their students. The incorporation of authentic texts into the curriculum along with students having a firmer understanding of comprehension strategies, such as main idea and details, inferences, and drawing conclusions, has allowed students to significantly improve their performance, resulting in significant movement toward the Intermediate-High range. Comprehension at the Intermediate-Mid to High levels is exhibited by students who can identify the main idea of a passage and have the consistent ability to identify supporting details. Most Chinese Immersion students are at or approaching these levels, and with an increased variety in texts through the language arts review, a positive impact on reading comprehension should result.

### **Recommendations: Spring 2022-24 STAMP 4Se Interpretive Reading Performance Chinese and Spanish Number of Students and Percent (Grades 3 and 5)**

To move to the next level, students should be encouraged to frequently read longer passages or simple stories. To deepen their understanding, students should start to look at how the passage is organized and compare what they read to what they already know and to what they expected to find out.

In addition, students would benefit from more opportunities to learn about Chinese or Spanish culture in a more authentic manner. 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. According to Immersion staff, it would be beneficial to continue to revise materials to make updates or changes to the translated texts. Also, students will be successful if they can engage in book discussions with partners or in small groups. It will be beneficial to implement more electronic authentic texts over the current translated textbooks. Any opportunities where students 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.

**Spring 2024 STAMP 4Se Interpretive Reading Performance  
Chinese and Spanish Number of Students  
and Percent (Grades 3 and 5)**

ACTFL Proficiency Level	Chinese Immersion	
	2024	
	N	Percent
Nov Low	2	0.9
Nov Mid	4	1.9
Nov High	105	49.3
Int Low	36	16.9
Int Mid	30	14.1
Int High	36	16.9
Adv Low	0	0.0
ACTFL Proficiency Level	Spanish Immersion	
	2024	
	N	Percent
Nov Low	0	0.0
Nov Mid	1	0.2
Nov High	91	15.4
Int Low	104	17.6
Int Mid	90	15.2
Int High	306	51.7
Adv Low	0	0.0

**Spring 2023 STAMP 4Se Interpretive Reading Performance  
Chinese and Spanish Number of Students  
and Percent (Grades 3 and 5)**

ACTFL Proficiency Level	Chinese Immersion	
	2023	
	N	Percent
Nov Low	30	14.9
Nov Mid	44	21.8
Nov High	21	10.4
Int Low	56	27.7
Int Mid	38	18.8
Int High	13	6.4
Adv Low	0	0.0
ACTFL Proficiency Level	Spanish Immersion	
	2023	
	N	Percent
Nov Low	5	0.9
Nov Mid	12	2.1
Nov High	25	4.3
Int Low	91	15.6
Int Mid	130	22.2
Int High	322	55.0
Adv Low	0	0.0

**Spring 2022 STAMP 4Se Interpretive Reading Performance  
Chinese and Spanish Number of Students  
and Percent (Grades 3 and 5)**

ACTFL Proficiency Level	Chinese Immersion	
	2022	
	N	Percent
Nov Low	32	17.4
Nov Mid	29	15.8
Nov High	12	6.5
Int Low	60	32.6
Int Mid	39	21.2
Int High	10	5.4
Adv Low	2	1.1
ACTFL Proficiency Level	Spanish Immersion	
	2022	
	N	Percent
Nov Low	3	0.5
Nov Mid	19	3.3
Nov High	31	5.4
Int Low	109	19.1
Int Mid	129	22.6
Int High	251	44.0
Adv Low	27	4.7

**Data Summary: Spring 2022-24 STAMP 4Se Interpersonal Listening and Speaking Performance Chinese and Spanish Number of Students and Percent (Grades 3 and 5)**

With most Chinese and Spanish Immersion students performing at the Intermediate-Low range and beyond, Immersion students are mainly meeting or surpassing national targets. Among Chinese Immersion Third and Fifth Grade students, **95.1 percent** are meeting or surpassing the target range of Novice-High for Third Grade and Intermediate-Low for Fifth Grade. Among Spanish Immersion students, **96.9 percent** of Third and Fifth Graders are meeting or surpassing these targets, which is up from **95.7 percent**. Overall, Chinese and Spanish Immersion students performed similarly to last year with a significant increase among Chinese Immersion students reaching the Intermediate-High range and a significant increase in the number and percentage of Spanish Immersion students reaching the Intermediate-Mid range. Intermediate-Low to Mid speakers tend to function reactively, for example, by responding to direct questions, requests, or information. However, they can ask a variety of questions, when necessary, to obtain simple information to satisfy basic needs, such as directions, prices, and services. The data indicate that students excel at responding to questions directed toward them and can give accurate responses. A more student-centered approach will help improve students' interpersonal skills.

The results among both the Chinese and Spanish Immersion programs indicate a continued trend of solid performance. Chinese Immersion students have mainly seen

results reach the Intermediate-Low range, and Spanish Immersion students have scored mainly at the Intermediate-Low and Mid ranges, marking a solid and consistent trend of successful performances over time. This is a result of Minnetonka Immersion students having a great deal of experience working on their presentational skills. The students at the upper Intermediate levels can be called upon to perform at the Advanced-level, and they will be able to provide some information. However, they will have difficulty linking ideas and speaking in the correct tense. These students can consistently obtain simple information to help them satisfy basic needs. Intermediate speaking level students can be true conversation partners and have a discussion using simple/original questions and not rely on memorized language. Students performing at this level can truly create with the language to express their own thoughts by stringing together multiple sentences using appropriate sentence connectors as they transition from one thought to the next. Students can also move from remaining in the present tense and begin discussion past and future. This is a key indicator for teachers measuring student performance as students begin to move through the Intermediate levels on their way to being Advanced level speakers.

**Recommendations: Spring 2022-24 STAMP 4Se Interpersonal Listening and Speaking Performance Chinese and Spanish Number of Students and Percent (Grades 3 and 5)**

To move toward the next levels of proficiency, students will need to be exposed to more authentic speaking experiences. Students can present in front of their peers or engage in group conversations. Group discussions in the target language will enable teachers to not only assess students in an authentic manner but also assess them more efficiently. With this approach to authentic assessments, students will be more engaged, and teachers will gain valuable knowledge about their students' oral proficiency levels.

To improve upon their skills, students will need to be given opportunities to not only work on their speaking skills 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.

Also, students can be given the opportunity to take part in conversations about themselves on a variety of topics, such as personal interests and daily routines. Students can be encouraged to have these conversations both during and outside of class. Students can continually challenge themselves to apply their listening skills by continually adding follow-up questions or connect what they are hearing to their lives. To improve speaking performance, students can continue to share more details about themselves and go beyond their initial responses. Adding more details will demonstrate a stronger command of the language, ultimately showing more consistency and allowing the student to move toward the next proficiency level.

**Spring 2024 STAMP 4Se Interpersonal Listening and Speaking  
Performance Chinese and Spanish Number of Students  
and Percent (Grades 3 and 5)**

ACTFL Proficiency Level	Chinese Immersion	
	2024	
	N	Percent
Nov Low	2	1.0
Nov Mid	8	3.9
Nov High	48	23.2
Int Low	79	38.2
Int Mid	35	16.9
Int High	32	15.5
Adv Low	3	1.4
ACTFL Proficiency Level	Spanish Immersion	
	2024	
	N	Percent
Nov Low	8	1.4
Nov Mid	10	1.7
Nov High	75	12.9
Int Low	207	35.6
Int Mid	192	33.0
Int High	89	15.3
Adv Low	1	0.2

**Spring 2023 STAMP 4Se Interpersonal Listening and Speaking  
Performance Chinese and Spanish Number of Students  
and Percent (Grades 3 and 5)**

ACTFL Proficiency Level	Chinese Immersion	
	2023	
	N	Percent
Nov Low	1	0.5
Nov Mid	19	9.4
Nov High	44	21.8
Int Low	86	42.6
Int Mid	40	19.8
Int High	12	5.9
ACTFL Proficiency Level	Spanish Immersion	
	2023	
	N	Percent
Nov Low	4	0.7
Nov Mid	21	3.6
Nov High	82	14.1
Int Low	222	38.1
Int Mid	124	21.3
Int High	114	19.6
Adv Low	15	2.6

**Spring 2022 STAMP 4Se Interpersonal Listening and Speaking  
Performance Chinese and Spanish Number of Students  
and Percent (Grades 3 and 5)**

ACTFL Proficiency Level	Chinese Immersion	
	2022	
	N	Percent
Nov Low	5	2.7
Nov Mid	13	7.1
Nov High	39	21.2
Int Low	112	60.9
Int Mid	11	6.0
Int High	4	2.2
ACTFL Proficiency Level	Spanish Immersion	
	2022	
	N	Percent
Nov Low	21	3.7
Nov Mid	36	6.3
Nov High	111	19.4
Int Low	224	39.2
Int Mid	110	19.3
Int High	47	8.2
Adv Low	1	0.2

**Data Summary: Spring 2022-24 STAMP 4Se Interpretive Listening Performance  
Chinese and Spanish Number of Students and Percent (Grades 3 and 5)**

Both Chinese and Spanish Immersion students experienced notable changes from a year ago. Chinese Immersion students saw a significant increase within the Novice-High and Intermediate-Low ranges, marking a significant decrease of **15.8 percent** reaching the Intermediate-High range. Spanish Immersion students showed an increase in the number and percentage of students performing at the Novice-High and Intermediate-Low ranges, indicating a slight shift from the Intermediate-Mid and High ranges. The drops in performances within the Listening mode of communication should be explored more closely at the individual school site level.

Overall, the results also show that most students can understand main ideas and supporting details from both familiar and unfamiliar topics. Comprehension can be understood at a level of some Advanced-level listeners. Research indicates that students could benefit from a variety of ways to listen to the language, such as engaging in conversations with their peers. This shift indicates that most students fully understand main ideas and supporting facts when listening to short passages, simple narratives, and descriptive passages on familiar topics.

**Recommendations: Spring 2022-24 STAMP 4Se Interpretive Listening Performance Chinese and Spanish Number of Students and Percent (Grades 3 and 5)**

Students can understand speech dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned. According to the data, students may need to hear complex passages more than once. They may also need help with context clues or prior knowledge may help them understand what they hear. To improve results in Interpretive Listening, students should be given opportunities to listen to authentic texts and audio 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 continues to enhance the translation process. Listening opportunities need to come from a variety of sources that supplement the teacher's instruction.

All Immersion 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.

**Spring 2024 STAMP 4Se Interpretive Listening Performance  
Chinese and Spanish Number of Students  
and Percent (Grades 3 and 5)**

ACTFL Proficiency Level	Chinese Immersion	
	2024	
	N	Percent
Nov Low	0	0.0
Nov Mid	1	0.5
Nov High	33	15.5
Int Low	48	22.5
Int Mid	67	31.5
Int High	64	30.0
Adv Low	0	0.0
ACTFL Proficiency Level	Spanish Immersion	
	2024	
	N	Percent
Nov Low	0	0.0
Nov Mid	0	0.0
Nov High	48	8.1
Int Low	83	14.0
Int Mid	136	23.0
Int High	325	54.9
Adv Low	0	0.0

**Spring 2023 STAMP 4Se Interpretive Listening Performance  
Chinese and Spanish Number of Students  
and Percent (Grades 3 and 5)**

ACTFL Proficiency Level	Chinese Immersion	
	2023	
	N	Percent
Nov Low	0	0.0
Nov Mid	1	0.5
Nov High	11	5.4
Int Low	27	13.3
Int Mid	71	35.0
Int High	93	45.8
Adv Low	0	0.0
ACTFL Proficiency Level	Spanish Immersion	
	2023	
	N	Percent
Nov Low	2	0.3
Nov Mid	2	0.3
Nov High	14	2.4
Int Low	61	10.4
Int Mid	179	30.5
Int High	328	56.0
Adv Low	0	0.0

**Spring 2022 STAMP 4Se Interpretive Listening Performance  
Chinese and Spanish Number of Students  
and Percent (Grades 3 and 5)**

ACTFL Proficiency Level	Chinese Immersion	
	2022	
	N	Percent
Nov Low	0	0.0
Nov Mid	1	0.5
Nov High	9	4.9
Int Low	32	17.4
Int Mid	55	29.9
Int High	80	43.5
Adv Low	7	3.8
ACTFL Proficiency Level	Spanish Immersion	
	2022	
	N	Percent
Nov Low	1	0.2
Nov Mid	0	0.0
Nov High	19	3.3
Int Low	84	14.7
Int Mid	175	30.6
Int High	267	46.8
Adv Low	25	4.4

**Data Summary: Spring 2022-24 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 six areas measured with the most significant differences occurring on the Interpersonal Listening and Speaking and Interpretive Listening Tests 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, but the most notable decrease over the past two years lies within the Interpretive Listening Test. Females in both the Chinese and Spanish Immersion programs experienced solid scores and have maintained consistency over time. With the exception of Interpersonal Listening and Speaking among Spanish Immersion students, Males and Females are performing within the same proficiency levels on all areas measured across both language programs.

**Recommendations: Spring 2022-24 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 inform teachers for them 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 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

**Spring 2022 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) (50%)		Females (N=92) (50%)		Males (N=264) (46.2%)		Females (N=307) (53.8%)	
	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level
Interpretive Reading	3.2	Nov High	3.7	Int Low	4.9	Int Mid	5.3	Int Mid
Interpersonal Listening/Speaking	3.5	Int Low	3.8	Int Low	4.1	Int Low	4.2	Int Low
Interpretive Listening	5.1	Int Mid	5.3	Int Mid	5.6	Int High	5.4	Int Mid

**Data Summary: Spring 2022-24 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 indicate 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 performances 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 2022-24 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 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

**Spring 2022 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=85) (46.2%)		Resident (N=99) (53.8%)		Open-Enrolled (N=198) (34.7%)		Resident (N=373) (65.3%)	
	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	3.4	Nov High	5.1	Int Mid	5.1	Int Mid
Interpersonal Listening/Speaking	3.7	Int Low	3.7	Int Low	3.9	Int Low	3.9	Int Low
Interpretive Listening	5.1	Int Mid	5.3	Int Mid	5.2	Int Mid	5.3	Int Mid

## **STAMP 4Se BUILDING LEVEL RESULTS FOR CHINESE AND SPANISH IMMERSION**

### **Data Summary: Spring 2022-24 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. However, results a significant rebound in student performance at Excelsior Elementary Scenic Heights students showed improvement among Third Graders and Fifth Graders and have experienced consistently strong performances over the past two years when compared to their non-cohort counterparts. Excelsior Elementary Chinese Immersion Third Graders are performing at all-time high levels in Reading with a significant increase of **1.4** points compared to last year, improving from an average of Novice-Mid to Novice-High. Additionally, Fifth Graders increase by an average score of **0.8** points, which also made a notable shift from Novice-High to Intermediate-Low. The national target for Interpretive Reading among Chinese Immersion students is Novice-Mid for Third Graders and Novice-High for Fifth Graders. On average, Scenic Heights' Third and Fifth Graders surpassed these targets by one sub-level.

According to ACTFL research, the greatest factor in distinguishing between Novice-High performance and Intermediate-Low performance is consistency. In addition, 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 2022-24 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 2024 STAMP 4Se Chinese Immersion Building Comparison by STAMP 4Se Mean Score and Proficiency Levels for Interpretive Reading**

School	Chinese Interpretive Reading			
	Grade 3		Grade 5	
	<i>EX</i> (N=45)	<i>SH</i> (N=106)	<i>EX</i> (N=44)	<i>SH</i> (N=107)
	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**

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

**Spring 2022 STAMP 4Se Chinese Immersion Building Comparison by STAMP 4Se Mean Score and Proficiency Levels for Interpretive Reading**

School	Chinese Interpretive Reading			
	Grade 3		Grade 5	
	<i>EX</i> (N=44)	<i>SH</i> (N=50)	<i>EX</i> (N=31)	<i>SH</i> (N=55)
	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level
Excelsior (N=75)	2.9	Nov High	3.7	Int Low
Scenic Heights (N=105)	3.0	Nov High	4.0	Int Low

## **Data Summary: Spring 2022-24 STAMP 4Se Chinese Immersion Building Comparison by STAMP 4Se Mean Score and Proficiency Levels for Interpersonal Listening and Speaking**

Excelsior Elementary Third and Fifth Graders experienced an increase in performance within the Interpersonal Speaking and Listening Test. With a significant increase of 0.5 points, Excelsior Fifth Graders improved their average proficiency level from Intermediate-Low to Intermediate-Mid. Science Heights student performance has maintained its solid levels for the past two years. Even though there was a slight drop among Fifth Graders compared to last year, the decrease was minimal and out-paced Fifth Graders from two years ago by **0.6** points. Students reaching the Intermediate-Low range indicates a strong performance compared to national targets, which is exceptional considering what students have endured much of the past three school years

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 2022-24 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 2024 STAMP 4Se Chinese Immersion Building Comparison by  
STAMP 4Se Mean Score and Proficiency Levels for  
Interpersonal Listening and Speaking**

School	Chinese Interpersonal Listening and Speaking			
	Grade 3		Grade 5	
	<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
<b>Excelsior (N=89)</b>	3.4	Nov High	4.5	Int Mid
<b>Scenic Heights (N=213)</b>	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**

School	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>
	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level
<b>Excelsior (N=80)</b>	3.1	Nov High	4.0	Int Low
<b>Scenic Heights (N=123)</b>	3.7	Int Low	4.7	Int Mid

**Spring 2022 STAMP 4Se Chinese Immersion Building Comparison by  
STAMP 4Se Mean Score and Proficiency Levels for  
Interpersonal Listening and Speaking**

School	Chinese Interpersonal Listening and Speaking			
	Grade 3		Grade 5	
	<i>EX (N=44)</i>	<i>SH (N=50)</i>	<i>EX (N=31)</i>	<i>SH (N=55)</i>
	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level
<b>Excelsior (N=75)</b>	3.5	Int Low	3.6	Int Low
<b>Scenic Heights (N=105)</b>	3.4	Nov High	4.0	Int Low

**Data Summary: Spring 2022-24 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 Excelsior and Scenic Heights both experienced drops in student performance compared to last year, and Excelsior Third Graders have experienced a two year drop in this area. Most areas dropped by a sub-level compared to 2023, except for Excelsior Fifth Graders, who maintain performance at the Intermediate-Mid level. Interpretive Listening should be an area of focus for both sites.

**Recommendations: Spring 2022-24 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, 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 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 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 2024 STAMP 4Se Chinese Immersion Building Comparison by STAMP 4Se Mean Score and Proficiency Levels for Interpretive Listening**

School	Chinese Interpretive Listening			
	Grade 3		Grade 5	
	<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)	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**

School	Chinese Interpretive Listening			
	Grade 3		Grade 5	
	<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)	4.5	Int Mid	5.3	Int Mid
Scenic Heights (N=123)	5.1	Int Mid	5.6	Int High

**Spring 2022 STAMP 4Se Chinese Immersion Building Comparison by STAMP 4Se Mean Score and Proficiency Levels for Interpretive Listening**

School	Chinese Interpretive Listening			
	Grade 3		Grade 5	
	<i>EX (N=44)</i>	<i>SH (N=50)</i>	<i>EX (N=31)</i>	<i>SH (N=55)</i>
	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level
Excelsior (N=75)	4.9	Int Mid	5.1	Int Mid
Scenic Heights (N=105)	5.0	Int Mid	5.6	Int High

## **Data Summary: Spring 2022-24 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 shows a decrease in performance at each site compared to their same grade counterparts from a year ago with the exception of Deephaven Third Graders experiencing an increase of **0.1** points. Additionally, most decreases are not to be considered significant with some exceptions. Third Graders at Clear Springs saw a **0.4** point drop compared to last year, marking a drop in proficiency level from Intermediate-Mid to Intermediate-Low. Fifth Graders at Clear Springs also experienced a decrease with an average score shifting from **5.7** points in 2023 to **4.9** points in 2024. The decrease in average score marked a proficiency level drop of one sub-level, moving from Intermediate-High to Intermediate-Mid. All other increases or decreases are not considered to be statistically significant and show consistent solid performances over the past two years. Overall performances indicate that all grades and student populations on average performed beyond national expectations for their respective grade levels.

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 2022-24 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 assessment. 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 2024 STAMP 4Se Spanish Immersion Building Comparison by STAMP 4Se Mean Score and Proficiency Levels for Interpretive Reading**

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

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

**Spring 2022 STAMP 4Se Spanish Immersion Building Comparison by  
STAMP 4Se Mean Score and Proficiency Levels for Interpretive Reading**

School	Spanish Interpretive Reading			
	Grade 3		Grade 5	
	<i>CS</i> (N=82)	<i>DH</i> (N=53)	<i>CS</i> (N=84)	<i>DH</i> (N=55)
	<i>GR</i> (N=76)	<i>MW</i> (N=89)	<i>GR</i> (N=52)	<i>MW</i> (N=77)
	STAMP 4Se Score	Prof. Level	STAMP 4Se Score	Prof. Level
<b>Clear Springs (N=166)</b>	4.5	Int Mid	5.5	Int High
<b>Deephaven (N=108)</b>	4.2	Int Low	5.4	Int Mid
<b>Groveland (N=128)</b>	4.6	Int Mid	5.6	Int High
<b>Minnewashta (N=166)</b>	4.8	Int Mid	5.7	Int High

**Data Summary: Spring 2022-24 STAMP 4Se Spanish Immersion Building Comparison by STAMP 4Se Mean Score and Proficiency Levels for Interpersonal Listening and Speaking**

Third Grade Spanish Immersion performance showed increases across all sites with strong increases at Deephaven and Minnewashta. The average scores are the highest all-time since the shift to the STAMP 4Se Test. Conversely, Fifth Grade average scores showed a significant drop in performance at three of the sites except for Minnewashta, who experienced a strong increase of **0.5** points. Scores from the three sites showing drops from last year are consistent with scores from 2022. 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. It is also important to note that this group of Fifth Grade students has made one sub-level of proficiency growth since Third Grade except for the cohort from Deephaven who grew by **0.6** points on average since taking the STAMP 4Se Test two years ago. All other sites saw the Third to Fifth Grade cohort grow by at least one-full point, indicating an increase by one sub-level of proficiency.

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 2022-24 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 using when or in what order. Students should be encouraged to think about how events unfold in a story and try to tell it. 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 2024 STAMP 4Se Spanish Immersion Building Comparison by STAMP 4Se Mean Score and Proficiency Levels for Interpersonal Listening and Speaking**

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

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

School	Spanish Interpersonal Listening and Speaking			
	Grade 3		Grade 5	
	<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)
	<b>STAMP 4Se Score</b>	<b>Prof. Level</b>	<b>STAMP 4Se Score</b>	<b>Prof. Level</b>
<b>Clear Springs (N=156)</b>	3.8	Int Low	5.2	Int Mid
<b>Deephaven (N=118)</b>	3.7	Int Low	4.8	Int Mid
<b>Groveland (N=153)</b>	4.1	Int Low	5.5	Int High
<b>Minnewashta (N=142)</b>	3.9	Int Low	4.5	Int Mid

**Spring 2022 STAMP 4Se Spanish Immersion Building Comparison by  
STAMP 4Se Mean Score and Proficiency Levels for  
Interpersonal Listening and Speaking**

School	Spanish Interpersonal Listening and Speaking			
	Grade 3		Grade 5	
	<i>CS</i> (N=82)	<i>DH</i> (N=53)	<i>CS</i> (N=84)	<i>DH</i> (N=55)
	<i>GR</i> (N=76)	<i>MW</i> (N=89)	<i>GR</i> (N=52)	<i>MW</i> (N=77)
	<b>STAMP 4Se Score</b>	<b>Prof. Level</b>	<b>STAMP 4Se Score</b>	<b>Prof. Level</b>
<b>Clear Springs (N=166)</b>	3.2	Nov High	4.1	Int Low
<b>Deephaven (N=108)</b>	3.5	Int Low	4.0	Int Low
<b>Groveland (N=128)</b>	3.5	Int Low	4.7	Int Mid
<b>Minnewashta (N=166)</b>	3.8	Int Low	4.5	Int Mid

### **Data Summary: Spring 2022-24 STAMP 4Se Spanish Immersion Building Comparison by STAMP 4Se Mean Score and Proficiency Levels for Interpretive Listening**

Despite the overall drops in performance on the Interpretive Listening section district wide, Minnetonka Spanish Immersion students well out-paced the national targets by two sub-levels 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 Clear Springs. Both grade levels of students dropped by 0.5 points compared to their same grade counterparts from a year ago. The Third Grade performance is consistent with Third Grade average scores from two years ago, and the Fifth Graders experienced a lower average score compared to 2022 and 2023.

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 2022-24 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 2024 STAMP 4Se Spanish Immersion Building Comparison by  
STAMP 4Se Mean Score and Proficiency Levels for Interpretive Listening**

School	Spanish Interpretive Listening			
	Grade 3		Grade 5	
	<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)
	<b>STAMP 4Se Score</b>	<b>Prof. Level</b>	<b>STAMP 4Se Score</b>	<b>Prof. Level</b>
<b>Clear Springs (N=159)</b>	4.7	Int Mid	5.2	Int Mid
<b>Deephaven (N=108)</b>	5.1	Int Mid	5.7	Int High
<b>Groveland (N=152)</b>	4.9	Int Mid	5.6	Int High
<b>Minnewashta (N=159)</b>	4.9	Int Mid	<b>5.7</b>	Int High

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

School	Spanish Interpretive Listening			
	Grade 3		Grade 5	
	<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)
	<b>STAMP 4Se Score</b>	<b>Prof. Level</b>	<b>STAMP 4Se Score</b>	<b>Prof. Level</b>
<b>Clear Springs (N=156)</b>	5.2	Int Mid	5.7	Int High
<b>Deephaven (N=118)</b>	5.1	Int Mid	5.7	Int High
<b>Groveland (N=153)</b>	5.0	Int Mid	5.7	Int High
<b>Minnewashta (N=142)</b>	5.0	Int Mid	5.5	Int High

**Spring 2022 STAMP 4Se Spanish Immersion Building Comparison by  
STAMP 4Se Mean Score and Proficiency Levels for Interpretive Listening**

School	Spanish Interpretive Listening			
	Grade 3		Grade 5	
	<i>CS</i> (N=82)	<i>DH</i> (N=53)	<i>CS</i> (N=84)	<i>DH</i> (N=55)
	<i>GR</i> (N=76)	<i>MW</i> (N=89)	<i>GR</i> (N=52)	<i>MW</i> (N=77)
	<b>STAMP 4Se Score</b>	<b>Prof. Level</b>	<b>STAMP 4Se Score</b>	<b>Prof. Level</b>
<b>Clear Springs (N=166)</b>	4.9	Int Mid	5.6	Int High
<b>Deephaven (N=108)</b>	4.8	Int Mid	5.5	Int High
<b>Groveland (N=128)</b>	5.0	Int Mid	5.6	Int High
<b>Minnewashta (N=166)</b>	5.1	Int Mid	5.7	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 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. 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, 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 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 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 using when or in what order. Students should be encouraged to think about how events unfold in a story and try to tell it. 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 tool to measure language acquisition by giving students the opportunity for substantial practice with the standards.

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**RECOMMENDATION/FUTURE DIRECTION:**

The information provided in this report is designed to update the School Board on the results of the Spring 2024 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, Minnesota**

**Study Session Agenda Item #4**

**Title: STAMP 4S 2023-24 Spring Update**

**Date: April 18, 2024**

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**OVERVIEW**

In February 2024, Sixth, Eighth, and Tenth Grade Chinese and Spanish Immersion students participated in the STAMP 4S assessment. The test is optional for high school students in Eleventh and Twelfth Grades. Seventh Graders 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 measures 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:

- For Reading, Grade 6 Chinese Immersion students experienced a shift toward the Intermediate-Mid and High ranges from the Novice-High and Low ranges. Eighth Grade Reading results show an increase in percentage of students performing at the Intermediate and Advanced levels and should be seen as a positive sign. Students are performing at their highest levels in the past three years.
- Eighth Graders saw 20 percent of students reach the Advanced-Low level in Writing, which is the highest percentage reaching this range historically. **11.7 percent** of Grade 10 students performed at the Advanced Mid/High range, which is the all-time highest percentage of Tenth Graders reaching this range
- Tenth Grade Reading performance remained competitive with scores from recent years and showed an increase compared to last year across the highest ranges of the proficiency scale, showing improvement from the Intermediate-High to the Advanced-High ranges by a total of **15.4 percent**.
- Tenth Grade national Immersion proficiency targets for Reading also indicate that students should reach the Intermediate-Low range. Tenth Grade student

performance remained competitive compared to scores from recent years and showed an increase compared to last year across the highest ranges of the proficiency scale, showing improvement from the Intermediate-High to the Advanced-High ranges by a total of **15.4 percent**.

Spanish Immersion:

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

**STAMP 4S Reading and Listening Level Key**

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

**STAMP 4S Writing and Speaking Level Key**

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

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

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

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 L2, most of the students participated in a full immersion program from Kindergarten through Fifth Grade. With fewer minutes using the L2 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
<b>K</b>	Novice Mid	Novice Low	Novice Low	Novice Low	Novice Mid	Novice Low	Novice Low	Novice Low
<b>1</b>	Novice Mid	Novice Mid	Novice Mid	Novice Low	Novice Mid	Novice Mid	Novice Low	Novice Low
<b>2</b>	Novice High	Novice High	Novice High	Novice Mid	Novice High	Novice High	Novice Mid	Novice Low
<b>3</b>	Novice High	Novice High	Novice High	Novice Mid	Novice High	Novice High	Novice Mid	Novice Low
<b>4</b>	Novice High	Novice High	Novice High	Novice Mid/High	Novice High	Novice High	Novice Mid	Novice Low/Mid
<b>5</b>	Interm Low	Interm Low	Interm Low	Interm Low	Interm Low	Interm Low	Novice High	Novice High
<b>6</b>	Interm Low	Interm Low	Interm Low	Interm Low	Interm Low	Interm Low	Novice High	Novice High
<b>7</b>	Interm Low	Interm Low	Interm Low	Interm Low	Interm Low	Interm Low	Novice High	Novice High
<b>8</b>	Interm Mid	Interm Mid	Interm Mid	Interm Mid	Interm Mid	Interm Mid	Interm Low	Interm Low
<b>9</b>	Interm Mid	Interm Mid	Interm Mid	Interm Mid	Interm Mid	Interm Mid	Interm Low	Interm Low
<b>10</b>	Interm Mid	Interm Mid	Interm Mid	Interm Mid	Interm Mid	Interm Mid	Interm Low	Interm Low
<b>11</b>	Interm High	Interm High	Interm High	Interm High	Interm High	Interm High	Interm Mid	Interm Mid
<b>12</b>	Advance Low	Advance Low	Advance Low	Advance Low	Advance Low	Advance Low	Interm High	Interm High

## **Data Summary and Analysis: 2020-2024 Grades 6-10 Mean Score and Proficiency Level Sub-Test Results for Chinese and Spanish Immersion (see tables below)**

In 2024, there were a total of **244** students who took the Chinese STAMP 4S assessment, which was slightly down from **252** last year and up from **218** two years ago. There were **702** students who took the Spanish assessment, which was down from **747** last year and up from **673** two years ago. Results indicate that Grades Six, Eighth, and Tenth Grade Spanish Immersion students performed within the Intermediate-High to Advanced-Mid ranges. Last year, the range was Intermediate-Mid to Advanced-Mid. Grade 10 students reached the Advanced-Mid range for Reading and Listening and the 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 Reading, Listening, and Speaking, while maintaining the same average score from a year ago in Writing. Writing 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 **5.9** in Eighth Grade to **6.3** in Tenth Grade on the Writing Test. Additionally, this cohort showed a significant increase in Listening, improving from **6.8** to **8.2**, 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 2024 STAMP Test indicate that Minnetonka Chinese and Spanish Immersion students are outpacing the national averages. Also, important to note, the Spanish Immersion cohorts showed strong increase in performance 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 Tenth Grade student results show a decrease in Writing and Listening. Last year, cohort results showed a decrease in Writing and Speaking. Like last year, the proficiency levels on the Reading Test ranged from the Intermediate-Low in Grade 6 to Intermediate-High in Grade 10, which is also like previous years. There were increases on one of four subtests among Sixth Graders compared to their Sixth Grade counterparts from a year ago, with Reading average scores rebounding from a previous drop to an increase of **0.3 points**. Eighth Graders saw improvement on two of four subtests with no significant drops in average scores and a solid increase in Reading of **0.4 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.

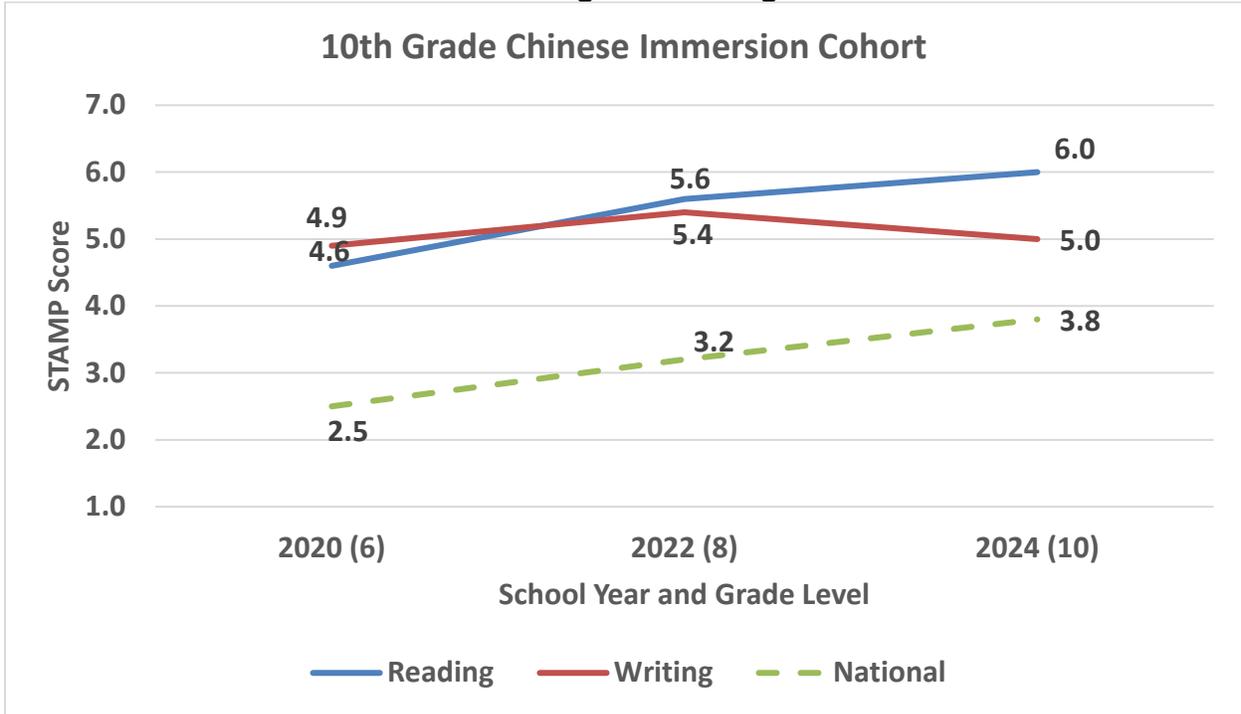
Teachers need to provide direct instruction in Reading comprehension strategies and provide multiple opportunities for students to engage with a range of informational tasks. Overall performance among Chinese and Spanish Immersion students is strong, especially during a time when one might assume *learning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

### **Recommendations: 2024 Grades 6-10 Mean Score and Proficiency Level Sub-Test Results for Chinese and Spanish Immersion (see tables below)**

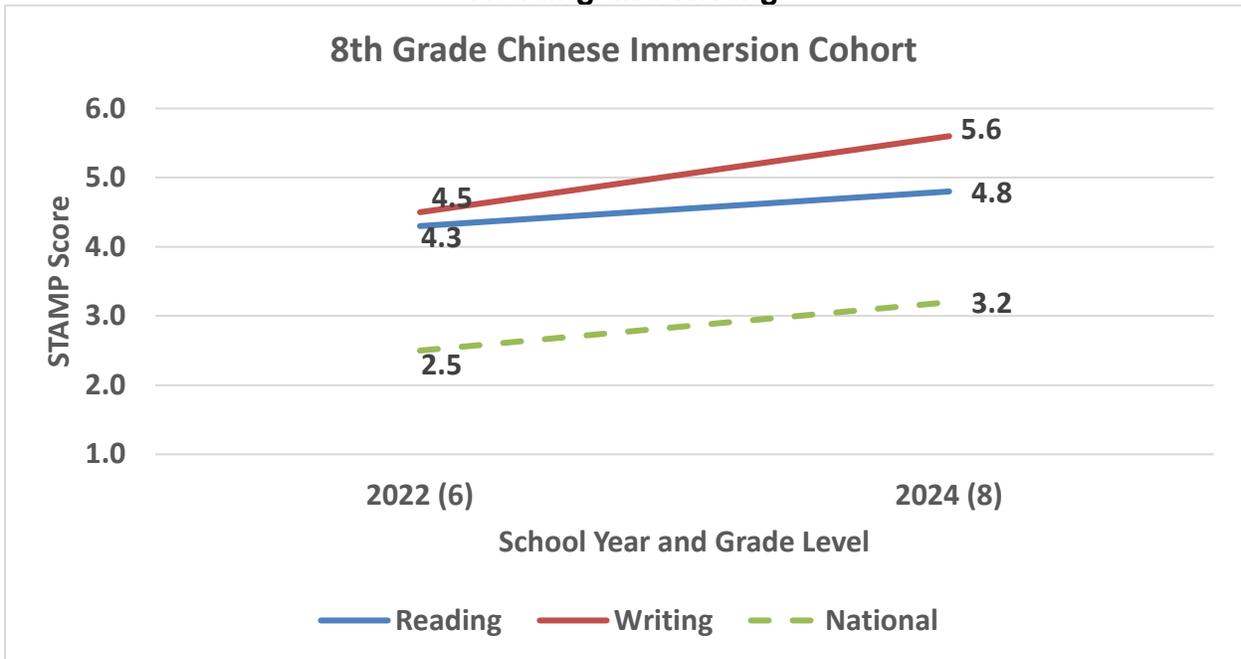
The Chinese and Spanish Immersion teachers will need to continue to focus instruction on Speaking and Writing. This is an area that can help to improve overall literacy development. Chinese and Spanish Immersion students would benefit from being exposed to more authentic texts. The STAMP 4S provides 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.

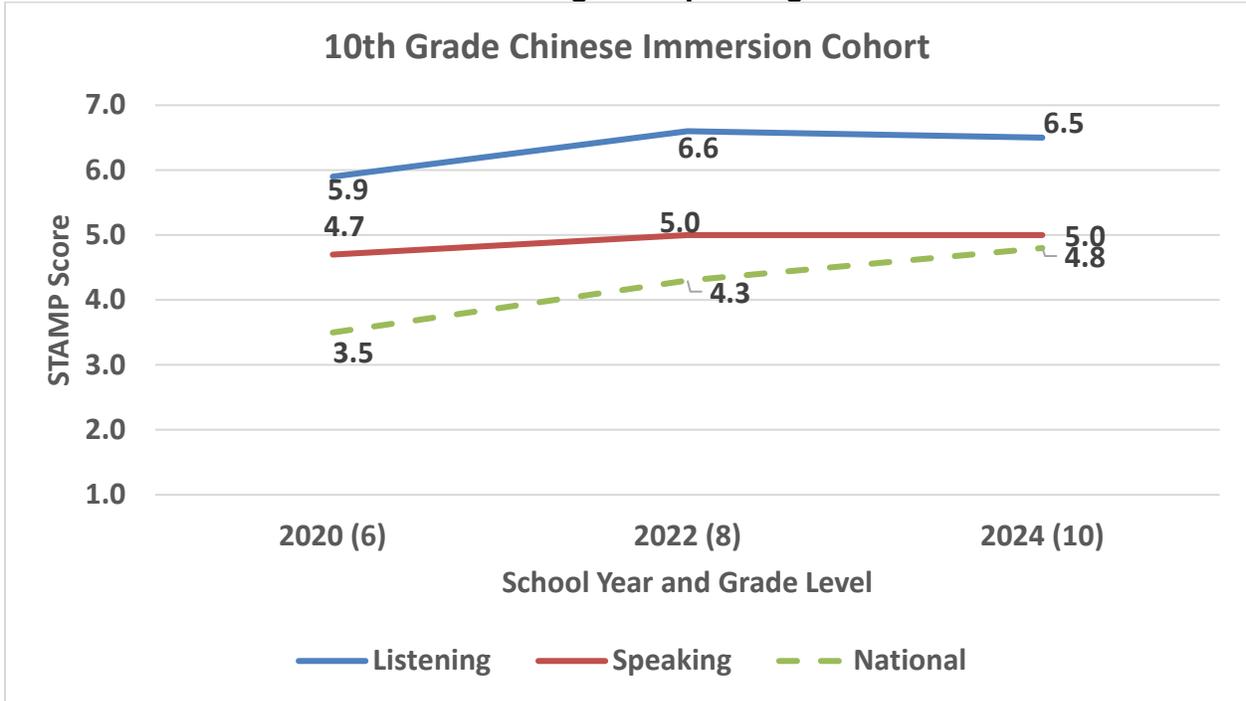
**2020-24 Mean Score Sub-Test Results for Chinese Immersion Grade 10 Cohort  
Reading and Writing**



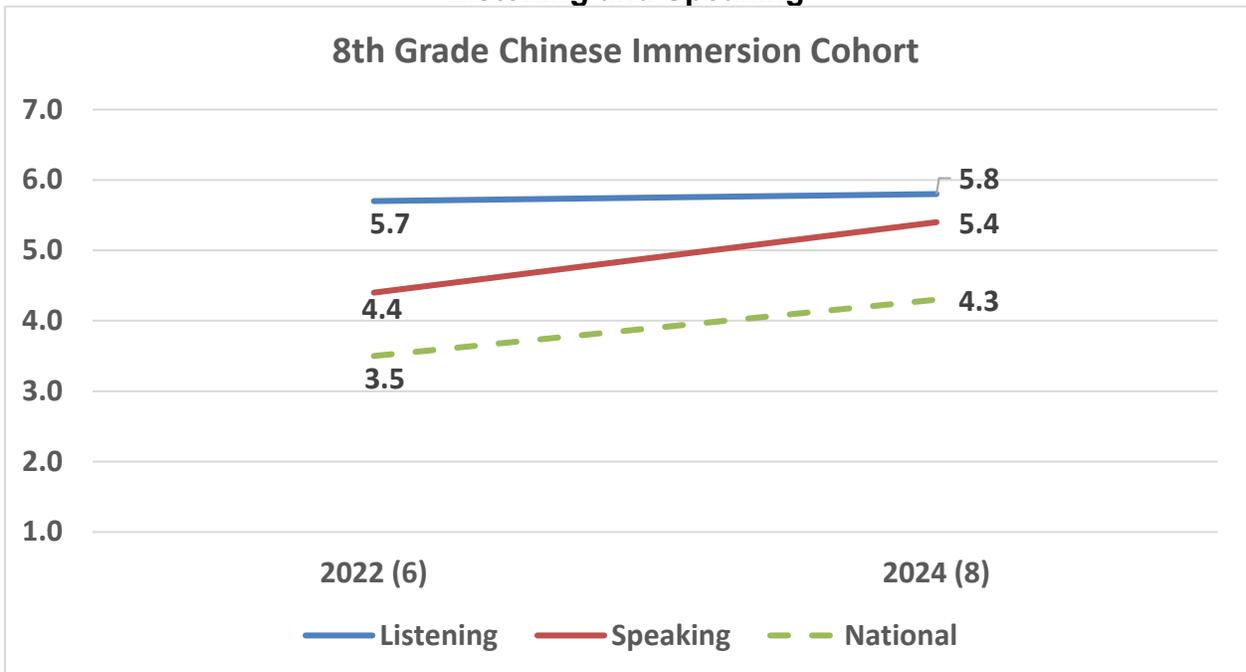
**2022-24 Mean Score Sub-Test Results for Chinese Immersion Grade 8 Cohort  
Reading and Writing**



**2020-24 Mean Score Sub-Test Results for Chinese Immersion Grade 10 Cohort  
Listening and Speaking**



**2022-24 Mean Score Sub-Test Results for Chinese Immersion Grade 8 Cohort  
Listening and Speaking**



**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
<b>Rdg</b>	4.1	Int Low	5.2	Int Mid	5.9	Int High
<b>Write</b>	4.6	Int Mid	5.5	Int High	5.9	Int High
<b>List</b>	5.1	Int Mid	5.9	Int High	6.3	Int High
<b>Spkg</b>	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
<b>Rdg</b>	3.8	Int Low	4.8	Int Mid	5.5	Int High
<b>Write</b>	4.7	Int Mid	5.6	Int High	5.6	Int High
<b>List</b>	5.4	Int Mid	5.8	Int High	6.4	Int High
<b>Spkg</b>	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
<b>Rdg</b>	4.1	Int Low	4.9	Int Mid	6.1	Int High
<b>Write</b>	4.3	Int Low	5.3	Int Mid	5.7	Int High
<b>List</b>	5.3	Int Mid	6.0	Int High	6.8	Adv Low
<b>Spkg</b>	4.4	Int Low	5.6	Int High	6.0	Int High

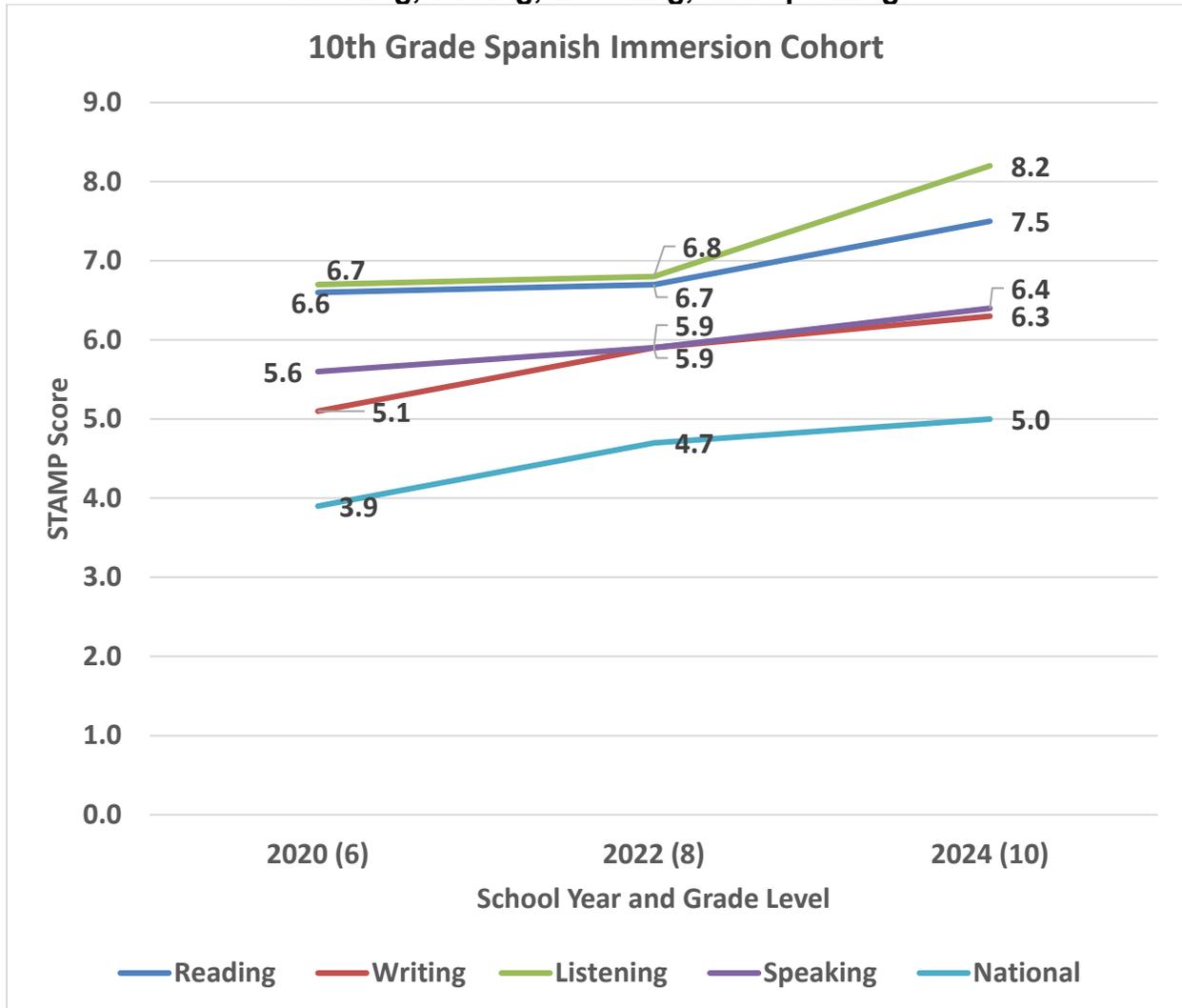
**2021 Grades 6, 8, and 10 Mean Score and Proficiency Level  
Sub-Test Results for Chinese Immersion**

	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
<b>Rdg</b>	4.3	Int Low	5.6	Int High	6.4	Int High
<b>Write</b>	4.5	Int Mid	5.6	Int High	5.4	Int Mid
<b>List</b>	5.7	Int High	6.5	Adv Low	7.1	Adv Low
<b>Spkg</b>	4.4	Int Low	5.2	Int Mid	5.7	Int Mid

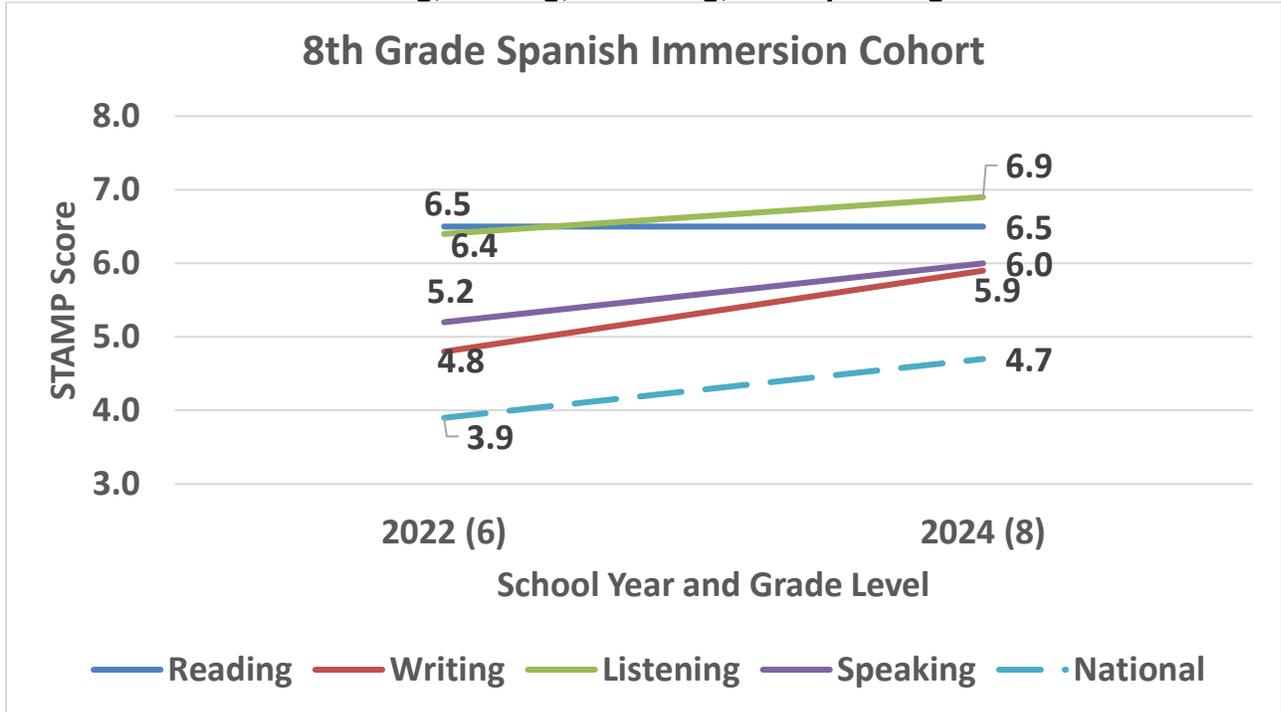
**2020 Grades 6, 8, and 10 Mean Score and Proficiency Level  
Sub-Test Results for Chinese Immersion**

	Grade 6 Total Chinese Immersion (N=76)		Grade 8 Total Chinese Immersion (N=79)		Grade 10 Total Chinese Immersion (N=44)	
	Mean Score	Prof Level	Mean Score	Prof Level	Mean Score	Prof Level
<b>Rdg</b>	4.6	Int Mid	5.6	Int High	6.0	Int High
<b>Write</b>	4.9	Int Mid	5.4	Int Mid	5.0	Int Mid
<b>List</b>	5.9	Int High	6.6	Adv Low	6.5	Adv Low
<b>Spkg</b>	4.7	Int Mid	5.0	Int Mid	5.0	Int Mid

**2020-24 Mean Score Sub-Test Results for Spanish Immersion Grade 10 Cohort  
Reading, Writing, Listening, and Speaking**



**2022-24 Mean Score Sub-Test Results for Spanish Immersion Grade 8 Cohort  
Reading, Writing, Listening, and Speaking**



**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
<b>Rdg</b>	5.7	Int High	6.6	Adv Low	7.5	Adv Mid
<b>Write</b>	5.6	Int High	6.0	Int High	6.3	Int High
<b>List</b>	6.4	Int High	7.4	Adv Low	8.2	Adv Mid
<b>Spkg</b>	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
<b>Rdg</b>	5.5	Int High	6.5	Adv Low	7.2	Adv Low
<b>Write</b>	5.5	Int High	5.9	Int High	6.3	Int High
<b>List</b>	5.9	Int High	6.9	Adv Low	8.0	Adv Mid
<b>Spkg</b>	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
<b>Rdg</b>	5.8	Int High	6.7	Adv Low	7.5	Adv Mid
<b>Write</b>	5.3	Int Mid	5.9	Int High	6.4	Int High
<b>List</b>	5.7	Int High	6.8	Adv Low	7.8	Adv Mid
<b>Spkg</b>	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
<b>Rdg</b>	6.5	Adv Low	7.4	Adv Low	8.3	Adv Mid
<b>Write</b>	4.8	Int Mid	5.5	Int High	5.8	Int High
<b>List</b>	6.4	Int High	7.5	Adv Low	8.4	Adv Mid
<b>Spkg</b>	5.2	Int Mid	5.8	Int High	6.2	Int High

**2020 Grades 6, 8 and 10 Mean Score and Proficiency Level  
Sub-Test Results for Spanish Immersion**

	Grade 6 Total Spanish Immersion (N=231)		Grade 8 Total Spanish Immersion (N=219)		Grade 10 Total Spanish Immersion (N=160)	
	Mean Score	Prof Level	Mean Score	Prof Level	Mean Score	Prof Level
<b>Rdg</b>	6.6	Adv Low	7.5	Adv Mid	8.0	Adv Mid
<b>Write</b>	5.1	Int Mid	5.7	Int High	6.0	Int High
<b>List</b>	6.7	Adv Low	7.7	Adv Mid	8.0	Adv Mid
<b>Spkg</b>	5.6	Int High	5.9	Int High	5.9	Int High

## SUB-TEST RESULTS CHINESE IMMERSION

### Data Summary and Analysis: 2020-2024 Grades 6-10 Spring STAMP 4S Reading Chinese (see tables below)

According to the Reading results in the tables below, Grade 6 Chinese Immersion students experienced a shift toward the Intermediate-Mid and High ranges from the Novice-High and Low ranges. For example, last year, **31.9 percent** of Sixth Graders performed within the Novice-High range, and this year **28.4 percent** scored in this range. The Intermediate-Low percentage decreased from **41.8 percent** to **38.9 percent** with an increase observed at the Intermediate-Mid range of **4.6 percent** and the Intermediate-High range of **3.8 percent**. This shift is a step in the right direction but still off the pace of the 2021 and 2022 school years. These results should be monitored closely to ensure students continue to grow at a steady pace in Reading.

Eighth Grade results show an increase in percentage of students performing at the Intermediate and Advanced levels and should be seen as a positive sign. Students are performing at their highest levels in the past three years.

Tenth Grade student performance remained competitive compared to scores from recent years and showed an increase compared to last year across the highest ranges of the proficiency scale, showing improvement from the Intermediate-High to the Advanced-High ranges by a total of **15.4 percent**.

At the Advanced proficiency levels, students can consistently follow short conversations on common topics and answer questions about the main ideas and explicitly stated details. They can go into much more depth than language learners performing at the Novice level. These data suggest that the more established the Minnetonka Immersion program becomes, the stronger the performance of the students. There are significantly fewer students reaching the Novice-Level. Students who are Reading at the Novice proficiency are characterized by relying on learned phrases and basic vocabulary. These students can recognize the purpose of basic texts. Students reaching the Intermediate levels and beyond can make meaning from text and read passages that are more challenging, allowing them to make inferences and interact with the text at a higher level.

According to Reading results, **69.4 percent** of Sixth Grade Chinese Immersion students are performing beyond the national Immersion proficiency target level of Novice-High compared to **62.6 percent** from a year ago.

The national proficiency target in Reading among Eighth Grade Chinese Immersion students is Intermediate-Low. Minnetonka saw **67.4 percent** of students surpass this level and **90.7 percent** reach this level at a minimum. Last year, **56.9 percent** of Eighth Graders surpassed the Intermediate-Low range.

Tenth Grade national Immersion proficiency targets for Reading also indicate that students should reach the Intermediate-Low range. **1.6 percent** of Minnetonka Chinese

Immersion students fell short of this target, and **82.0 percent** surpassed the national target, compared to **76.6 percent** last year.

**Recommendations: 2024 Spring STAMP 4S Reading Chinese (see tables below)**

Students who are reading at Novice proficiency are characterized by reliance of learned phrases and basic vocabulary, the ability to recognize the purpose of basic texts, and can understand a core of simple, formulaic utterances. 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. Students also need explicit instruction in comprehension strategies.

AVANT recommends that both teachers and students take the STAMP practice assessment in the future to gain a better understanding of the types of questions in which students need to be exposed. Students were given lengthy text in which to read and interpret. The questions that were posed required students to have a full understanding of the vocabulary and be able to identify the main idea of the selections.

Continued work to provide leveled texts for Chinese Immersion students is key to helping with Reading comprehension growth. It is recommended to continue to research systems that provide comprehensive Reading programming like what is available in the Spanish Language.

**2024 Spring STAMP 4S Reading Chinese**

	Grade 6		Grade 8		Grade 10	
	N	Percent	N	Percent	N	Percent
<b>Nov Low</b>	1	1.1	0	0.0	0	0.0
<b>Nov Mid</b>	1	1.1	1	1.2	0	0.0
<b>Nov High</b>	27	28.4	7	8.1	1	1.6
<b>Int Low</b>	37	38.9	20	23.3	10	<b>16.4</b>
<b>Int Mid</b>	18	<b>18.9</b>	16	18.6	8	13.1
<b>Int High</b>	10	<b>10.5</b>	32	<b>37.2</b>	24	<b>39.3</b>
<b>Adv Low</b>	1	1.1	6	<b>7.0</b>	11	<b>18.0</b>
<b>Adv Mid</b>	0	0.0	3	<b>3.5</b>	5	<b>8.2</b>
<b>Adv High</b>	0	0.0	1	1.2	2	<b>3.3</b>

**2023 Spring STAMP 4S Reading Chinese**

	Grade 6		Grade 8		Grade 10	
	N	Percent	N	Percent	N	Percent
<b>Nov Low</b>	3	3.3	1	1.3	0	0.0
<b>Nov Mid</b>	2	2.2	0	0.0	1	1.4
<b>Nov High</b>	29	31.9	13	16.5	5	6.8
<b>Int Low</b>	38	41.8	20	25.3	11	15.1
<b>Int Mid</b>	13	14.3	17	21.5	17	23.3
<b>Int High</b>	5	5.5	22	27.8	25	34.2
<b>Adv Low</b>	1	1.1	4	5.1	8	11.0
<b>Adv Mid</b>	0	0.0	1	1.3	5	6.8
<b>Adv High</b>	0	0.0	1	1.3	1	1.4

**2022 Spring STAMP 4S Reading Chinese**

	Grade 6		Grade 8		Grade 10	
	N	Percent	N	Percent	N	Percent
<b>Nov Low</b>	4	4.3	1	1.5	0	0.0
<b>Nov Mid</b>	2	2.2	0	0.0	0	0.0
<b>Nov High</b>	21	22.6	6	9.2	1	1.7
<b>Int Low</b>	31	33.3	20	30.8	7	11.7
<b>Int Mid</b>	26	28.0	16	24.6	11	18.3
<b>Int High</b>	8	8.6	15	23.1	24	40.0
<b>Adv Low</b>	1	1.1	4	6.2	7	11.7
<b>Adv Mid</b>	0	0.0	3	4.6	6	10.0
<b>Adv High</b>	0	0.0	0	0.0	4	6.7

**2021 Spring STAMP 4S Reading Chinese**

	Grade 6		Grade 8		Grade 10	
	N	Percent	N	Percent	N	Percent
<b>Nov Low</b>	2	2.4	0	0.0	0	0.0
<b>Nov Mid</b>	4	4.7	0	0.0	0	0.0
<b>Nov High</b>	24	28.3	12	14.1	5	6.8
<b>Int Low</b>	17	20.0	6	7.1	2	2.7
<b>Int Mid</b>	20	23.5	16	18.8	7	9.6
<b>Int High</b>	15	17.6	33	38.8	31	42.5
<b>Adv Low</b>	2	2.4	7	8.2	9	12.3
<b>Adv Mid</b>	1	1.2	7	8.2	8	11.0
<b>Adv High</b>	0	0.0	4	4.7	11	15.1

### 2020 Spring STAMP 4S Reading Chinese

	Grade 6		Grade 8		Grade 10	
	N	Percent	N	Percent	N	Percent
<b>Nov Low</b>	1	1.3	0	0.0	0	0.0
<b>Nov Mid</b>	0	0.0	0	0.0	0	0.0
<b>Nov High</b>	18	23.7	5	6.3	6	13.6
<b>Int Low</b>	17	22.4	16	20.3	1	2.3
<b>Int Mid</b>	17	22.4	9	11.4	5	11.4
<b>Int High</b>	21	27.6	38	48.1	19	43.2
<b>Adv Low</b>	2	2.6	3	3.8	5	11.4
<b>Adv Mid</b>	0	0.0	6	7.6	6	13.6
<b>Adv High</b>	0	0.0	2	2.5	2	4.5

### Data Summary and Analysis: 2020-2024 Grades 6-10 Spring STAMP 4S Writing Chinese (see tables below)

Writing results indicate solid results compared to last year after showing increases between 2022 and 2023. For example, among Sixth Graders, although there was a slight drop in performance of **0.4 percent** within the Intermediate-Mid range, this number remains high compared to results from the previous four years. This is only the second time students have eclipsed the 40 percent mark within this range. Additionally, Eighth Graders saw **20 percent** reach the Advanced-Low level, which is the highest percentage reaching this range historically. Additionally, **11.7 percent** of Grade 10 students performed at the Advanced Mid/High range, which is the all-time highest percentage of Tenth Graders reaching this range. Writing has been a focus among high school students for the past several years.

Chinese students are currently exposed to writing in a variety of ways including writing to a prompt using the six traits method. With most Grade Six Chinese Immersion students (**93.6 percent**) performing at the Intermediate range and above, there is evidence that student experiences with the formal writing process in the target language has positively impacted their writing ability. More students reached the upper levels of the test as Tenth Graders compared to previous years with **66.7 percent** reaching the Intermediate-High level or above, compared to **64.4 percent** last year and **60.0 percent** reaching this threshold from two years ago. This is an important data point to note, as it is an indication of many students making expected one year's growth by improving at least one sub-level. Almost all Tenth Graders reached the Intermediate ranges and higher.

With Intermediate-Low as the national target level for Writing among Immersion students in Grades 8 and 10, **100 percent** of Minnetonka Tenth Grade Chinese Immersion students met or surpassed national targets, while **95.2 percent** of Eighth Graders met or surpassed these targets. With Novice-High set as the Immersion national target for Sixth Graders, **98.9 percent** of Minnetonka Chinese Immersion students met or surpassed this proficiency level.

According to the results, most Minnetonka Grade Six through Tenth Graders can create statements and formulate questions based on familiar material. Most sentences are re-combinations of learned vocabulary and structures. They are short and simple conversational-style senses of basic word order. They are written almost exclusively in the present time. The work students have done with District Writing assessments have prepared them to write at this level.

**Recommendations: 2024 Spring STAMP 4S Writing Chinese (see tables below)**

At the Intermediate level, Chinese Immersion students could be provided more authentic writing opportunities. As Integrated Performance Assessments (IPAs) are implemented, this type of exposure will become more widespread throughout the District. 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 more toward proficiency at a rate in which they are quite capable.

**2024 Spring STAMP 4S Writing Chinese**

	Grade 6		Grade 8		Grade 10	
	N	Percent	N	Percent	N	Percent
<b>Nov Low</b>	0	0.0	1	<b>1.2</b>	0	0.0
<b>Nov Mid</b>	1	1.1	1	<b>1.2</b>	0	0.0
<b>Nov High</b>	5	5.3	2	<b>2.4</b>	0	0.0
<b>Int Low</b>	37	<b>38.9</b>	16	18.8	12	<b>20.0</b>
<b>Int Mid</b>	38	40.0	16	<b>18.8</b>	8	13.3
<b>Int High</b>	14	14.7	30	35.3	21	35
<b>Adv Low</b>	0	0.0	17	<b>20.0</b>	12	<b>20</b>
<b>Adv Mid/Hi</b>	0	0.0	2	2.4	7	<b>11.7</b>

**2023 Spring STAMP 4S Writing Chinese**

	Grade 6		Grade 8		Grade 10	
	N	Percent	N	Percent	N	Percent
Nov Low	0	0.0	0	0.0	0	0.0
Nov Mid	2	2.2	0	0.0	0	0.0
Nov High	7	7.9	1	1.3	1	1.4
Int Low	28	31.5	16	20.8	13	17.8
Int Mid	36	40.4	14	18.2	12	16.4
Int High	15	16.9	29	37.7	37	50.7
Adv Low	0	0.0	13	16.9	7	9.6
Adv Mid/Hi	1	1.1	4	5.2	3	4.1

**2022 Spring STAMP 4S Writing Chinese**

	Grade 6		Grade 8		Grade 10	
	N	Percent	N	Percent	N	Percent
Nov Low	0	0.0	0	0.0	0	0.0
Nov Mid	5	5.4	1	1.5	0	0.0
Nov High	12	12.9	2	3.1	0	0.0
Int Low	37	39.8	12	18.5	9	15.0
Int Mid	28	30.1	19	29.2	15	25.0
Int High	10	10.8	25	38.5	19	31.7
Adv Low	1	1.1	5	7.7	17	28.3
Adv Mid/Hi	0	0.0	1	1.5	0	0.0

**2021 Spring STAMP 4S Writing Chinese**

	Grade 6		Grade 8		Grade 10	
	N	Percent	N	Percent	N	Percent
Nov Low	1	1.2	0	0.0	0	0.0
Nov Mid	1	1.2	0	0.0	0	0.0
Nov High	12	14.1	3	3.5	0	0.0
Int Low	35	41.2	12	14.1	13	17.8
Int Mid	17	20.0	15	17.6	26	35.6
Int High	17	20.0	42	49.4	24	32.9
Adv Low	2	2.4	13	15.3	10	13.7
Adv Mid/Hi	0	0.0	0	0.0	0	0.0

**2020 Spring STAMP 4S Writing Chinese**

	Grade 6		Grade 8		Grade 10	
	N	Percent	N	Percent	N	Percent
Nov Low	1	1.3	0	0.0	1	2.3
Nov Mid	0	0.0	0	0.0	0	0.0
Nov High	2	2.6	0	0.0	1	2.3
Int Low	24	31.6	9	11.4	8	18.2
Int Mid	25	32.9	32	40.5	21	47.7
Int High	21	27.6	35	44.3	11	25.0
Adv Low	3	3.9	3	3.8	1	2.3
Adv Mid/Hi	0	0.0	0	0.0	0	0.0

**Data Summary and Analysis: 2020-2024 Grades 6-10 Spring STAMP 4S Listening Chinese (see tables below)**

Listening results indicate strengths across Grades 8 and 10. For Sixth Grade, there was a decrease in percentages within the Intermediate-High range, which it at its lowest level since 2020. Among Sixth Graders, there has been a shift toward the Intermediate-Low and Mid ranges. The shift can be seen as significant, doubling the number of students in the Intermediate-Low range, which dropping **13.4 percent** within the Intermediate-High level, marking the first time Grade 6 students performed below 50 percent within the Intermediate-Mid range. Eighth Graders experienced an increase in percentage of students reaching the Advanced range levels, now with 16.5 percent of students reaching the Advanced level. However, there was also a decrease at the Intermediate-High level, which contributed to the increase within the Intermediate-Mid level. Finally, Tenth Graders experienced increases at the Intermediate ranges, which correlates to the decreases at the Advanced-Low and Mid ranges. Additionally, Intermediate-High is an important threshold for student performance prior to Ninth Grade, which is when many students choose to take the AP exam. Students scoring at this level across all subtests are trending toward scoring a 4 or a 5 on the exam, because it could be reasonable assumed that they would be near the Advanced-Low level at the time of the test during their Ninth Grade year. Students reaching the Advanced-Low level are highly likely to score a 4 or 5 on the AP Language Exams.

**Recommendations: 2024 Spring STAMP 4S Listening Chinese (see tables below)**

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.

**2024 Spring STAMP 4S Listening Chinese**

	Grade 6		Grade 8		Grade 10	
	N	Percent	N	Percent	N	Percent
<b>Nov Low</b>	0	0.0	1	1.2	0	0.0
<b>Nov Mid</b>	0	0.0	0	0.0	0	0.0
<b>Nov High</b>	3	3.2	1	1.2	0	0.0
<b>Int Low</b>	24	25.3	5	5.9	1	1.6
<b>Int Mid</b>	26	27.4	10	11.8	4	6.5
<b>Int High</b>	42	44.2	54	63.5	42	67.7
<b>Adv Low</b>	0	0.0	7	8.2	6	9.7
<b>Adv Mid</b>	0	0.0	6	7.1	7	11.3
<b>Adv High</b>	0	0.0	1	1.2	2	3.2

**2023 Spring STAMP 4S Listening Chinese**

	Grade 6		Grade 8		Grade 10	
	N	Percent	N	Percent	N	Percent
<b>Nov Low</b>	1	1.1	0	0.0	0	0.0
<b>Nov Mid</b>	0	0.0	0	0.0	0	0.0
<b>Nov High</b>	3	3.4	1	1.3	0	0.0
<b>Int Low</b>	12	13.5	8	10.3	0	0.0
<b>Int Mid</b>	20	22.5	7	9.0	4	5.5
<b>Int High</b>	53	59.6	54	69.2	48	65.8
<b>Adv Low</b>	0	0.0	6	7.7	12	16.4
<b>Adv Mid</b>	0	0.0	2	2.6	9	12.3
<b>Adv High</b>	0	0.0	0	0.0	0	0.0

**2022 Spring STAMP 4S Listening Chinese**

	Grade 6		Grade 8		Grade 10	
	N	Percent	N	Percent	N	Percent
<b>Nov Low</b>	0	0.0	0	0.0	0	0.0
<b>Nov Mid</b>	0	0.0	0	0.0	0	0.0
<b>Nov High</b>	4	4.3	0	0.0	0	0.0
<b>Int Low</b>	19	20.4	6	9.2	0	0.0
<b>Int Mid</b>	15	16.1	6	9.2	1	1.7
<b>Int High</b>	54	58.1	40	61.5	34	56.7
<b>Adv Low</b>	1	1.1	8	12.3	11	18.3
<b>Adv Mid</b>	0	0.0	5	7.7	7	11.7
<b>Adv High</b>	0	0.0	0	0.0	7	11.7

**2021 Spring STAMP 4S Listening Chinese**

	Grade 6		Grade 8		Grade 10	
	N	Percent	N	Percent	N	Percent
<b>Nov Low</b>	0	0.0	0	0.0	0	0.0
<b>Nov Mid</b>	1	1.2	0	0.0	0	0.0
<b>Nov High</b>	2	2.4	0	0.0	0	0.0
<b>Int Low</b>	4	4.7	1	1.2	0	0.0
<b>Int Mid</b>	14	16.5	1	1.2	1	1.4
<b>Int High</b>	61	71.8	60	70.6	32	43.8
<b>Adv Low</b>	2	2.4	8	9.4	8	11.0
<b>Adv Mid</b>	1	1.2	10	11.8	23	31.5
<b>Adv High</b>	0	0.0	5	5.9	9	12.3

### 2020 Spring STAMP 4S Listening Chinese

	Grade 6		Grade 8		Grade 10	
	N	Percent	N	Percent	N	Percent
<b>Nov Low</b>	0	0.0	0	0.0	1	0.0
<b>Nov Mid</b>	0	0.0	0	0.0	0	0.0
<b>Nov High</b>	1	1.3	0	0.0	0	0.0
<b>Int Low</b>	1	1.3	0	0.0	0	0.0
<b>Int Mid</b>	8	10.5	0	0.0	0	0.0
<b>Int High</b>	61	80.3	53	67.1	27	61.4
<b>Adv Low</b>	3	3.9	10	12.7	5	11.4
<b>Adv Mid</b>	2	2.6	11	13.9	10	22.7
<b>Adv High</b>	0	0.0	5	6.3	0	0.0

### Data Summary and Analysis: 2020-2024 Grades 6-10 Spring STAMP 4S Speaking Chinese (see tables below)

Speaking performances among Grades 6, 8, and 10 yielded solid results with most students performing beyond the national targets for their respective grade levels. However, like the Listening Test, Speaking Test results show a slight decrease compared to a year ago at each of the grade levels tested. Students among Grades 8 and 10 saw percentage increases at the Intermediate-Mid range which is the national target. Additionally, Grade 8 saw an increase at the Intermediate-High range with a slight decrease at the Advanced-Low range. Grade 10 saw a decrease in the percentage of students reaching the Intermediate-High and Advanced-Low ranges with an increase in percentage of students performing at the Intermediate-Mid range, an increase of **11.1 percent**. With Intermediate-Low as the national target for Sixth Graders, Minnetonka Grade 6 students saw a decrease in students performing at this level, with a significant increase in percentage of students reaching the Intermediate-Mid range (**17.2 percent increase**).

Most Minnetonka Immersion students should be expected to understand and speak the Chinese language while scoring at least a three on the AP Chinese Language Exam. According to the latest STAMP results, most Chinese Immersion students who have reached the Intermediate-High level and above, will highly likely score a four or five on the exam should they take the assessment as Ninth Graders.

Students who are speaking at the Intermediate proficiency level are characterized by not speaking in utterances and moving from memorized words and phrases to original production, though still limited. These students may appear to be native speakers.

With most middle and high school Chinese Immersion students performing at the Intermediate range and many performing at the upper levels of this range, Chinese Immersion students are meeting or surpassing the target level of proficiency of Intermediate-Mid. Intermediate-Mid speakers tend to function reactively, for example, by responding to direct questions, requests, or information. However, they can ask a variety of questions when necessary to obtain simple information to satisfy basic needs, such as

directions, prices, and services. The data indicates that students excel at responding to questions directed toward them and can give accurate responses. A more student-centered approach will help grow students' presentational and interpersonal skills.

**Recommendations: 2024 Spring STAMP 4S Speaking Chinese (see tables below)**

Students beginning to reach the lower levels of Intermediate proficiency have good language control throughout most of their responses. Mostly the errors students make within the Intermediate level do not affect the overall meaning of the topic begin discussed. To move toward the next levels of proficiency students will need to be exposed to more authentic speaking experiences. Students can present in front of their peers or engage in group conversations. Group discussions in the target language will enable teachers to not only assess students in an authentic manner but also assess them more efficiently. With this approach to authentic assessments, students will be more engaged and teachers will gain valuable knowledge about their students' oral proficiency levels.

**2024 Spring STAMP 4S Speaking Chinese**

	Grade 6		Grade 8		Grade 10	
	N	Percent	N	Percent	N	Percent
<b>Nov Low</b>	0	0.0	0	0.0	0	0.0
<b>Nov Mid</b>	0	0.0	0	0.0	0	0.0
<b>Nov High</b>	2	2.2	3	3.7	0	0.0
<b>Int Low</b>	30	32.6	9	11.0	4	6.6
<b>Int Mid</b>	50	54.3	33	40.2	16	26.2
<b>Int High</b>	9	9.8	30	36.6	26	42.6
<b>Adv Low</b>	1	1.1	7	8.5	13	21.3
<b>Adv Mid/Hi</b>	0	0.0	0	0.0	2	3.3

**2023 Spring STAMP 4S Speaking Chinese**

	Grade 6		Grade 8		Grade 10	
	N	Percent	N	Percent	N	Percent
<b>Nov Low</b>	0	0.0	1	1.4	0	0.0
<b>Nov Mid</b>	1	1.1	0	0.0	0	0.0
<b>Nov High</b>	7	7.9	1	1.4	0	0.0
<b>Int Low</b>	33	37.1	10	13.5	8	11.0
<b>Int Mid</b>	33	37.1	25	33.8	11	15.1
<b>Int High</b>	13	14.6	26	35.1	36	49.3
<b>Adv Low</b>	2	2.2	11	14.9	17	23.3
<b>Adv Mid/Hi</b>	0	0.0	0	0.0	1	1.4

**2022 Spring STAMP 4S Speaking Chinese**

	Grade 6		Grade 8		Grade 10	
	N	Percent	N	Percent	N	Percent
<b>Nov Low</b>	1	1.1	0	0.0	0	0.0
<b>Nov Mid</b>	2	2.2	0	0.0	0	0.0
<b>Nov High</b>	11	11.8	2	3.1	0	0.0
<b>Int Low</b>	34	36.6	5	7.7	4	6.7
<b>Int Mid</b>	30	32.3	17	26.2	11	18.3
<b>Int High</b>	10	10.8	33	50.8	26	43.3
<b>Adv Low</b>	1	1.1	7	10.8	19	31.7
<b>Adv Mid/Hi</b>	1	1.1	1	1.5	0	0.0

**2021 Spring STAMP 4S Speaking Chinese**

	Grade 6		Grade 8		Grade 10	
	N	Percent	N	Percent	N	Percent
<b>Nov Low</b>	0	0.0	0	0.0	0	0.0
<b>Nov Mid</b>	1	1.2	0	0.0	0	0.0
<b>Nov High</b>	2	2.4	0	0.0	0	0.0
<b>Int Low</b>	4	4.7	1	1.2	6	8.2
<b>Int Mid</b>	14	16.5	1	1.2	22	30.1
<b>Int High</b>	61	71.8	60	70.6	33	45.2
<b>Adv Low</b>	2	2.4	8	9.4	11	15.1

**2020 Spring STAMP 4S Speaking Chinese**

	Grade 6		Grade 8		Grade 10	
	N	Percent	N	Percent	N	Percent
<b>Nov Low</b>	2	2.6	0	0.0	2	4.5
<b>Nov Mid</b>	0	0.0	0	0.0	0	0.0
<b>Nov High</b>	2	2.6	0	0.0	0	0.0
<b>Int Low</b>	24	31.6	21	26.6	6	1.4
<b>Int Mid</b>	32	42.1	38	48.1	23	52.3
<b>Int High</b>	16	21.1	16	20.3	6	13.6
<b>Adv Low</b>	0	0.0	4	5.1	5	11.4

## SUB-TEST RESULTS SPANISH IMMERSION

### Data Summary and Analysis: 2020-2024 Grades 6-10 Spring STAMP 4S Reading Spanish (see tables below)

ACTFL's national Spanish Immersion target proficiency for Sixth Graders is Intermediate-Low in Reading, Writing, Listening, and Speaking. For Eighth and Tenth Graders, the national target levels are Intermediate-Mid for each of the four modes of communication.

All three grade levels tested experienced solid scores this year. Spanish Immersion students have maintained high levels of performance on the STAMP Test with some shift in performance levels.

Grade 6 students saw an increase in the percentage of students reaching the Intermediate-High through Advanced-Low levels, while also experiencing a decrease in the percentage performing at the Intermediate-Low and Mid levels compared to last year. This means that there was a shift among Sixth Grade Spanish Immersion students in Reading toward the upper proficiency levels. This shift shows a trend toward previous year's solid performances in Reading.

Like Grade 6 students, Eighth Graders performed solidly compared to Eighth Graders from a year ago with **43.0 percent** of students reaching Advanced proficiency. There was a shift in performance levels, with the percentage of students reaching the Advanced-levels improving from **41.5 percent**. These decreases resulted in increases within the Intermediate-Low and Mid levels. Except for three students, all Eighth Graders met or surpassed national targets.

Tenth Grade Spanish Immersion students saw **76.6 percent** of students reach the Advanced levels of proficiency compared to **67.3 percent** from a year ago and **74.8 percent** from 2021. **100 percent** of Tenth Graders met or surpassed national targets. Like Grades 6 and 8, there was a shift in performance for some students as indicated by the increased percentages within the Advanced levels. Again, these ranges are beyond the national target of Intermediate-Mid.

Most Spanish Immersion students are beyond the national target proficiency level of Intermediate-Low for Grade 6 and Intermediate-Mid for Grades 8 and 10 for Reading. According to the American Council of Teaching Foreign Languages (ACTFL), students who are exposed to authentic texts from the target language countries will grasp the language, because they are also being exposed to a richer cultural experience. The cultural component to the language will also enable students to have the background knowledge needed to experience success on the AP Language Exam. According to Spanish Immersion staff, authentic texts are available in the school District and have been used often to engage students in more authentic Reading experiences. Students are gaining meaning from short, connected texts featuring description in narration, dealing with familiar topics. Many of the passages on the STAMP 4S are lengthy, and students

are beginning to experience text in the target language of this length on a more regular basis.

**Recommendations: 2024 Spring STAMP 4S Reading Spanish (see tables below)**

Students who are reading at Intermediate proficiency are characterized by having the ability to understand the main ideas and explicit details in everyday language. They can use language knowledge to understand information in everyday materials and can follow short conversations and announcements on common topics. They can also answer questions about the main idea and explicitly stated details. 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.

**2024 Spring STAMP 4S Reading Spanish**

	Grade 6		Grade 8		Grade 10	
	N	Percent	N	Percent	N	Percent
<b>Nov Low</b>	0	0.0	0	0.0	0	0.0
<b>Nov Mid</b>	0	0.0	0	0.0	0	0.0
<b>Nov High</b>	15	<b>5.5</b>	0	0.0	0	0.0
<b>Int Low</b>	24	8.9	3	1.2	0	0.0
<b>Int Mid</b>	64	23.6	28	10.9	3	2.1
<b>Int High</b>	122	<b>45.0</b>	116	<b>45.0</b>	30	21.3
<b>Adv Low</b>	24	<b>8.9</b>	55	<b>21.3</b>	33	<b>23.4</b>
<b>Adv Mid</b>	18	<b>6.6</b>	40	15.5	43	<b>30.5</b>
<b>Adv High</b>	4	<b>1.5</b>	16	6.2	32	<b>22.7</b>

**2023 Spring STAMP 4S Reading Spanish**

	Grade 6		Grade 8		Grade 10	
	N	Percent	N	Percent	N	Percent
<b>Nov Low</b>	0	0.0	0	0.0	0	0.0
<b>Nov Mid</b>	0	0.0	0	0.0	0	0.0
<b>Nov High</b>	5	2.0	0	0.0	0	0.0
<b>Int Low</b>	35	13.8	10	4.5	2	0.9
<b>Int Mid</b>	80	31.6	29	12.9	14	6.6
<b>Int High</b>	108	42.7	92	41.1	53	25.1
<b>Adv Low</b>	15	5.9	40	17.9	45	21.3
<b>Adv Mid</b>	9	3.6	37	16.5	55	26.1
<b>Adv High</b>	1	0.4	16	7.1	42	19.9

**2022 Spring STAMP 4S Reading Spanish**

	Grade 6		Grade 8		Grade 10	
	N	Percent	N	Percent	N	Percent
<b>Nov Low</b>	0	0.0	0	0.0	0	0.0
<b>Nov Mid</b>	0	0.0	0	0.0	0	0.0
<b>Nov High</b>	10	3.7	0	0.0	0	0.0
<b>Int Low</b>	25	9.3	2	1.0	1	0.5
<b>Int Mid</b>	49	18.1	16	7.8	4	2.0
<b>Int High</b>	138	51.1	90	44.1	45	22.6
<b>Adv Low</b>	27	10.0	41	20.1	46	23.1
<b>Adv Mid</b>	19	7.0	39	19.1	49	24.6
<b>Adv High</b>	2	0.7	16	7.8	54	27.1

**2021 Spring STAMP 4S Reading Spanish**

	Grade 6		Grade 8		Grade 10	
	N	Percent	N	Percent	N	Percent
<b>Nov Low</b>	0	0.0	0	0.0	0	0.0
<b>Nov Mid</b>	0	0.0	0	0.0	0	0.0
<b>Nov High</b>	3	1.2	2	0.9	0	0.0
<b>Int Low</b>	4	1.6	1	0.4	0	0.0
<b>Int Mid</b>	14	5.7	2	0.9	1	0.6
<b>Int High</b>	144	59.0	60	26.5	12	6.8
<b>Adv Low</b>	25	10.2	37	16.4	14	7.9
<b>Adv Mid</b>	40	16.4	78	34.5	61	34.5
<b>Adv High</b>	14	5.7	46	20.4	89	50.3

**2020 Spring STAMP 4S Reading Spanish**

	Grade 6		Grade 8		Grade 10	
	N	Percent	N	Percent	N	Percent
<b>Nov Low</b>	0	0.0	0	0.0	0	0.0
<b>Nov Mid</b>	0	0.0	0	0.0	0	0.0
<b>Nov High</b>	2	0.9	1	0.5	0	0.0
<b>Int Low</b>	5	2.2	0	0.0	1	0.6
<b>Int Mid</b>	7	3.0	2	0.9	1	0.6
<b>Int High</b>	119	51.5	56	25.6	20	12.5
<b>Adv Low</b>	43	18.6	38	17.4	16	10.0
<b>Adv Mid</b>	46	19.9	77	35.2	57	35.6
<b>Adv High</b>	9	3.9	45	20.5	65	40.6

**Data Summary: Data Summary and Analysis: 2020-2024 Grades 6-10 Spring STAMP 4S Writing Spanish (see tables below)**

ACTFL’s national Spanish Immersion target proficiency for Sixth Graders is Intermediate-Low in Reading, Writing, Listening, and Speaking. For Eighth and Tenth Graders, the national target levels are Intermediate-Mid for each of the four modes of communication. Grades 6 and 8 experienced high performances in Writing, as indicated by the significant

shift in performances at the next highest sublevel, respectively. In addition, Grade 10 students have maintained their consistently solid performance compared to previous years.

Sixth Graders saw a shift in performance compared to last year's Sixth Graders. There was an increase from **57.1 percent** to **61.0 percent** of Grade 6 students performing at the Intermediate-High level. This is the third year in a row that Sixth Graders eclipsed the **40 percent** mark at the Intermediate-High level. This year, **99.6 percent** of Grade 6 Spanish Immersion students met or surpassed the national target in Writing, compared to **98.0 percent** from a year ago.

Eighth Grade Spanish Immersion students experienced solid performances over the past four years, and this year, with **78.9 percent** of students performing at the Intermediate-High level, Grade 8 students surpassed their same grade counterparts from a year ago by **14.9 percent**. **98.4 percent** of Eighth Graders met or surpassed the national target of Intermediate-Mid.

With a strong focus on improving Writing performance by Minnetonka High School staff, Tenth Graders experienced a significant percentage of students reaching the Intermediate-High and Advanced-Low levels. **99.3 percent** of Tenth Graders met or surpassed the national target of Intermediate-Mid.

Students who are writing at the Intermediate proficiency are characterized by not being limited to formulaic utterances, and they can express factual information by manipulating grammatical structures. They should be able to write using different tenses. The readers at the Intermediate level can meet several practical writing needs. They can write short, simple communications, compositions, and requests for information in loosely connected text about personal preferences, daily routines, common events, and other personal topics. This writing is best defined as a collection of discrete sentences or questions loosely strung together. Student writing at this level can be understood by natives used to the writing of non-natives.

Teachers have already implemented writing toward prompts in the target language. Teachers have been planning to make the experience more authentic for students by having them write across disciplines. Most students are writing within the Intermediate level and above. To perform at this level, students have had exposure to alternative writing techniques that helped to engage them in real world writing experiences. Students have practiced writing to other students about family members or trips they have taken. This type of writing helps students add details needed to have success on the STAMP 4S assessment.

### **Recommendations: 2024 Spring STAMP 4S Writing Spanish (see tables below)**

Students writing at the Intermediate level can produce strings of sentences that vary as they utilize different verbs to create independent thoughts, mostly composed of a recombination of learned simple sentences with some added detail. 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.

### 2024 Spring STAMP 4S Writing Spanish

	Grade 6		Grade 8		Grade 10	
	N	Percent	N	Percent	N	Percent
Nov Low	0	0.0	0	0.0	0	0.0
Nov Mid	0	0.0	0	0.0	0	0.0
Nov High	1	0.4	0	0.0	0	0.0
Int Low	24	8.9	4	1.6	1	0.7
Int Mid	74	27.5	19	7.4	5	3.5
Int High	164	61.0	202	78.9	88	62.4
Adv Low	6	2.2	31	12.1	46	32.6
Adv Mid	0	0.0	0	0.0	1	0.7

### 2023 Spring STAMP 4S Writing Spanish

	Grade 6		Grade 8		Grade 10	
	N	Percent	N	Percent	N	Percent
Nov Low	0	0.0	0	0.0	0	0.0
Nov Mid	0	0.0	1	0.5	0	0.0
Nov High	5	2.0	3	1.4	0	0.0
Int Low	29	11.5	8	3.6	2	1.0
Int Mid	64	25.4	29	13.1	13	6.2
Int High	144	57.1	142	64.0	119	56.9
Adv Low	10	4.0	37	16.7	73	34.9
Adv Mid	0	0.0	2	0.9	2	1.0

### 2022 Spring STAMP 4S Writing Spanish

	Grade 6		Grade 8		Grade 10	
	N	Percent	N	Percent	N	Percent
Nov Low	0	0.0	0	0.0	0	0.0
Nov Mid	0	0.0	0	0.0	0	0.0
Nov High	3	1.1	0	0.0	0	0.0
Int Low	41	15.2	5	2.5	1	0.5
Int Mid	92	34.1	41	20.1	20	10.1
Int High	125	46.3	128	62.7	86	43.2
Adv Low	8	3.0	30	14.7	89	44.7
Adv Mid	0	0.0	0	0.0	3	1.5

**2021 Spring STAMP 4S Writing Spanish**

	Grade 6		Grade 8		Grade 10	
	N	Percent	N	Percent	N	Percent
<b>Nov Low</b>	0	0.0	0	0.0	0	0.0
<b>Nov Mid</b>	3	1.2	2	0.9	0	0.0
<b>Nov High</b>	9	3.7	0	0.0	0	0.0
<b>Int Low</b>	78	32.0	18	8.0	1	0.6
<b>Int Mid</b>	102	41.8	83	36.7	33	18.6
<b>Int High</b>	50	20.5	115	50.9	136	76.8
<b>Adv Low</b>	2	0.8	8	3.5	7	4.0
<b>Adv Mid</b>	0	0.0	0	0.0	0	0.0

**2020 Spring STAMP 4S Writing Spanish**

	Grade 6		Grade 8		Grade 10	
	N	Percent	N	Percent	N	Percent
<b>Nov Low</b>	0	0.0	0	0.0	0	0.0
<b>Nov Mid</b>	0	0.0	0	0.0	0	0.0
<b>Nov High</b>	3	1.3	2	0.9	0	0.0
<b>Int Low</b>	35	15.2	14	6.4	4	2.5
<b>Int Mid</b>	129	55.8	62	28.3	29	18.1
<b>Int High</b>	58	25.1	120	54.8	84	52.5
<b>Adv Low</b>	6	2.6	21	9.6	42	26.3
<b>Adv Mid</b>	0	0.0	0	0.0	0	0.0

**Data Summary: Data Summary and Analysis: 2020-2024 Grades 6-10 Spring STAMP 4S Listening Spanish (see tables below)**

As stated previously, ACTFL’s national Spanish Immersion target proficiency for Sixth Graders is Intermediate-Low in Reading, Writing, Listening, and Speaking. For Eighth and Tenth Graders, the national target levels are Intermediate-Mid for each of the four modes of communication.

After shift from Intermediate-High to Intermediate-Mid last year, Sixth and Eighth Grade Spanish Immersion students experienced a rebound in which average scores shifted back from Intermediate-Mid to Intermediate-High. Additionally, Sixth Graders doubled the percentage of students reaching the Advanced-Mid level in Listening, improving from **9.1 percent** to **18.1 percent**. **99.2 percent** of Eighth Graders met or surpassed the national target of Intermediate-Mid, and all Tenth Graders performed beyond the national target as well. In addition, Tenth Graders experienced an increase of **10.5 percent** reaching the Advanced-Mid level and **4.1 percent** at the Advance-High level.

Overall, most students met or surpassed national targets, and **110** Spanish Immersion students are performing at the highest proficiency level of Advanced-High, which is **15.7 percent** of Spanish Immersion students taking the STAMP 4S.

## Recommendations: 2024 Spring STAMP 4S Listening Spanish (see tables below)

Students who are reading or listening at advanced proficiency can understand and use language for straightforward informational purposes. They can also understand the content of most factual, non-specialized materials intended for a general audience. In addition, they can understand the content of most spoken factual, non-specialized language. This translates to a deeper understanding of the arts, politics, religion, and mathematics. 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.

### 2024 Spring STAMP 4S Listening Spanish

	Grade 6		Grade 8		Grade 10	
	N	Percent	N	Percent	N	Percent
<b>Nov Low</b>	0	0.0	0	0.0	0	0.0
<b>Nov Mid</b>	0	0.0	0	0.0	0	0.0
<b>Nov High</b>	1	0.4	0	0.0	0	0.0
<b>Int Low</b>	16	5.9	2	0.8	0	0.0
<b>Int Mid</b>	47	17.4	11	4.3	2	1.4
<b>Int High</b>	94	<b>34.8</b>	58	<b>22.7</b>	6	4.2
<b>Adv Low</b>	50	18.5	37	14.5	11	7.7
<b>Adv Mid</b>	49	<b>18.1</b>	113	<b>44.3</b>	60	<b>42.3</b>
<b>Adv High</b>	13	<b>4.8</b>	34	13.3	63	<b>44.4</b>

### 2023 Spring STAMP 4S Listening Spanish

	Grade 6		Grade 8		Grade 10	
	N	Percent	N	Percent	N	Percent
<b>Nov Low</b>	0	0.0	0	0.0	0	0.0
<b>Nov Mid</b>	0	0.0	0	0.0	0	0.0
<b>Nov High</b>	2	0.8	1	0.5	0	0.0
<b>Int Low</b>	30	11.9	4	1.8	0	0.0
<b>Int Mid</b>	75	29.6	33	14.9	6	2.8
<b>Int High</b>	59	23.3	49	22.1	19	9.0
<b>Adv Low</b>	57	22.5	60	27.0	34	16.1
<b>Adv Mid</b>	23	9.1	43	19.4	67	31.8
<b>Adv High</b>	7	2.8	32	14.4	85	40.3

**2022 Spring STAMP 4S Listening Spanish**

	Grade 6		Grade 8		Grade 10	
	N	Percent	N	Percent	N	Percent
<b>Nov Low</b>	0	0.0	0	0.0	0	0.0
<b>Nov Mid</b>	0	0.0	0	0.0	0	0.0
<b>Nov High</b>	4	1.5	0	0.0	0	0.0
<b>Int Low</b>	48	17.8	10	4.9	0	0.0
<b>Int Mid</b>	65	24.1	16	7.8	3	1.5
<b>Int High</b>	84	31.1	60	29.4	27	13.6
<b>Adv Low</b>	40	14.8	55	27.0	38	19.1
<b>Adv Mid</b>	26	9.6	46	22.5	68	34.2
<b>Adv High</b>	3	1.1	17	8.3	63	31.7

**2021 Spring STAMP 4S Listening Spanish**

	Grade 6		Grade 8		Grade 10	
	N	Percent	N	Percent	N	Percent
<b>Nov Low</b>	1	0.4	1	0.4	0	0.0
<b>Nov Mid</b>	0	0.0	0	0.0	0	0.0
<b>Nov High</b>	4	1.6	0	0.0	0	0.0
<b>Int Low</b>	14	5.7	3	1.3	0	0.0
<b>Int Mid</b>	26	10.7	12	5.3	1	0.6
<b>Int High</b>	95	38.9	36	15.9	5	2.8
<b>Adv Low</b>	60	24.6	50	22.1	11	6.2
<b>Adv Mid</b>	35	14.3	69	30.5	59	33.3
<b>Adv High</b>	9	3.7	54	23.9	101	57.1

**2020 Spring STAMP 4S Listening Spanish**

	Grade 6		Grade 8		Grade 10	
	N	Percent	N	Percent	N	Percent
<b>Nov Low</b>	0	0.0	0	0.0	0	0.0
<b>Nov Mid</b>	0	0.0	0	0.0	0	0.0
<b>Nov High</b>	1	0.4	0	0.0	1	0.6
<b>Int Low</b>	5	2.2	0	0.0	0	0.0
<b>Int Mid</b>	14	6.1	6	2.7	4	2.5
<b>Int High</b>	90	39.0	30	13.7	14	8.8
<b>Adv Low</b>	61	26.4	49	22.4	24	15
<b>Adv Mid</b>	43	18.6	71	32.4	47	29.4
<b>Adv High</b>	17	7.4	63	28.8	69	43.1

**Data Summary: Data Summary and Analysis: 2020-2024 Grades 6-10 Spring STAMP 4S Speaking Spanish (see tables below)**

ACTFL’s national Spanish Immersion target proficiency for Sixth Graders is Intermediate-Low in Reading, Writing, Listening, and Speaking. For Eighth and Tenth Graders, the national target levels are Intermediate-Mid for each of the four modes of communication.

All grades experienced an increased percentage of students performing at the upper levels of proficiency on the Speaking Test. Sixth Graders showed an increase of **21.6 percent** performing at the Intermediate-High level, improving from **37.2 percent** to **58.8 percent**. Eighth Grade Spanish Immersion students improved from **62.7 percent** to **75.7 percent** of students reaching the Intermediate-High level, and Tenth Graders saw an increase of **8.4 percent** of students performing at the Advanced Low level.

The students at the upper Intermediate levels can be called upon to perform at the Advanced level. However, they will have difficulty linking ideas and speaking in the correct tense. These students can consistently obtain simple information to help them satisfy basic needs. At the Advanced level, the speaking delivery is mostly fluent with only occasional hesitancy. Some abstract and precise use of vocabulary and terms with familiar topics is evident.

**Recommendations: 2024 Spring STAMP 4S Speaking Spanish (see tables below)**

As students begin to move into the Intermediate-Mid to 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.

**2024 Spring STAMP 4S Speaking Spanish**

	Grade 6		Grade 8		Grade 10	
	N	Percent	N	Percent	N	Percent
<b>Nov Low</b>	0	0.0	0	0.0	0	0.0
<b>Nov Mid</b>	0	0.0	0	0.0	0	0.0
<b>Nov High</b>	1	0.4	1	0.4	0	0.0
<b>Int Low</b>	20	7.5	0	0.0	1	0.7
<b>Int Mid</b>	76	28.5	35	<b>13.9</b>	3	<b>2.1</b>
<b>Int High</b>	157	<b>58.8</b>	190	<b>75.7</b>	81	57.4
<b>Adv Low</b>	13	4.9	25	10.0	55	<b>39.0</b>
<b>Adv Mid/High</b>	0	0.0	0	0.0	1	<b>0.7</b>

**2023 Spring STAMP 4S Speaking Spanish**

	Grade 6		Grade 8		Grade 10	
	N	Percent	N	Percent	N	Percent
<b>Nov Low</b>	0	0.0	0	0.0	0	0.0
<b>Nov Mid</b>	0	0.0	1	0.5	0	0.0
<b>Nov High</b>	9	3.6	1	0.5	0	0.0
<b>Int Low</b>	39	15.4	8	3.7	2	1.0
<b>Int Mid</b>	91	36.0	25	11.5	9	4.3
<b>Int High</b>	94	37.2	136	62.7	134	64.1
<b>Adv Low</b>	19	7.5	46	21.2	64	30.6
<b>Adv Mid/High</b>	1	0.4	0	0.0	0	0.0

**2022 Spring STAMP 4S Speaking Spanish**

	Grade 6		Grade 8		Grade 10	
	N	Percent	N	Percent	N	Percent
<b>Nov Low</b>	0	0.0	0	0.0	0	0.0
<b>Nov Mid</b>	3	1.1	0	0.0	0	0.0
<b>Nov High</b>	11	4.1	0	0.0	0	0.0
<b>Int Low</b>	52	19.3	6	2.9	5	2.5
<b>Int Mid</b>	79	29.3	38	18.6	12	6.0
<b>Int High</b>	117	43.3	133	65.2	136	68.3
<b>Adv Low</b>	8	3.0	25	12.3	44	22.1
<b>Adv Mid/High</b>	0	0.0	1	0.5	2	1.0

### 2021 Spring STAMP 4S Speaking Spanish

	Grade 6		Grade 8		Grade 10	
	N	Percent	N	Percent	N	Percent
<b>Nov Low</b>	1	0.4	1	0.4	0	0.0
<b>Nov Mid</b>	6	2.5	0	0.0	0	0.0
<b>Nov High</b>	8	3.3	0	0.0	0	0.0
<b>Int Low</b>	32	13.1	7	3.1	2	1.1
<b>Int Mid</b>	82	33.6	45	19.9	2	1.1
<b>Int High</b>	110	45.1	150	66.4	140	79.1
<b>Adv Low</b>	4	1.6	20	8.8	33	18.6

### 2020 Spring STAMP 4S Speaking Spanish

	Grade 6		Grade 8		Grade 10	
	N	Percent	N	Percent	N	Percent
<b>Nov Low</b>	0	0.0	0	0.0	0	0.0
<b>Nov Mid</b>	0	0.0	0	0.0	0	0.0
<b>Nov High</b>	1	0.4	0	0.0	1	0.6
<b>Int Low</b>	16	6.9	5	2.3	4	2.5
<b>Int Mid</b>	79	34.2	33	15.1	18	11.3
<b>Int High</b>	124	53.7	152	69.4	114	71.3
<b>Adv Low</b>	11	4.8	29	9.1	19	11.9

### Data Summary and Analysis: 2022-2024 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, with Males seeing improvement in Speaking as well. The only other significant change in performance from a year ago was seen among Tenth Grade Females, improving from an average score of **5.6 points** to **6.2 points**, which was a strong improvement after dropping from an average score of **6.1 points** to **5.6 points** the previous year. Like previous years, Females out-paced Males on all four subtests.

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: 2024 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.

### 2022-2024 Grade 6 Spring STAMP 4S Chinese Immersion Gender

	Grade 6 - 2022				Grade 6 – 2023				Grade 6 - 2024			
	Males (N=42)		Females (N=51)		Males (N=50)		Females (N=41)		Males (N=44)		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
<b>Rdg</b>	3.9	Int Low	4.2	Int Low	3.6	Int Low	4.0	Int Low	<b>4.0</b>	Int Low	<b>4.2</b>	Int Low
<b>Write</b>	4.1	Int Low	4.5	Int Mid	4.5	Int Mid	4.9	Int Mid	4.4	Int Low	4.8	Int Mid
<b>List</b>	5.1	Int Mid	5.5	Int High	5.3	Int Mid	5.5	Int High	5.0	Int Mid	5.2	Int Mid
<b>Spkg</b>	4.2	Int Low	4.5	Int Mid	4.3	Int Low	5.0	Int Mid	<b>4.4</b>	Int Low	4.8	Int Mid

### 2022-2024 Grade 8 Spring STAMP 4S Chinese Immersion Gender

	Grade 8 - 2022				Grade 8 – 2023				Grade 8 – 2024			
	Males (N=27)		Females (N=38)		Males (N=37)		Females (N=42)		Males (N=39)		Females (N=47)	
	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
<b>Rdg</b>	4.8	Int Mid	5.1	Int Mid	4.5	Int Mid	5.2	Int Mid	<b>5.0</b>	Int Mid	<b>5.4</b>	Int Mid
<b>Write</b>	4.9	Int Mid	5.6	Int High	5.3	Int Mid	6.0	Int High	5.2	Int Mid	5.8	Int High
<b>List</b>	5.9	Int High	6.1	Int High	5.6	Int High	6.0	Int High	<b>5.7</b>	Int High	<b>6.1</b>	Int High
<b>Spkg</b>	5.3	Int Mid	5.9	Int High	5.0	Int Mid	5.7	Int High	4.9	Int Mid	5.5	Int High

### 2022-2024 Grade 10 Spring STAMP 4S Chinese Immersion Gender

	Grade 10 - 2022				Grade 10 - 2023				Grade 10 - 2024			
	Males (N=22)		Females (N=38)		Males (N=31)		Females (N=42)		Males (N=25)		Females (N=37)	
	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
<b>Rdg</b>	5.9	Int High	6.1	Int High	5.3	Int Mid	5.6	Int High	<b>5.6</b>	<b>Int High</b>	<b>6.2</b>	Int High
<b>Write</b>	5.2	Int Mid	6.0	Int High	5.3	Int Mid	5.9	Int High	<b>5.4</b>	Int Mid	<b>6.3</b>	Int High
<b>List</b>	6.6	Adv Low	6.8	Adv Low	6.2	Int High	6.5	Adv Low	6.2	Int High	6.4	Int High
<b>Spkg</b>	5.7	Int High	6.2	Int High	5.6	Int High	6.1	Int High	5.5	Int High	6.1	Int High

### Data Summary and Analysis: 2022-2024 Spring STAMP 4S Spanish Immersion Gender

Spanish Immersion students showed improvement in many areas compared to their same grade counterparts from a year ago. No increases or decreases should be considered significantly significant, except for Eighth Grade Female performance. This student group improved by one sublevel, increasing their average score from **6.9 points to 7.5 points**, which placed them at the Advanced-Mid range. 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: 2024 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.

**2022-2024 Grade 6 Spring STAMP 4S Spanish Immersion Gender**

	Grade 6 - 2022				Grade 6 - 2023				Grade 6 - 2024			
	Males (N=125)		Females (N=145)		Males (N=118)		Females (N=135)		Males (N=122)		Females (N=149)	
	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
<b>Rdg</b>	5.8	Int High	5.7	Int High	5.5	Int High	5.5	Int High	<b>5.6</b>	Int High	<b>5.8</b>	Int High
<b>Write</b>	5.2	Int Mid	5.5	Int High	5.4	Int Mid	5.6	Int High	<b>5.5</b>	Int High	5.6	Int High
<b>List</b>	5.6	Int High	5.9	Int High	5.9	Int High	5.9	Int High	<b>6.2</b>	Int High	<b>6.5</b>	Adv Low
<b>Spkg</b>	4.9	Int Mid	5.4	Int Mid	5.1	Int Mid	5.5	Int High	<b>5.5</b>	<b>Int High</b>	<b>5.7</b>	Int High

**2022-2024 Grade 8 Spring STAMP 4S Spanish Immersion Gender**

	Grade 8 - 2022				Grade 8 - 2023				Grade 8 - 2024			
	Males (N=98)		Females (N=106)		Males (N=98)		Females (N=127)		Males (N=113)		Females (N=145)	
	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
<b>Rdg</b>	6.8	Adv Low	6.6	Adv Low	6.5	Adv Low	6.5	Adv Low	6.5	Adv Low	<b>6.7</b>	Adv Low
<b>Write</b>	5.8	Int High	6.0	Int High	5.7	Int High	6.1	Int High	<b>5.9</b>	Int High	6.1	Int High
<b>List</b>	6.7	Adv Low	6.8	Adv Low	6.9	Adv Low	6.9	Adv Low	<b>7.2</b>	Adv Low	<b>7.5</b>	Adv Mid
<b>Spkg</b>	5.8	Int High	6.0	Int High	5.7	Int High	6.1	Int High	<b>5.8</b>	Int High	6.1	Int High

**2022-2024 Grade 10 Spring STAMP 4S Spanish Immersion Gender**

	Grade 10 - 2022				Grade 10 - 2023				Grade 10 - 2024			
	Males (N=90)		Females (N=109)		Males (N=100)		Females (N=111)		Males (N=69)		Females (N=73)	
	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
<b>Rdg</b>	7.4	Adv Low	7.6	Adv Mid	7.1	Adv Low	7.4	Adv Low	<b>7.4</b>	Adv Low	<b>7.6</b>	Adv Mid
<b>Write</b>	6.1	Int High	6.6	Adv Low	6.2	Int High	6.4	Int High	6.2	Int High	6.4	Int High
<b>List</b>	7.7	Adv Mid	7.9	Adv Mid	7.9	Adv Mid	8.1	Adv Mid	<b>8.2</b>	Adv Mid	<b>8.3</b>	Adv Mid
<b>Spkg</b>	6.0	Int High	6.2	Int High	6.1	Int High	6.3	Int High	<b>6.3</b>	Int High	<b>6.5</b>	Adv Low

## Data Summary and Analysis: 2022-2024 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: 2024 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.

### 2022-2024 Grade 6 Spring STAMP 4S Chinese Immersion Resident/Open Enrolled

	Grade 6 - 2022				Grade 6 - 2023				Grade 6 - 2024			
	Resident (N=46)		Open Enrolled (N=47)		Resident (N=48)		Open Enrolled (N=43)		Resident (N=45)		Open Enrolled (N=50)	
	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
<b>Rdg</b>	4.3	Int Low	3.9	Int Low	4.0	Int Low	3.6	Int Low	<b>4.2</b>	Int Low	<b>4.0</b>	Int Low
<b>Write</b>	4.4	Int Low	4.2	Int Low	4.6	Int Mid	4.7	Int Mid	4.6	Int Mid	4.6	Int Mid
<b>List</b>	5.5	Int High	5.1	Int Mid	5.4	Int Mid	5.3	Int Mid	<b>5.1</b>	Int Mid	<b>5.1</b>	Int Mid
<b>Spkg</b>	4.4	Int Low	4.3	Int Low	4.6	Int Mid	4.7	Int Mid	<b>4.7</b>	Int Mid	4.6	Int Mid

**2022-2024 Grade 8 Spring STAMP 4S  
Chinese Immersion Resident/Open Enrolled**

	Grade 8 - 2022				Grade 8 - 2023				Grade 8 - 2024			
	Resident (N=37)		Open Enrolled (N=28)		Resident (N=42)		Open Enrolled (N=37)		Resident (N=35)		Open Enrolled (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
<b>Rdg</b>	4.9	Int Mid	5.0	Int Mid	4.6	Int Mid	5.1	Int Mid	<b>5.2</b>	Int Mid	<b>5.3</b>	Int Mid
<b>Write</b>	5.3	Int Mid	5.3	Int Mid	5.5	Int High	5.8	Int High	5.3	Int Mid	5.6	Int High
<b>List</b>	5.9	Int High	6.1	Int High	5.7	Int High	5.9	Int High	<b>6.0</b>	Int High	5.9	Int High
<b>Spkg</b>	5.6	Int High	5.6	Int High	5.0	Int Mid	5.9	Int High	<b>5.3</b>	Int Mid	5.2	<i>Int Mid</i>

**2022-2024 Grade10 Spring STAMP 4S  
Chinese Immersion Resident/Open Enrolled**

	Grade 10 - 2022				Grade 10 - 2023				Grade 10 - 2024			
	Resident (N=33)		Open Enrolled (N=27)		Resident (N=41)		Open Enrolled (N=32)		Resident (N=32)		Open Enrolled (N=30)	
	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
<b>Rdg</b>	6.1	Int High	6.0	Int High	5.6	Int High	5.3	Int Mid	<b>5.8</b>	Int High	<b>6.0</b>	Int High
<b>Write</b>	5.7	Int High	5.8	Int High	5.7	Int High	5.6	Int High	<b>5.8</b>	Int High	<b>6.0</b>	Int High
<b>List</b>	6.8	Adv Low	6.6	Adv Low	6.3	Int High	6.4	Int High	6.2	Int High	<b>6.5</b>	Adv Low
<b>Spkg</b>	5.9	Int High	6.1	Int High	5.9	Int High	5.9	Int High	5.8	Int High	<b>6.0</b>	Int High

**Data Summary and Analysis: 2022-2024 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 two of four subtests with an increase in three of four areas among Open-Enrolled students. Both groups are solidly reaching the Intermediate levels of proficiency, and at the upper grades are moving into the Advanced level. After a decrease last year, most Sixth and Eighth Grade students saw most areas increase compared to a year ago. Tenth Grade Open-Enrolled and Resident students saw increased performances among three of four areas with Writing maintaining the same performance levels as last year for both student groups.

Regardless of their enrollment status, Writing was a relative strength this year, as teachers have chosen to focus specifically in this area the past few years. Writing and Speaking should still be considered areas of focus. 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: 2024 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.

**2022-2024 Grade 6 Spring STAMP 4S  
Spanish Immersion Resident/Open Enrolled**

	Grade 6 - 2022				Grade 6 - 2023				Grade 6 - 2024			
	Resident (N=191)		Open Enrolled (N=79)		Resident (N=166)		Open Enrolled (N=87)		Resident (N=180)		Open Enrolled (N=91)	
	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
<b>Rdg</b>	5.8	Int High	5.8	Int High	5.6	Int High	5.3	Int Mid	<b>5.7</b>	Int High	<b>5.6</b>	Int High
<b>Write</b>	5.4	Int Mid	5.2	Int Mid	5.6	Int High	5.4	Int Mid	5.5	Int High	<b>5.6</b>	Int High
<b>List</b>	5.8	Int High	5.7	Int High	6.0	Int High	5.7	Int High	<b>6.4</b>	Int High	<b>6.3</b>	Int High
<b>Spkg</b>	5.2	Int Mid	5.1	Int Mid	5.3	Int Mid	5.3	Int Mid	<b>5.6</b>	<b>Int High</b>	<b>5.7</b>	Int High

**2022-2024 Grade 8 Spring STAMP 4S  
Spanish Immersion Resident/Open Enrolled**

	Grade 8 - 2022				Grade 8 - 2023				Grade 8 - 2024			
	Resident (N=141)		Open Enrolled (N=63)		Resident (N=143)		Open Enrolled (N=82)		Resident (N=186)		Open Enrolled (N=72)	
	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
<b>Rdg</b>	6.7	Adv Low	6.8	Adv Low	6.5	Adv Low	6.6	Adv Low	<b>6.6</b>	Adv Low	6.5	Adv Low
<b>Write</b>	5.9	Int High	5.9	Int High	6.0	Int High	5.9	Int High	6.0	Int High	<b>6.0</b>	Int High
<b>List</b>	6.8	Adv Low	6.7	Adv Low	6.9	Adv Low	6.9	Adv Low	<b>7.4</b>	Adv Low	<b>7.4</b>	Adv Low
<b>Spkg</b>	5.9	Int High	6.0	Int High	6.0	Int High	5.9	Int High	5.9	Int High	<b>6.0</b>	Int High

**2022-2024 Grade 10 Spring STAMP 4S  
Spanish Immersion Resident/Open Enrolled**

	Grade 10 - 2022				Grade 10 - 2023				Grade 10 - 2024			
	Resident (N=137)		Open Enrolled (N=62)		Resident (N=155)		Open Enrolled (N=56)		Resident (N=97)		Open Enrolled (N=45)	
	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
<b>Rdg</b>	7.5	Adv Mid	7.4	Adv Low	7.3	Adv Low	7.1	Adv Low	<b>7.5</b>	Adv Mid	<b>7.4</b>	Adv Low
<b>Write</b>	6.4	Int High	6.4	Int High	6.3	Int High	6.3	Int High	6.3	Int High	6.3	Int High
<b>List</b>	7.9	Adv Mid	7.7	Adv Mid	8.1	Adv Mid	7.8	Adv Mid	<b>8.2</b>	Adv Mid	<b>8.2</b>	Adv Mid
<b>Spkg</b>	6.1	Int High	6.2	Int High	6.2	Int High	6.1	Int High	<b>6.3</b>	Int High	<b>6.5</b>	Adv Low

**Data Summary and Analysis: 2022-2024 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. Last year, 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 Non-Advanced Learning students on the Reading Test, rebounding from a drop the previous year, now reaching more typical levels. Also important to note is the drop in performance the past two years on the Listening Test among the Tenth Grade Non-Advanced Learning students. Over the past two years, the average score

decreased from **6.5 points** to **6.2 points**, to **6.0 points** during the current 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 Reading should be an area of focus, and this year’s results indicate Writing should be an area of focus.

**Recommendations: 2024 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.

**2022-2024 Grades 6 Spring STAMP 4S Chinese Immersion Advanced Learning, Non-Advanced Learning**

	Grade 6 - 2022				Grade 6 - 2023				Grade 6 - 2024			
	Advanced Learning (N=20)		Non-Adv Learning (N=73)		Advanced Learning (N=22)		Non-Adv Learning (N=69)		Advanced Learning (N=27)		Non-Adv Learning (N=68)	
	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
<b>Rdg</b>	4.8	Int Mid	3.9	Int Low	4.7	Int Mid	3.6	Int Low	4.7	Int Mid	<b>3.8</b>	Int Low
<b>Write</b>	4.8	Int Mid	4.2	Int Low	5.2	Int Mid	4.5	Int Mid	4.7	Int Mid	<b>4.6</b>	Int Mid
<b>List</b>	5.8	Int High	5.2	Int Mid	5.6	Int High	5.3	Int Mid	5.6	Int High	<b>5.0</b>	Int Mid
<b>Spkg</b>	5.1	Int Mid	4.2	Int Low	5.0	Int Mid	4.5	Int Mid	4.7	Int Mid	<b>4.6</b>	Int Mid

**2022-2024 Grades 8 Spring STAMP 4S Chinese Immersion Advanced Learning,  
Non-Advanced Learning**

	Grade 8 - 2022				Grade 8 - 2023				Grade 8 - 2024			
	Advanced Learning (N=21)		Non-Adv Learning (N=44)		Advanced Learning (N=25)		Non-Adv Learning (N=54)		Advanced Learning (N=22)		Non-Adv Learning (N=64)	
	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
<b>Rdg</b>	5.9	Int High	4.5	Int Mid	5.7	Int High	4.4	Int Low	<b>6.0</b>	Int High	<b>5.0</b>	Int Mid
<b>Write</b>	5.8	Int High	5.0	Int Mid	6.2	Int High	5.4	Int Mid	6.0	Int High	5.3	Int Mid
<b>List</b>	6.6	Adv Low	5.7	Int High	6.3	Int High	5.5	Int High	<b>6.5</b>	Adv Low	<b>5.7</b>	Int High
<b>Spkg</b>	6.0	Int High	5.5	Int High	5.9	Int High	5.2	Int Mid	5.6	Int High	5.1	Int Mid

**2022-2024 Grades 10 Spring STAMP 4S  
Chinese Immersion Advanced Learning, Non-Advanced Learning**

	Grade 10 - 2022				Grade 10 - 2023				Grade 10 - 2024			
	Advanced Learning (N=20)		Non-Adv Learning (N=40)		Advanced Learning (N=19)		Non-Adv Learning (N=54)		Advanced Learning (N=18)		Non-Adv Learning (N=44)	
	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
<b>Rdg</b>	6.8	Adv Low	5.7	Int High	6.5	Adv Low	5.1	Int Mid	<b>6.6</b>	Adv Low	<b>5.7</b>	Int High
<b>Write</b>	6.1	Int High	5.6	Int High	6.2	Int High	5.4	Int Mid	<b>6.3</b>	Int High	<b>5.7</b>	Int High
<b>List</b>	7.4	Adv Low	6.5	Adv Low	6.7	Adv Low	6.2	Int High	<b>7.1</b>	Adv Low	<b>6.0</b>	Int High
<b>Spkg</b>	6.6	Adv Low	5.7	Int High	6.3	Int High	5.7	Int High	6.2	Int High	<b>5.8</b>	Int High

**Data Summary and Analysis: 2022-2024 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: 2024 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.

**2022-2024 Grades 6 Spring STAMP 4S Spanish Immersion Advanced Learning, Non-Advanced Learning**

	Grade 6 - 2022				Grade 6 - 2023				Grade 6 - 2024			
	Advanced Learning (N=64)		Non-Adv Learning (N=206)		Advanced Learning (N=56)		Non-Adv Learning (N=197)		Advanced Learning (N=54)		Non-Adv Learning (N=217)	
	Mean Score	Mean Prof Level										
<b>Rdg</b>	6.5	Adv Low	5.6	Int High	6.3	Int High	5.3	Int Mid	<b>6.8</b>	Adv Low	<b>5.4</b>	Int Mid
<b>Write</b>	5.6	Int High	5.2	Int Mid	5.9	Int High	5.4	Int Mid	5.9	Int High	<b>5.5</b>	Int High
<b>List</b>	6.6	Adv Low	5.5	Int High	7.0	Adv Low	5.6	Int High	<b>7.4</b>	Adv Low	<b>6.1</b>	Int High
<b>Spkg</b>	5.5	Int High	5.1	Int Mid	5.6	Int High	5.2	Int Mid	<b>5.8</b>	Int High	<b>5.5</b>	Int High

**2022-2024 Grades 8 Spring STAMP 4S Spanish Immersion Advanced Learning,  
Non-Advanced Learning**

	Grade 8 - 2022				Grade 8 - 2023				Grade 8 - 2024			
	Advanced Learning (N=57)		Non-Adv Learning (N=147)		Advanced Learning (N=61)		Non-Adv Learning (N=164)		Advanced Learning (N=63)		Non-Adv Learning (N=195)	
	Mean Score	Mean Prof Level										
<b>Rdg</b>	7.6	Adv Mid	6.4	Int High	7.3	Adv Low	6.2	Int High	7.2	Adv Low	<b>6.4</b>	Int High
<b>Write</b>	6.2	Int High	5.8	Int High	6.2	Int High	5.8	Int High	6.1	Int High	<b>6.0</b>	Int High
<b>List</b>	7.6	Adv Mid	6.5	Adv Low	7.9	Adv Mid	6.5	Adv Low	<b>8.0</b>	Adv Mid	<b>7.2</b>	Adv Low
<b>Spkg</b>	6.1	Int High	5.8	Int High	6.2	Int High	5.9	Int High	6.0	Int High	5.9	Int High

**2022-2024 Grades 10 Spring STAMP 4S Spanish Immersion Advanced Learning,  
Non-Advanced Learning**

	Grade 10 - 2022				Grade 10 - 2023				Grade 10 - 2024			
	Advanced Learning (N=54)		Non-Adv Learning (N=145)		Advanced Learning (N=48)		Non-Adv Learning (N=163)		Advanced Learning (N=51)		Non-Adv Learning (N=91)	
	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level								
<b>Rdg</b>	8.4	Adv Mid	7.2	Adv Low	8.1	Adv Mid	7.0	Adv Low	8.0	Adv Mid	<b>7.2</b>	Adv Low
<b>Write</b>	6.7	Adv Low	6.3	Int High	6.4	Int High	6.3	Int High	<b>6.5</b>	Adv Low	6.2	Int High
<b>List</b>	8.4	Adv Mid	7.6	Adv Mid	8.6	Adv High	7.8	Adv Mid	8.6	Adv High	<b>8.0</b>	Adv Mid
<b>Spkg</b>	6.4	Int High	6.0	Int High	6.3	Int High	6.2	Int High	<b>6.5</b>	Adv Low	<b>6.3</b>	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, especially because there is less variance among teacher performance when each building shares teachers in Chinese, and because there are very few teachers overall within the program.

### **Data Summary and Analysis: Spring 2020-2024 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.

Reading results show that MME Sixth Graders rebounded since seeing a two year drop and earning an average score of **4.3 points** in 2024. MMW showed a decrease the past two years among Sixth Graders, dropping from **4.2 points** in 2022 to **3.8 points** in 2024. Both sites have Sixth Graders performing at the Intermediate-Low level in Reading.

Eighth Grade results show MME and MMW students trending toward average scores from 2020, before the height of the pandemic. MMW students have now reached the Intermediate-Mid level, while MME students shifted to the Intermediate-High level.

Writing Results show an increase among Sixth Grade MME students, improving each of the past two years, and now eclipsing the **5.0 point** mark for the first time since 2021. MMW Sixth Graders dropped **0.4 points** compared to their counterparts from a year ago and are now performing at the Intermediate-Low level. These fluctuations in results are not uncommon with the lower number of students enrolled in the Chinese Immersion program at MMW.

Eighth Grade results show steady results at both schools over the past several years. Although MME students experienced a decrease of **0.4 points**, they are still performing at the Intermediate-High proficiency level. Intermediate-Mid is the national target.

Listening results show that both sites should note this mode of communication as an area of growth for this cohort of Sixth Graders. In 2020, MME Sixth Graders earned an average score of **6.0 points**, with a decreasing trend toward the current average score of **5.2 points**. MMW students experienced a decrease as well, with an average score of **5.7 points** in 2020 and trending toward an average score of **5.0 points** in 2024.

Eighth Grade Chinese Immersion student performance has maintained solid levels the past three years. Scores show performance within the Intermediate-High level on average.

Lastly, Speaking performances show overall solid results for Sixth and Eighth Grade Chinese Immersion students since 2021. In 2021, the average score for MME Sixth Graders was the same as it is in 2024 (**4.8 points**), with lower average scores the past two years. In 2021, the average score for MMW was **3.8 points**, and in 2024, the average score is **4.4 points**. Eighth Grade results show higher average scores compared to 2020 and virtually the same average scores since 2021, placing both site's performances within the Intermediate-Mid range. The national target for Speaking is Intermediate-Mid for Eight Graders.

### **Recommendations: Spring 2024 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.

In addition to collaborating across programs, Immersion teachers have realigned their curriculum to ensure coherence in programming from students as they move from one grade level to the next. The IPA Tests are aligned to the targets updated four 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 2024 STAMP 4S Chinese Immersion  
Building Comparison by STAMP Score  
and Proficiency Levels for Reading**

	Grade 6		Grade 8	
	<i>MME (N=56)</i> <i>MMW (N=39)</i>		<i>MME (N=55)</i> <i>MMW (N=31)</i>	
	<b>STAMP Score</b>	<b>Prof. Level</b>	<b>STAMP Score</b>	<b>Prof. Level</b>
<b>MME</b>	4.3	Int Low	5.5	Int High
<b>MMW</b>	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)</i> <i>MMW (N=28)</i>		<i>MME (N=41)</i> <i>MMW (N=38)</i>	
	<b>STAMP Score</b>	<b>Prof. Level</b>	<b>STAMP Score</b>	<b>Prof. Level</b>
<b>MME</b>	3.7	Int Low	5.3	Int Mid
<b>MMW</b>	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>	
	<b>STAMP Score</b>	<b>Prof. Level</b>	<b>STAMP Score</b>	<b>Prof. Level</b>
<b>MME</b>	4.0	Int Low	5.3	Int Mid
<b>MMW</b>	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>	
	<b>STAMP Score</b>	<b>Prof. Level</b>	<b>STAMP Score</b>	<b>Prof. Level</b>
<b>MME</b>	4.6	Int Mid	5.6	Int High
<b>MMW</b>	3.8	Int Low	5.6	Int High

**Spring 2020 STAMP 4S Chinese Immersion  
Building Comparison by STAMP Score  
and Proficiency Levels for Reading**

	Grade 6		Grade 8	
	<i>MME (N=46)</i> <i>MMW (N=30)</i>		<i>MME (N=47)</i> <i>MMW (N=32)</i>	
	<b>STAMP Score</b>	<b>Prof. Level</b>	<b>STAMP Score</b>	<b>Prof. Level</b>
<b>MME</b>	4.8	Int Mid	5.5	Int High
<b>MMW</b>	4.2	Int Low	5.6	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>	
	<b>STAMP Score</b>	<b>Prof. Level</b>	<b>STAMP Score</b>	<b>Prof. Level</b>
<b>MME</b>	5.0	Int Mid	5.8	Int High
<b>MMW</b>	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 (N=63)</i> <i>MMW (N=28)</i>		<i>MME (N=41)</i> <i>MMW (N=38)</i>	
	<b>STAMP Score</b>	<b>Prof. Level</b>	<b>STAMP Score</b>	<b>Prof. Level</b>
<b>MME</b>	4.7	Int Mid	6.2	Int High
<b>MMW</b>	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 (N=54)</i> <i>MMW (N=39)</i>		<i>MME (N=44)</i> <i>MMW (N=21)</i>	
	<b>STAMP Score</b>	<b>Prof. Level</b>	<b>STAMP Score</b>	<b>Prof. Level</b>
<b>MME</b>	4.4	Int Low	5.4	Int Mid
<b>MMW</b>	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 (N=48)</i> <i>MMW (N=37)</i>		<i>MME (N=51)</i> <i>MMW (N=34)</i>	
	<b>STAMP Score</b>	<b>Prof. Level</b>	<b>STAMP Score</b>	<b>Prof. Level</b>
<b>MME</b>	5.0	Int Mid	5.6	Int High
<b>MMW</b>	3.8	Int Low	5.5	Int High

**Spring 2020 STAMP 4S Chinese Immersion  
Building Comparison by STAMP Score  
and Proficiency Levels for Writing**

	Grade 6		Grade 8	
	<i>MME (N=46)</i> <i>MMW (N=30)</i>		<i>MME (N=47)</i> <i>MMW (N=32)</i>	
	<b>STAMP Score</b>	<b>Prof. Level</b>	<b>STAMP Score</b>	<b>Prof. Level</b>
<b>MME</b>	5.3	Int Mid	5.4	Int Mid
<b>MMW</b>	4.3	Int Low	5.4	Int Mid

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

	Grade 6		Grade 8	
	<i>MME (N=56) MMW (N=39)</i>		<i>MME (N=55) MMW (N=31)</i>	
	<b>STAMP Score</b>	<b>Prof. Level</b>	<b>STAMP Score</b>	<b>Prof. Level</b>
<b>MME</b>	5.2	Int Mid	<b>6.1</b>	Int High
<b>MMW</b>	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 (N=63) MMW (N=28)</i>		<i>MME (N=41) MMW (N=38)</i>	
	<b>STAMP Score</b>	<b>Prof. Level</b>	<b>STAMP Score</b>	<b>Prof. Level</b>
<b>MME</b>	5.4	Int Mid	6.0	Int High
<b>MMW</b>	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 (N=54) MMW (N=39)</i>		<i>MME (N=44) MMW (N=21)</i>	
	<b>STAMP Score</b>	<b>Prof. Level</b>	<b>STAMP Score</b>	<b>Prof. Level</b>
<b>MME</b>	5.3	Int Mid	6.2	Int High
<b>MMW</b>	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) MMW (N=37)</i>		<i>MME (N=51) MMW (N=34)</i>	
	<b>STAMP Score</b>	<b>Prof. Level</b>	<b>STAMP Score</b>	<b>Prof. Level</b>
<b>MME</b>	5.8	Int High	6.5	Adv Low
<b>MMW</b>	5.5	Int High	6.4	Int High

**Spring 2020 STAMP 4S Chinese Immersion  
Building Comparison by STAMP Score  
and Proficiency Levels for Listening**

	Grade 6		Grade 8	
	<i>MME (N=46) MMW (N=30)</i>		<i>MME (N=47) MMW (N=32)</i>	
	<b>STAMP Score</b>	<b>Prof. Level</b>	<b>STAMP Score</b>	<b>Prof. Level</b>
<b>MME</b>	6.0	Int High	6.7	Adv Low
<b>MMW</b>	5.7	Int High	6.4	Int High

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

	Grade 6		Grade 8	
	<i>MME (N=56) MMW (N=39)</i>		<i>MME (N=55) MMW (N=31)</i>	
	<b>STAMP Score</b>	<b>Prof. Level</b>	<b>STAMP Score</b>	<b>Prof. Level</b>
<b>MME</b>	4.8	Int Mid	5.4	Int Mid
<b>MMW</b>	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) MMW (N=28)</i>		<i>MME (N=41) MMW (N=38)</i>	
	<b>STAMP Score</b>	<b>Prof. Level</b>	<b>STAMP Score</b>	<b>Prof. Level</b>
<b>MME</b>	4.6	Int Mid	5.8	Int High
<b>MMW</b>	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) MMW (N=39)</i>		<i>MME (N=44) MMW (N=21)</i>	
	<b>STAMP Score</b>	<b>Prof. Level</b>	<b>STAMP Score</b>	<b>Prof. Level</b>
<b>MME</b>	4.3	Int Low	5.8	Int High
<b>MMW</b>	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) MMW (N=37)</i>		<i>MME (N=51) MMW (N=34)</i>	
	<b>STAMP Score</b>	<b>Prof. Level</b>	<b>STAMP Score</b>	<b>Prof. Level</b>
<b>MME</b>	4.8	Int Mid	5.4	Int Mid
<b>MMW</b>	3.8	Int Low	4.8	Int Mid

**Spring 2020 STAMP 4S Chinese Immersion  
Building Comparison by STAMP Score  
and Proficiency Levels for Speaking**

	Grade 6		Grade 8	
	<i>MME (N=46) MMW (N=30)</i>		<i>MME (N=47) MMW (N=32)</i>	
	<b>STAMP Score</b>	<b>Prof. Level</b>	<b>STAMP Score</b>	<b>Prof. Level</b>
<b>MME</b>	5.2	Int Mid	5.0	Int Mid
<b>MMW</b>	4.1	Int Low	5.0	Int Mid

**Data Summary and Analysis: Spring 2020-2024 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. Like Chinese Immersion, average scores have decreased Reading compared to the past two years in some areas and have surpassed levels from 2019.

After a decrease in average scores last year, Reading results show that both MME and MMW Sixth Graders saw an increase in average scores rebounding to the same levels as 2022. However, this is well below the average scores students experienced between 2020 and 2021. With a national target of Intermediate-Low, Sixth Graders on average are performing two sub-levels beyond the national target. Eighth Graders are performing at the Advanced-Low level at MME and the Intermediate-High level at MMW, which is beyond the national target of Intermediate-Mid and consistent with proficiency levels of undergraduate language majors in college. MMW average scores are slightly lower than at MME with the same average scores compared to last year. Although there is work to be done, the solid levels of performance among Sixth and Eight Graders are showing an

increasing trend of improvement and slowly moving toward previously high levels of performance.

Writing Results show that the targeted focus in the Writing has had a positive impact on student performance over the years. Both Grade 6 and 8 Spanish Immersion students at MME and MMW saw solid results compared to last year. Sixth Graders at MMW have improved by **0.5 points** since 2020 and MME students have improved by **0.4 points** during the same time span. Eighth Grade results show similar growth over the years with both sites maintaining proficiency levels at the Intermediate-High range.

Listening scores improved among Sixth and Eighth Graders at both MME and MMW with both sites seeing students reach the Intermediate-High level in Sixth Grade and Advanced Low level in Eighth Grade. MMW Sixth and Eight Graders experienced statistically significant increases in average scores improving by **0.8 points** among Sixth Graders and **0.6 points** among Eight Grade students.

Speaking Test results show that MME Spanish Immersion Sixth Graders have tied an all-time high average score of **5.7 points** and MMW students have reached a new all-time high average score of **5.6 points**. Eighth Grade student performance indicates a solid trend for the past several years with virtually no difference in average scores since 2020.

### **Recommendations: Spring 2024 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 six 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 transfer to the STAMP Test in future years.

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

	Grade 6		Grade 8	
	<i>MME (N=139)</i> <i>MMW (N=132)</i>		<i>MME (N=125)</i> <i>MMW (N=133)</i>	
	<b>STAMP Score</b>	<b>Prof. Level</b>	<b>STAMP Score</b>	<b>Prof. Level</b>
<b>MME</b>	5.9	Int High	6.8	Adv Low
<b>MMW</b>	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	
	<i>MME (N=124)</i> <i>MMW (N=129)</i>		<i>MME (N=106)</i> <i>MMW (N=119)</i>	
	<b>STAMP Score</b>	<b>Prof. Level</b>	<b>STAMP Score</b>	<b>Prof. Level</b>
<b>MME</b>	5.6	Int High	6.7	Adv Low
<b>MMW</b>	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	
	<i>MME (N=129)</i> <i>MMW (N=139)</i>		<i>MME (N=118)</i> <i>MMW (N=86)</i>	
	<b>STAMP Score</b>	<b>Prof. Level</b>	<b>STAMP Score</b>	<b>Prof. Level</b>
<b>MME</b>	5.9	Int High	6.7	Adv Low
<b>MMW</b>	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>	
	<b>STAMP Score</b>	<b>Prof. Level</b>	<b>STAMP Score</b>	<b>Prof. Level</b>
<b>MME</b>	6.6	Adv Low	7.4	Adv Low
<b>MMW</b>	6.4	Int High	7.5	Adv Mid

**Spring 2020 STAMP 4S Spanish Immersion  
Building Comparison by STAMP Score  
and Proficiency Levels for Reading**

	Grade 6		Grade 8	
	<i>MME (N=129)</i> <i>MMW (N=102)</i>		<i>MME (N=120)</i> <i>MMW (N=99)</i>	
	<b>STAMP Score</b>	<b>Prof. Level</b>	<b>STAMP Score</b>	<b>Prof. Level</b>
<b>MME</b>	6.7	Adv Low	7.5	Adv Mid
<b>MMW</b>	6.5	Adv Low	7.5	Adv Mid

**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>	
	<b>STAMP Score</b>	<b>Prof. Level</b>	<b>STAMP Score</b>	<b>Prof. Level</b>
<b>MME</b>	5.7	Int High	6.1	Int High
<b>MMW</b>	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>	
	<b>STAMP Score</b>	<b>Prof. Level</b>	<b>STAMP Score</b>	<b>Prof. Level</b>
<b>MME</b>	5.7	Int High	6.2	Int High
<b>MMW</b>	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	
	<i>MME (N=129)</i> <i>MMW (N=139)</i>		<i>MME (N=118)</i> <i>MMW (N=86)</i>	
	<b>STAMP Score</b>	<b>Prof. Level</b>	<b>STAMP Score</b>	<b>Prof. Level</b>
<b>MME</b>	5.7	Int High	5.9	Int High
<b>MMW</b>	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	
	<i>MME (N=114)</i> <i>MMW (N=130)</i>		<i>MME (N=125)</i> <i>MMW (N=101)</i>	
	<b>STAMP Score</b>	<b>Prof. Level</b>	<b>STAMP Score</b>	<b>Prof. Level</b>
<b>MME</b>	5.0	Int Mid	5.5	Int High
<b>MMW</b>	4.6	Int Mid	5.4	Int Mid

**Spring 2020 STAMP 4S Spanish Immersion  
Building Comparison by STAMP Score  
and Proficiency Levels for Writing**

	Grade 6		Grade 8	
	<i>MME (N=129)</i> <i>MMW (N=102)</i>		<i>MME (N=120)</i> <i>MMW (N=99)</i>	
	<b>STAMP Score</b>	<b>Prof. Level</b>	<b>STAMP Score</b>	<b>Prof. Level</b>
<b>MME</b>	5.3	Int Mid	5.8	Int High
<b>MMW</b>	4.9	Int Mid	5.5	Int High

**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>	
	<b>STAMP Score</b>	<b>Prof. Level</b>	<b>STAMP Score</b>	<b>Prof. Level</b>
<b>MME</b>	6.3	Int High	7.4	Adv Low
<b>MMW</b>	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>	
	<b>STAMP Score</b>	<b>Prof. Level</b>	<b>STAMP Score</b>	<b>Prof. Level</b>
<b>MME</b>	6.2	Int High	7.1	Adv Low
<b>MMW</b>	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>	
	<b>STAMP Score</b>	<b>Prof. Level</b>	<b>STAMP Score</b>	<b>Prof. Level</b>
<b>MME</b>	6.1	Int High	6.8	Adv Low
<b>MMW</b>	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>	
	<b>STAMP Score</b>	<b>Prof. Level</b>	<b>STAMP Score</b>	<b>Prof. Level</b>
<b>MME</b>	6.6	Adv Low	7.5	Adv Mid
<b>MMW</b>	6.1	Int High	7.4	Adv Low

**Spring 2020 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=102)</i>		<i>MME (N=120)</i> <i>MMW (N=99)</i>	
	<b>STAMP Score</b>	<b>Prof. Level</b>	<b>STAMP Score</b>	<b>Prof. Level</b>
<b>MME</b>	6.8	Adv Low	7.8	Adv Mid
<b>MMW</b>	6.7	Adv Low	7.7	Adv Mid

**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>	
	<b>STAMP Score</b>	<b>Prof. Level</b>	<b>STAMP Score</b>	<b>Prof. Level</b>
<b>MME</b>	5.7	Int High	6.0	Int High
<b>MMW</b>	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>	
	<b>STAMP Score</b>	<b>Prof. Level</b>	<b>STAMP Score</b>	<b>Prof. Level</b>
<b>MME</b>	5.3	Int Mid	6.0	Int High
<b>MMW</b>	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	
	<i>MME (N=129)</i> <i>MMW (N=139)</i>		<i>MME (N=118)</i> <i>MMW (N=86)</i>	
	<b>STAMP Score</b>	<b>Prof. Level</b>	<b>STAMP Score</b>	<b>Prof. Level</b>
<b>MME</b>	5.5	Int High	5.9	Int High
<b>MMW</b>	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	
	<i>MME (N=114)</i> <i>MMW (N=130)</i>		<i>MME (N=125)</i> <i>MMW (N=101)</i>	
	<b>STAMP Score</b>	<b>Prof. Level</b>	<b>STAMP Score</b>	<b>Prof. Level</b>
<b>MME</b>	5.4	Int Mid	5.8	Int High
<b>MMW</b>	5.0	Int Mid	5.9	Int High

**Spring 2020 STAMP 4S Spanish Immersion  
Building Comparison by STAMP Score  
and Proficiency Levels for Speaking**

	Grade 6		Grade 8	
	<i>MME (N=129)</i> <i>MMW (N=102)</i>		<i>MME (N=120)</i> <i>MMW (N=99)</i>	
	<b>STAMP Score</b>	<b>Prof. Level</b>	<b>STAMP Score</b>	<b>Prof. Level</b>
<b>MME</b>	5.7	Int High	6.0	Int High
<b>MMW</b>	5.4	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.

This is the tenth year the guidelines have been used as a measure. 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. As Integrated Performance Assessments (IPAs) are implemented, this type of exposure will become more widespread throughout the District. 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.

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### RECOMMENDATION/FUTURE DIRECTION:

The information provided in this report is designed to update the School Board on the results of the Spring 2024 administration of the STAMP 4S 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, Minnesota

Study Session Agenda Item #5

Title: Classroom of the Future Update

Date: April 18, 2024

**EXECUTIVE SUMMARY:**

The purpose of this report is to provide an update on the next era of teaching and learning technologies, referred to as the *classroom of the future*. A short history of classroom teaching and learning technology practices in Minnetonka Public Schools is provided below as well as a summary of the initial report provided to the Board last April.

Minnetonka Public Schools is a research-driven institution where proven and promising teaching and learning practices form the basis for instructional technology decisions. It is important to recognize that classroom instructional technology are the “tools” used for any aspect of instruction or as a means to interact with the teacher and/or with classmates. These range from low-tech to high-tech.

Table 1: Classroom Instructional Technology

Low-Tech Examples	High-Tech Examples
<ul style="list-style-type: none"> <li>● Pencils, Markers, Pens, etc.</li> <li>● Paper/Workbooks</li> <li>● Post-it Notes</li> <li>● Dry-erase Whiteboards</li> <li>● Math Manipulatives</li> <li>● Pattern Blocks</li> <li>● Rulers</li> <li>● Dice</li> <li>● Posters and Charts</li> <li>● Furniture</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive SMART Board</li> <li>● TV Screen/Monitor</li> <li>● Sound System</li> <li>● Voice Amplification</li> <li>● iPad</li> <li>● Apps</li> <li>● Schoology</li> <li>● Email</li> <li>● IXL</li> <li>● Headphones</li> </ul>

Classroom instructional technology decisions are made based on:

- The Minnetonka Teaching and Learning Instructional Framework that is rooted in designing student experiences for meaning, engagement and deeper learning
- The five fundamental elements of a Multi-tiered System of Support (MTSS) and the MTSS instructional framework

- District goals and how they interact to create the conditions for readiness, responsiveness, and the robust instructional core necessary for high levels of student learning
- The Minnetonka Instructional Technology Beliefs

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

### **Minnetonka Instructional Technology Beliefs**

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

Technology is a means that adds value by:

- increasing engagement
- enhancing student-centered learning
- promoting deeper learning by empowering students to know and access tools and resources
- encouraging students to gain, transfer, adapt, and apply understanding to new and existing situations
- increasing efficiency and effectiveness in practices and processes
- providing each student unique opportunities that promote voice and choice
- encouraging individuals to approach problems more creatively, think more critically, collaborate more skillfully and communicate more effectively
- providing access to tools and resources as a means to support each individual student's needs

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

### **A Brief History of Classroom Technology**

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

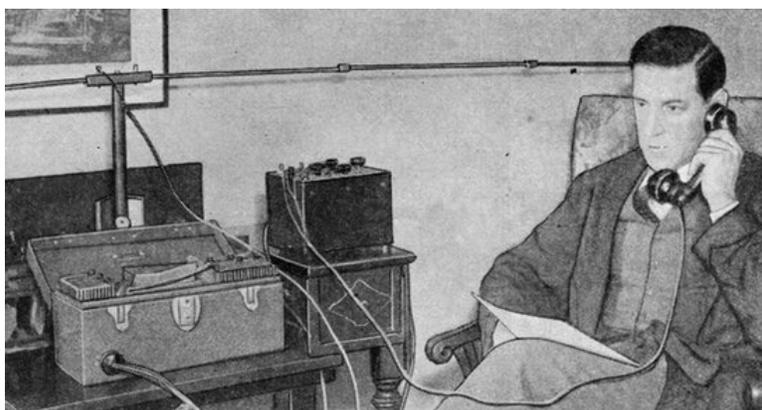


Figure 1: Prof. C. C. Clark New York University Conducting a Class From Home (1935)

Table 2: A Brief History of Classroom “Technology”

A Brief History of Classroom “Technology”	
<ul style="list-style-type: none"> <li>● 1890: The Chalkboard</li> <li>● 1920: On Air Classes via Radio</li> <li>● 1925: Film and the filmstrip</li> <li>● 1951: Video Tapes</li> <li>● 1957: B. F. Skinner’s Teaching Machine</li> <li>● 1955: Ditto Machine/Spirit Duplicator</li> <li>● 1959: Photocopier</li> <li>● 1960: The Modern Overhead Projector</li> <li>● 1972: Scantrons</li> <li>● 1972: Handheld Calculators</li> <li>● 1977: Desktop Computers</li> <li>● 1978: Apple II and MECC</li> <li>● 1983: First popular Word Processors: MacWrite and MS Word</li> <li>● 1991: Publicly Available Internet</li> <li>● <b>1991: Smart Board *</b></li> <li>● 1991: Gopher</li> <li>● 1993: First “easy to use” web browser, Netscape</li> <li>● 1996: Liquid crystal panel</li> </ul>	<ul style="list-style-type: none"> <li>● <b>1999-2000: “Web 2.0” *</b></li> <li>● 2002: Moodle (K12 ~ 2007)</li> <li>● 2002-2003: Smart Board software for training/instruction released</li> <li>● 2003-2005: Social Media, i.e. MySpace, YouTube, Facebook, etc.</li> <li>● 2003: Common Sense Media formed</li> <li>● 2005: Classroom Clickers</li> <li>● 2007: Google Apps for Education</li> <li>● 2008: Apple’s App Store (500 apps)</li> <li>● <b>2010: First Generation iPad *</b></li> <li>● 2011: Blended Learning</li> <li>● 2012: Second generation LMS’s</li> <li>● 2012: Software integrations</li> <li>● 2012: EdTech PD is essential view grows</li> <li>● 2013-2014: Marked Improvement Ed Tech Application</li> <li>● Functionality and Stability</li> <li>● 2014: Improved Learning Cycle Workflows</li> </ul>

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

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

The first era, in 2002, began with Minnetonka installing SMART Boards and sound fields into all classrooms. While it was known that these would influence the classroom use of

digital materials, the shift and change to how teachers began to view digital resources was somewhat unexpected and was positively profound. Now, 20 years later, changes to classroom display technologies have continued to improve.

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

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

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

## **Research**

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

In the 2019-2020 school year, teachers identified as technology leaders at every building were interviewed in focus groups about their classroom technology. In early fall of 2022 the District team of instructional technology coaches evaluated "lessons learned" from the pandemic and how those lessons identified as influential could be continued. In the winter of 2023, all teachers, E-12+, were offered an opportunity to complete a *classroom of the future* survey. The high response rate of 439 completed surveys signaled both great interest in this work and provided a high level of confidence for accurate data. Results indicated that teachers value having a large display at the front of the class for instruction, a wireless connection to teach, and the ability to be mobile around their classroom while teaching.

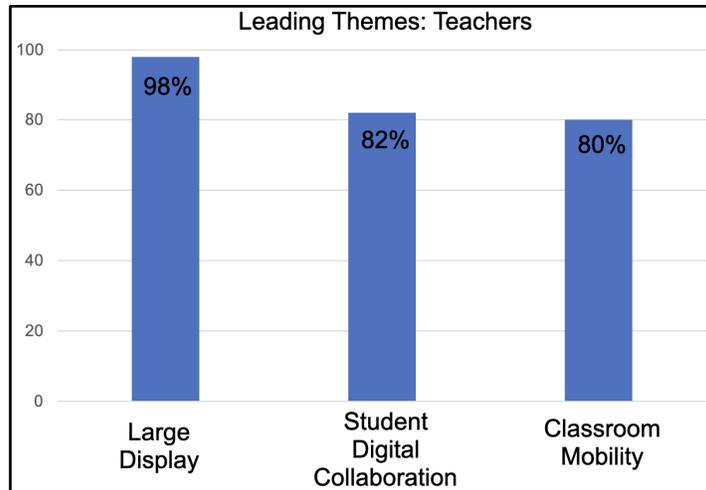


Figure 2: Leading Themes for Teachers

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

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

There were several primary, detailed themes that arose out of the focus groups to inform the *classroom of the future* (Table 3).

Table 3: Feedback Themes on Current Instructional Technology

Weaknesses	Strengths
Lack of whiteboard space	1:1 iPads for students
Lack of consistency between technology in rooms	K-3 iPads staying at school
Lack of mobility with technology	Apple TVs and AirPlay for proximity and mobility
The teacher being tied to their desktop computer or board	Great software tools: Google Drive, Notability, Seesaw, Schoology, and PearDeck

The time it takes to sign into desktop computers and load up instructional materials	Apple Classroom to curate the student experience, monitor, and showcase student work in real time
Traveling teachers not having a computer to use reliably	Apple Pencils for teachers
	K-3 curated iPad home screen set up
	Teacher laptops at MHS

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

Opportunities that were identified through this process include:

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

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

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

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

- VISIBLE, defined as consistent, reliable, equitable, modern, ease of use, bright and clear classroom display technology
- MOBILE, defined as responsive, productive & efficient workflows with the tools to support teachers and students both in and out of the classroom
- FLEXIBLE, defined as physically or digitally adaptable based on individual or collective student needs
- COLLABORATIVE, defined as every student engaged in the learning

## Classroom Implementation

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

Table 4: *Classroom of the Future* Implementation

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

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

## High School Implementation

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

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

## **Middle School Pilots Led to Implementation**

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

## **Elementary Classroom Pilots**

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

Feedback on display panels has included:

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

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

## **Future Work/Consistent Student Experience**

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

As Minnetonka students move through the levels, building to building, grade to grade, and department to department, Minnetonka strives to offer a consistent student

experience for all programs and levels. In order to provide this, the following work will continue:

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

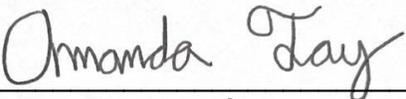
## SUMMARY

The Minnetonka teaching and learning and technology teams continue to deepen their extensive action research for the *classroom of the future* with a focus on the guiding principles of visibility, mobility, flexibility and collaborative classroom technologies as a catalyst to accelerate student learning. The focus has the end in mind, knowing that space and tools profoundly matter for the student experience.

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## RECOMMENDATION/FUTURE DIRECTION:

The information provided in this report is submitted for the Board's information and consideration.

Submitted by:   
Amanda Fay, Director of Instructional Technology

Submitted by:   
Mike Dronen, Executive Director of Technology

Submitted by:   
Amy LaDue, Associate Superintendent for Instruction

Concurrence:   
David Law, Superintendent

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

Study Session Agenda Item #6

Title: Overview of Annual Developmental Relationships Survey

Date: April 18, 2024

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**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 their best self.

According to the Search Institute's research, when young people experience high levels of these developmental relationships, 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

## History of Work with Search Institute

Minnetonka Public Schools began its work with the Search Institute in the winter of 2021 through the lens of professional learning. All staff participated in this initial learning which focused on establishing a shared understanding of each of the five elements and twenty actions of the Developmental Relationships Framework. Subsequent learning focused on how to be intentional in creating developmental relationships to ensure each student experiences developmental relationships. These learning experiences provided the foundation for Minnetonka teachers prior to the first survey deployment in November/December of 2021.

On October 1, 2022, as part of the professional learning early release, Ms. Cecelia Sadler, Director of Practice at Search Institute, extended learning on the Developmental Relationship Framework, moving from Intentional Relationships to a focus on Inclusive Relationships. The goal of this professional learning session was to deepen understanding of developmental relationships with a focus on creating an inclusive environment where all young people feel known, validated by, and connected as a prerequisite to positive growth and development.

On the transition day between semesters, January 24, 2022, building and district administrators worked with Mr. Ruskopf of the Search Institute to begin unpacking the results of the first survey. Dr. Benjamin Haultberg, CEO of the Search Institute, and building administrators led a series of professional learning sessions in the spring of 2022 to ensure that teachers understood and were poised to respond to the student perceptions of the relationships they were experiencing.

In June of 2022, equipped with one year of survey results, the Search Institute guided District and site leadership teams in a full day of “Moving from Data to Insights and Practice.” The goals for that day were to:

- Continue unpacking and deepen the understanding on the Developmental Relationships Survey data
- Guide leadership teams from each building through the process to translate the data into insights to drive the identification of areas of opportunities
- Initiate and sustain efforts to identify relationship-focused goals and action plans

The Search Institute team led teams in analysis of the results and creating action plans for the 2022-23 school year through the ORID protocol (Objective, Reflective, Interpretive and Decisional). Teams left the day with concrete plans and those plans were represented in administrators’ mutual commitments. One expectation for building administrators was to elevate an element or action of the Developmental Relationships regularly at staff meetings and in the professional learning plans.

The survey was deployed for a second time in early winter of 2022.

On January 27, 2023, Manager of Survey Services and Management Strategy at the Search Institute, Justin Ruskopf, met with building and district administrators to share district level data, themes, and trends with survey results. Following Mr. Ruskopf's data overview with administrators in late January of 2023, Director of Teacher Development Sara White met with individual site leadership teams to review their specific data and identify next steps. The "Possible Progression in a Developmental Relationship" (Figure 2) was especially helpful in identifying where to focus their energy for the remainder of the school year. A multitude of resources developed by the Search Institute was re-evaluated to administrators to utilize as they deepen their work with teachers in their school. These resources include both approaches and activities. Activities occur at specific times and require planning and sometimes resources, approaches can occur at any time and in any circumstance. In addition to sharing Search Institute resources, administrators discussed how the Developmental Relationship Framework connects to and builds on the Minnetonka Teaching and Learning Framework. For example, the strategies that teachers may use to Personalize Learning, one of the elements of the T&L Framework, also share power with students. When teachers engage students in Authentic and Real-World Learning, students are collaborating to solve problems and are developing leadership skills.

In early summer 2023, the Teaching and Learning team met with building administrators to reflect on their work with developmental relationships and plan forward. This was revisited at the first principal meeting of the year. Each principal set mutual commitments with Superintendent Law to include developmental relationships as a part of their belonging work. At their school presentations to the School Board, principals have been sharing examples of how they have focused on belonging efforts and brought developmental relationships to life at their sites.

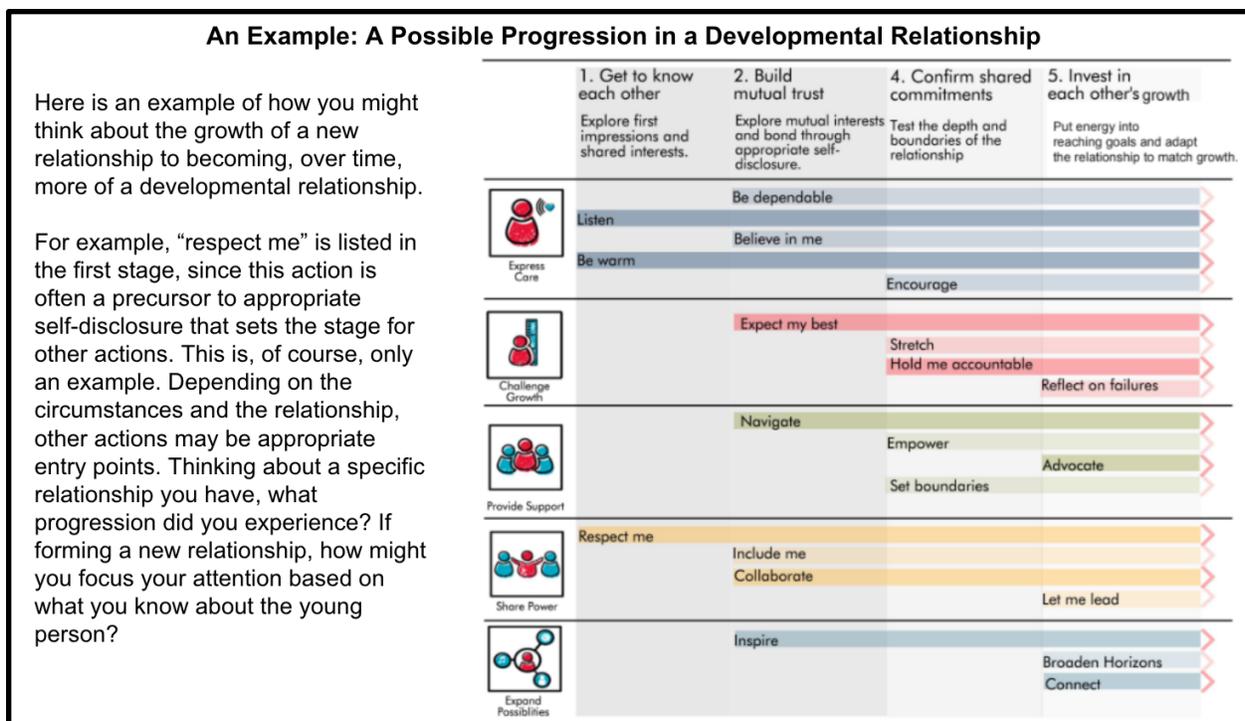


Figure 1: An Example: A Possible Progression in a Developmental Relationship

## 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 on how students experience developmental relationships. The most recent

administration of the survey, the third administration, took place in early December of 2023 during the same time frame as each of the previous survey administrations. The survey allowed students to share how they experience the five elements of development relationships. The information from the survey was intended to help Minnetonka school sites and the District know developmental relationship strengths and opportunities for improvement or growth. Approximately 74% of students in grades 4-12 participated in the voluntary survey. Specific numbers and 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 relationships when working with students as compared to how students are self-reporting how they are experiencing developmental relationships. Approximately 70% of Minnetonka teachers participated in this survey. Specific numbers and percentages of participation are in Chart 2.

Chart 1: Student Participation in Developmental Relationships Survey by Site

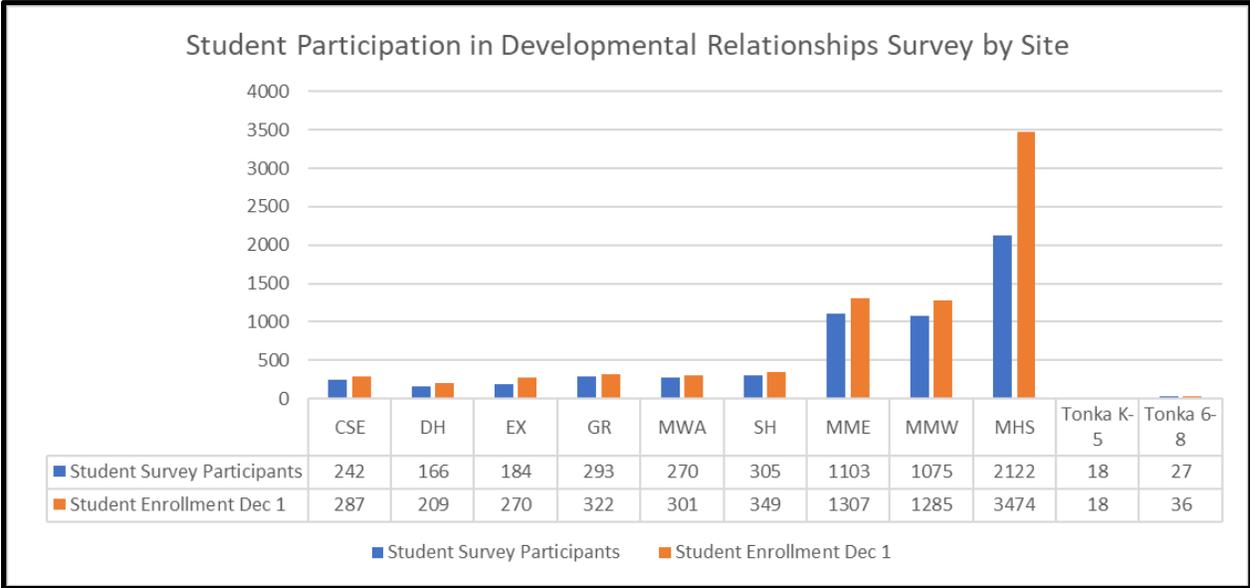
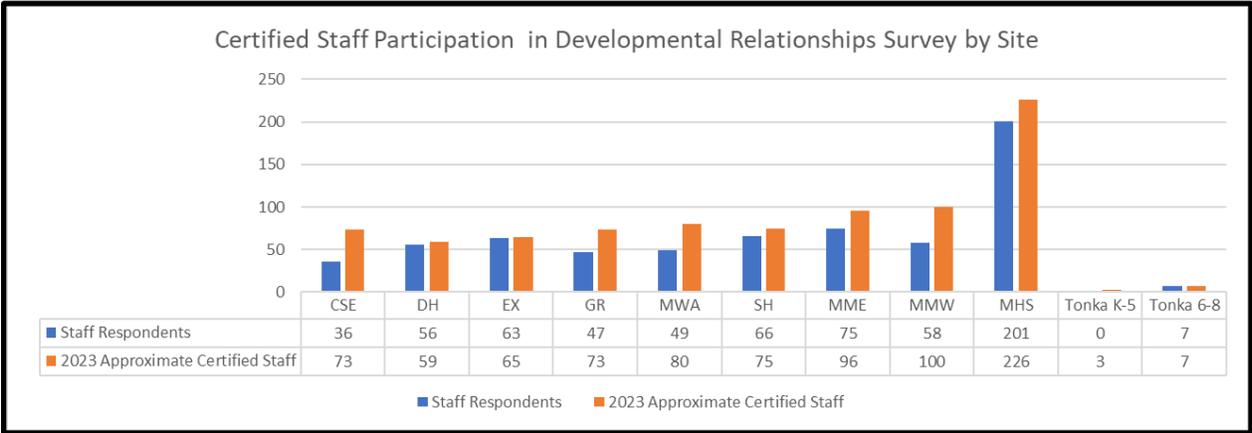


Chart 2: Certified Staff Participation in Developmental Relationships Survey by Site



**Survey Review and Analysis**

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

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

Individual item scores are added together then divided by the total number of items. The resulting number (1-4) is then converted to a 0-100 range with the following formula  $((x-1)*100)/3$  to assist with interpretation. Scores are then reported in three levels: weak (scores of 0-33 that reflect responses of the first two response options), moderate (scores of 33.33-66.33 that reflect the third response option), and strong (scores of 66.67-100 that reflect the fourth response option). This practice identifies areas where young people are either particularly high or low, which may not always be evident from the average score.

As noted in Figure 2, 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
<b>Elementary</b>	61%	35%	3%
<b>Middle</b>	44%	49%	8%
<b>High</b>	43%	51%	6%

Figure 2: 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 across the District. Because Minnetonka is starting from a place of strength, large movement in student experiences as reflected in the survey results would not be expected. District trends and where experiences differed were reviewed.

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

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

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

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

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

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

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

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

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

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).

## **Responding to the 2023 Survey Results**

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

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

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

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

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

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

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

Staff loved the activity so much that they replicated it so that they could visit more classrooms and get even more ideas.

- To strengthen relationships at all levels, Excelsior Elementary teachers and staff collaborated to create the mosaic, “Excelsior Elementary: Watch Us Soar,” that welcomes guests to the building. Principal Jennifer Smasal and art teacher Katy Friends worked with renowned mosaicist and teaching artist Lisa Arnold to design and construct the project. This art installation challenged students academically to use symbols to convey meaning and express themselves.
- Students at Groveland Elementary will have their possibilities expanded as they participate in aviation modules later this spring. Minnetonka High School students currently in the Aviation program are creating lessons that they will present to students in kindergarten through 5th grade in both English and Spanish. This idea not only broadens the horizons of the elementary students, it also is empowering the high school students in developing their leadership skills and inspiring them to consider their future possibilities.
- Minnewashta Principal Cindy Andress, Interim Principal Nancy Wittman-Belz, and Assistant Principal Jenny Van Aalsburg began their work with their staff by celebrating their strengths in the Express Care element where students and staff expressed similar sentiments (Respect me; Expect my best). For the areas where they noticed discrepancies (Be warm; Believe in me), they asked their staff members to interview students with questions like, “How do you know an adult, your teacher, enjoys being with you? What does it look like and sound like?” Concurrently, they introduced modules from Second Step, a online platform designed to support adult learning in social and emotional learning through job-embedded professional learning. The program promotes evidence-based strategies for both adults and youth.
- Scenic Heights Principal Joe Wacker and Assistant Principal Nicole Snedden challenged students to find and recognize acts of kindness through their Kindness Tickets initiative. When students and staff notice a child colored strips of paper, students - and staff - complete the note and drop it in the jar in the main office. Those notes are then incorporated into a chain that is displayed in the building.
- To connect with students who have been identified as in need of support and stronger connections, students at MME are invited to participate in open gym basketball before the start of the day, two mornings a week. MME teacher Joel Newman, behavior paraprofessional Missy Ryan, counselor Matt Lichty, and school psychologist Stephanus Badenorst coordinate and lead this high-interest, high-energy activity. Because it is such a desired activity, the administrative team is able to leverage it to motivate students to make good decisions and efforts.
- The administrative team at MMW - Principal Freya Schirmacher, Assistant Principals Andrea Hoffmann and Dalton Knes, and counselor Adam Jorgenson - interviewed 48 students about their relationships with their teachers. They asked each student twelve questions connected to the Developmental Relationships survey and framework. They compiled those audio files into 12 collections. At a recent staff meeting, teachers individually listened to the audio files through headphones and reflected on what they heard by responding to these three questions:

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

The Search Institute provided the District the option to customize additional questions related to District priorities. Because students feeling a sense 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.

Student experiences improved from 2022-23 to 2023-24 on both of these survey items (Figures 3 and 4).

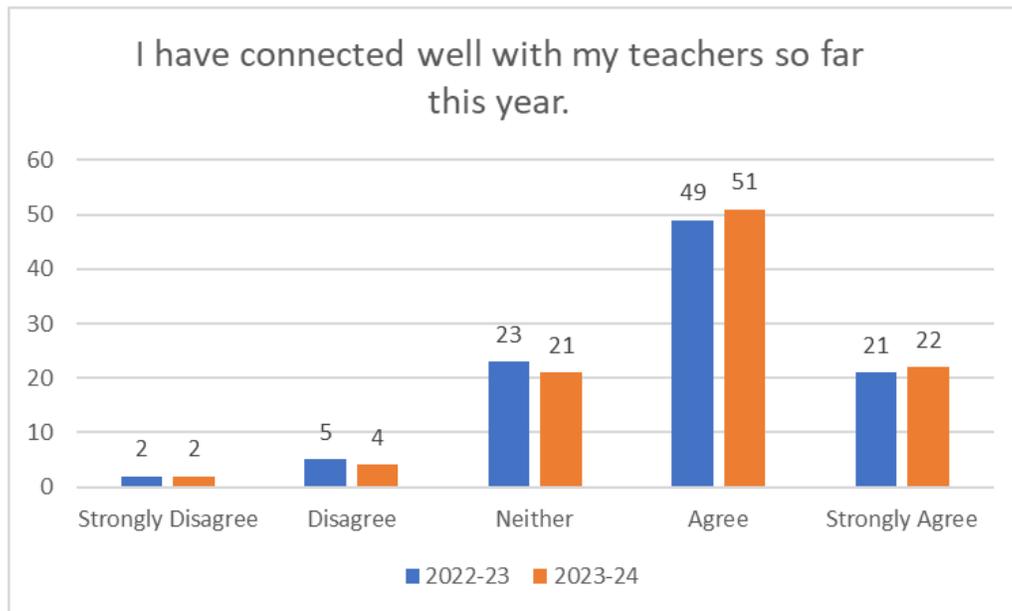


Figure 3: Connected Well with Teachers

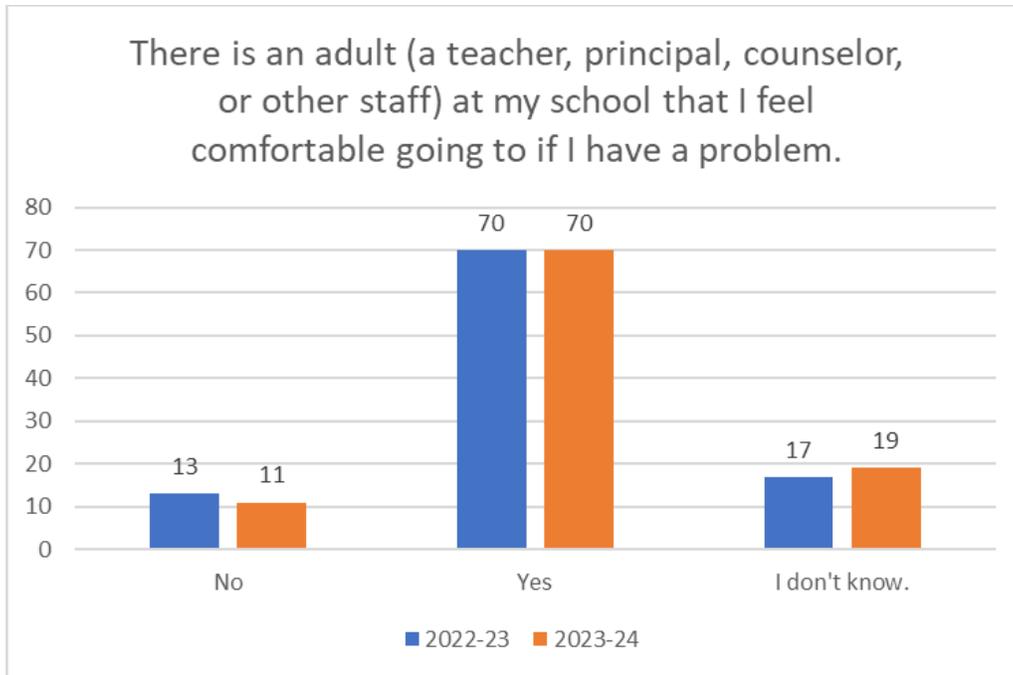


Figure 4: Going to Adult with a Problem

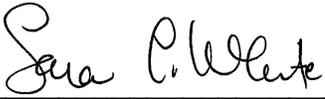
Teachers and administrators continue to focus their energy on ensuring that every student experiences a sense of belonging - being seen, heard, and valued for who they are - and that they have connections with adults at their school. The Search Institute’s *Relationship Builder’s Guidebook* provides adults with actionable activities and approaches to cultivate relationships with young people that will allow them to thrive.

**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 the 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 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 for Instruction

**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](http://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 #7**

**Title: Review of Possible Extension of Operating Referendum**

**Date: April 18, 2024**

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**EXECUTIVE SUMMARY**

The 2023 Minnesota Legislature modified Minnesota Statutes 126C.17 with a new Subdivision 9b., which allows school districts to extend an expiring operating referendum one time for 10 years by a vote of the school board if it is extended at the same per-pupil amount, and for school districts that have a voter-approved annual inflation factor adjustment, at the same per-pupil amount plus an annual inflation adjustment.

The reason for this change is because extensive historical data on elections for the renewal of operating referendums indicated that for operating referendums that were proposed to renew at the same rate or the same rate plus inflation, the approval rate was very close to 100%.

By allowing school districts to extend an Operating Referendum one-time for 10 years, school districts across the State would not have to expend scarce dollars on the cost of running a referendum election.

Minnetonka ISD 276 has authority from the voters to levy the Operating Referendum through the 2024 Pay 2025 Levy to fund Fiscal Year 2026. In other words, the Operating Referendum Levy Authority approved in November 2015 expires after the 2024 Pay 2025 Levy.

In order for it to continue, the School Board must either run an Operating Referendum election in November 2024, or decide to extend the Operating Referendum by School Board approval.

If the School Board decides to extend the Operating Referendum by School Board approval, the District must hold a public hearing, which can be before the meeting at which the extension will be voted upon, and notify the Minnesota Department of Education and Hennepin County and Carver County Auditors of the extension by June 15, 2024.

The District is working the legal counsel Katharine Saphner of Knutson, Flynn & Deans and Baird Financial Advisors to develop a possible Operating Referendum Extension Resolution for the School Board to consider. Knutson, Flynn & Deans and Baird Financial Advisors are the professional firms that we use for school board elections, operating referendum elections, and bond issues.

For the 24 Pay 25 Operating Referendum Levy, which is the final year of the authority approved by the voters on November 3, 2015, the per-pupil amount approved is projected to be \$2,381.40 utilizing the inflation factors calculated by the Minnesota Department of Education.

Utilizing the Minnesota Department of Education 2.17% inflation factor calculated for the 25 Pay 26 Levy, which would be the first year of either a School-Board-approved extension or a voter-approved levy renewal, the per-pupil amount is calculated at \$2,432.36.

It is important to note that the voters of the District approved a per-pupil amount that is higher than the State-imposed Operating Referendum Cap.

For example, on the 23 Pay 24 Levy for FY25, the voter-approved per-pupil amount is \$2,330.82, but the State-imposed Operating Referendum Cap is \$2,202.89.

For the 24 Pay 25 Levy for FY26, the voter-approved per-pupil amount is estimated to be \$2,381.40, but the State-imposed Operating Referendum Cap is estimated to be \$2,250.69.

For the proposed School Board extension or voter-approved renewal on the 25 Pay 26 Levy for FY27, the per-pupil amount of authority requested is projected to be \$2,432.36, but the State-imposed Operating Referendum Cap is estimated at \$2,298.86.

A proposed resolution for School Board extension is under development and will be available for the April 18, 2024 Study Session.

It is anticipated that at the estimated E-12 enrollment for FY27 of 11,426 (11,372 K-12 plus 54 Early Childhood Handicapped), the Adjusted Pupil Units will total 12,505.40 resulting in a total amount requested of \$30,417,735 with that amount to be levied annually after adjustment for inflation through the 34 Pay 35 Levy for FY36.

That amount will be the authorized amount, but the State-imposed Operating Referendum Cap will limit the actual amount collected to \$2,298.86 per pupil for a total amount of \$28,748,164.

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

If the School Board would decide to move ahead with a School-Board-approved extension, it is proposed that the District would hold a public hearing on May 30 prior to the May 30, 2024 Regular Board Meeting, and then have the School Board approve the extension at the May 30, 2024 Regular Board Meeting.

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**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