

MINNETONKA SCHOOL BOARD STUDY SESSION
District Service Center

October 27, 2022
6:00 p.m.

AGENDA

- | | |
|------|--|
| 6:00 | 1. Fall NWEA Update |
| 6:30 | 2. Istation Update |
| 6:50 | 3. E-Learning/Tonka Online Update |
| 7:30 | 4. Review of Policy #307: Public Data Requests |

CITIZEN INPUT

6:50 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 employees or students—during *Citizen Input* will be acknowledged by the Board Chair. When called upon to speak, please state your name, address 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 that 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 questions of you in order to gain a thorough understanding of your concern, suggestion or request. If there is any follow-up to your comment or suggestion, you will be contacted by a member of the Board or administration.
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, 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: NWEA 2022-23 Fall Report

Date: October 27, 2022

EXECUTIVE SUMMARY

NWEA is an adaptive test that measures what students are ready to learn in the areas of Math and Reading. This is the sixteenth year of district-wide implementation. The following are key summary points in the analysis of the Fall 2022 administration of the NWEA:

- According to Math non-cohort data, students surpassed their same grade counterparts from the Fall of 2021 in **16 of 27** areas compared to **18** a year ago
- With an average RIT score of **187.0 (down from 199.5)**, Minnetonka Fifth Grade LEP students are performing on a beginning of the year Third Grade level compared to the national average of all students in Reading
- According to Reading non-cohort data, students surpassed their same grade counterparts from the Fall of 2021 in **8 of 21** measured areas compared to **9 of 21** a year ago
- Immersion and English Reading cohort data show that students met their Fall-to-Fall growth targets in **12 of 19** areas, compared to **12 of 19** a year ago. Cohorts that did not meet the Fall-to-Fall targets are as follows: K-1 Chinese Immersion and English, 1-2 Chinese Immersion and English, and 2-3 English
- Immersion and English Math Cohort data show that students met their Fall-to-Fall growth targets in **19 of 24** areas, except for the Kindergarten to First Grade English, Chinese and Spanish Immersion cohorts as well as the Second to Third Grade cohort
- The longer students are in Minnetonka Schools the more likely they are to make more than a year's worth of growth in one year. The acceleration becomes evident in Third and Fourth Grade and then accelerates greatly after Fourth Grade

- More students are reaching the upper limits of the NWEA Test by middle school more than ever before (“Beyond Twelfth Grade”). The average Seventh Grader is performing at or beyond the Twelfth Grade level in Math and Reading

OVERVIEW

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

This is the ninth year that Grades 2-5 and middle school students took the NWEA MAP Reading Common Core State Standards (CCSS) Assessment. NWEA changed to the common core assessment due to Minnesota Department of Education’s shift to the MCA III Reading. The MCA III Reading is aligned to the Common Core State Standards. Throughout this report, there are data indicating increases among certain grade level average RIT scores compared to the Fall of 2021, indicating a rebound from decreasing RIT scores due to the COVID pandemic that has impacted school districts since March of 2020. This is important to understand as there is clear evidence that the students return to school in a relatively typical learning environment has positively impacted student performance.

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

The arrows in the table below provide examples for viewing the cohort data. For example, Kindergarteners in the Fall of 2020 earned an average of **153 RIT points** on the NWEA Math Test, while in First Grade, they reached **172 RIT points** and in Second Grade, they earned an average RIT score of **188 RIT Points**. According to the NWEA Fall-to-Fall Growth targets, the Minnetonka Kindergarten to First Grade cohort performed slightly below expected Fall-to-Fall Growth for Math. Average Fall-to-Fall growth from Kindergarten to First Grade is **20 RIT points** and this cohort improved by **19 RIT points**. In addition, as this cohort matriculated to Second Grade this year, they surpassed expected growth by **3 RIT points**, which is considered significant. Overall, seven of eight cohorts met Fall-to-Fall Growth targets this year in Math, up from six of eight a year ago. In addition, three of seven cohorts met Fall-to-Fall growth targets in Reading, which was a decrease from five of seven cohorts a year ago. The data represented in this report will

highlight the specific areas contributing to the improvement and opportunities for growth during the current school year.

NWEA Cohort Growth, Three-Year Trend Data

Gr	Subject	2019	New Norms 2020	2021	2022
K	Math	148	153	152	150
K	Read	147	148	146	145
1	Math	172	169	172	171
1	Read	168	165	165	164
2	Math	186	186	187	188
2	Read	180	180	182	180
3	Math	201	199	200	200
3	Read	195	195	196	194
4	Math	214	209	211	212
4	Read	208	206	207	207
5	Math	225	221	222	222
5	Read	216	214	215	215
6	Math	231	229	230	230
6	Read	222	222	221	221
7	Math	241	237	235	237
7	Read	227	227	225	226
8	Math	250	244	240	242

The middle schools changed to the Math 6+ Assessment in 2016 to utilize the Learning Continuum resources provided by NWEA. The Learning Continuum serves as an initial baseline for the school year to allow teachers to plan instruction more efficiently and effectively for individual and small groups of students based on their students' Fall RIT scores. These performances should serve as a starting point for teachers to reflect on the learning that needs to occur for their students followed up with formative and summative assessments administered throughout the year between standardized assessment administrations. In addition to the Math 6+ administration change in 2016, three years ago, NWEA shifted from the MAP for Primary Grades Language Arts K-1 Test to the MAP for Primary Grades Language Arts Common Core State Standards K-1 Test. Kindergarten and First Graders also took a different Math test aligning to the same strands tested for students in Grades 2-8. The expectation is that the newly aligned assessments will provide valuable feedback to teachers in years to come.

NWEA NORMS

NWEA publishes two sets of norms: *status norms* and *growth norms*. Status Norms refer to the average performance of all NWEA students on a particular test. For instance, the national norm performance on the Fifth Grade Math MAP test in the Fall of 2021 was a

RIT score of 209. This is useful information, because if one knows the Fifth Grade child's score is 217, he knows that his child is achieving at a higher level than the average of hundreds of thousands of NWEA students.

Growth Norms refer to the average growth for NWEA students at a certain starting level between one season and another, usually between Fall and Spring of the same year. For instance, the norm growth for Fifth Graders who scored 209 on the Math MAP test between Fall and Spring was **10.0 RIT points**. This is helpful, because if one knows his Fifth Grader scored 209 in the Fall and 224 in the Spring, he knows that the growth was more than the average for thousands of other students. During the Fall of 2022, Minnetonka students surpassed average RIT performance on **5** out of **17** tested areas compared to **10** out of **17** last year and **2** of **17** during the Fall 2019 and Fall 2020 administration. In addition, overall students met or surpassed average RIT performance in **11** out of **17** areas, indicating a continued solid trend overall since the height of the COVID pandemic. In a typical year, a drop or increase of three RIT points is considered statistically significant and a drop or increase of five RIT points is significant once RIT scores reach 240 or higher. According to the table below, there were no statistically significant decreases in Math or Reading this Fall and last Fall compared to **5** significant decreases during the height of the pandemic.

The NWEA norms typically change every three years except for five years for the most recent. The last revision of the norms was in 2020. Nationally, the Fall testing window runs between September and November. Typically, Minnetonka students who are compared to students nationally who take the assessment in late Fall will not exceed national norms at the same rate they are exceeded in the Spring. In the Spring, Minnetonka students take the NWEA assessment in the latter half of the testing window, creating a more accurate comparison of the Minnetonka level of performance compared to the nation. This is an explanation as to why Minnetonka Fifth Graders perform beyond the Eleventh or Twelfth Grade levels in the Spring and at the Seventh Grade level in the Fall. Many school districts test students once per year and use either Fall-to-Fall comparisons or Spring-to-Spring comparisons. Districts using the Fall-to-Fall growth model are more inclined to test their students during the latter part of the Fall testing window. Because Minnetonka staff use the NWEA assessment as a baseline in the Fall, students benefit from taking the assessment in the Fall and the Spring. Teachers use the Fall data to make informed decisions for students to begin the school year. In the Spring, the result is a summative reflection of the growth the students made throughout the course of the school year.

Fall Scores

Gr	Subject	New Norms 2015	2016	2017	2018	2019	New Norms 2020	2021	2022	Mean Performance Compared to the Nation
K	Math	150	151	149	148	148	153	152	150	Mid-Year K
K	Read	147	148	148	148	147	148	146	145	Mid-Year K
1	Math	172	171	172	169	172	169	172	171	Mid-Year Gr 1
1	Read	168	167	167	167	168	165	165	164	Mid-Year Gr 1
2	Math	187	187	187	187	186	186	187	188	Beginning Gr 3
2	Read	183	182	181	181	180	180	182	180	Mid-Year Gr 2
3	Math	202	203	202	202	201	199	200	200	Beginning Gr 4
3	Read	198	198	196	196	195	195	196	194	Mid-Year 3
4	Math	216	214	214	214	214	209	211	212	Mid-Year Gr 5
4	Read	210	209	209	209	208	206	207	207	Mid-Year Gr 5
5	Math	228	227	225	226	225	221	222	222	Beginning Gr 7
5	Read	219	218	216	217	216	214	215	215	Beginning Gr 7
6	Math	233	235	234	232	231	229	230	230	Beginning Gr 10
6	Read	223	224	224	222	222	222	221	221	Beginning Gr 10
7	Math	239	241	242	242	241	237	235	237	Beyond Gr 12
7	Read	228	228	229	228	227	227	225	226	Beyond Gr 12
8	Math	247	247	249	251	250	244	240	242	Beyond Gr 12

SUMMARY OF RESULTS

- Minnetonka First through Eighth Grade students are coming to school ahead of grade level. Primary teachers lay the foundation and the intermediate teachers can build on it very quickly. For example, in the Fall, a Second Grade student is in the middle of the Second Grade year for Reading and the beginning of Third Grade year for Math.

However, after students have been exposed to the academic program over the course of several years and Immersion students begin their English language instruction, the performance of students truly begins to reflect the rigorous academic program in place within the District.

- According to Fall results, Fourth Grade student performance begins to increase at a faster pace compared to the nation, and Fifth Grade students are performing two years above grade level.
- As Minnetonka students move into the middle school the acceleration of the middle school student is evident. For example, a typical Minnetonka Seventh Grade student is performing “beyond the Twelfth Grade” level at the beginning of Grade Seven according to the NWEA results. If a student is on grade level and performing at the Seventh Grade he or she will notice a significant difference in performance when his or her peers are four grade levels ahead of that individual.

PRESENTATION OF NWEA DATA

The following list of tables are offered for analysis in this report:

Table	Page #
Comparisons Between English, Spanish and Chinese Student Performance on the 2022 NWEA	8
Comparisons Between In-Person and Tonka Online on the 2022 NWEA	10
Comparisons Between Open Enrolled and Resident Student Performance on the 2022 NWEA	11
Limited English Proficiency (LEP) Students' Growth Compared with English Students	13
Advanced Learning and Navigator Growth Compared with English Students on the Fall NWEA	15
Special Education Growth on the Fall NWEA	17
Advanced Learning Fall Mean RIT Scores by Grade Level	19
Gender Fall Mean RIT Comparison For Math and Reading	20
Ethnicity Fall Mean RIT Comparison – Reading	21
National and Minnetonka Ethnicity Fall Mean RIT Comparison – Reading	22
Ethnicity Fall Mean RIT Comparison – Math	23
National and Minnetonka Ethnicity Fall Mean RIT Comparison – Math	24
Fall Math Decile Distribution for All students	25
Fall Reading Decile Distribution for All students	26
Fall Math Sub-Test Scores for Grades K-8	28
Fall Reading Sub-Test Scores for Grades K-7	30

Note: The following tables compare different groups of students at each grade level.

- **Bold** indicates improvement and *Italics* indicates a decline for that group over the non-cohort group from the previous year.
- *= the cell size was less than ten or there was no immersion group at this grade level during that year.
- Spanish Immersion students do not take the Reading NWEA until they start English Reading Instruction in Grade Three.

**COMPARISONS BETWEEN ENGLISH, SPANISH, AND CHINESE STUDENT
PERFORMANCE ON THE FALL 2022 NWEA**

	Mathematics				Reading			
	Student Count	Fall 2020 Mean RIT	Fall 2021 Mean RIT	Fall 2022 Mean RIT	Student Count	Fall 2020 Mean RIT	Fall 2021 Mean RIT	Fall 2022 Mean RIT
Grade K		Math Primary Grades				Rdg Primary Grades		
English	431	150.0	149.8	148.0	430	146.8	144.9	142.9
Chinese Immersion	119	157.5	157.0	154.3	119	154.0	150.3	149.9
Spanish Immersion	343	153.9	153.5	150.4	*	*	*	*
Grade 1		Math Primary Grades				Rdg Primary Grades		
English	373	168.5	171.0	168.4	370	165.2	165.3	163.1
Chinese Immersion	103	171.9	176.1	176.3	103	165.5	164.6	167.6
Spanish Immersion	304	167.5	172.1	171.7	*	*	*	*
Grade 2		2-5 MN 2007				2-5 Common Core		
English	386	185.8	187.1	187.3	383	180.4	182.6	181.1
Chinese Immersion	109	189.8	188.6	191.7	109	179.0	175.7	176.8
Spanish Immersion	306	185.7	186.2	187.2	*	*	*	*
Grade 3		2-5 MN 2007				2-5 Common Core		
English	422	197.9	199.3	199.2	420	195.3	196.8	196.2
Chinese Immersion	109	202.5	207.7	205.5	109	195.8	196.9	193.5
Spanish Immersion	291	198.6	199.3	199.6	286	193.6	193.1	192.2
Grade 4		2-5 MN 2007				2-5 Common Core		
English	455	207.6	210.0	210.7	453	205.4	205.3	206.5
Chinese Immersion	110	216.0	214.9	221.0	110	205.5	208.2	210.1
Spanish Immersion	301	208.8	211.3	211.1	301	205.7	208.2	206.2
Grade 5		2-5 MN 2007				2-5 Common Core		
English	422	218.6	220.6	220.6	415	213.1	214.1	213.7
Chinese Immersion	96	227.4	230.8	228.4	96	214.0	215.7	216.1
Spanish Immersion	293	221.0	221.5	223.1	293	216.1	215.5	216.7
Grade 6		6 + Math				6 + Reading CCSS		
English	492	226.6	226.9	228.7	489	221.5	219.2	220.0
Chinese Immersion	94	235.2	235.5	237.6	94	221.9	221.3	221.3
Spanish Immersion	262	229.5	231.7	230.6	261	224.1	223.0	222.3
Grade 7		6 + Math				6 + Reading CCSS		
English	500	235.5	232.8	234.0	493	226.9	223.6	224.5
Chinese Immersion	102	240.6	242.7	243.8	102	227.8	226.9	226.9
Spanish Immersion	275	237.7	237.9	238.4	274	227.4	227.4	227.0
Grade 8		6 + Math				6 + Reading CCSS		
English	514	241.0	238.5	238.8	47	214.3	226.1	212.6
Chinese Immersion	89	251.5	245.9	249.8	*	*	*	*
Spanish Immersion	232	246.5	242.7	245.0	*	*	*	*

SUMMARY OF RESULTS

This section provides a summary of student results for English, Chinese Immersion, and Spanish Immersion programs. In many cases, students earned higher average RIT scores than their same grade counterparts last Fall, especially in Math. In addition, it is important to note that in almost every instance cohort data proves that drops in average RIT performance is limited to one year based on analysis of Fall NWEA National Norms.

First, according to Math non-cohort data, students surpassed their same grade counterparts from the Fall of 2021 in **16** of **27** areas compared to **18** a year ago. Cohort data show that students met their Fall-to-Fall growth targets in **19** of **24** areas, except for the Kindergarten to First Grade English, Chinese and Spanish Immersion cohorts as well as the Second to Third Grade cohort. The Second to Third Grade cohort met the Fall to Fall targets the prior year moving from First to Second Grade.

According to Reading non-cohort data, students surpassed their same grade counterparts from the Fall of 2021 in **8** of **21** measured areas compared to **9** of **21** a year ago. Cohort data show that students met their Fall-to-Fall growth targets in **12** of **19** areas, compared to **12** of **19** a year ago. Cohorts that did not meet the Fall-to-Fall targets are as follows: K-1 Chinese Immersion and English, 1-2 Chinese Immersion and English, and 2-3 English. The other cohorts mentioned in this section all met their Fall-to-Fall targets from 2021 to 2022. The only cohort that fell short of meeting the Fall-to-Fall targets two years in a row is the current 2-3 English cohort.

Overall, there were significant increases in Math average RIT scores among Chinese Immersion students in Grades 2, 4, and 8. In addition, there were no other significant increases or decreases in Math or Reading.

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

**COMPARISONS BETWEEN TONKA ONLINE, IN-PERSON,
AND OVERALL STUDENT PERFORMANCE ON THE FALL 2022 NWEA**

Grade Level	Mathematics						Reading					
	Tonka Online Mean RIT		In-Person Mean RIT		Overall Mean RIT		Tonka Online Mean RIT		In-Person Mean RIT		Overall Mean RIT	
	N	RIT	N	RIT	N	RIT	N	RIT	N	RIT	N	RIT
K	3	154.0	890	149.7	893	149.7	3	163.0	635	144.6	638	144.7
1	7	187.3	773	170.6	780	170.7	7	181.7	467	163.9	474	164.2
2	6	194.0	795	187.8	801	187.9	6	193.2	494	180.2	500	180.4
3	9	192.7	813	200.3	822	200.2	9	189.3	806	194.5	815	194.4
4	11	211.3	855	212.2	866	212.1	11	206.7	853	206.9	864	206.9
5	9	216.2	802	222.5	811	222.4	9	219.6	795	215.0	804	215.1
6	9	217.8	839	230.4	848	230.3	9	212.0	835	220.9	844	220.8
7	13	222.3	864	236.7	877	236.5	11	226.1	858	225.6	869	225.6
8	17	221.9	818	242.1	835	241.7	-	-	66	212.8	66	212.8

**COMPARISONS BETWEEN TONKA ONLINE, IN-PERSON,
AND OVERALL STUDENT PERFORMANCE ON THE FALL 2021 NWEA**

Grade Level	Mathematics						Reading					
	Tonka Online Mean RIT		In-Person Mean RIT		Overall Mean RIT		Tonka Online Mean RIT		In-Person Mean RIT		Overall Mean RIT	
	N	RIT	N	RIT	N	RIT	N	RIT	N	RIT	N	RIT
K	20	170.2	840	151.6	860	152.0	20	162.8	602	145.4	622	145.9
1	32	184.8	776	171.6	808	172.1	32	177.3	464	164.5	496	165.3
2	31	197.2	776	186.6	807	187.0	31	189.5	485	181.1	516	181.6
3	31	202.5	855	200.3	886	200.4	31	201.5	853	195.4	884	195.6
4	42	214.0	779	211.0	821	211.1	42	209.0	778	206.7	820	206.8
5	35	228.1	821	221.9	856	222.1	35	218.9	820	214.6	856	214.8
6	28	228.6	832	229.5	860	229.5	28	221.3	835	220.7	863	220.8
7	14	235.9	815	235.5	829	235.5	17	223.9	817	225.1	834	225.1
8	15	232.1	814	240.5	829	240.3	1	201.0	452	227.5	453	227.5

SUMMARY OF RESULTS

The tables above include results for Tonka Online and In-Person student performance. It is important to note that the number of students significantly impacts the overall average RIT scores. The purpose for providing these data is to ensure that Tonka Online student performance continues to be monitored and to highlight the significant difference in number of students participating in the two learning models. It is difficult to draw

conclusions about student performance in the Tonka Online program this year due to the significant difference in number of students tested between this year and last year. In several cases, few than 10 students completed testing, which also explains the fluctuation in results. As a result, it will be important for teachers in the Tonka Online program to study their individual student data to determine next steps for instruction.

COMPARISONS BETWEEN OPEN ENROLLED AND RESIDENT STUDENT PERFORMANCE ON THE 2022 NWEA

		Mathematics			Reading			
	Student Count	Fall 2020 Mean RIT	Fall 2021 Mean RIT	Fall 2022 Mean RIT	Student Count	Fall 2020 Mean RIT	Fall 2021 Mean RIT	Fall 2022 Mean RIT
Grade K		Math Primary Grades				Rdg Primary Grades		
Open Enrolled	334	153.7	152.4	150.2	247	149.9	147.4	145.2
Resident	559	151.8	151.8	149.5	391	147.3	145.1	144.5
Grade 1		Math Primary Grades				Rdg Primary Grades		
Open Enrolled	287	168.9	173.0	170.6	185	164.4	166.8	164.8
Resident	493	168.4	171.5	170.8	289	165.9	164.2	163.8
Grade 2		2-5 MN 2007				2-5 Common Core		
Open Enrolled	312	186.7	187.9	189.2	217	181.0	180.8	182.3
Resident	489	186.0	186.4	187.0	283	180.1	181.9	178.9
Grade 3		2-5 MN 2007				2-5 Common Core		
Open Enrolled	300	200.5	200.9	200.8	297	196.0	196.8	194.6
Resident	522	197.6	200.0	199.9	518	193.9	194.8	194.3
Grade 4		2-5 MN 2007				2-5 Common Core		
Open Enrolled	325	209.6	211.6	212.5	325	205.6	206.8	207.1
Resident	541	208.8	210.7	211.9	539	205.4	206.6	206.7
Grade 5		2-5 MN 2007				2-5 Common Core		
Open Enrolled	307	220.1	223.1	223.0	304	213.4	215.2	215.7
Resident	504	220.7	221.5	222.0	500	214.7	214.5	214.7
Grade 6		6 + Math				6 + Reading CCSS		
Open Enrolled	332	229.1	228.9	230.5	328	222.6	220.5	220.8
Resident	516	228.1	229.8	230.1	516	222.1	220.8	220.8
Grade 7		6 + Math				6 + Reading CCSS		
Open Enrolled	332	237.0	235.6	236.2	328	227.7	225.1	225.4
Resident	545	236.3	235.2	236.7	541	226.8	225.0	225.6
Grade 8		6 + Math				6 + Reading CCSS		
Open Enrolled	325	243.2	239.7	241.4	23	211.5	227.3	212.6
Resident	510	243.6	240.5	241.9	43	216.4	227.4	213.0

SUMMARY OF RESULTS

In **11** out of **18** areas for comparison, Open Enrolled students outperformed their Resident counterparts on the Fall 2022 NWEA Test compared to **13** out of **18** areas in 2020 and 2021 and **10** out of **18** areas in 2019. For several years, with no exception in 2022, in all cases for both Reading and Math, the differences between the two groups' performances

is not considered to be statistically significant. It's difficult to view cohort data in this category, because students may open enroll at different grade levels each year. However, 2021 Kindergarten Open-Enrolled students performed within **0.6 RIT points** in Math and **2.3 RIT points** in Reading tests compared to Resident students during their Kindergarten year. As they moved to First Grade, this Open-Enrolled students performed within **0.2 RIT points** and in Reading, the scored lower by **1.0 RIT points**, again showing little difference in performance between the two student groups. Expected Fall-to-Fall growth from Kindergarten to First Grade is **20.5 RIT points**. At all grade levels, the mean RIT scores are similar for both Math and Reading. This is consistent with previous years. Due to the standard of error of +/-3.0 RIT points, the differences in performances between the two groups is virtually non-existent.

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

	Student Count	Mathematics			Student Count	Reading		
		Fall 2020 Mean RIT	Fall 2021 Mean RIT	Fall 2022 Mean RIT		Fall 2020 Mean RIT	Fall 2021 Mean RIT	Fall 2022 Mean RIT
Grade K		Math Primary Grades				Rdg Primary Grades		
English	415	150.1	150.0	148.3	414	146.9	145.1	143.2
LEP	25	147.7	146.1	143.1	23	142.8	140.0	137.3
Grade 1		Math Primary Grades				Rdg Primary Grades		
English	350	168.8	171.2	169.0	348	165.6	165.8	163.8
LEP	29	160.7	166.1	160.9	25	155.7	156.4	151.9
Grade 2		2-5 MN 2007				2-5 Common Core		
English	372	185.9	187.4	187.4	371	181.0	183.2	181.4
LEP	29	181.3	178.8	184.2	20	168.3	167.7	170.6
Grade 3		2-5 MN 2007				2-5 Common Core		
English	405	198.7	199.6	199.7	403	196.3	197.2	196.9
LEP	22	182.4	192.1	187.3	22	176.2	183.3	178.2
Grade 4		2-5 MN 2007				2-5 Common Core		
English	447	208.0	210.6	210.9	446	206.0	206.4	206.8
LEP	17	196.1	199.0	202.7	16	189.2	188.8	194.5
Grade 5		2-5 MN 2007				2-5 Common Core		
English	411	218.9	221.1	211.2	407	213.7	214.6	214.3
LEP	15	202.2	203.9	199.9	12	184.0	199.5	187.0
Grade 6		6 + Math				6 + Reading CCSS		
English	483	227.2	226.9	229.1	480	222.0	219.5	220.3
LEP	9	204.0	202.4	206.3	9	189.3	201.3	201.4
Grade 7		6 + Math				6 + Reading CCSS		
English	492	235.8	233.3	234.5	485	227.3	224.2	224.9
LEP	9	215.7	202.2	205.7	9	204.0	200.5	197.7
Grade 8		6 + Math				6 + Reading CCSS		
English	501	241.3	238.9	239.5	44	214.8	226.7	213.6
LEP	15	223.0	214.5	213.5	3	207.8	202.4	198.7

SUMMARY OF RESULTS

This Fall, scores increased with average RIT scores improving in **7** out of **18** areas with four areas showing improvement in both Math and three in Reading. A factor that contributes to these large swings in results is that there are so few LEP students in each of the grade levels. Any one student's performance can have a noticeably positive or negative affect on the group's overall results. Due to the low numbers of students, increases or decreases in performance are not to be considered statistically significant. However, it is important to note the individual student performances by classroom teachers and LEP staff.

It is difficult to study cohort data with the LEP population due to mobility. In addition, students frequently move in and out of the program. This is known as “exiting” or “reclassification.” According to the Department Chair, between 20 and 30 percent of Minnetonka LEP students are exited each year. Because of this, there is no true cohort data. Important to note in the results, at a national level, beginning of the year Fifth Graders reach an average RIT score of **204.5** in Reading. With an average RIT score of **187.0 (down from 199.5)**, Minnetonka Fifth Grade LEP students are performing on a beginning of the year Third Grade level compared to the national average of all students in Reading. By Sixth Grade, with an average RIT score of **201.4**, Minnetonka LEP students are performing as a middle of the year Fourth Grader in Reading as well, although it is important to note that there were only **9** LEP students tested in Reading in Grade 6 and 12 in Grade 5. There was a noticeable increase among Fourth Graders, increasing to **194.5**, which compares to the performance of a middle of the year Third Grader, according to national averages.

In recent years, NWEA has made a report available to staff to help measure individual classroom growth performance. Teachers can now track students with high achievement/high growth, low achievement/high growth, high achievement/low growth, and low achievement/low growth. In addition, ELL teachers can access the *Student Profile* to help students invest in their learning. All teachers are encouraged to use this tool for individual students on an as needed basis. This report will allow students to be part of the goal setting process. Goal setting should not be based on the number students hope to attain, but what they will do to help them continue to grow and learn as English Language Learners. The data systems are becoming more sophisticated allowing teachers to analyze student achievement at a more granular level to ensure that all student performance is tracked regardless of their performance level. Between the upgraded reporting and the Learning Continuum, teachers can identify individual student needs based on NWEA performance in conjunction with classroom formative and summative assessments.

ADVANCED LEARNING AND NAVIGATOR GROWTH COMPARED WITH ENGLISH STUDENTS ON THE FALL NWEA

	Mathematics				Reading			
	Student Count	Fall 2020 Mean RIT	Fall 2021 Mean RIT	Fall 2022 Mean RIT	Student Count	Fall 2020 Mean RIT	Fall 2021 Mean RIT	Fall 2022 Mean RIT
Grade 1		Math Primary Grades				Rdg Primary Grades		
English	356	167.7	169.5	167.0	353	164.5	164.1	161.8
Adv. Learn	40	189.8	192.7	196.3	26	187.9	187.0	187.9
Grade 2		2-5 MN 2007				2-5 Common Core		
English	325	184.1	185.1	183.8	322	178.7	179.8	176.7
Adv. Learn	83	202.1	199.4	201.4	42	197.3	198.7	197.7
Navigators	45	207.8	207.5	209.4	45	207.0	211.1	209.0
Grade 3						2-5 Common Core		
English	353	194.3	196.7	196.1	352	191.5	194.2	192.4
Adv. Learn	82	212.1	212.4	211.4	81	208.7	208.0	207.9
Navigators	48	218.1	221.0	220.8	47	217.6	218.3	220.3
Grade 4		2-5 MN 2007				2-5 Common Core		
English	380	203.9	206.5	207.8	378	201.7	202.2	203.8
Adv. Learn	112	220.8	224.1	223.7	112	217.2	219.6	217.8
Navigators	50	230.8	232.6	234.3	50	225.6	225.3	225.7
Grade 5		2-5 MN 2007				2-5 Common Core		
English	348	213.7	216.5	216.1	341	209.3	211.1	210.2
Adv. Learn	99	233.4	237.4	238.6	99	225.3	224.6	226.5
Navigators	54	242.3	244.6	246.2	54	230.6	231.0	233.3
Grade 6		6 + Math				6 + Reading CCSS		
English	402	220.7	222.7	223.7	400	222.9	216.0	216.5
Resident	406	222.7	225.0	225.0	405	222.8	217.3	217.5
Adv. Learn	175	246.7	246.2	250.0	173	238.4	233.2	233.6
Grade 7		6 + Math				6 + Reading CCSS		
Resident	422	230.3	229.8	231.6	419	222.8	221.3	222.5
Adv. Learn	184	253.7	253.8	254.6	183	236.9	237.2	237.2
Grade 8		6 + Math				6 + Reading CCSS		
Resident	391	238.6	233.7	236.2	43	216.4	223.1	213.0
Adv. Learn	197	261.4	259.4	261.8	*	*	*	*

SUMMARY OF RESULTS

The Advanced Learning staff begins servicing students in First Grade. In Reading, Advanced Learning students improved in **3 of 7** areas, and Navigator students improved in **3 of 4** areas measured compared to their same grade counterparts from a year ago. In Math, Advanced Learning students improved in **6 of 9** areas measured, while Navigator students improved in **3 of 4** areas. The Advanced Learning program saw significant increases in Math among students in Grade 1 improving over the past two years including

an increase of **3.6 RIT points** compared to last year. Other than First Grade students in the Advanced Learning program, neither student groups experienced statistically significant increases nor decreases compared to last Fall. Navigators students did not see significant increases in Math, however, once RIT scores increase beyond a score of 240, the standard error increases to 5 RIT points as opposed to 3 RIT points for scores below 240 in Math and 230 for Reading. Overall, results indicate consistently strong NWEA scores for the past several years. This is the eleventh year that students have taken the NWEA Reading Common Core State Standards Assessment, and among the Advanced Learning and Navigator population there were strong performances at all grade levels with some gains and mainly slight decreases in RIT scores from a year ago. To add perspective, by Third Grade, Advanced Learning program students are performing at the *Middle of Fifth Grade level* and Navigator students are performing at the *Beginning of Eighth Grade level* in Reading, compared to their peers at the same grade level who are performing at the *Middle of Third Grade level*. In Math, Third Grade Navigator students are performing at the *Middle of Sixth Grade level*, while Advanced Learning students are performing at the *Middle of Fourth Grade level*. Their Third Grade peers are performing at the *Middle of Third Grade level*, which is the same as two years ago.

The Navigator program begins in Second Grade and is available to students through Fifth Grade. By the Fall of Fifth Grade, Navigator students are performing *Beyond the Twelfth Grade level*. This is due in large part to the Navigator program serving the needs of the students who need an entirely different learning experience. Once students are served in this program, within a relatively short amount of time, they make extreme growth. These students are being challenged in an appropriate manner and spending most of their classroom experience working at their true instructional level.

Once students reach the 240 RIT level in Math and the 230 RIT level in Reading, the standard of error increases to 5 RIT points, as opposed to 3 RIT points at the other levels. This means that scores can fluctuate up or down 5 RIT points without being considered statistically significant, according to NWEA staff.

Since most students are in the 90-99th percentile, there are many students who are not identified as Advanced Learning but have some similar needs. There is evidence that Advanced Learning students are growing due to the differentiated opportunities they are exposed to in the classroom by their homeroom teacher. In addition, enrichment opportunities afforded to Advanced Learning students help this profile of a student continue to grow, even though he or she is performing at the **95th percentile** level and above. The *Learning Continuum* software program is a tool from NWEA that can help identify what students are ready to learn if they are far above grade level. Teachers at the elementary level review their class data in Prolific following the release of the NWEA results and have become well-versed in understanding the data reports that the NWEA website has to offer as well. In addition to understanding trends among their students, they also had opportunities to set PLC goals and begin the discussion of how best to serve all students including those that belong to special populations such as Advanced Learning and Navigator.

Lastly, with this being the fourth year of implementation of the Prolific data mining system, teachers can view their students' data with an increased awareness. This system allows teachers to measure how their students are predicted to meet the state standards on the MCA tests when they are taken in Third through Eighth Grades. In addition to understanding if their students are on target, teachers can measure students accelerated growth beyond the NWEA National norms, which is beneficial for challenging students who are not only performing well below grade level but for students attaining the upper reaches of the NWEA RIT scale.

SPECIAL EDUCATION GROWTH ON THE FALL NWEA

	Mathematics				Reading			
	Student Count	Fall 2020 Mean RIT	Fall 2021 Mean RIT	Fall 2022 Mean RIT	Student Count	Fall 2020 Mean RIT	Fall 2021 Mean RIT	Fall 2022 Mean RIT
Grade 4		2-5 MN 2007				2-5 Common Core		
Non-Special Education	793	209.8	212.0	213.1	792	206.3	208.2	208.3
Special Education-No Speech	73	200.6	201.3	201.4	72	196.6	191.9	191.7
Grade 5		2-5 MN 2007				2-5 Common Core		
Non-Special Education	734	221.7	223.4	223.7	729	215.4	216.1	216.5
Special Education-No Speech	77	209.0	210.7	209.8	75	202.7	203.3	201.5
Grade 6		6 + Math				6 + Reading CCSS		
Non-Special Education	760	230.2	230.8	231.9	755	223.6	222.0	222.3
Special Education-No Speech	88	214.5	215.7	216.6	89	209.2	207.0	208.9
Grade 7		6 + Math				6 + Reading CCSS		
Non-Special Education	799	238.3	237.1	238.3	794	228.5	226.6	226.8
Special Education-No Speech	78	220.1	218.5	217.9	75	213.4	210.6	212.4
Grade 8		6 + Math				6 + Reading CCSS		
Non-Special Education	759	245.0	241.8	243.6	51	215.4	229.5	213.0
Special Education-No Speech	76	229.5	224.5	222.4	15	213.1	209.6	212.1

SUMMARY OF RESULTS

When reviewing the data for Special Education, it is important to note the lower number of students within this population. In addition, it is also important to study the growth students are making within cohorts. We measure cohort growth with the non-special education population compared to the special education population to monitor gaps in each of their growth from one year to the next. It is a goal for students in Special

Education to grow at the same rate or better than students not receiving Special Education services to close the achievement gap.

First, Special Education students out-performed last year's counterparts in Math in **2 of 5** areas: Grades 4 and 6. In Reading, Special Education students surpassed their same grade counterparts in Grades 6, 7, and 8, compared to Grade 5 last year. Again, due to the lower number of students it is difficult to conclude if increases and decreases are statistically significant, however, there were no decreases that could be considered statistically significant, while last year there were two. In Reading, Grade 4 experienced a decrease from **191.9 RIT points** to **191.7 RIT points**, and Fifth Graders dropped from **203.3 RIT points** to **201.5 RIT points**. However, the Fifth Grade decrease marks a one year drop, while Fourth Graders experienced a decrease over the past two Fall testing sessions. In 2020, prior to the pandemic, Fourth Graders earned an average RIT score of **196.6 points** compared to earning an average of **191.7 RIT points** this year. By Fifth Grade, Special Education students are reaching the *Middle of Fourth Grade* level in Reading, and the *Beginning of Fifth Grade* level in Math. By Fifth Grade, Special Education students are performing at or above grade level compared to all students in Math and a half year behind all students nationally in Reading.

For the purposes of this analysis, the movement from one grade level to the next is to be considered a cohort, although some students may have exited or entered the program within any particular year. Despite this likelihood, it is still important to measure students as a cohort. For example, the Fourth to Fifth Grade cohort in Math shows non-Special Education students growing **11.7 RIT points** from last year, while the Special Education student group grew **8.5 RIT points**. In Reading, the non-Special Education Fourth to Fifth Grade cohort increased by **8.3 RIT points** compared to **9.6 RIT points** among the Special Education student group. The goal for teachers in Special Education is to help students work toward closing that gap, and the Fourth to Fifth Grade Special Education cohort surpassed Fall-to-Fall national growth targets for all students in Reading. However, they fell short in Math, because normative growth for all students nationally is **9.5 RIT points**. In addition, there is encouraging news, with Special Education students in Grade 5 performing a half year below grade level nationally in Reading and on grade level in Math. It is typical for Special Education students to perform at least one grade level below compared to all students nationally.

ADVANCED LEARNING FALL MEAN RIT SCORES BY GRADE LEVEL

Bold and **green** indicates a significant improvement and *Italics* and underlining indicates a significant decline for that group over the non-cohort group from the previous year.

	2020 Adv Learn Math	2021 Adv Learn Math	2022 Adv Learn Math	2020 Adv Learn Rdg	2021 Adv Learn Rdg	2022 Adv Learn Rdg	2020 Non Adv Learn Math	2021 Non Adv Learn Math	2022 Non Adv Learn Math	2020 Non Adv Learn Rdg	2021 Non Adv Learn Rdg	2022 Non Adv Learn Rdg
KG	*	*	*	*	*	*	*	*	*	*	*	*
1	190.5	192.7	196.3	187.9	187.0	187.9	167.9	170.8	169.4	164.5	163.9	162.8
2	204.9	202.0	204.2	201.7	203.9	203.6	184.1	185.0	184.8	177.3	177.9	175.5
3	214.7	215.2	214.9	212.6	211.4	212.4	195.6	197.5	197.4	191.2	192.5	191.1
4	224.3	227.7	227.0	220.2	222.0	220.2	205.2	207.8	208.7	201.8	203.7	203.8
5	235.9	239.8	241.3	226.8	226.7	228.9	216.1	217.5	218.0	210.7	211.6	211.8
6	246.7	246.2	250.0	234.4	233.2	233.6	222.5	225.1	225.2	218.2	217.5	217.6
7	253.7	253.8	254.6	238.4	237.2	237.2	230.7	229.6	231.7	223.2	221.3	222.5
8	261.4	259.4	261.8	*	241.3	217.0	238.4	233.9	235.5	214.7	223.0	212.8

SUMMARY OF RESULTS

Students who receive Advanced Learning services showed a significant average RIT score increases in Grades 1 in Math improving from **192.7** to **196.3 RIT points**. This is the second year in a row of increases among First Graders. There were several solid increases among Grades 2, 5, 6, 7, and 8 in Math. Advanced Learning students experienced RIT score increases in Reading for Grades 1, 3, 5, and 6. Students identified as non-Advanced Learning improved in Grades 4-8 in Math and in Grades 4-7 in Reading. There were no RIT score increases or decreases considered to be statistically significant. Most students do not take the Reading NWEA Test in Eighth Grade.

For Advanced Learning students, the average Math RIT score for a Fifth grader is **241.3 RIT points**, which is *Beyond the Twelfth Grade* level nationally. In addition, for Reading, the average Fifth Grade Advanced Learning student scored *Beyond the Twelfth Grade* level nationally, with an average RIT score of **228.9 points**. Overall, the average Advanced Learning student performed well beyond grade level, even during a time when students are still rebounding from the disruption the pandemic had on student learning.

GENDER FALL MEAN RIT COMPARISON FOR MATH AND READING

	2020 Math Males	2021 Math Males	2022 Math Males	2020 Math Females	2021 Math Females	2022 Math Females
KG	153.1	152.1	150.4	151.7	152.0	149.0
1	169.2	174.2	171.5	168.0	169.8	169.9
2	187.1	188.0	189.9	185.5	186.0	185.7
3	200.4	201.9	201.6	197.1	198.9	198.9
4	211.0	212.7	213.4	206.9	209.4	210.9
5	222.0	224.1	224.3	218.9	219.8	220.6
6	230.4	230.5	231.2	226.5	228.4	229.3
7	239.6	237.0	237.6	233.6	233.6	235.4
8	244.2	242.8	242.7	242.6	237.6	240.7
	2020 Rdg Males	2021 Rdg Males	2022 Rdg Males	2020 Rdg Females	2021 Rdg Females	2022 Rdg Females
KG	147.6	144.5	144.3	149.3	147.6	145.3
1	164.6	165.6	163.1	165.9	164.9	165.3
2	179.5	181.1	181.1	181.4	181.9	179.5
3	193.6	194.0	193.6	195.8	197.1	195.2
4	204.9	205.4	205.5	206.2	208.0	208.3
5	213.2	214.1	213.7	215.4	215.6	216.4
6	221.9	219.6	219.5	222.8	221.8	222.3
7	227.6	224.1	224.7	226.7	226.0	226.5
8	214.0	226.3	214.1	216.4	228.3	211.4

*35 males and 31 females in 8th grade took the Reading NWEA in Fall 2022

SUMMARY OF RESULTS

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

In Reading, the Male Kindergarten to First Grade cohort saw **18.6 RIT points** growth in 2022 compared to **21.1 RIT points** growth in 2021, which fell short of Fall-to-Fall growth norms by **1.9 RIT points**. For Females this Fall, the Kindergarten to First Grade cohort grew **17.7 RIT points** compared to **18.1 RIT points** in 2020 with expected growth being **20.5 RIT points**. Most cohorts made expected Fall-to-Fall growth, apart from the Kindergarten to First Grade cohorts. However, this cohort fell slightly behind the K-1 cohort from a year ago among both student groups.

Growth norms for Kindergarten decreased in 2020 compared to the 2015 norms by 3-5 RIT points. In a typical year, this cohort would be likely expected to meet the new targets.

ETHNICITY FALL MEAN RIT COMPARISON - READING

Bold and **green** indicates a significant improvement and *Italics* and underlining indicates a significant decline for that group over the non-cohort group from the previous year. (*=Fewer than 10 Students per Grade Level)

	2021 Asian	2022 Asian	2021 African-American	2022 African-American	2021 Hispanic	2022 Hispanic	2021 Caucasian	2022 Caucasian
KG	154.4	<u>151.3</u>	144.3	<u>139.8</u>	143.6	<u>140.8</u>	145.5	<u>144.3</u>
1	171.0	<u>168.1</u>	156.4	156.8	161.6	<u>161.1</u>	165.1	<u>164.5</u>
2	190.5	<u>188.5</u>	178.9	<u>177.3</u>	184.8	187.1	180.2	<u>179.2</u>
3	202.8	203.1	191.0	<u>185.2</u>	189.8	193.5	195.4	<u>193.9</u>
4	211.9	212.3	194.5	203.0	202.5	<u>201.8</u>	206.8	<u>206.8</u>
5	217.9	221.0	204.5	<u>200.6</u>	208.3	211.6	215.0	215.2
6	227.0	<u>223.9</u>	210.1	212.2	215.0	<u>213.2</u>	220.7	221.2
7	228.4	231.9	210.8	214.3	221.3	<u>218.4</u>	225.8	<u>225.7</u>
8	234.5	<u>221.8</u>	212.5	<u>205.2</u>	222.6	<u>211.6</u>	227.4	<u>213.2</u>

*1 Asian/7 Black/6 Hispanic/50 Caucasian students took the NWEA Reading in Fall 2019 for Grade 8

*3 Asian/9 Black/6 Hispanic/51 Caucasian students took the NWEA Reading in Fall 2020 for Grade 8

*47 Asian/18 Black/19 Hispanic/369 Caucasian students took the NWEA Reading in Fall 2021 for Grade 8

*4 Asian/6 Black/7 Hispanic/49 Caucasian students took the NWEA Reading in Fall 2022 for Grade 8

SUMMARY OF RESULTS

When viewing results that contain lower numbers of students among student groups, it is important to understand that results can fluctuate from year to year. More importantly, the data explain more about student performance when focusing on cohort growth. Last year, among the African American student population, except for the Kindergarten to First Grade and Second to Third Grade cohorts, all students met the NWEA Fall-to-Fall national norm targets for Reading. In addition, compared to their same grade counterparts, African American students surpassed average RIT scores from 20201 among the following grade levels: 1, 4, 6, and 7. There were large increases among Grades 4 and 7 with decreases among Grades 3 and 5. Due to the small number of students, it important to focus on the individual student data.

Among the Hispanic student population, most cohorts surpassed Fall-to-Fall National norm targets with the exception of the K-1, 2-3, and 6-7 cohorts. This year and last year, four cohorts met the targets, and two years ago, five cohorts surpassed the NWEA Fall-to-Fall National norm targets. Three grade levels surpassed their same grade counterparts from a year ago and those were Grades 2, 3, and 5. There were solid increases and no significant decreases among this student group.

NATIONAL AND MINNETONKA ETHNICITY FALL MEAN RIT COMPARISON - READING

Bold and **green** indicates a significantly higher Minnetonka result compared to the National Norm for that subgroup and *Italics* and underlining indicates a significantly lower Minnetonka result compared to the National Norm for that subgroup. (*=Fewer than 10 Students per Grade Level)

	National Norms Asian	2022 Asian	National Norms African- American	2022 African- American	National Norms Hispanic	2022 Hispanic	National Norms Caucasian	2022 Caucasian
K	NWEA does not have Asian Norms	151.3	Norms begin GR 3	139.8	Norms begin GR 3	140.8	Norms begin GR 3	144.3
1		168.1		156.8		161.1		164.5
2		188.5		177.3		187.1		179.2
3		203.1	185.0	185.2	182.7	193.5	192.9	193.9
4		212.3	193.8	203.0	191.8	201.8	202.0	206.8
5		221.0	200.5	200.6	198.2	211.6	208.6	215.2
6		223.9	204.5	212.2	203.1	213.2	213.8	221.2
7		231.9	208.3	214.3	206.6	218.4	217.8	225.7
8		221.8	212.3	205.2	209.7	211.6	221.8	213.2

*4 Asian/6 Black/7 Hispanic/49 Caucasian students took the NWEA Reading in Fall 2022 for Grade 8.

SUMMARY OF RESULTS

With the new norms released, there were no updated norms available for the specific ethnic student groups. The norms displayed in the table above reflect norms from the 2011 NWEA Norms Study. In 2015 and 2020, with the new norms, the average RIT norms did not significantly change for all students, so it is reasonable to utilize the 2011 national norms for ethnic student groups to make comparisons among Minnetonka students. Across almost all grade levels the Minnetonka means are mostly significantly higher in every ethnic student group when compared to the national norms. Students are making more gains from one year to the next, compared to their student group counterparts nationally. Compared to the national norms, students in all grades outperformed their peers on the Reading (CCSS) assessment.

Fifth Grade African American students performed at the *Middle of Fourth Grade* level compared to all students. Fifth Grade Hispanic students performed at the *Middle of Fifth Grade* level compared to all students. Typically, these student groups are performing at least a year below the NWEA national norms. Sixth Grade African American students are reaching the *Beginning of Sixth Grade* level compared to the national norms with Hispanic Sixth Graders reaching the *Middle of Sixth Grade* level for all students as well. Due to the small populations in these student groups, it will be important that more analysis of specific student performance be conducted to meet individual student needs.

ETHNICITY FALL MEAN RIT COMPARISON - MATH

Bold and **green** indicates a significant improvement and *Italics* and underlining indicates a significant decline for that group over the non-cohort group from the previous year. (*=Fewer than 10 Students per Grade Level)

	2021 Asian	2022 Asian	2021 African American	2022 African American	2021 Hispanic	2022 Hispanic	2021 Caucasian	2022 Caucasian
KG	161.5	157.7	146.5	147.5	150.2	<i>146.6</i>	151.8	<i>149.4</i>
1	180.4	177.3	160.2	162.6	168.9	<i>167.1</i>	171.9	<i>170.9</i>
2	196.0	197.0	179.9	181.8	186.1	<i>183.9</i>	186.4	187.4
3	207.1	209.0	193.6	<i>188.5</i>	195.3	199.1	200.3	<i>199.8</i>
4	221.5	220.6	199.2	206.0	206.2	206.9	210.6	211.9
5	231.6	233.4	209.4	<i>203.1</i>	210.9	218.5	221.8	222.3
6	241.8	239.7	213.1	216.6	221.1	<i>220.6</i>	229.1	230.1
7	245.0	250.1	214.8	223.3	228.4	<i>225.6</i>	236.0	236.2
8	254.4	252.9	222.5	<i>221.9</i>	229.1	234.4	240.3	242.3

SUMMARY OF RESULTS

Results in Math on the Fall 2022 NWEA were strong. African American students surpassed their same grade counterparts in **6 of 9** areas, and Hispanic students out-paced their counterparts in **4 of 9** areas. Among African American students, Fourth Graders made statistically significant gains, improving from **199.2 to 206.0 RIT points**. Fifth and Eighth Grade Hispanic students made statistically significant gains compared to their same grade counterparts from a year ago as well.

Among the African American student population, the following three cohorts surpassed the NWEA Fall-to-Fall national norm targets in Math: Grades **1 to 2**, **2 to 3**, **3 to 4**, and **5 to 6**. Last year, four cohorts surpassed the NWEA Fall-to-Fall National norm targets as well.

Among the Hispanic student population, three cohorts surpassed Fall-to-Fall National norm targets. Those cohorts were Grades **1 to 2**, **3 to 4**, **4 to 5**, and **5 to 6**. Last year, three cohorts surpassed the Fall-to-Fall national targets, and two years ago, five cohorts surpassed the NWEA Fall-to-Fall National norm targets. It is encouraging to see that both African American and Hispanic student groups made positive gains from last Fall to this Fall and that most cohorts met the Fall-to-Fall targets, because last year many fell short.

NATIONAL AND MINNETONKA ETHNICITY FALL MEAN RIT COMPARISON - MATH

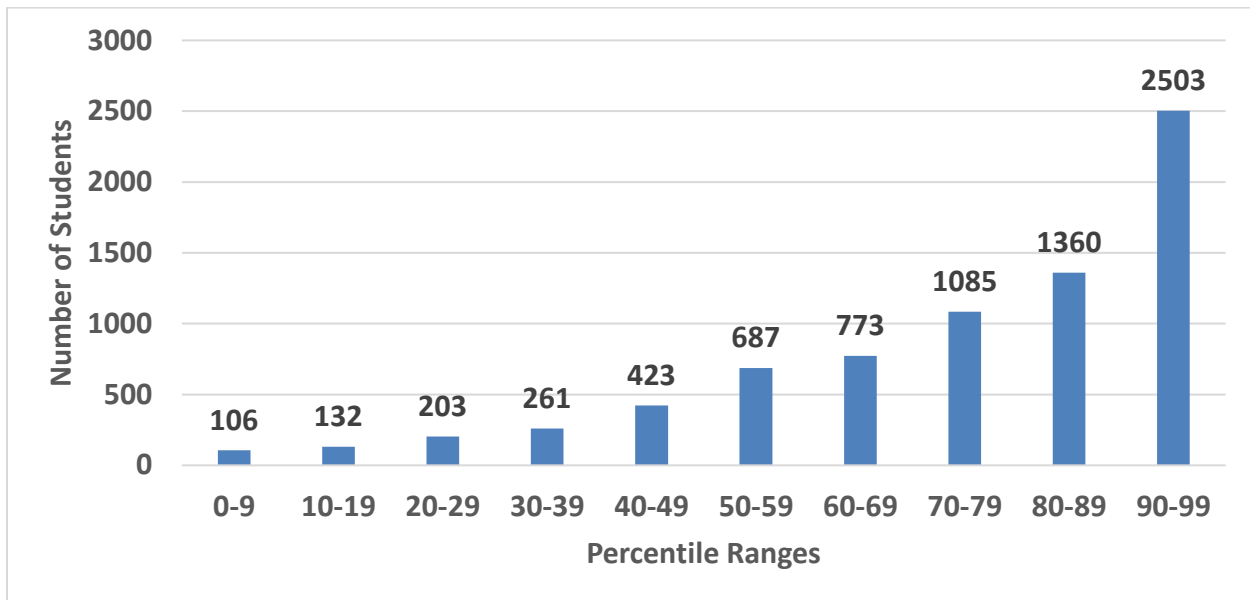
Bold and **green** indicates a significantly higher Minnetonka result compared to the National Norm for that subgroup and *Italics* and underlining indicates a significantly lower Minnetonka result compared to the National Norm for that subgroup. (*=Fewer than 10 Students per Grade Level)

	National Norms Asian	2022 Asian	National Norms African- American	2022 African- American	National Norms Hispanic	2022 Hispanic	National Norms Caucasian	2022 Caucasian
K	NWEA does not have Asian Norms	157.7	Norms begin GR 3	147.5	Norms begin GR 3	146.6	Norms begin GR 3	149.4
1		177.3		162.6		167.1		170.9
2		197.0		181.8		183.9		187.4
3		209.0	188.4	188.5	187.2	199.1	195.0	199.8
4		220.6	198.7	206.0	197.4	206.9	205.6	211.9
5		233.4	206.8	203.1	204.9	218.5	214.1	222.3
6		239.7	212.2	216.6	211.0	220.6	221.2	230.1
7		250.1	217.2	223.3	215.5	225.6	227.2	236.2
8		252.9	222.3	221.9	218.5	234.4	232.3	242.3

SUMMARY OF RESULTS

Minnetonka students in most grade levels outperformed their peers across the nation in Math by a significant margin in most cases, except for Grades 5 and 8 African American students. The Hispanic population out-performed the Caucasian population nationally among Grades 3, 4, 5 and 8 and significantly out-performed their peers nationally across most grade levels. The Fourth Grade African American population out-paced the Caucasian population nationally. The Asian population out-performed the Caucasian population nationally, with Sixth Graders reaching *Beyond the Twelfth Grade* level according to national targets. The numbers of students in these populations are small compared to Caucasian students, so it is very likely that results will fluctuate greatly from year to year either positively or negatively. Seventh Grade African American students are performing at the *Middle of Seventh Grade* level nationally regardless of ethnicity. In addition, by Seventh Grade, Hispanic students are performing at the *Beginning of Eighth Grade* level compared to the nation. Regardless of ethnicity, students receive differentiated instructional support designed to help them reach individual growth targets. It is important for us not to jump to conclusions based on positive or negative trends among populations with a small number of students, as it is most effective to monitor smaller student group performance over time.

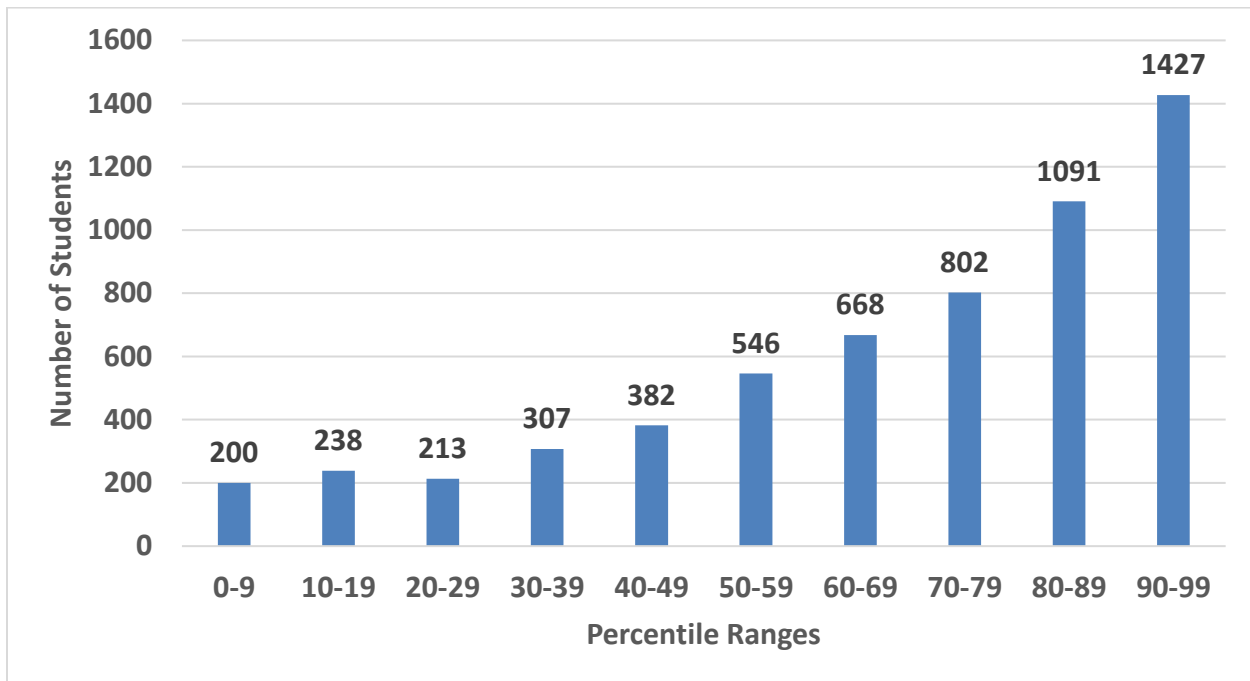
FALL MATH DECILE DISTRIBUTION FOR ALL STUDENTS



SUMMARY OF RESULTS

There were 7533 students who took an NWEA Math assessment this Fall compared to 7580 in 2021. 2503 students, or **33.2 percent**, reached the **90-99th percentile** in Math, which is down from **33.6 percent** in 2021 and up from **30.9 percent** in 2020. In addition, 1360 students, or **18.1 percent**, reached the **80-89th percentile**, which is up from last Fall's total of **17.4 percent** and **16.5 percent** in 2020. Last year, **9.8 percent** of students performed below the **40th percentile** compared to **9.3 percent** this year. A slightly higher percentage of students (**increase of 0.3 percent**) performed at the upper levels (**80-99 percentile**) of the NWEA Math assessment, and a slightly lower percentage (**0.5 percent lower**) performed at the lowest levels compared to 2021, which at **9.3 percent** is an all-time best. Students performed solidly compared to the nation and surpassed the expectations for student Math performance based on NWEA research regarding the impact of COVID on national math results. In addition, the supplemental curriculum materials and staff development has added an extra emphasis in this subject area among the elementary schools. Finally, quarterly math meetings, focusing on the alignment of curriculum to standards and an analysis of strand data, informed math instruction at the middle school level throughout the year. There were **702 students** who performed below the **40th percentile**, and those students may qualify to receive additional services beyond the classroom. Last year there were **742 students** who performed below the **40th percentile**. Currently, school staff have finalized the groups who need additional support and will begin providing the necessary targeted support in the coming days.

FALL READING DECILE DISTRIBUTION FOR ALL STUDENTS



SUMMARY OF RESULTS

There were 5874 students that took an NWEA Reading assessment this Fall compared to 6367 in 2021. 1427 students, or **24.3 percent**, reached the **90-99th percentile** in Reading, which is slightly lower than the **25.0 percent** the past two years. In addition, 1091 students reached the **80-89th percentile (18.6 percent)**, which is a **0.6 percent** increase compared to last Fall. **17.9 percent** reached this level in 2020. Last year, **15.3 percent** of students performed below the **40th percentile** compared to **16.3 percent** this year.

Overall, Reading results are strong, and the number of students performing below the **40th percentile** is 958 compared to 972 a year ago. The number performing in the highest ranges is 2518 compared to 2732 from a year ago. The wide range of student performance illustrates the need for differentiation in classrooms as most students are ready for above grade level coursework. The language arts standards require students to understand complex texts and employ critical reading strategies. At both the elementary and secondary level, the language arts curriculum review is currently underway to review existing curriculum and assessments. In addition, five years ago several teachers implemented new materials that were designed to meet the increased rigor of the new standards. Also, the use of the Leveled Literacy Intervention (LLI) helped to serve students who were performing slightly below the grade level standard, but not as low performing as students needing more intense support.

FALL NWEA MATH SUB-TEST SCORES FOR KINDERGARTEN THROUGH EIGHTH GRADES

Beginning in the Fall of 2016, the middle schools changed to the Math 6+ Test, dropping the End of Course Assessments taken in Algebra I, Algebra II, and Geometry. By taking the Math 6+ Assessments, teachers can utilize NWEA resources, such as the Learning Continuum, Student Profile, and Khan Academy to provide targeted support for students based upon their RIT scores.

The chart below illustrates middle school sub-test performance results from the Fall of 2017-2022 using the NWEA Math 6+ assessment.

	2017	2018	2019	2020	2021	2022
Algebra	240.9	240.0	239.8	236.3	235.6	236.2
Geometry and Measurement	241.2	240.6	239.0	235.8	234.0	235.2
Number Sense	241.9	241.6	240.2	236.1	235.3	236.5
Stats and Probability	242.8	242.5	240.5	237.4	235.2	236.8

- * Note: In Fall 2012, different assessments were administered at the elementary and middle schools for Reading and the middle schools for Math. Elementary and middle school students took the NWEA MAP Reading Common Core State Standards (CCSS) Assessment. NWEA changed to the common core assessment due to the MCA changing this year to the MCA III Reading. The MCA III Reading is aligned to the Common Core State Standards. (Grades K-1 have different sub-tests)

The Math tables listed below display the *Combined District RIT* for the grade levels taking the assessment, and below those results are each of the grade levels that took the assessment and the *District Mean RIT* for that grade level. The Primary Grades K-1 Test was offered for the first time in 2016. This assessment, also named MAP for Primary Grades, measures four strands and is consistent with the strands measured for Grades 2-8. In addition, middle school students have all taken the Math 6+ assessment as opposed to taking the End of Course Assessments. The Math 6+ assessments allow teachers to utilize the Learning Continuum resource. This resource provides specific information about skills to teachers to help them plan instruction based on student RIT scores. Teachers can target a student's instructional level and foresee what content students will learn beyond their instructional level. This tool allows teachers to differentiate instruction based on students' needs.

FALL MATH SUB-TEST SCORES FOR KINDERGARTEN THROUGH EIGHTH GRADES

Math For Primary Grades K-1		Combined RIT 2021	Combined RIT 2022
Number and Operation		162.2	159.9
Algebra		159.1	156.8
Geometry and Measurement		162.8	161.2
Data Analysis		162.8	160.2
	Number of Students	Math Mean RIT	Math Mean RIT
Kindergarten	893	152.0	149.7
Grade 1	780	172.1	170.7

Math Grades 2-5		Combined RIT 2021	Combined RIT 2022
Number and Operation		204.4	205.1
Algebra		204.7	205.5
Geometry and Measurement		205.9	206.5
Data Analysis		206.1	206.1
	Number of Students	Math Mean RIT	Math Mean RIT
Grade 2	801	187.0	187.9
Grade 3	822	200.4	200.2
Grade 4	866	211.1	212.1
Grade 5	811	222.1	222.4

Math Grades 6+		Combined RIT 2021	Combined RIT 2022
Algebra		235.5	236.2
Geometry and Measurement		234.0	235.2
Number Sense		235.2	236.5
Stats and Probability		235.1	236.8
	Number of Students	Math Mean RIT	Math Mean RIT
Grade 6	848	229.5	230.3
Grade 7	877	235.3	236.5
Grade 8	835	240.2	241.7

SUMMARY OF RESULTS

Math for Primary Grades K-1

For students in Kindergarten and First Grade taking the NWEA Math for Primary Grades Assessment, there was an increase in all strands with Algebra being the greatest area for growth. In 2020, there was a decrease in performance across all strands as well. In most years, either Data Analysis or Algebra are areas identified for growth, which is common for the primary grades. Kindergarteners this year fell slightly behind Kindergartners from a year ago, dropping from an average RIT score of **152.0** to **149.7**. All Kindergarten data from the NWEA Tests serve as a baseline, or starting point, for students as they begin the school year. In addition, after First Graders experienced a significant increase last year compared to First Graders from two years ago, increasing the average RIT score by **3.5 RIT points**, First Graders showed a **1.4 RIT point** drop compared to last Fall. Kindergarten students on average performed at the *Middle of Kindergarten* level nationally. First Graders performed at the *Middle of First Grade* nationally, which was the same level the last two years according to the 2020 norms. These levels are consistent with typical years; however, schools are strongly encouraged to focus on the strands that need attention based on NWEA Fall scores and classroom common assessment results.

Math Grades 2-5

On the NWEA Math 2-5 Assessment, students in Grades Two through Five showed a more typical performance compared to previous years prior to the impact of COVID. Among Grades 2-5, except for Grade 3, all grade levels saw improvement compared to their same grade counterparts from a year ago. This is encouraging news, as there is now further evidence of students rebounding from the impact of the pandemic. In addition, by Fifth Grade, with an average RIT score of **222.4**, students are reaching the *Middle of Seventh Grade* level in Math.

Math 6+

Students in Grades 6-8 took the Math 6+ test this year. Grades 6-8 experienced increases compared to their same grade counterparts from a year ago. Last year, Grades 7 and 8 saw decreases. According to the average RIT score performance in the table, Grade 6 students performed at the *Beginning of Tenth Grade* level, and Grade 7 and 8 students performed *Beyond the Twelfth Grade* level. Teachers will be able to use the Learning Continuum based on the Math 6+ results as a baseline to identify specific skills in which students need support. This tool allows staff to view data at a granular level to provide students to skills in which they will be assessed again in the Spring.

The Reading tables listed below display the *Combined District RIT* for the grade levels taking the assessment, and below those results are each of the grade levels that took the assessment and the *District Mean RIT* for that grade level. (Grades K-1 have different sub-tests; most students in Grade Eight do not take the Reading Assessment). Grades 2-5 transitioned to taking the Reading Common Core State Standards assessment in 2012. Grades K-1 began taking the Reading Common Core State Standards assessment four years ago. The K-1 assessment will help all staff provide support for students as they transition from the MAP Primary Grades Test to the MAP 2-5 Test.

FALL READING SUB-TEST SCORES FOR KINDERGARTEN THROUGH SEVENTH GRADES

Reading For Primary Grades K-1		Combined RIT 2021	Combined RIT 2022
Foundational Skills		152.8	151.1
Vocabulary		156.3	155.4
Literature and Informational Text		156.6	154.9
Language and Writing		152.4	150.8
	Number of students	Reading Mean RIT	Reading Mean RIT
Kindergarten	638	145.9	144.7
Grade 1	474	165.3	164.2

Reading Grades 2-5 Common Core (CCSS)		Combined RIT 2021	Combined RIT 2022
Informational Text		201.1	200.9
Literature		201.8	201.3
Foundational Skills and Vocabulary		201.7	201.6
	Number of students	Reading Mean RIT	Reading Mean RIT
Grade 2	500	181.5	180.4
Grade 3	815	195.6	194.4
Grade 4	864	206.7	206.9
Grade 5	804	214.8	215.1

Reading Grades 6+ Common Core (CCSS)		Combined RIT 2021	Combined RIT 2022
Informational Text		223.0	223.3
Literature		222.3	222.6
Foundational Skills and Vocabulary		223.2	223.8
	Number of students	Reading Mean RIT	Reading Mean RIT
Grade 6	844	220.7	220.8
Grade 7	869	225.0	225.6

SUMMARY OF RESULTS

Reading For Primary Grades K-1

On the Primary Grades Tests, as with last year, Kindergarteners and First Graders were out-paced by their same grade counterparts from a year ago on each of the four subtests. Teachers at each of the elementary schools studied their data, and it is recommended that the focus be in the areas of Foundational Skills along with Language and Writing.

Reading Grades 2-5 Common Core (CCSS)

Grades 2-5 performances saw increases on each of the four subtests. In addition, Grades 4 and 5 experienced an increase in average RIT score. Although each of the increases are not considered to be statistically significant, there is further evidence that students have rebounded from the impact of the pandemic and are trending toward typical performance levels. Second Graders are performing at the *Middle of Second Grade* level, Third Graders are reaching the *Middle of Third Grade* level, Fourth Graders are now at the *Middle of Fifth Grade* level, and Fifth Graders have reached the *Beginning of Seventh Grade* level. As students move through the Minnetonka academic program, there is evidence that growth begins to accelerate. After reviewing the data, most students should be focusing on *Informational Text*. In most years, the focus alternates between Literature and Informational Text, as the scores on the Reading Test are typically within close range of each other.

Reading Grades 6+ Common Core (CCSS)

Seventh Graders are performing *Beyond the Twelfth Grade* level in Reading and Sixth Graders are reaching the *Beginning of Tenth Grade* level. An area of growth among middle school students could be in *Literature*. *Literature* has been an area of growth the past two years.

RECOMMENDATIONS FOR ACTION

PREVIOUS FALL SCORES COMPARED TO CURRENT FALL SCORES

The NWEA Fall results are a snapshot in time of student performance, and the results should be used in conjunction with other formative assessments to make instructional decisions. Elementary and middle school staff used Oral Reading Fluency Assessments and Benchmarking Assessments to triangulate data to ensure ample data is used to help drive instruction. Utilizing the *Learning Continuum* (analysis software) information developed by NWEA, teachers will have tools to help them differentiate for their students. Also, teachers have access to their *Prolific One-Click Reports* to help provide deeper analysis of student performance and provide a predictor for MCA Reading and Math Test performance in the Spring. This will enable teachers to participate in differentiated professional development at their own pace or with their grade level teams. As shared

previously in this report, there is ample evidence that scores have rebounded this Fall, and in many areas, student performances are like previous years.

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

With an average RIT score of **187.0 (down from 199.5)**, Minnetonka Fifth Grade LEP students are performing on a beginning of the year Third Grade level compared to the national average of all students in Reading. By Sixth Grade, with an average RIT score of **201.4**, Minnetonka LEP students are performing as a middle of the year Fourth Grader in Reading as well, although it is important to note that there were only **9** LEP students tested in Reading in Grade 6 and 12 in Grade 5. There was a noticeable increase among Fourth Graders, increasing to **194.5**, which compares to the performance of a middle of the year Third Grader, according to national averages.

SPECIAL EDUCATION

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

First, Special Education students out-performed last year's counterparts in Math in **2 of 5** areas: Grades 4 and 6. In Reading, Special Education students surpassed their same grade counterparts in Grades 6, 7, and 8, compared to Grade 5 last year. Again, due to the lower number of students it is difficult to conclude if increases and decreases are statistically significant, however, there were no decreases that could be considered statistically significant, while last year there were two. In Reading, Grade 4 experienced a decrease from **191.9 RIT points to 191.7 RIT points**, and Fifth Graders dropped from **203.3 RIT points to 201.5 RIT points**. However, the Fifth Grade decrease marks a one year drop, while Fourth Graders experienced a decrease over the past two Fall testing sessions. In 2020, prior to the pandemic, Fourth Graders earned an average RIT score of **196.6 points** compared to earning an average of **191.7 RIT points** this year. By Fifth Grade, Special Education students are reaching the *Middle of Fourth Grade* level in Reading, and the *Beginning of Fifth Grade* level in Math. By Fifth Grade, Special Education students are performing at or above grade level compared to all students in Math and a half year behind all students nationally in Reading.

DISTRICT PERFORMANCE COMPARED TO NATION

Minnetonka students surpassed national expectations in Math and Reading, and the Fall performance should be a positive sign for students and staff. However, there is still work to be done this year to help students make expected gains by the Spring. With the

improvements made to the academic program prior to this Fall and continued improvements throughout the year, accompanied by consistent instructional delivery, Fall to Spring growth should be positively impacted.

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

IMMERSION

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

Overall, there were significant increases in Math average RIT scores among Chinese Immersion students in Grades 2, 4, and 8. In addition, there were no other significant increases or decreases in Math or Reading.

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

ADVANCED LEARNING/NAVIGATOR PROGRAMS

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

Lastly, since the implementation of the edSpring/Proliftic data mining system, teachers can view their students' data with an increased awareness. This system allows teachers to measure how their students are predicted to meet the state standards on the MCA tests when they are taken in Third through Eighth Grades. In addition to understanding if their students are on target, teachers can measure students accelerated growth beyond the NWEA national norms, which is beneficial for challenging students are not only

performing well below grade level but for students reaching the upper reaches of the NWEA RIT scale. Coupled with the Prolific and NWEA sites, teachers have access to a comprehensive school data profile that contains several years of trend data to track grade levels, programs, and strand level data for individual sites. This file should be used to view standardized assessment data over time, as intended. Lastly, the *Student Profile* offered by NWEA will help teachers set individual student goals with students to help involve students in the goal setting process.

GENDER

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

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

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

Most cohorts made expected Fall-to-Fall growth, apart from the Kindergarten to First Grade cohorts. However, this cohort fell slightly behind the K-1 cohort from a year ago among both student groups.

ETHNICITY

For Reading, African American students surpassed average RIT scores from 20201 among the following grade levels: 1, 4, 6, and 7. There were large increases among Grades 4 and 7 with decreases among Grades 3 and 5. Due to the small number of students, it important to focus on the individual student data.

Among the Hispanic student population, most cohorts surpassed Fall-to-Fall National norm targets except for the K-1, 2-3, and 6-7 cohorts. This year and last year, four cohorts met the targets, and two years ago, five cohorts surpassed the NWEA Fall-to-Fall National norm targets.

For Math, Among the African American student population, the following three cohorts surpassed the NWEA Fall-to-Fall national norm targets in Math: Grades **1 to 2**, **2 to 3**, **3 to 4**, and **5 to 6**. Last year, four cohorts surpassed the NWEA Fall-to-Fall National norm targets as well.

Among the Hispanic student population, three cohorts surpassed Fall-to-Fall National norm targets. Those cohorts were Grades **1 to 2**, **3 to 4**, **4 to 5**, and **5 to 6**. Last year, three cohorts surpassed the Fall-to-Fall national targets, and two years ago, five cohorts surpassed the NWEA Fall-to-Fall National norm targets. It is encouraging to see that both African American and Hispanic student groups made positive gains from last Fall to this Fall and that most cohorts met the Fall-to-Fall targets, because last year many fell short.

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

Teachers should use the Learning Continuum tool to help them plan with the new strands and sub strands within the strands as all the NWEA information embedded in the Prolific product.

OPEN ENROLLMENT

In **11** out of **18** areas for comparison, Open Enrolled students outperformed their Resident counterparts on the Fall 2022 NWEA Test compared to **13** out of **18** areas in 2020 and 2021 and **10** out of **18** areas in 2019. For several years, with no exception in 2022, in all cases for both Reading and Math, the differences between the two groups' performances is not considered to be statistically significant.

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

MATH

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

READING

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

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

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

LEARNING CONTINUUM

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

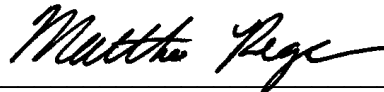
Multi-Tiered Systems of Supports (MTSS)

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

RECOMMENDATION/FUTURE DIRECTION:

The information provided in this report is designed to update the School Board on the results of the Fall 2022 administration of the NWEA 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 #2

Title: Istation Fall Update

Date: October 27, 2022

OVERVIEW

During the Fall of 2022, First and Second Grade Spanish Immersion students took the Istation's Indicators of Progress (ISIP) Test. This Winter, Kindergarten Spanish Immersion students will take the ISIP Test, and in the Spring, all K-2 Spanish Immersion students will take the test.

ISIP is a replacement for the DORA-Spanish Test that was administered to K-2 Spanish Immersion students through the Spring of 2016. Support for the DORA-Spanish by Let's Go Learn had increasingly diminished while the demand for useful data had increased by K-2 Spanish Immersion teachers. Understanding the need for early intervention, Minnewashta Spanish Immersion teachers piloted Istation's ISIP assessment and instructional resources program from February through May during the Spring of 2016 and found the software program to be superior to what was offered with the DORA-Spanish Test.

Istation offers a software tool used to assess students within the following areas: *Phonemic Awareness, Letter Knowledge, Decoding, Vocabulary, Spelling, Comprehension, and Fluency*. Istation software is a tool designed to target students participating in Immersion programs and is an adaptive assessment tool that allows students to demonstrate evidence of learning at high levels beyond their current grade level expectations. Results are used by teachers to provide specific instructional resources to help students receive the practice needed to improve within identified areas of growth and accelerate in their areas of strength. Throughout the school week, students are given the opportunity to engage in interactive practice activities that are at their level and aligned to their assessment performance. The Istation system allows teachers to formally assess students each month to monitor student progress on a regular basis in between Fall, Winter, and Spring benchmark assessments. In addition, there are instructional resources available to students within the program.

Aligned to the ISIP student assessment results, instructional resources in the Istation system are customized for individual students based on their benchmark assessment performance each season. In addition, teachers can administer monthly *On Demand Assessments* to track students' progress as they work through the instructional software. This system is not only supportive of early intervention strategies, but it also allows for

students who need to be challenged academically beyond their current levels of performance. Because there are three tiered levels, Minnetonka Spanish Immersion students have room to grow as they continue to strive toward the highest levels of the instructional and assessment program. Teachers will use the results to help plan for individual intervention with students depending on their performance. Student progress will be monitored on a regular basis, and some students will spend more time with the program each week depending on their needs. Istation staff recommend students spend 30-60 minutes per week in the supplemental instructional program depending on the needs of individual students. Students who need more intensive intervention will be assessed monthly with the Istation *On Demand Assessments*, as this is a form of progress monitoring for students who may be struggling with the language. It is important to note that the decrease in student performance is most likely due to the disruption to instruction during the COVID-19 pandemic. However, First and Second Grade student performance has rebounded in key areas such as Comprehension, Vocabulary, and Text Fluency. There is overall evidence of improvement as the school experience begins to be more typical than recent years. All data should be viewed cautiously, and growth will be monitored throughout the school year and reported to the school board in the Spring.

There are important terminologies used in this report. Below is a glossary of terms and descriptions:

Definition of Terms

Terms	Descriptions
ISIP	Istation's Indicators of Progress
Ability Index	Three-digit score used to measure performance on each subtest. This score is used to determine the tier, percentile rank and grade equivalence.
Tier Levels	Three levels that indicate a student's language ability at the time of the test
Tier 1	At or above grade level based on ability index score
Tier 2	Moderately below grade level based on ability index score
Tier 3	Well below grade level based on ability index score
Percentile Rank	Indicates the relationship of a student's performance compared to national same grade level peers (ex. 91 st percentile = the student performed better than or equal to 91 percent of the students who took the test that month)

There are three levels or "Tiers" in which students are placed based on their ISIP "Ability Index" scores. The tiers range from Tier 1 (at or above grade level), Tier 2 (moderately below grade level), and Tier 3 (well below grade level). Students are placed into the different tiers based on their overall *Ability Index* for each of the subtests. The ability index score is a three-digit score, much like a RIT score from the NWEA test or the scale score from the MCAs. The ability index scores are totaled from each of the subtests to

equal an overall ability index, thus placing a student into a particular tier. As students are placed into tiers, the ability index scores are also used to calculate national percentile rank. For example, if a student is performing at the 85th percentile, then he is performing better than or equal to 85 percent of the students who took the test that month. In previous years, grade equivalency was calculated and included in teacher and parent reports. According to Istation, starting this year, the company will no longer include the grade level equivalency scores in their reports. According to the company literature, this update safeguards against any possible misreading or misunderstanding of information, and it ensures that teachers are equipped to make informative interventions and accurate placement decisions and provide differentiated instruction. This decision was made according to the latest educational research on this topic. Leading educational research cautions against and conveys concerns regarding the misuse of grade equivalents. According to Malbert Smith III, PhD, in his position paper “The Hippocratic Oath and Grade Equivalents”, organizations such as the American Educational Research Association (AERA), the American Psychological Association (APA), and the National Council for Measurement and Education (NCME) have documented misconceptions and misuse of grade equivalents. Istation’s reporting measures still include ability scores, percentile rankings, and tier levels to provide the very best snapshots of student growth.

The following sections of this report will show information regarding the ISIP scoring scale, highlights from the Fall, and District and school level results. Three years-worth of data are highlighted throughout the report.

Highlights from this year’s Fall assessment are listed below:

- First Graders in Minnetonka out-performed First Graders from a year ago on three of four subtests except for Written Communication according to average Ability Index scores
- Second Graders out-performed last year’s Second Graders in Vocabulary according to the average Ability Index score.
- Second Grade students surpassed the 50 percentile range in Written Communication and Text Fluency, indicating that most of our students are surpassing levels like those nationwide in this area
- District-wide, Second Graders experienced a two-year decrease in Tier 1 percentage in Phonics.
- District-wide Second Graders improved the percentage of students reaching the Tier 1 level in Text Fluency moving from **55.2 percent** to **89.0 percent**.
- District-wide, First Graders have improved their Tier 1 performance for the past two years in three of four areas.

Explanation of Sub-Tests

ISIP assessments include six sub-tests. For the purposes of gaining a better understanding of student tier level performance, the tier levels have been expanded to the tenths place rather than rounding to the nearest whole number. This will allow staff to understand how close their students performed in relation to each of the tiers. For example, in the District data and individual school level data tables, a tier level may be

reported as 1.4. Rather than round to the nearest whole number, the tenths place is used to show that the average tier performance was closer to Tier 1 than Tier 2. The national target levels listed in table below display the tiers as Tier 1, Tier 2, or Tier 3.

- **Reading Comprehension (CO):** Measures the ability to answer factual and inferential questions about a silently read story. If the assessment determines the student is not reading, he will not be asked reading comprehension questions. Reading comprehension will typically be a lower score than all other areas because it is the most complex skill.
- **Written Communication (WC):** Measures Spanish writing skills.
- **Vocabulary (VO):** measures Spanish vocabulary skills using grade level vocabulary words.
- **Phonemic and Phonological Awareness (PA):** Percent correct on Phonemic Awareness measures students' attention to discrete sounds within words. In the Spring, this subtest will be administered mostly to Kindergarten and First Grade students.
- **Listening Comprehension (LCO): For Kindergarten Only:** measures the ability to answer factual and inferential questions about a story read to them.
- **Text Fluency (TF): For Second Graders Only**

Description of Instructional Tiers (ISIP National Targets)

Subtest	First Grade			Second Grade		
	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
CO	<188	188-194	>194	<205	205-219	>219
WC	<166	166-181	>181	<197	197-203	>203
VO	<171	171-181	>181	<202	202-211	>211
PA	<191	191-200	>200	<217	217-229	>229
TF	-	-	-	<0	0-6	>6

Data Analysis: Fall 2020-2022 Grades 1 and 2 District ISIP Mean Ability Index, Tier Level, and Percentile

The bar charts below display the tier levels, and the goal is to have a higher percentage of students reaching Tier Level 1. As the tier levels increase in number (Levels 1, 2, or 3), the percentile decreases. The tier levels are based on the *Ability Index* score. Each subtest has a different ability index target. For Second Grade, Although Comprehension has a higher ability index score, students showed a stronger performance in Written Communication and Text Fluency compared to their national peers according to the percentile scores. In addition, based on the ability index and percentile scores, First Graders in Minnetonka out-performed First Graders from a year ago on three of four subtests. The only exception was in Written Communication.

According to the table above, national targets indicate that students need a 194 ability index score to reach Tier 1 for Comprehension, while they need a lower ability index of 181 in Written Communication and Vocabulary to reach Tier 1 according to Istation's National Norms. Again, Tier 1 is the most desirable tier to achieve. According to the

table below, Vocabulary is the strongest area of performance according to First Grade percentiles with Comprehension showing a slight increase from **42.2 percent** to **44.7 percent**. The bar charts below show an increase in each area with the greatest improvement in Comprehension, moving from **45.0 percent** to **51.2 percent** reaching the Tier 1 level. Two years ago, the Tier 1 percentage was **49.1**, so Comprehension performance among First Graders district-wide is trending upward. Again, it is difficult to fully understand the impact that COVID has had on the reading performance of Novice-level Spanish Immersion students, however, it is clear to see a rebound in student performance. Other than Comprehension, there was an increase in the percentage of students performing within the Tier 1 range on all four subtests, with the most significant increase in Comprehension and two years in a row of improvement on three of four subtests.

Second Grade students are also assessed in *Text Fluency* as indicated in the table below. According to the results, Second Graders out-paced Second Graders from 2021 in one of five areas. In Phonics, listed in the bar charts below, Second Graders experienced a two-year decrease in Tier 1 percentage with **54.1 percent** of students reaching this level in 2020, compared to **50.0 percent** in 2022. Last year, Second Graders eclipsed the 50 percent mark in Tier 1 on four of five subtests, and this Fall, once again, Grade 2 students surpassed the 50 percent mark on four of the five subtests. Again, the national norms are based on a combination of students who are both native and non-native speakers, and the impact the past several months has had on language learning is evident with the results this Fall.

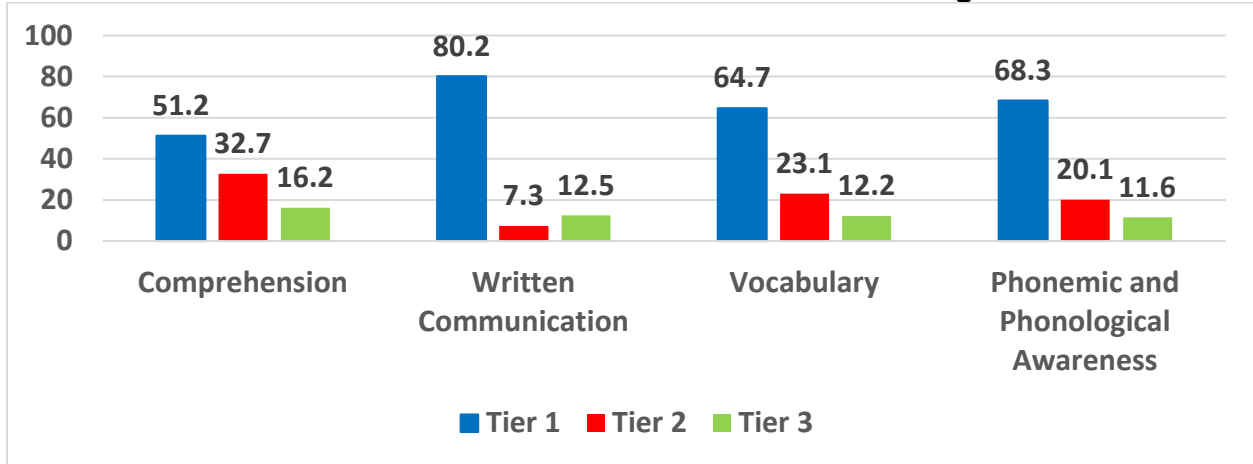
In a typical year, Fall results can be somewhat unpredictable, because Immersion students do not consistently practice the language throughout the Summer, and taking the test within the first two weeks of returning to school can result in unpredictable test performance. It will be important that students continue to work in the Istation system on a regularly scheduled basis throughout the year, and with consistent exposure to the system with regular monthly assessments, Spring scores should be positively impacted.

Fall 2020-2022 Grade 1 District ISIP Mean Ability Index, Tier Level, and Percentile

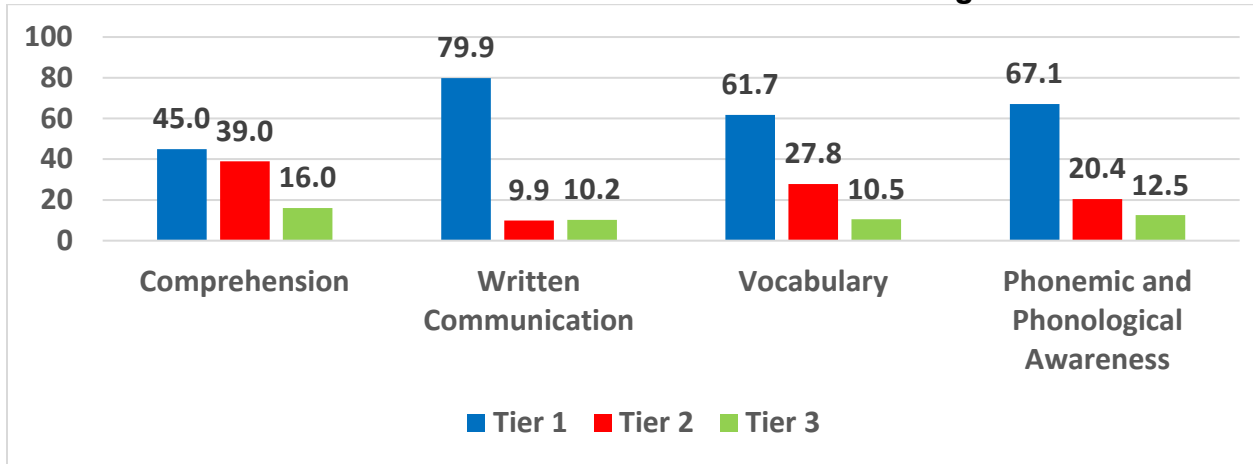
N=303

Fall 2022 Subtest	Ability Index	Percentile
Comprehension	195.6	44.7
Written Communication	189.4	53.3
Vocabulary	188.3	55.5
Phonemic and Phonological Awareness	204.8	53.2
Fall 2021 Subtest	Ability Index	Percentile
Comprehension	194.2	42.2
Written Communication	190.3	54.1
Vocabulary	186.9	52.5
Phonemic and Phonological Awareness	204.0	51.9
Fall 2020 Subtest	Ability Index	Percentile
Comprehension	218.9	44.5
Written Communication	186.5	49.3
Vocabulary	185.4	50.3
Phonemic and Phonological Awareness	199.5	42.9

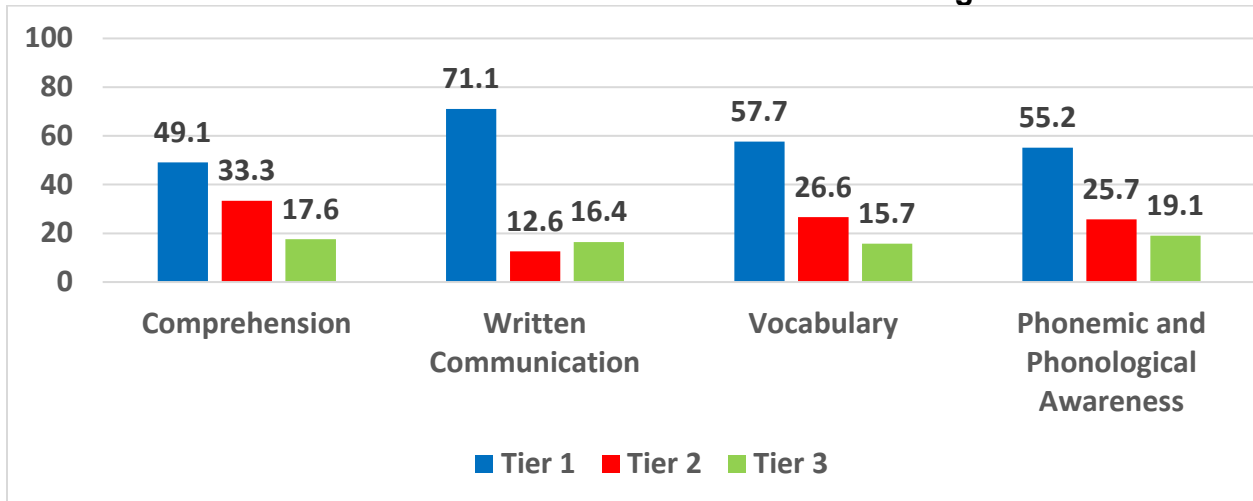
Fall 2022 District Grade 1 Tier Level Percentage



Fall 2021 District Grade 1 Tier Level Percentage



Fall 2020 District Grade 1 Tier Level Percentage

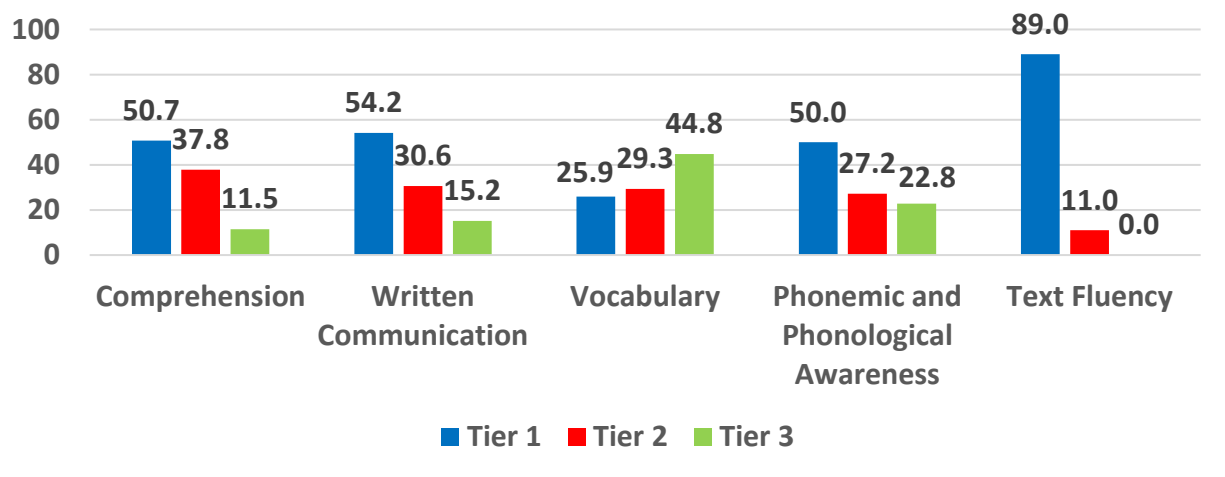


Fall 2020-2022 Grade 2 District ISIP Mean Ability Index, Tier Level, and Percentile

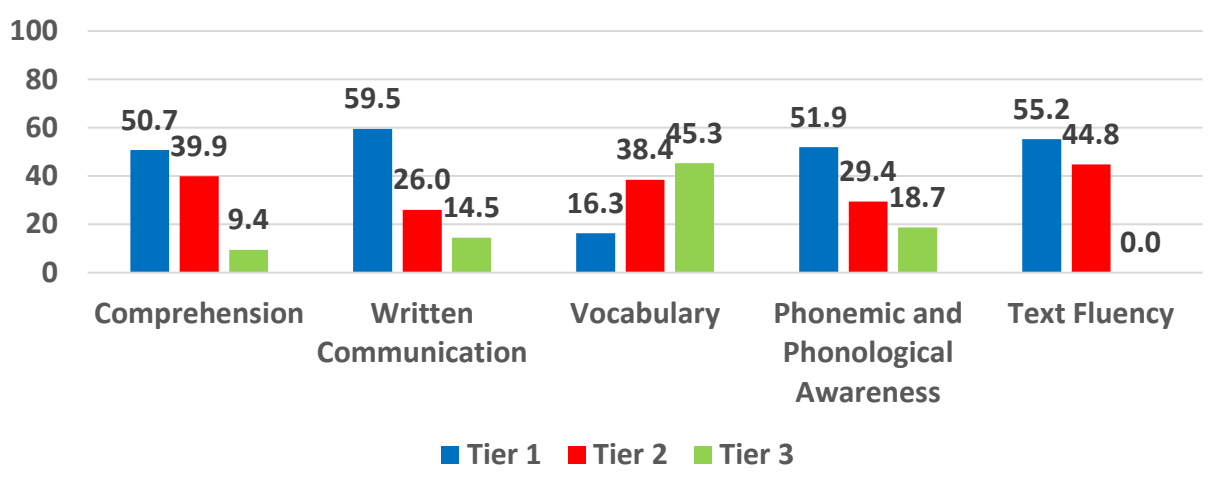
N=298

Fall 2022 Subtest	Ability Index	Percentile
Comprehension	221.4	45.6
Written Communication	208.3	56.8
Vocabulary	206.2	32.8
Phonemic and Phonological Awareness	228.6	44.0
Text Fluency	7.4	54.3
Fall 2021 Subtest	Ability Index	Percentile
Comprehension	221.6	45.8
Written Communication	209.0	58.9
Vocabulary	204.0	28.3
Phonemic and Phonological Awareness	229.8	45.7
Text Fluency	8.0	63.6
Fall 2020 Subtest	Ability Index	Percentile
Comprehension	205.4	42.6
Written Communication	208.6	57.4
Vocabulary	207.2	34.0
Phonemic and Phonological Awareness	229.6	45.6
Text Fluency	9.2	66.7

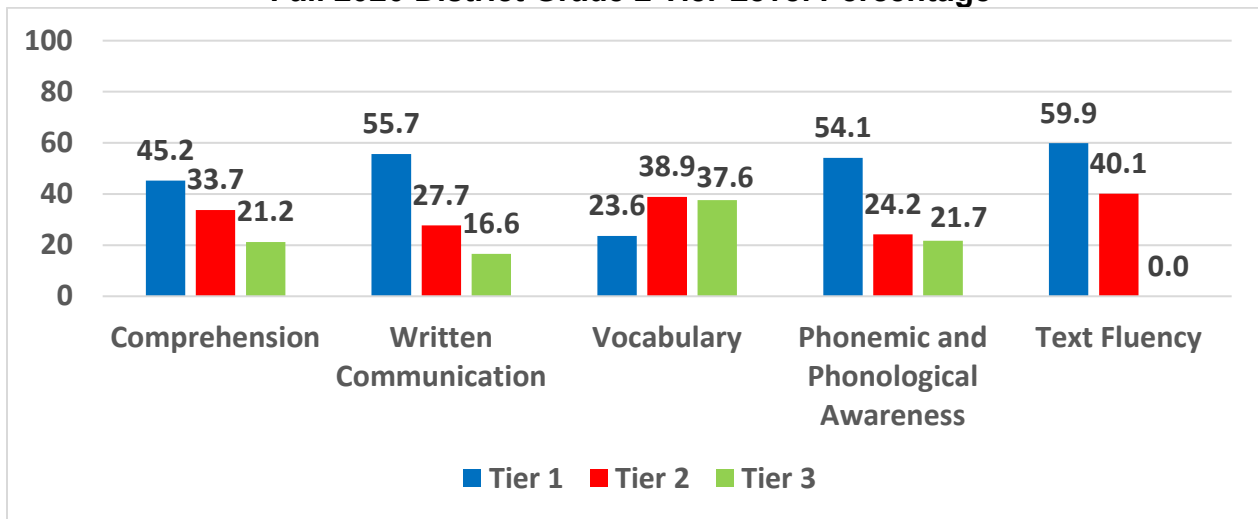
Fall 2022 District Grade 2 Tier Level Percentage



Fall 2021 District Grade 2 Tier Level Percentage



Fall 2020 District Grade 2 Tier Level Percentage



District Cohort Data Summary

The Grade 1 to Grade 2 District cohort data reveals that there some key increases at Groveland and Minnewashta in Comprehension and Written Communication, while there were significant percentile decreases across all schools in Vocabulary and Phonemic Awareness. Fall results are difficult to predict for Immersion students unable to access the language throughout the summer months. Using these results as baseline for the school year, Spring scores will be important to review to measure overall growth throughout the school year.

Recommendations: District Fall 2022 Grades 1 and 2

Although Fall results are considered baseline, the Fall administration of the ISIP Test in September is important, because the results allow Minnetonka Spanish Immersion staff to monitor student performance in key areas. Areas of focus for First Graders lie within Vocabulary and Comprehension and Vocabulary and Phonics among Second Graders.

District Fall Grade 1 2021 to Fall Grade 2 2022 Cohort by Percentile and Subtest

Sub-Test	Grade 1					Grade 2				
	CSE	DHE	GRV	MWA	DIST.	CSE	DHE	GRV	MWA	DIST.
CO	44.1	35.9	47.3	40.0	42.2	43.7	35.6	47.5	53.1	45.6
WC	54.2	52.6	57.5	51.8	54.1	61.7	44.1	60.8	57.3	56.8
VO	53.4	51.6	51.3	53.6	52.5	33.0	27.4	31.0	38.2	44.0
PA	54.8	45.1	55.3	51.0	51.9	40.4	34.6	51.8	47.7	32.8

Data Analysis: Fall 2020-2022 Grades 1 and 2 Clear Springs ISIP Mean Ability Index, Tier Level, and Percentile

According to First Grade results in the charts below, Tier 1 percentages for Clear Springs' First Graders increased in three of four areas, except for Vocabulary. In addition, Written Communication and Phonics Tier 1 percentages have experienced a two increase. Two years ago, the Tier 1 percentage for Comprehension was **52.1 percent**, and in 2021 the percentage was **48.2 percent**. There was a 20.1 percent increase at the Tier 1 level for Comprehension this Fall for First Graders. It is recommended that staff review the reports for all the areas more closely in the Istation system to learn how to support students.

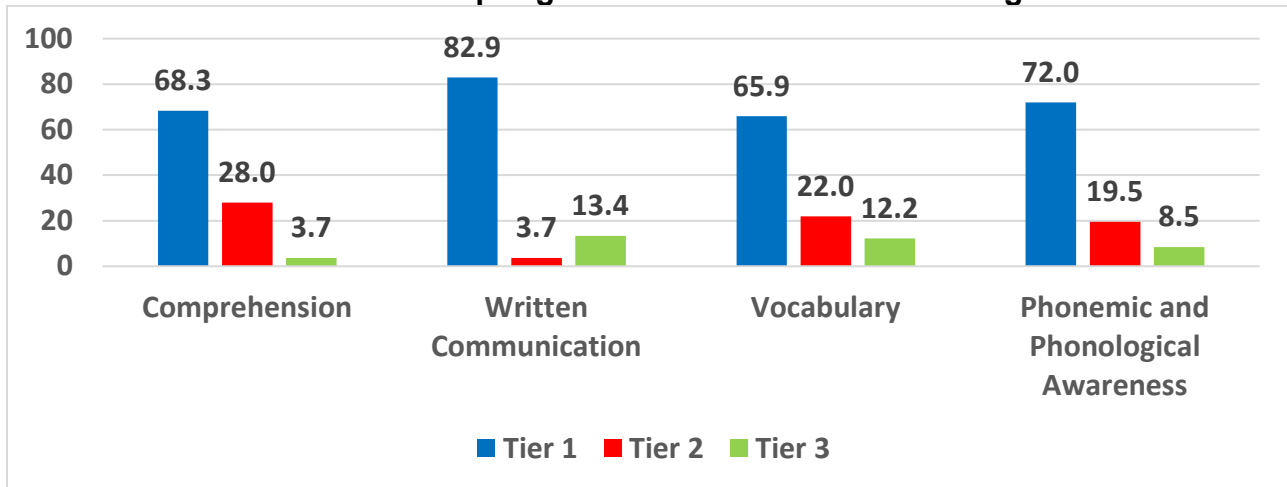
In the table below, Grade Two results for Clear Springs show increased percentile levels in three of five areas in four of five areas. Tier 1 percentages increased in three of five areas as well. Written Communication has experienced a two-year increase while Phonics has seen a two-year decrease. Typically, students in the Fall would experience decreases in Vocabulary and Comprehension due to the time off from school in the Summer. There is encouraging news among Second Graders at Clear Springs, and it is recommended that there be a focus in Phonics based on the Fall results.

Fall 2020-2022 Grade 1 Clear Springs ISIP Mean Ability Index, Tier Level, and Percentile

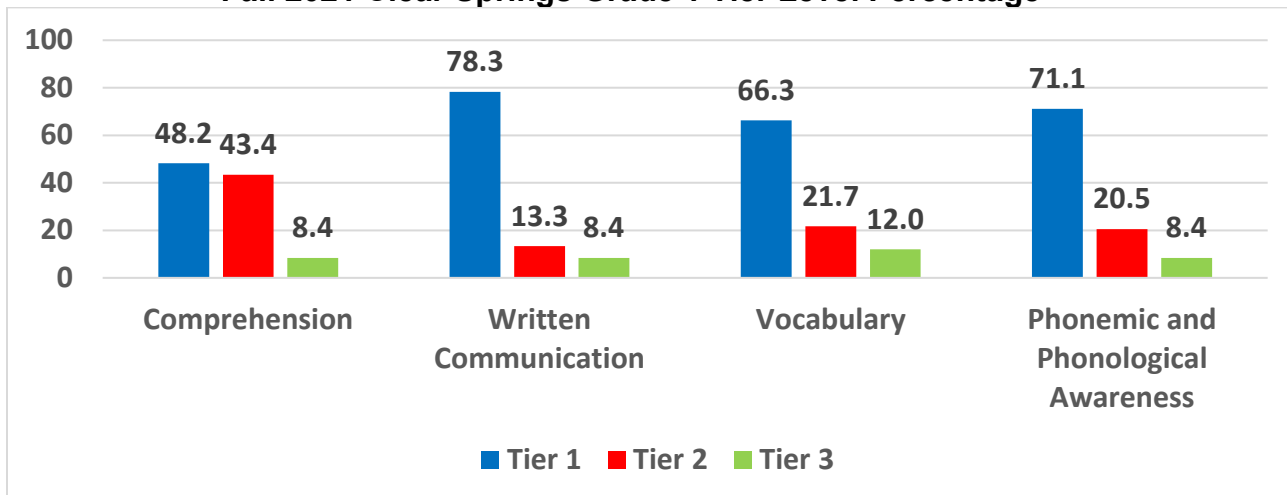
N=82

Fall 2022Subtest	Ability Index	Percentile
Comprehension	199.6	52.3
Written Communication	190.8	55.0
Vocabulary	188.8	56.1
Phonemic and Phonological Awareness	207.5	58.1
Fall 2021 Subtest	Ability Index	Percentile
Comprehension	195.1	44.1
Written Communication	190.5	54.2
Vocabulary	187.3	53.4
Phonemic and Phonological Awareness	205.6	54.8
Fall 2020 Subtest	Ability Index	Percentile
Comprehension	220.4	46.8
Written Communication	189.6	52.7
Vocabulary	184.8	49.7
Phonemic and Phonological Awareness	202.2	48.3

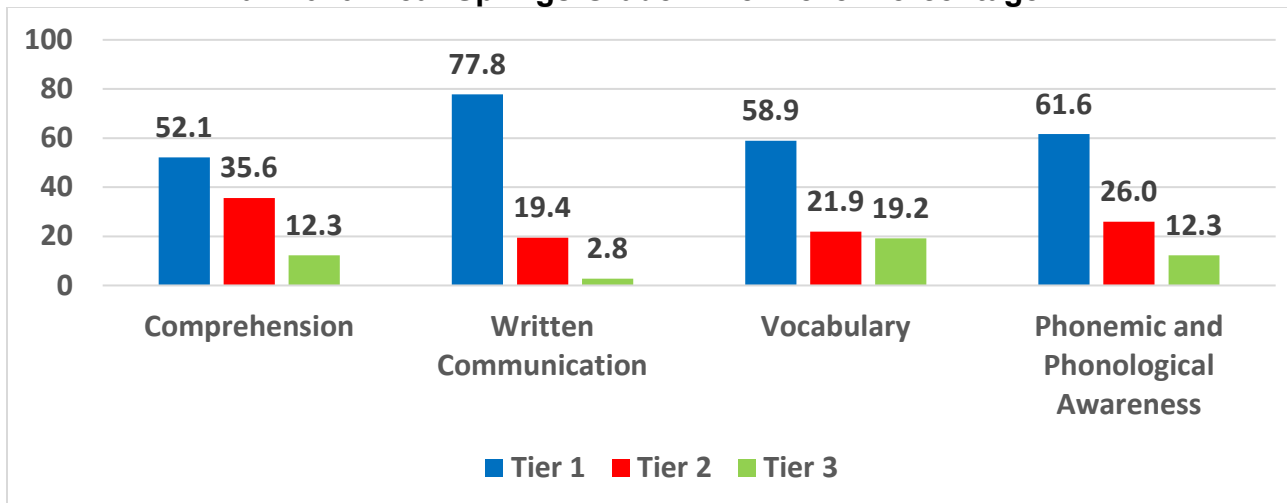
Fall 2022 Clear Springs Grade 1 Tier Level Percentage



Fall 2021 Clear Springs Grade 1 Tier Level Percentage



Fall 2020 Clear Springs Grade 1 Tier Level Percentage

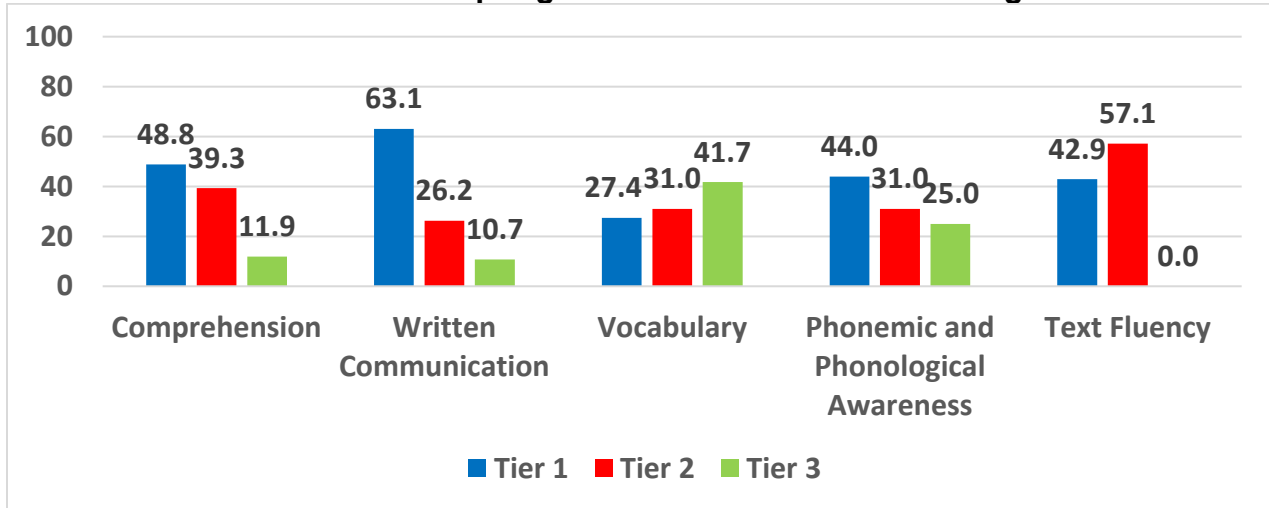


Fall 2020-2022 Grade 2 Clear Springs ISIP Mean Ability Index, Tier Level, and Percentile

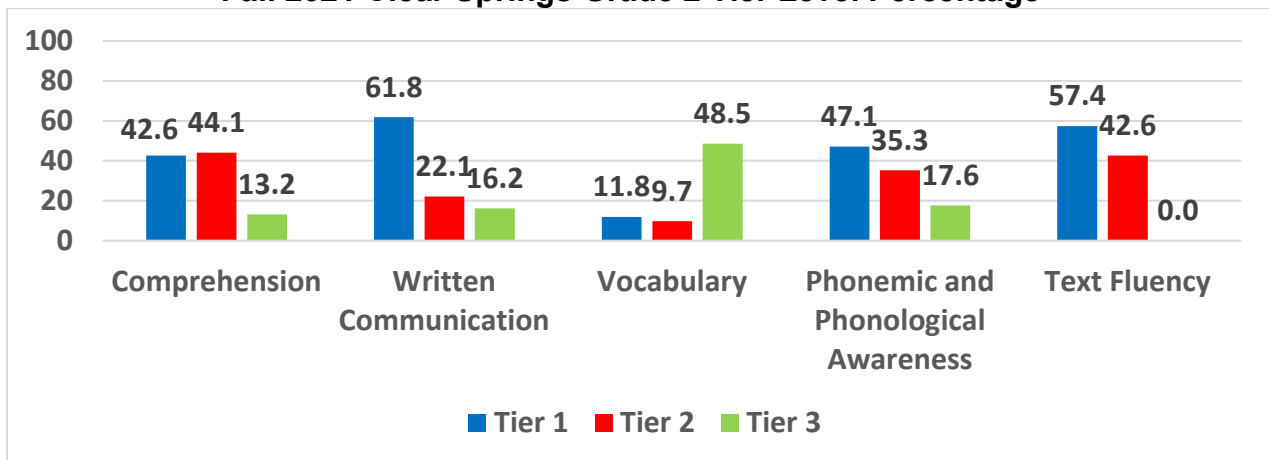
N=84

Fall 2022 Subtest	Ability Index	Percentile
Comprehension	220.1	43.7
Written Communication	210.1	61.7
Vocabulary	205.7	33.0
Phonemic and Phonological Awareness	226.6	40.4
Text Fluency	7.7	64.4
Fall 2021 Subtest	Ability Index	Percentile
Comprehension	219.1	41.8
Written Communication	209.8	61.0
Vocabulary	202.8	25.6
Phonemic and Phonological Awareness	229.9	46.0
Text Fluency	7.8	65.9
Fall 2020 Subtest	Ability Index	Percentile
Comprehension	205.3	40.7
Written Communication	207.5	55.7
Vocabulary	207.7	34.9
Phonemic and Phonological Awareness	229	44.0
Text Fluency	7.7	64.4

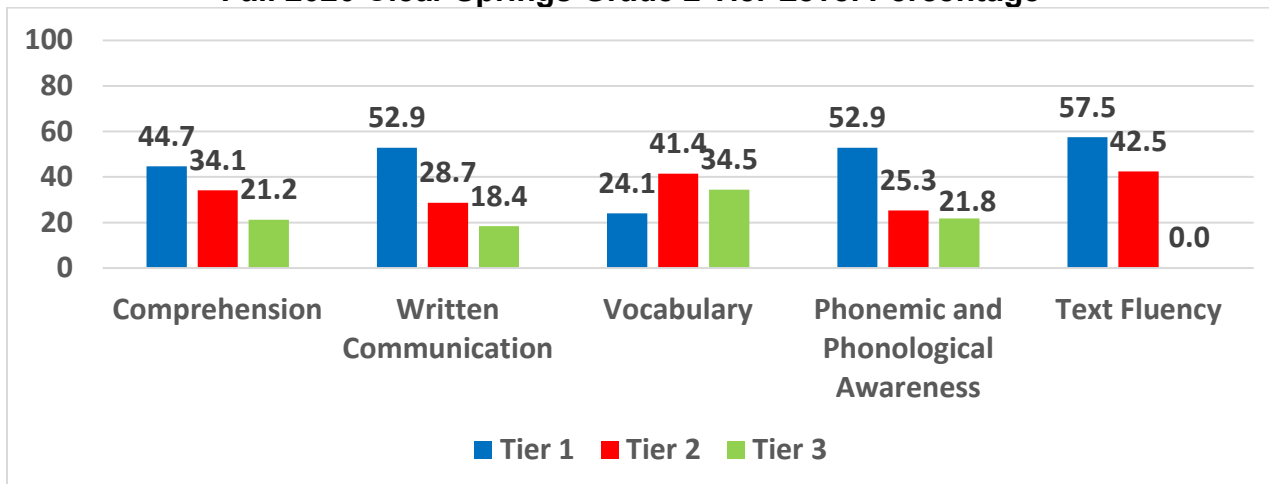
Fall 2022 Clear Springs Grade 2 Tier Level Percentage



Fall 2021 Clear Springs Grade 2 Tier Level Percentage



Fall 2020 Clear Springs Grade 2 Tier Level Percentage



Clear Springs Cohort Data Summary

When analyzing cohort data, First Graders from last year saw increased percentile results as Second Graders this Fall on one of four subtests, which is the same as the past three years. The Written Communication percentile for this cohort increased from **54.2 percent** to **61.7 percent**, with Vocabulary and Comprehension experiencing significant drops, mirroring the District performance. Although the First to Second Grade cohort are the only cohort data available, it is important to note the decreased cohort performance for the current group of Second Graders. In addition, viewing these data in conjunction with non-cohort results over time are important to understand how Spanish Immersion students return to school in the Fall. Although much of the Fall results are out of the control of the classroom teacher, the response to the data is important in helping students continue to grow. As the grade level increases, the ability index targets also increase making it increasingly more difficult for students to reach the upper tiers without consistent practice within the ISIP system.

Recommendations: Clear Springs Fall 2022 Grades 1 and 2

It would be beneficial for First and Second Grade teachers to analyze student performance in Vocabulary and Phonics. These areas saw a drop in performance for the previous cohorts as well. They can compare performance on the ISIP Test with fluency results from the FAST system where students are benchmarked in the Fall, Winter, and Spring on their fluency skills. In addition, teachers can review student performance by each item on the ISIP test to collaborate on student performances across classrooms. Item analysis such as this can be beneficial in learning if students are missing similar types of questions. Lastly, for students who need it most, they may be given the opportunity to take their iPad home for extra practice on a limited basis.

Clear Springs Fall Grade 1 2021 to Fall Grade 2 2022 Cohort by Percentile and Subtest

Sub-Test	Grade 1					Grade 2				
	CSE	DHE	GRV	MWA	DIST.	CSE	DHE	GRV	MWA	DIST.
CO	44.1	35.9	47.3	40.0	42.2	43.7	35.6	47.5	53.1	45.6
WC	54.2	52.6	57.5	51.8	54.1	61.7	44.1	60.8	57.3	56.8
VO	53.4	51.6	51.3	53.6	52.5	33.0	27.4	31.0	38.2	44.0
PA	54.8	45.1	55.3	51.0	51.9	40.4	34.6	51.8	47.7	32.8

Data Analysis: Fall 2020-2022 Grades 1 and 2 Deephaven ISIP Mean Ability Index, Tier Level, and Percentile

According to the table below, Deephaven students experienced an increase on two of four subtests with regards to the *Ability Index Scores* and *Percentiles*. Deephaven First Graders have rebounded over the past two years, eclipsing the 50 percentile on two of four subtests for the second year in a row and in Written Communication for the second

straight year. The decreases in the Ability Index scores are not considered significant. Tier 1 results show a significant increase in Comprehension as well, with a shift from **31.7 percent** reaching this level to **43.1 percent**. Overall, First Graders reached the Tier 1 level at a higher rate compared to last year on three of four subtests.

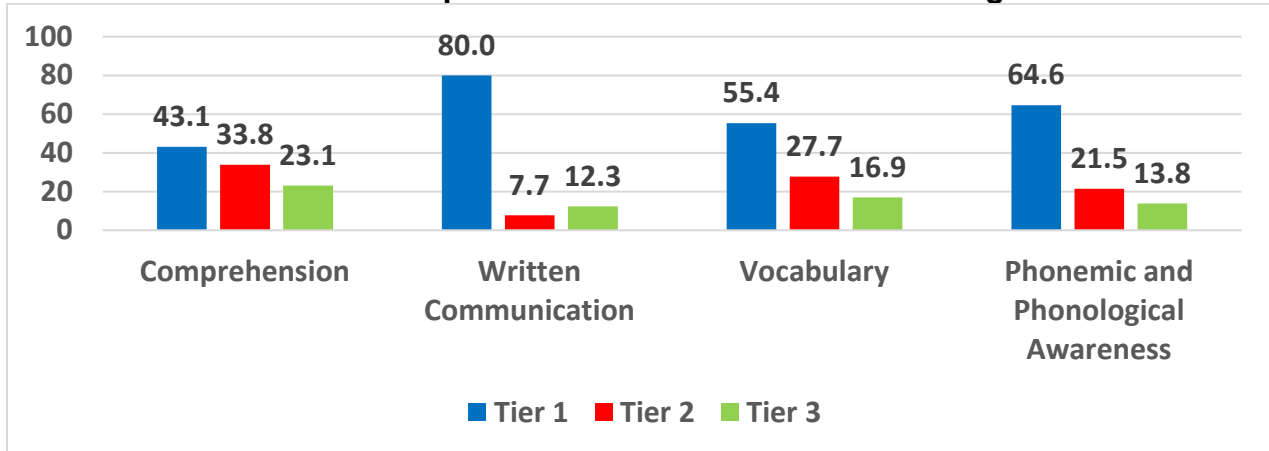
Deephaven Second Graders reached higher percentile levels in two of five areas with notable decreases in Comprehension and Phonics. Tier level results for Second Graders show there is work to be done this school year with significant percentage decreases compared to last Fall regarding Tier 1 performances. Again, Fall results in Istation are considered baseline, as the Summer break makes a significant impact on language retention for students. It will be important for teachers to use monthly On Demand assessments as a benchmark for students throughout the school year. These assessments help students invest in their learning and allow them to participate in supplemental learning activities at the appropriate language level to optimize growth throughout the school year.

Fall 2020-2022 Grade 1 Deephaven ISIP Mean Ability Index, Tier Level, and Percentile

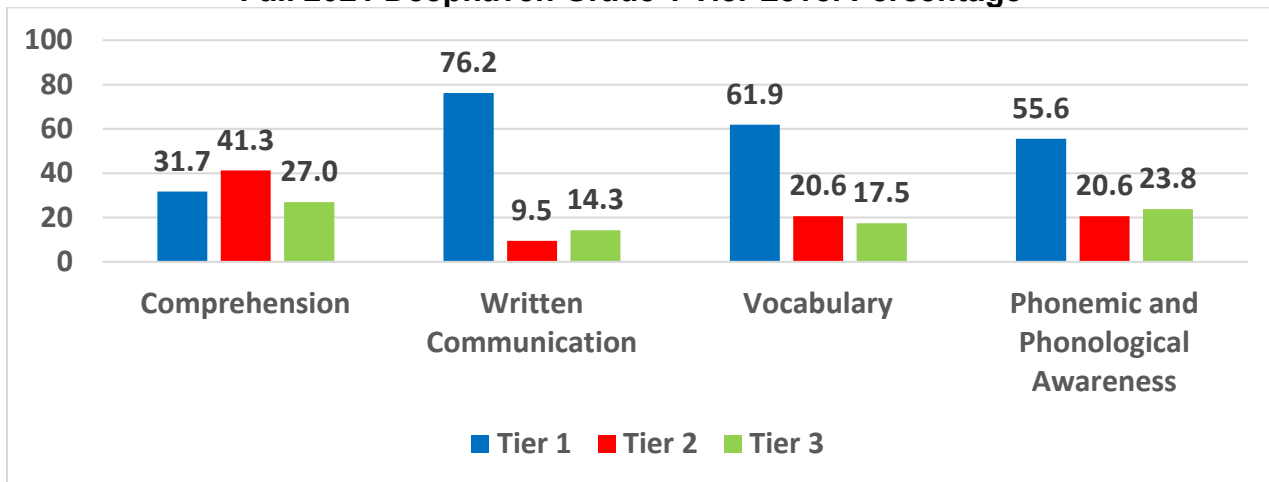
N=65

Fall 2022 Subtest	Ability Index	Percentile
Comprehension	192.9	39.9
Written Communication	188.0	51.3
Vocabulary	185.3	50.3
Phonemic and Phonological Awareness	202.9	49.8
Fall 2021 Subtest	Ability Index	Percentile
Comprehension	190.8	35.9
Written Communication	188.9	52.6
Vocabulary	186.1	51.6
Phonemic and Phonological Awareness	200.2	45.1
Fall 2020 Subtest	Ability Index	Percentile
Comprehension	222.1	46.5
Written Communication	182.1	43.8
Vocabulary	189.0	56.6
Phonemic and Phonological Awareness	200.2	44.4

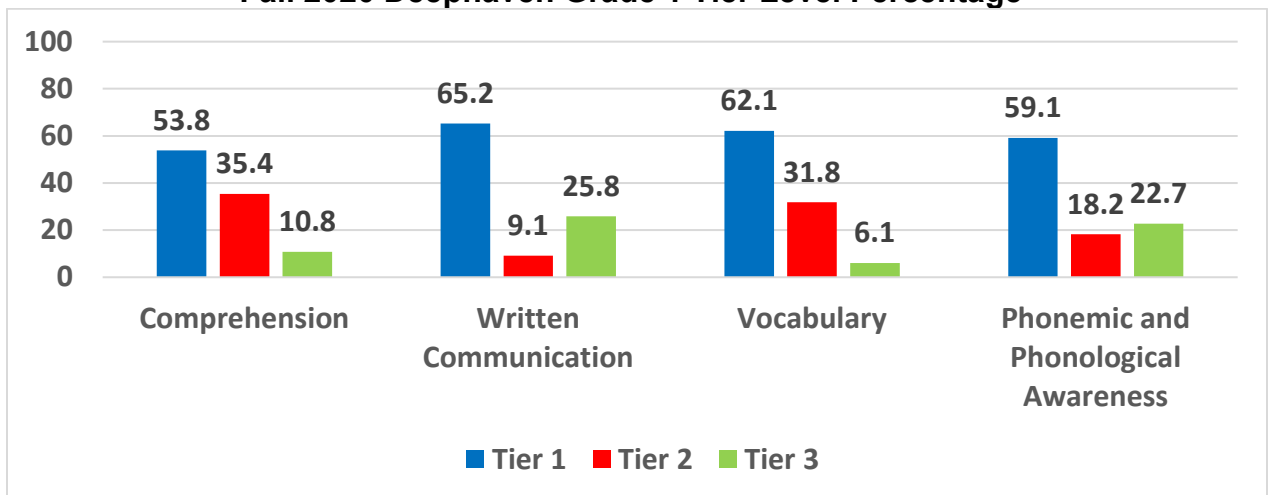
Fall 2022 Deephaven Grade 1 Tier Level Percentage



Fall 2021 Deephaven Grade 1 Tier Level Percentage



Fall 2020 Deephaven Grade 1 Tier Level Percentage

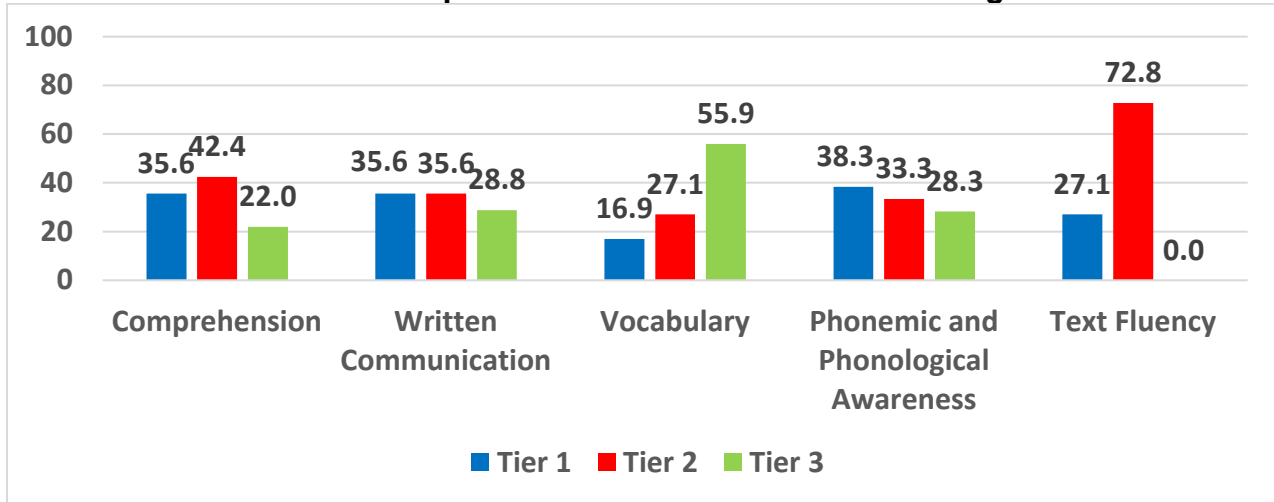


Fall 2020-2022 Grade 2 Deephaven ISIP Mean Ability Index, Tier Level, and Percentile

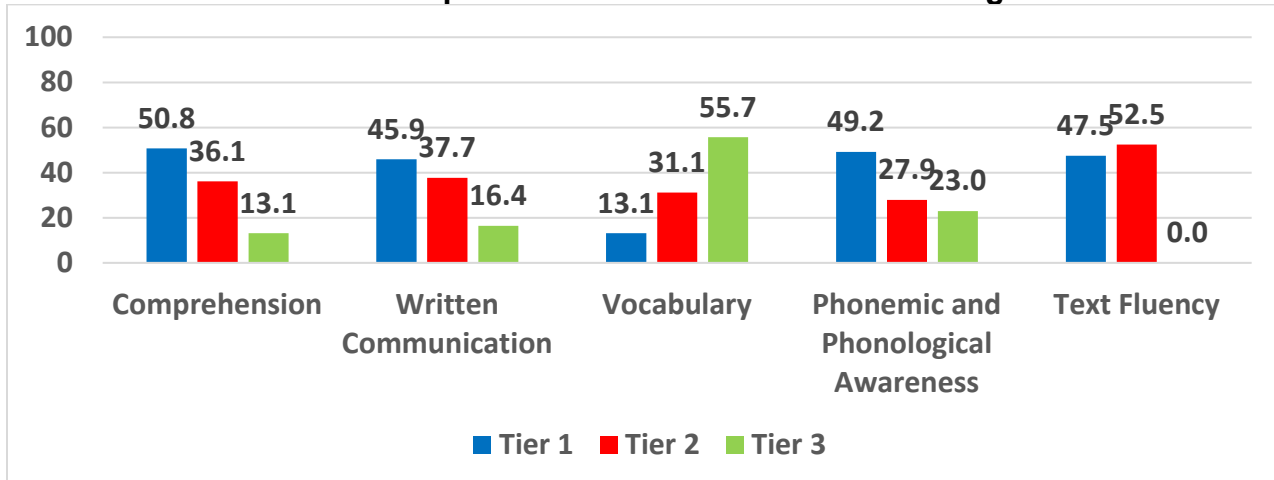
N=60

Fall 2022 Subtest	Ability Index	Percentile
Comprehension	213.8	35.6
Written Communication	208.3	54.1
Vocabulary	202.6	27.4
Phonemic and Phonological Awareness	222.7	34.6
Text Fluency	3.6	42.2
Fall 2021 Subtest	Ability Index	Percentile
Comprehension	220.1	44.0
Written Communication	206.3	51.5
Vocabulary	201.0	24.2
Phonemic and Phonological Awareness	228.8	44.3
Text Fluency	7.6	59.1
Fall 2020 Subtest	Ability Index	Percentile
Comprehension	208.1	44.0
Written Communication	205.6	50.8
Vocabulary	206.6	34.4
Phonemic and Phonological Awareness	223	36.3
Text Fluency	8.3	64.4

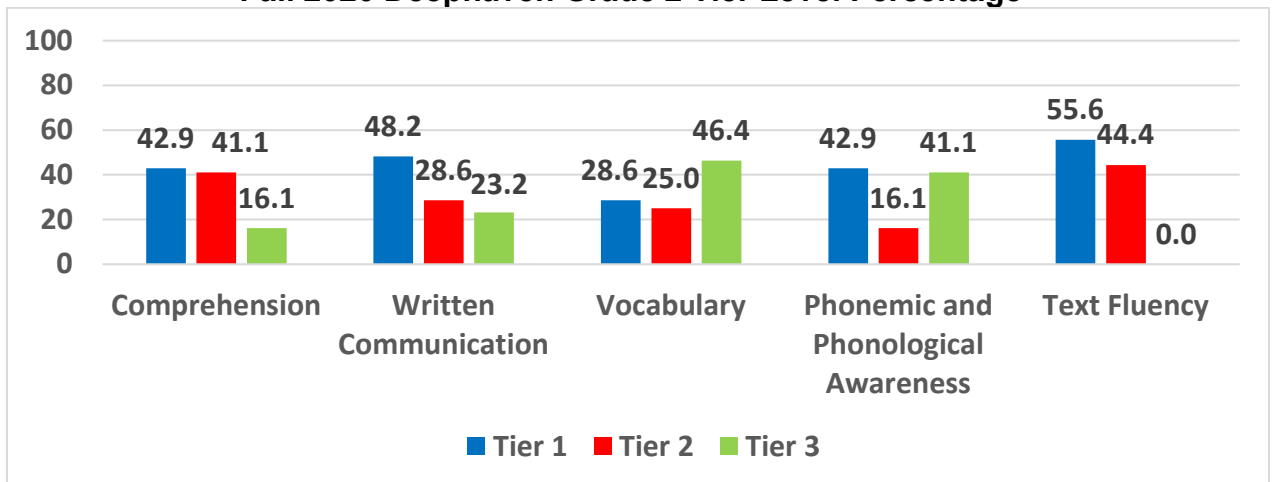
Fall 2022 Deephaven Grade 2 Tier Level Percentage



Fall 2021 Deephaven Grade 2 Tier Level Percentage



Fall 2020 Deephaven Grade 2 Tier Level Percentage



Deephaven Cohort Data Summary

When analyzing cohort performance, the data indicate a decrease in percentile scores across each of the four subtests in the table below. In comparison to the District performance, Deephaven percentile scores showed a negative impact on the overall District averages. Although Summer loss can be expected for language learners, the results should be analyzed carefully.

Recommendations: Deephaven Fall 2022 Grades 1 and 2

It is recommended that both First and Second Grade teachers pay close attention to Vocabulary and Phonics. Second Grade students who are performing at lower levels in Phonics (**61.6 percent in Tier 2 and 3**) may benefit from participating in the Istation instructional activities on a regular basis with follow up On-Demand assessments administered each month to monitor student progress. In addition, some students should be encouraged to practice within the Istation system at home.

Deephaven Fall Grade 1 2021 to Fall Grade 2 2022 Cohort by Percentile and Subtest

Sub-Test	Grade 1					Grade 2				
	CSE	DHE	GRV	MWA	DIST.	CSE	DHE	GRV	MWA	DIST.
CO	44.1	35.9	47.3	40.0	42.2	43.7	35.6	47.5	53.1	45.6
WC	54.2	52.6	57.5	51.8	54.1	61.7	44.1	60.8	57.3	56.8
VO	53.4	51.6	51.3	53.6	52.5	33.0	27.4	31.0	38.2	44.0
PA	54.8	45.1	55.3	51.0	51.9	40.4	34.6	51.8	47.7	32.8

Data Analysis: Fall 2020-2022 Grades 1 and 2 Groveland ISIP Mean Ability Index, Tier Level, and Percentile

Groveland First Graders surpassed the 50 percentile in three of four areas, marking the second year in a row for this type of performance. The First Grade performance is more in line with results from 2019, showing evidence that students have rebounded since the onset of the Pandemic.

According to the bar charts below, Tier 1 performance decreased on all four subtests. However, Groveland students have a high percentage of students reaching the Tier 1 level and the percentages falling within this range exceed the percentages from the Fall of 2020, prior to the pandemic. Areas of strength are Phonics and Written Communication among First Graders.

Second Grade results in the table below show strengths in Text Fluency and Written Communication with an improvement in Phonics performance. Despite a drop in Text

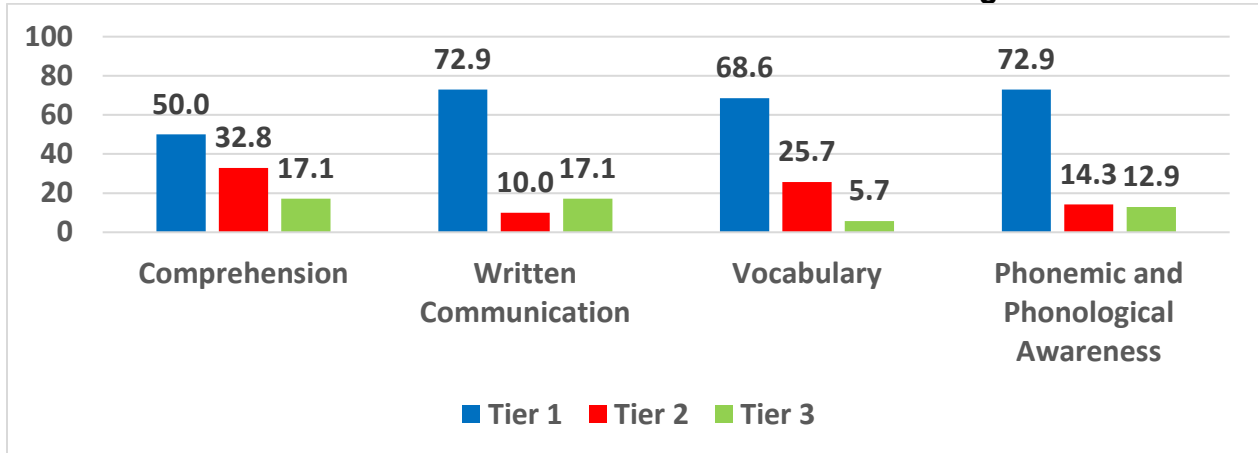
Fluency and Written Communication, Groveland students are performing better than **60.8 percent** of students nationwide. Tier level results show a strong improvement in Phonics, improving from **56.3 percent** to **62.7 percent** in Tier 1. Vocabulary showed a percentage increase in Tier 1 of **2.0 percent**, improving to **22.7 percent**. Although there has been some fluctuation in Tier 1 percentage, there does not appear to be a negative trend. Based on the tier level results, Comprehension and Vocabulary is an area of focus for Groveland Second Graders.

Fall 2020-2022 Grade 1 Groveland ISIP Mean Ability Index, Tier Level, and Percentile

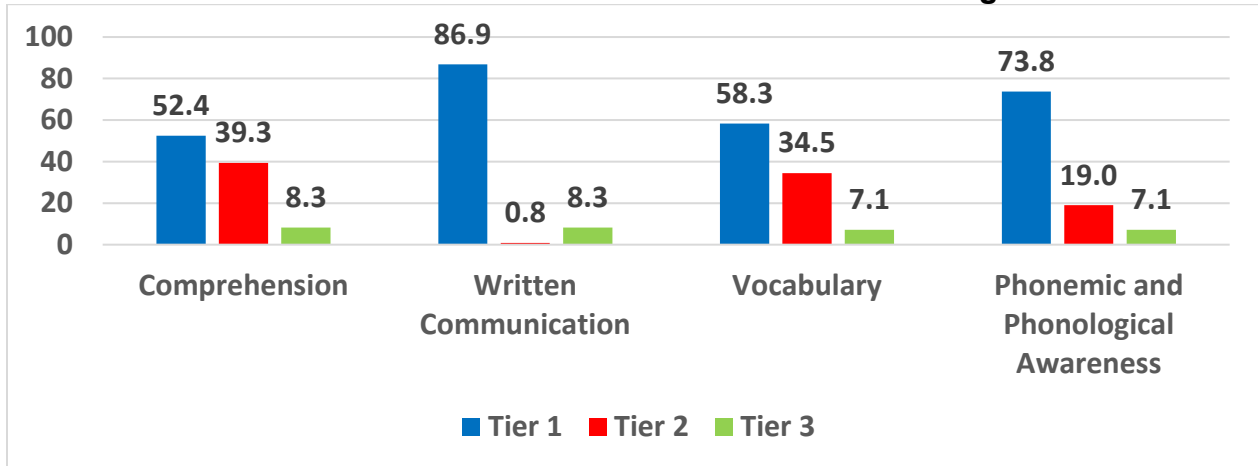
N=70

Fall 2022 Subtest	Ability Index	Percentile
Comprehension	195.8	44.9
Written Communication	186.9	50.2
Vocabulary	190.0	58.4
Phonemic and Phonological Awareness	204.9	53.9
Fall 2021 Subtest	Ability Index	Percentile
Comprehension	197.2	47.3
Written Communication	192.9	57.5
Vocabulary	186.5	51.3
Phonemic and Phonological Awareness	205.7	55.3
Fall 2020 Subtest	Ability Index	Percentile
Comprehension	216.4	42.6
Written Communication	187.2	50.4
Vocabulary	183.2	45.6
Phonemic and Phonological Awareness	200.1	44.1

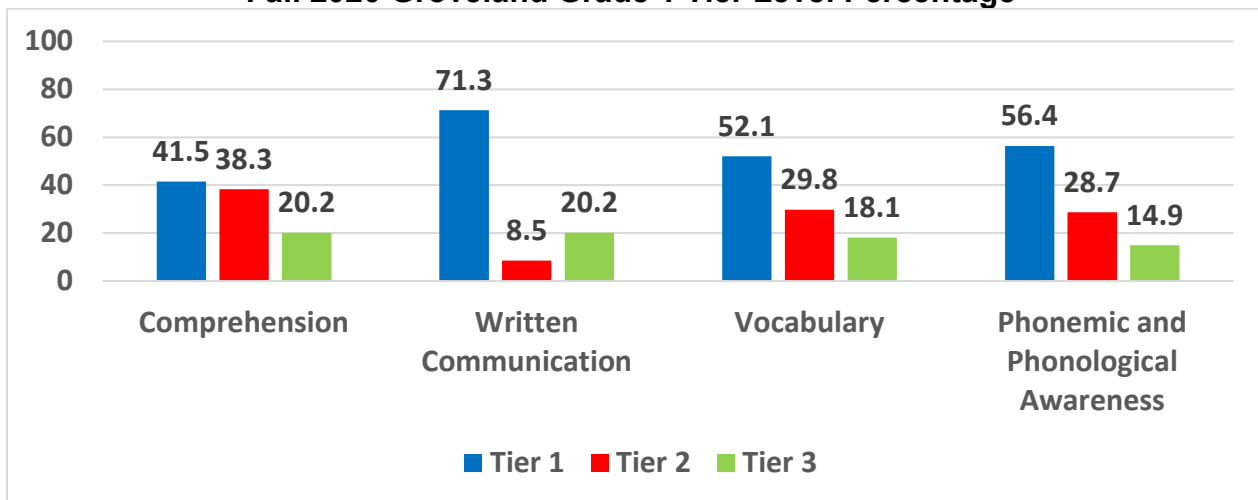
Fall 2022 Groveland Grade 1 Tier Level Percentage



Fall 2021 Groveland Grade 1 Tier Level Percentage



Fall 2020 Groveland Grade 1 Tier Level Percentage

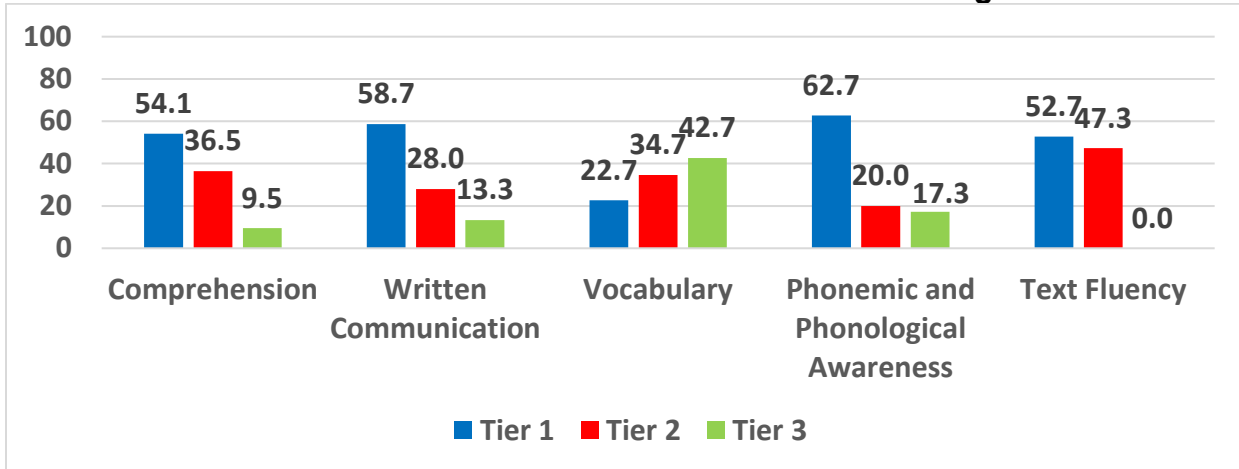


Fall 2020-2022 Grade 2 Groveland ISIP Mean Ability Index, Tier Level, and Percentile

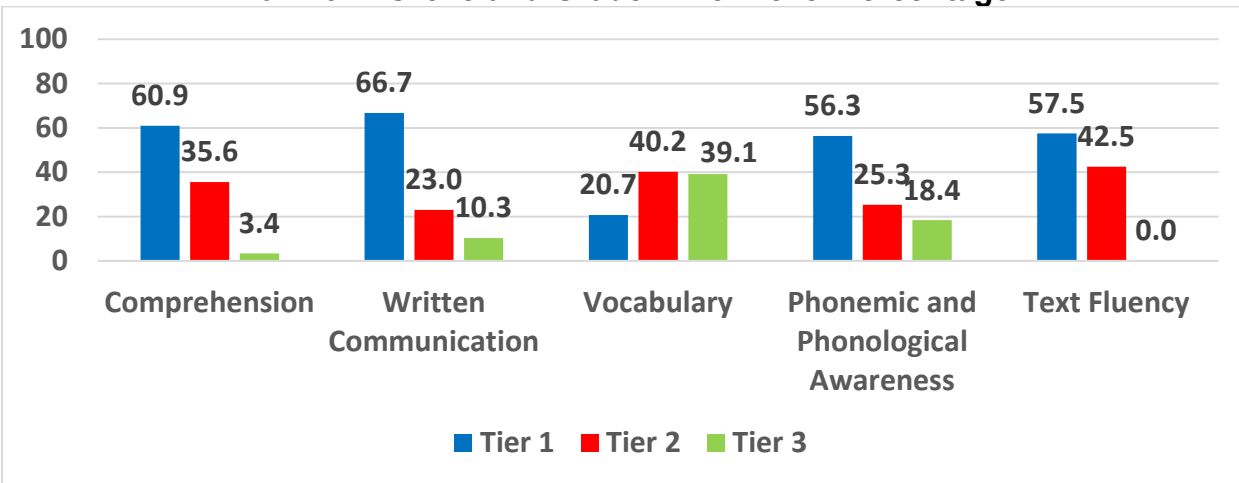
N=75

Fall 2022 Subtest	Ability Index	Percentile
Comprehension	222.7	47.5
Written Communication	210.1	60.8
Vocabulary	206.0	31.0
Phonemic and Phonological Awareness	233.3	51.8
Text Fluency	8.7	60.8
Fall 2021 Subtest	Ability Index	Percentile
Comprehension	225.8	51.9
Written Communication	210.9	63.3
Vocabulary	206.0	31.9
Phonemic and Phonological Awareness	229.7	45.4
Text Fluency	9.0	64.5
Fall 2020 Subtest	Ability Index	Percentile
Comprehension	209.8	45.7
Written Communication	212.3	66.4
Vocabulary	204.6	28.3
Phonemic and Phonological Awareness	234.9	54.0
Text Fluency	10.5	71.2

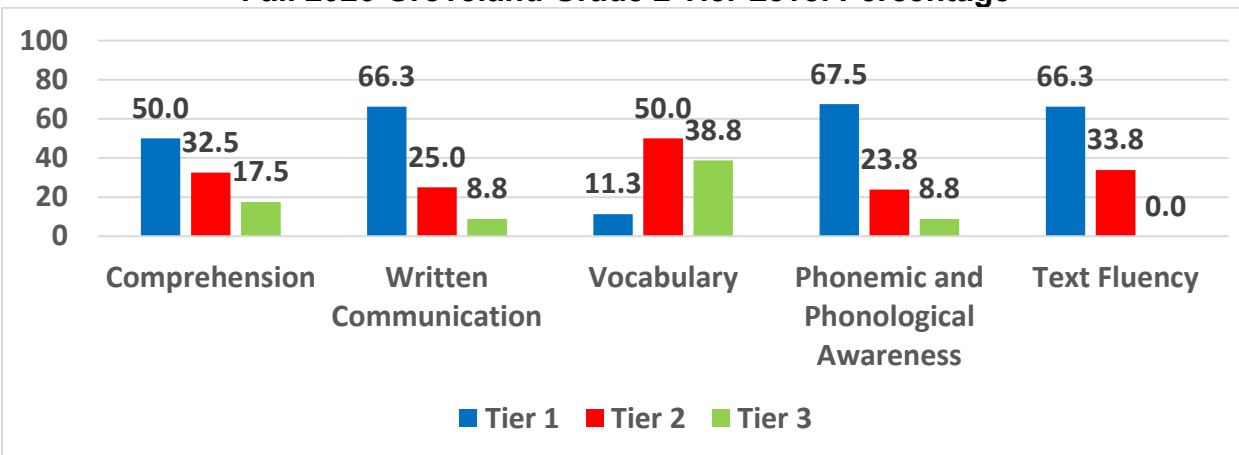
Fall 2022 Groveland Grade 2 Tier Level Percentage



Fall 2021 Groveland Grade 2 Tier Level Percentage



Fall 2020 Groveland Grade 2 Tier Level Percentage



Groveland Cohort Data Summary

When analyzing cohort performance, First Graders from exceeded the 50 percentile mark in three of four areas last year, and as Second Graders, students experienced a solid Fall baseline performance. In Comprehension, there was a **0.2 percent** increase, meaning that there was minimal or no evidence of Summer learning loss. The cohort also experienced a **2.8 percent** increase in Written Communication, now eclipsing the 60 percentile. These are all positive signs of students rebounding from the past two years to pre-pandemic levels.

Recommendations: Groveland Fall 2022 Grades 1 and 2

It is recommended that Second Grade teachers continue to address Vocabulary, especially among the Second Grade cohort. Phonics should also be an are of focus, although students remained about the 50 percentile to begin this school year.

Groveland Fall Grade 1 2021 to Fall Grade 2 2022 Cohort by Percentile and Subtest

Sub-Test	Grade 1					Grade 2				
	CSE	DHE	GRV	MWA	DIST.	CSE	DHE	GRV	MWA	DIST.
CO	44.1	35.9	47.3	40.0	42.2	43.7	35.6	47.5	53.1	45.6
WC	54.2	52.6	57.5	51.8	54.1	61.7	44.1	60.8	57.3	56.8
VO	53.4	51.6	51.3	53.6	52.5	33.0	27.4	31.0	38.2	44.0
PA	54.8	45.1	55.3	51.0	51.9	40.4	34.6	51.8	47.7	32.8

Data Analysis: Fall 2020-2022 Grades 1 and 2 Minnewashta ISIP Mean Ability Index, Tier Level, and Percentile

First Grade performance at Minnewashta showed students surpassing their same grade counterparts on three of four subtests, with a decrease occurring in Phonics, falling slightly behind First Graders from a year ago and significantly higher than First Graders from two years ago. The performance in Comprehension has seen little fluctuation during the past two years and is like results from last year. By surpassing the 50 percentile, Minnewashta First Graders are out-performing the nation in Written Communication, Vocabulary, and Phonics.

Grade 1 tier-level results show that First Graders showed a drop in Comprehension and an increase in the Tier 1 percentage among Written Communication and Vocabulary. The most notable improvement was seen Written Communication and Phonics, which have increased each of the past two years.

Second Graders scored higher than the 50th percentile on three of five subtests, compared to two of five subtests the past two years. An area of focus for Second Graders comes in Comprehension, Vocabulary, and Phonics.

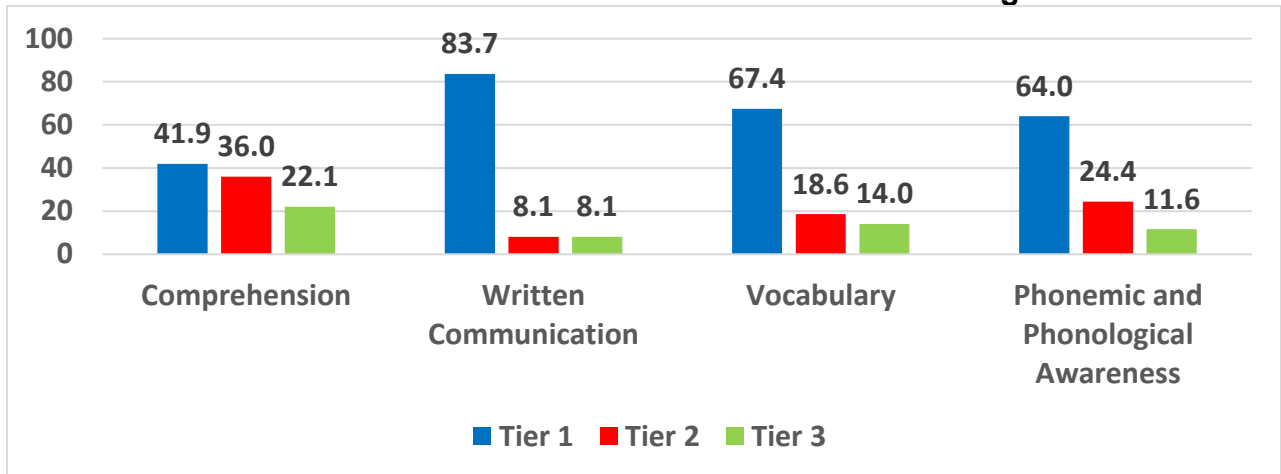
According to the bar charts below, Tier 1 percentages improved in two of five areas with strong performances in all areas. An area of focus for Minnewashta Second Graders is in Text Fluency, the only area with a two year decrease. Again, these are considered baseline scores for the school year and should serve as a starting point to measure growth throughout the year.

Fall 2020-2022 Grade 1 Minnewashta ISIP Mean Ability Index, Tier Level, and Percentile

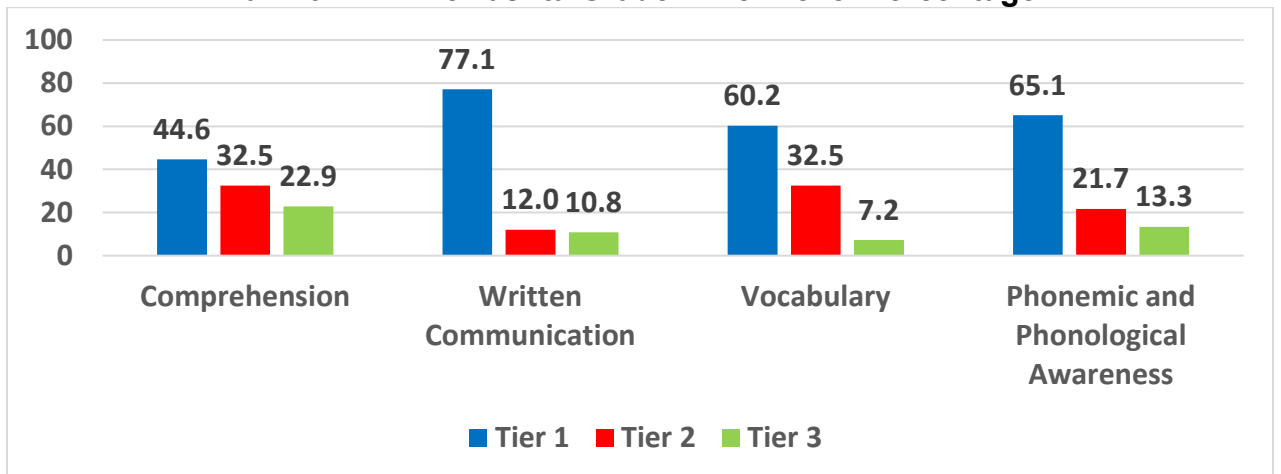
N=86

Fall 2022 Subtest	Ability Index	Percentile
Comprehension	193.5	40.9
Written Communication	191.3	55.6
Vocabulary	188.6	56.6
Phonemic and Phonological Awareness	203.4	50.5
Fall 2021 Subtest	Ability Index	Percentile
Comprehension	193.0	40.0
Written Communication	188.4	51.8
Vocabulary	187.5	53.6
Phonemic and Phonological Awareness	203.6	51.0
Fall 2020 Subtest	Ability Index	Percentile
Comprehension	218.2	43.2
Written Communication	186.6	49.3
Vocabulary	185.7	51.0
Phonemic and Phonological Awareness	195.9	35.9

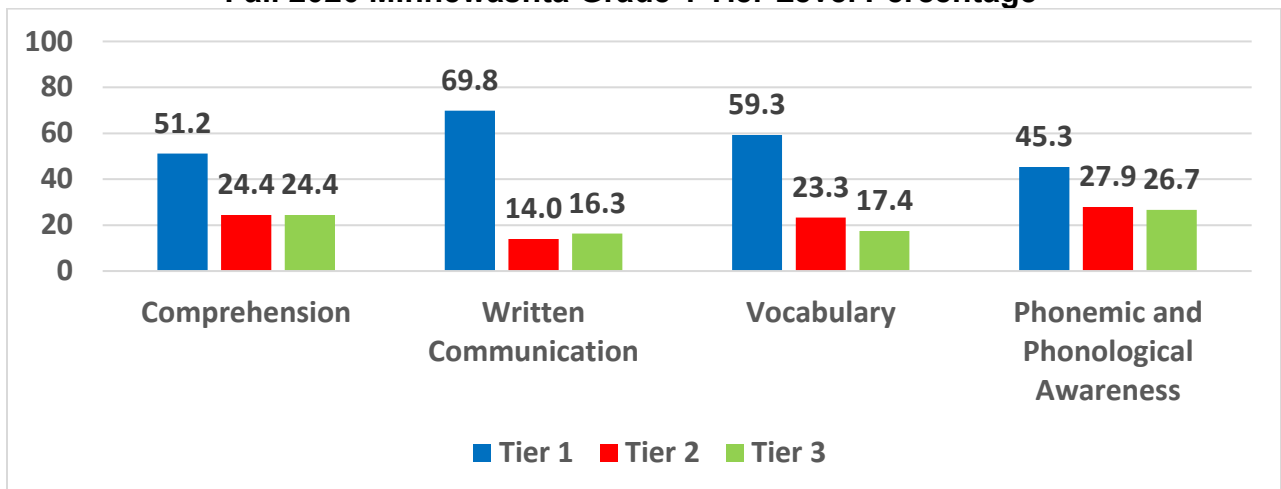
Fall 2022 Minnewashta Grade 1 Tier Level Percentage



Fall 2021 Minnewashta Grade 1 Tier Level Percentage



Fall 2020 Minnewashta Grade 1 Tier Level Percentage

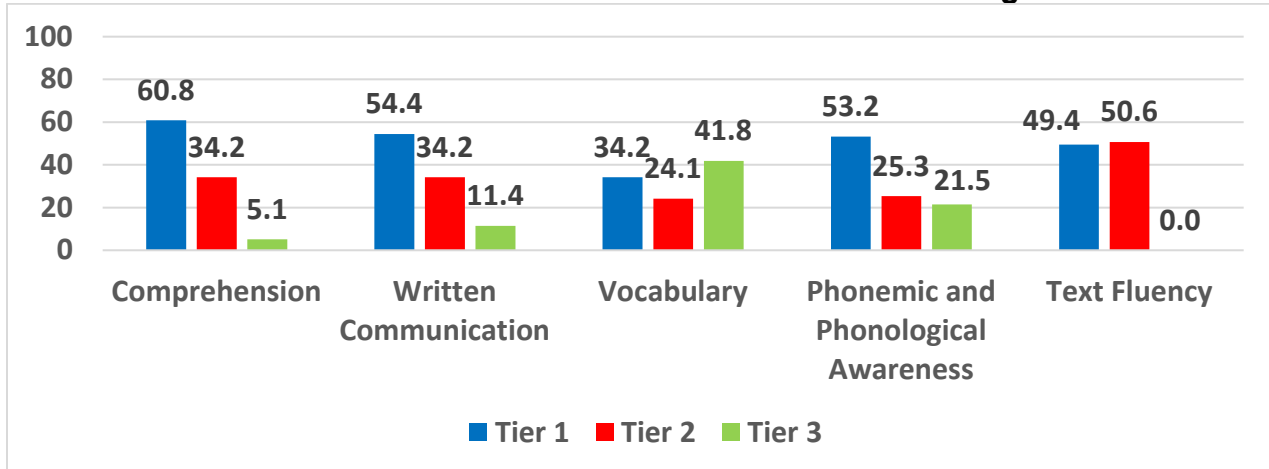


Fall 2020-2022 Grade 2 Minnewashta ISIP Mean Ability Index, Tier Level, and Percentile

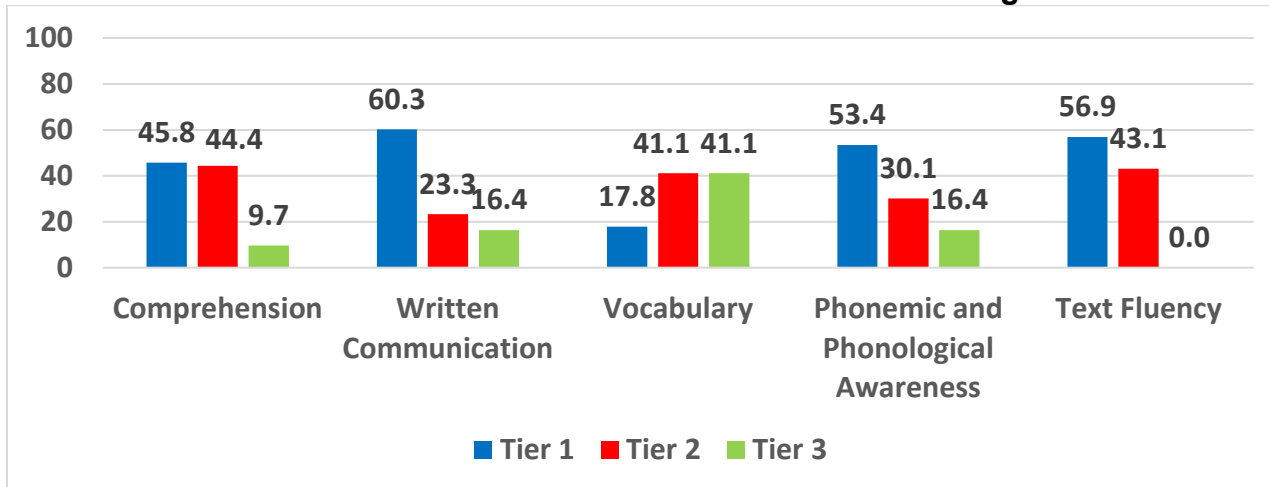
N=79

Fall 2022 Subtest	Ability Index	Percentile
Comprehension	227.2	53.1
Written Communication	208.1	57.3
Vocabulary	209.4	38.2
Phonemic and Phonological Awareness	230.8	47.7
Text Fluency	8.6	56.5
Fall 2021 Subtest	Ability Index	Percentile
Comprehension	220.2	43.9
Written Communication	209.0	57.8
Vocabulary	205.2	30.2
Phonemic and Phonological Awareness	230.6	46.9
Text Fluency	7.5	64.1
Fall 2020 Subtest	Ability Index	Percentile
Comprehension	199.8	40.6
Written Communication	208.2	55.4
Vocabulary	209.5	38.1
Phonemic and Phonological Awareness	229.7	45.6
Text Fluency	10.0	66.2

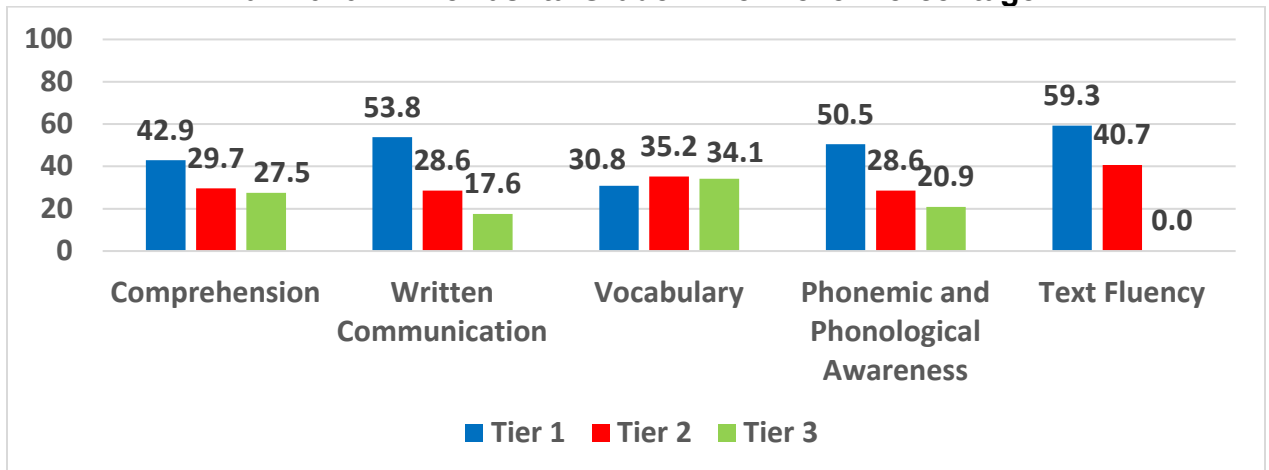
Fall 2022 Minnewashta Grade 2 Tier Level Percentage



Fall 2021 Minnewashta Grade 2 Tier Level Percentage



Fall 2020 Minnewashta Grade 2 Tier Level Percentage



Minnewashta Cohort Data Summary

When analyzing cohort performance, the First to Second Grade cohort showed a solid increase this year compared to last year, improving from **40.0 percent** to **53.1 percent** in Comprehension and improving from **51.8 percent** to **57.3 percent** in Written Communication. Minnewashta Second Graders showed increased percentile results in two of four areas compared to last year as First Graders.

Recommendations: Minnewashta Fall 2022 Grades 1 and 2

It is recommended that Second Grade teachers pay close attention to Vocabulary and Phonics performance among their students. Vocabulary is a skill that is typically developed as emerging readers become more experienced, especially as students are learning a second language. At **38.2 percent**, this group of students scored slightly below the District average in Vocabulary, which was **44.0 percent**. For Phonics, Minnewashta scored well above the percentage level as the District, which was **32.8 percent**. Minnewashta has often performed at the highest levels on the Istation Test District-wide, and before Istation, Minnewashta students performed consistently at the highest levels on the DORA Test. Any drops in performances in recent were clearly due to the unique situation created by the COVID pandemic, and as stated previously, staff can be optimistic about this year's results, as student performance is becoming like typical years.

Minnewashta Fall Grade 1 2021 to Fall Grade 2 2022 Cohort by Percentile and Subtest

Sub-Test	Grade 1					Grade 2				
	CSE	DHE	GRV	MWA	DIST.	CSE	DHE	GRV	MWA	DIST.
CO	44.1	35.9	47.3	40.0	42.2	43.7	35.6	47.5	53.1	45.6
WC	54.2	52.6	57.5	51.8	54.1	61.7	44.1	60.8	57.3	56.8
VO	53.4	51.6	51.3	53.6	52.5	33.0	27.4	31.0	38.2	44.0
PA	54.8	45.1	55.3	51.0	51.9	40.4	34.6	51.8	47.7	32.8

CONCLUSIONS AND RECOMMENDATIONS

It is important to note that the Fall scores should be considered with caution for the purposes of getting students re-acquainted with the assessment and the target language. It is also important to understand that 50 percent is the national average, and the national average is made up of native speakers and non-native speakers. When one considers that most Language Immersion students do not practice using the language throughout the Summer in a way that native speakers practice the language, it is encouraging to observe the frequency in which Minnetonka students out-perform the national norm in many areas in the Fall. For language learners especially, it is predictable that student performance would in many cases decline on most subtests without the consistent face to face interaction with their instructors over the course of several months. Teachers will

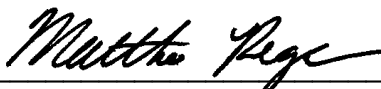
use the results along with classroom assessment data to help plan instruction with students depending on their performance. Student progress will be monitored on a regular basis, and some students will spend more time with the program each week depending on their needs. Students who need more intensive intervention will be assessed monthly with the Istation *On Demand Assessments*, as this is a form of progress monitoring for students who may be struggling with the language.

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

RECOMMENDATION/FUTURE DIRECTION:

The information provided in this report is designed to update the School Board on the results of the Fall 2022 administration of the Istation 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 #3

Title: E-Learning/Tonka Online Update

Date: October 27, 2022

OVERVIEW:

The State of Minnesota allows school districts to offer three types of online learning opportunities for students. Each of these options has unique statutory requirements. The first online learning option allows for e-learning days due to inclement weather, the second option is online learning as a part of a blended learning model, and the third option is a State approved fully online learning program. The purpose of this report is to review how the Minnetonka Public Schools is using or may use each of these options during the 2022-23 school year. Additionally, this report will provide more detailed information about the second year of the Tonka Online Comprehensive K-12 program.

E-Learning Due to Inclement Weather

Providing e-learning days due to inclement weather is allowed by state statute and requires a locally adopted plan. A school district may have up to five weather-related e-learning days during a school year that can be counted as instructional days in the school calendar.

The District is currently finalizing a plan that allows e-learning days to be offered as an option should we have snow or cold days that do not allow students to attend school in person. As a part of this planning process, leadership has consulted with the teacher's association as required by state statute. The planning process has included the circumstances under which e-learning days may be used at each level and the delivery model for these days. This will include a progressive instructional plan depending on the frequency of weather-related school interruptions. Information about the e-learning plan for inclement weather will be communicated with staff, families and students in the coming weeks as a part of the annual inclement weather communication.

Blended Learning Models

Online learning may be offered as part of a blended learning model. As a part of a blended learning model, districts may schedule occasional e-learning days into their Board approved calendar. If choosing to offer e-learning days, districts are required to provide notice to the Minnesota Department of Education and complete assurances prior to the first e-learning day. Minnetonka Public Schools completed this process to implement the asynchronous e-learning day held at the middle schools to accommodate fall

conferences. As a part of this, families received notification that students were invited into the building for in-school support and supervision during this school day, and transportation and lunch were provided for students whose families chose this option.

Comprehensive and Supplemental Online Learning Programs

The Minnesota Department of Education approved Minnetonka Public Schools' plan to expand as a state-approved online learning provider offering comprehensive programming for students in grades K-12 during the spring of 2021. The District was approved to begin serving Minnesota students in K-12 to start the first semester of the 2021-22 school year. Prior to being approved as a comprehensive online learning provider, Minnetonka was a state approved supplemental online provider and continues to be able to offer this option for students in grades 7-12.

Tonka Online K-12 Comprehensive Online Learning Program

The District is in the second year of offering Tonka Online Comprehensive, an online learning program for students in grades K-12. This program is designed to offer innovative Minnetonka developed curriculum taught by highly qualified Minnetonka teachers to any student in Minnesota through an online delivery model. Although this was a successful program during the 2021-22 school year, with the pandemic on the decline, the level of ongoing interest in an online learning option is uncertain.

Program Offerings

The K-8 Tonka Online program is designed to offer synchronous instruction to students and families looking for the same Minnetonka experience but in a unique online environment. The program takes into consideration the developmental ages and needs of students, including a blend of synchronous and asynchronous instruction and digital and non-digital learning throughout each school day. Students follow a similar schedule as their brick and mortar counterparts with similar instructional minutes for each core content area.

The expansion to a Comprehensive Online program for grades 9-12 was aligned with the core values and expectations of the previously existing, highly successful, Tonka Online supplemental program. Tonka Online lesson delivery is primarily asynchronous for 9-12 students. This delivery model gives students and teachers flexibility while still providing pacing guidelines to ensure adequate progress and time to meet course standards and objectives. To ensure adequate progress, online courses have an expectation of a daily check-in as well as regular engagement throughout each week. Students can develop their own engagement routines and are not required to meet for live instruction times; however, students are required to make progress each week. Teachers can and do offer synchronous office hours and other on demand support as needed.

Tonka Online K-5 offers a comprehensive grade level program with supplemental offerings for signature programs including Spanish and Chinese language experience. Advanced learning options are also offered as needed, including math at the student's instructional level and enrichment programs.

Tonka Online 6-8 offers a comprehensive grade level program with offerings for signature programs including Spanish and Chinese language immersion. Additionally, students are provided instrumental music lessons and 8th graders select an elective.

Tonka Online 9-12 offers comprehensive online course options for students to meet graduation requirements and earn a Minnetonka High School diploma as an online student.

Enrollment and Staffing

Student enrollment consists of ongoing Minnetonka students, both resident and open-enrolled, students who enrolled in online learning last year and continued with the program for the current school year, new open-enrolled students, and students from partner districts

Enrolled in Minnetonka prior to the 2021-22 school year	19
Enrolled in Tonka Online last year and continued this year	55
New to Minnetonka/Tonka Online this year	52
Enrolled through a partner district	54
Total:	180

Enrollment for Tonka Online K-5 for first semester of the 2022-2023 consisted of 45 students. To serve these students there is one section of a blended Kindergarten and grade 1 class and a single section for each grade 2-5.

Grade	K	1	2	3	4	5	Total
Enrolled	3	7	6	9	11	9	45

Enrollment for Tonka Online 6-8 for first semester of the 2022-2023 consisted of 48 students. This included one section each of language arts, math, science, social studies, music and physical education for each grade 6-8. Additionally, students in grades 6 and 7 are being offered exploratory wheel courses each quarter beginning with computer science and health during first semester and transitioning to FACS and art for second semester. Students in grade 8 are being offered an elective option: French, Spanish or mixed media art during first semester. Students who choose the art elective will be offered culinary innovations for their second semester elective.

Grade	6	7	8	Total
Enrolled	8	12	13	33
Partner	2	2	11	15
Total	10	14	25	48

The academic program for Comprehensive Tonka Online 9-12 consisted of 87 enrolled students for first semester. During the first semester of the school year, 41 unique courses are being offered to these students. Currently the 9-12 Tonka Online program leverages existing staff in the building to deliver instruction by utilizing teachers who also teach a similar in-person course during the same semester as their online course.

Grade	9	10	11	12	Total
Enrolled	9	12	13	14	48
Partner	8	13	9	9	39
Total	17	25	22	23	87

Program Marketing

The goals of our marketing efforts for Tonka Online was to increase general brand/program awareness and build sustainable enrollment for the next school year. A major challenge for the Tonka Online program and our marketing efforts was the receding impact of COVID-19, which had been a major driver in In-District and Open Enrollment, as well as establishing partner schools. Just 60 of the 321 students enrolled in Tonka Online last year chose to continue in the program. The majority of those who left either transitioned back to in-person learning or their district ended its partnership with Minnetonka.

Minnetonka Schools ran a robust marketing campaign beginning in mid-December, intentionally overlapping the critical decision times of the state open enrollment deadline and high school registration. By the end of June, the campaign generated more than 2.5 million impressions and more than 34,000 trackable website visits (almost triple the traffic from our 2021-22 campaign).

Capitalizing on late deciders, we capped off our marketing campaign with a major push in July, August and early September. In less than three months, this phase of the campaign generated nearly 1.5 million impressions and more than 36,000 trackable website visits. This shows tremendous interest in the program, evidenced by nearly 2,500 individuals visiting the Tonka Online out-of-District enrollment page during this timeframe and spending an average of 2 minutes and 17 seconds there.

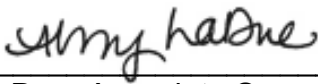
Overall, the District was very successful with its marketing efforts, resulting in 56 new students open enrolling in Tonka Online. This is separate from the existing in-district and partner district students. These open-enrolled students account for 47% of all new program enrollment, up from 38% last year.


Next Steps

The online program continues to accept rolling enrollment in grades K-8 and is accepting enrollment for second semester in grades 9-12. The District will promote the program as we begin enrollment for the 2023-24 school year. Additionally, we will continue to assess which elements of the program are most successful in order to make recommendations for future offerings.

RECOMMENDATION/FUTURE DIRECTION:

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

Submitted by: 
Amy LaDue, Associate Superintendent

Concurrence: 
David Law, Superintendent

School Board
Minnetonka I.S.D. #276
5621 County Road 101
Minnetonka, MN 55345

Study Session Agenda Item #4

TITLE: Review of Policy #307: Public Data Requests DATE: October 27, 2022

BACKGROUND

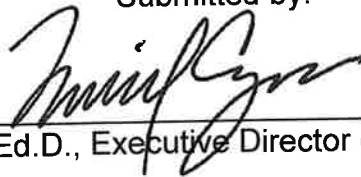
The Board's Policy #307 guides the community and school personnel on the District's compliance with the Minnesota Government Data Practices Act. The current policy was adopted in 2021 based on revisions from the MSBA. Since that adoption, the MSBA has issued updates to their model policy which we propose for the Board's consideration. In addition to adopting the more streamlined approach that MSBA has delineated, we also propose revisions that reflect the District's actual practice of naming the overall "Responsible Authority" for compliance as well as a Data Practices Officer who will respond to requests for data under ordinary circumstances. To keep our policy manual in sync with MSBA's, we further propose renumbering this policy as #722 if the proposed version is accepted.

The proposed revisions have met the approval of the District's legal counsel.

RECOMMENDATION/FUTURE ACTION:

Adopt the revisions to Policy 307 as proposed or as amended by the Board.

Submitted by:



Michael Cyrus, Ed.D., Executive Director of Human Resources

Concurrence:



David Law, Superintendent

MINNETONKA PUBLIC SCHOOLS

POLICY #307 722: PUBLIC DATA AND DATA SUBJECT REQUESTS (COMPLIANCE WITH MINNESOTA GOVERNMENT DATA PRACTICES ACT)

I. POLICY STATEMENT

The school district recognizes its responsibility relative to the collection, maintenance, and dissemination of public data as provided in state statutes. The purpose of this policy is to provide guidance to School District employees as to the permissible distribution of such data.

II. GENERAL STATEMENT OF POLICY

The school district will comply with the requirements of the Minnesota Government Data Practices Act, Minn. Stat. Ch. 42 13 (MGDPA) and Minn. Rules Parts 1205.0100-1205.2000 in responding to requests for public data.

III. DEFINITIONS

A. Confidential Data on Individuals

Data made not public by statute or federal law applicable to the data and are inaccessible to the individual subject of those data.

B. Data on Individuals

All government data in which any individual is or can be identified as the subject of that data, unless the appearance of the name or other identifying data can be clearly demonstrated to be only incidental to the data and the data are not accessed by the name or other identifying data of any individual.

C. Data Practices Compliance Officer

The data practices compliance official is the designated employee of the school district to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems. The responsible authority may be the data practices compliance official.

D. Government Data

“Government data” means all recorded information that the school district has, including paper, email, flash drives, CDs, DVDs, photographs, etc.

E. Individual

“Individual” means a natural person. In the case of a minor or an incapacitated person as defined in Minnesota Statutes section 524.5-102, subdivision 6, “individual” includes a parent or guardian or an individual acting as a parent or guardian in the absence of a parent or guardian, except that the responsible authority shall withhold data from parents or guardians, or individuals acting as parents or guardians in the absence of parents or guardians, upon request by the minor if the responsible authority determines that withholding the data would be in the best interest of the minor.

F. Inspection

“Inspection” means the visual inspection of paper and similar types of government data. Inspection does not include printing copies by the school district, unless printing a copy is the only method to provide for inspection of the data. For data stored in electronic form and made available in electronic form on a remote access basis to the public by the school district, inspection includes remote access to the data by the public and the ability to print copies of or download the data on the public’s own computer equipment.

G. Nonpublic Data

Data not on individuals made by statute or federal law applicable to the data: (a) not accessible to the public; and (b) accessible to the subject, if any, of the data.

H. Not Public Data

Any government data classified by statute, federal law, or temporary classification as confidential, private, nonpublic, or protected nonpublic.

I. Private Data on Individuals

Data made by statute or federal law applicable to the data: (a) not public; and (b) accessible to the individual subject of those data.

J. Protected Nonpublic Data

Data not on individuals made by statute or federal law applicable to the data (a) not public and (b) not accessible to the subject of the data.

K. Public Data

“Public data” means all government data collected, created, received, maintained, or disseminated by the school district, unless classified by statute, temporary

classification, pursuant to statute, or federal law, as nonpublic or protected nonpublic; or, with respect to data on individuals, as private or confidential.

L. Responsible Authority

The individual designated by the school board as the individual responsible for the collection, use, and dissemination of any set of data on individuals, government data, or summary data, unless otherwise provided by state law. Until an individual is designated by the school board, the responsible authority is the superintendent.

M. Summary Data

Statistical records and reports derived from data on individuals but in which individuals are not identified and from which neither their identities nor any other characteristic that could uniquely identify an individual is ascertainable. Unless classified pursuant to Minnesota Statutes section 13.06, another statute, or federal law, summary data is public.

**IV. RESPONSIBLE AUTHORITY
DATA PRACTICES COMPLIANCE OFFICIAL**

The School District has designated the Superintendent of Schools as the authority responsible for the maintenance and security of School District records and the Assistant Superintendent or Executive Director for Human Resources as the data practices compliance official to whom one may direct questions or concerns regarding obtaining access to data, rights of subjects of data or other data practices matters. Questions regarding School District data privacy practices and procedures should be directed to the Assistant Superintendent or Executive Director for Human Resources the Data Practices Officer.

- A. The responsible authority will establish procedures to ensure that the district responds promptly to requests for government data.

V. DATA ON AN INDIVIDUAL DATA SUBJECT

- A. Collection and storage of all data on individuals and the use and dissemination of private and confidential data on individuals shall be limited to that necessary for the administration and management of programs specifically authorized by the legislature or School District or mandated by the federal government.
- B. Private or confidential data on an individual shall not be collected, stored, used, or disseminated by the school district for any purposes other than those stated to the individual at the time of collection in accordance with Minnesota Statutes section 13.04, except as provided in Minnesota Statutes section 13.05, subdivision 4.
- C. Upon request to the responsible authority or designee, an individual shall be informed whether the individual is the subject of stored data on individuals, and whether it is

classified as public, private or confidential. Upon further request, an individual who is the subject of stored private or public data on individuals shall be shown the data without any charge and, if desired, shall be informed of the content and meaning of that data.

- D. After an individual has been shown the private data and informed of its meaning, the data need not be disclosed to that individual for six months thereafter unless a dispute or action pursuant to this section is pending or additional data on the individual has been collected or created.
- E. The responsible authority or designee shall provide copies of the private or public data upon request by the individual subject of the data. The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies.
- F. The responsible authority or designee shall comply immediately, if possible, with any request made pursuant to this subdivision, or within ten days of the date of the request, excluding Saturdays, Sundays and legal holidays, if immediate compliance is not possible.
- G. An individual subject of the data may contest the accuracy or completeness of public or private data. To exercise this right, an individual shall notify in writing the responsible authority describing the nature of the disagreement. The responsible authority shall within 30 days either: (1) correct the data found to be inaccurate or incomplete and attempt to notify past recipients of inaccurate or incomplete data, including recipients named by the individual; or (2) notify the individual that the authority believes the data to be correct. Data in dispute shall be disclosed only if the individual's statement of disagreement is included with the disclosed data.
- H. The determination of the responsible authority may be appealed pursuant to the provisions of the Administrative Procedure Act relating to contested cases. Upon receipt of an appeal by an individual, the commissioner shall, before issuing the order and notice of a contested case hearing required by Minnesota Statutes chapter 14, try to resolve the dispute through education, conference, conciliation, or persuasion. If the parties consent, the commissioner may refer the matter to mediation. Following these efforts, the commissioner shall dismiss the appeal or issue the order and notice of hearing.
- I. Data on individuals that have been successfully challenged by an individual must be completed, corrected, or destroyed by a government entity without regard to the requirements of Minnesota Statutes section 138.17.
- J. After completing, correcting, or destroying successfully challenged data, the school district may retain a copy of the commissioner of administration's order issued under Minnesota Statutes chapter 14 or, if no order were issued, a summary of the dispute

between the parties that does not contain any particulars of the successfully challenged data.

VI. REQUESTS FOR DATA BY AN INDIVIDUAL SUBJECT OF THE DATA

- A. All requests for individual subject data must be made in writing directed to the Data Practices Compliance Officer.
- B. A request for individual subject data must include the following information:
 - 1. Statement that one is making a request as a data subject for data about the individual or about a student for whom the individual is the parent or guardian;
 - 2. Date the request is made;
 - 3. A clear description of the data requested;
 - 4. Proof that the individual is the data subject or the data subject's parent or guardian;
 - 5. Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and
 - 6. Method to contact the requestor (such as phone number, address, or email address).
- C. The responsible authority may seek clarification from the requestor if the request is not clear before providing a response to the data request.
- D. Policy 515 (Protection and Privacy of Pupil Records) addresses requests of students or their parents for educational records and data.

VII. DATA SUBJECT'S RIGHT TO ACCESS DATA

Upon request to a responsible authority or designee, an individual shall be informed whether that individual, the individual's minor child or person for whom the individual has been appointed guardian is the subject of stored data and whether it is classified as public, private or confidential. Upon further request, an individual who is the subject of stored private or public data shall be shown that public or private data about themselves without any charge and, if desired, shall be informed of the content and meaning of that data. Except as required by law, after an individual has been shown this and informed of its meaning, the school district need not disclose the data to that individual for six months unless additional data on the individual has been collected or created. The school district shall provide copies of the private or public data upon request by the individual subject of the data. The school district may require the requesting person to pay the actual costs of making and certifying the copies.

VIII. DATA SUBJECT'S IDENTIFICATION

The school district reserves the right to require that an individual requesting private data on the individual or the individual's minor child provide valid photo identification at the time that the data is requested or provided. The school district will not disclose private data on anyone other than the individual requesting data or that individual's minor child without receiving a valid release signed by the subject of the data.

IX. RIGHTS OF DATA SUBJECTS

A. Challenging Inaccurate or Incomplete Data

Consistent with the MGDPA, any person who believes that information contained in the school district's records regarding that individual, the individual's minor child, or person over whom the individual has been appointed legal guardian is inaccurate or incomplete may request that the school district amend those records. To exercise this right, the individual must notify the responsible authority described in Attachment C in writing of the nature of the disagreement. Upon receiving such notification, the school district will take action as required by the MGDPA. Please note that the submission of a challenge to data does not guarantee that the school district will amend its records.

B. Other Rights of Data Subjects

Nothing in this policy shall be construed as limiting the rights provided by the MGDPA. Individuals who are the subject of data in the school district's possession have all the rights afforded by Minnesota Statutes, Section 13.04.

X. REQUESTS FOR PUBLIC DATA

- A. All requests for public data must be made in writing and directed to the data practices compliance officer.
 - 1. A request for public data must include the following information:
 - a) Date the request is made;
 - b) A clear description of the data requested;
 - c) Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and
 - d) Method to contact the requestor (such as phone number, address, or email address).

2. A requestor is not required to explain the reason for the data request. Unless specifically authorized by statute, the data requestor is not required to provide their identity, nor is a requestor required to explain the reason for the data request. A person may be asked to provide certain identifying or clarifying information for the sole purpose of facilitating access to the data.
 3. The identity of the requestor is public, if provided, but cannot be required by the government entity. A public data request, including the identity of the requestor, if provided, is public, if provided.
 4. The data practices compliance officer may seek clarification from the requestor if the request is not clear before providing a response to the data request.
- B. The data practices compliance officer will respond to a data request at reasonable times and places as follows:
1. The data practices compliance officer will notify the requestor in writing as follows:
 - a) The requested data does not exist; or
 - b) The requested data does exist but either all or a portion of the data is not accessible to the requestor; or
 - (1) If the data practices compliance officer determines that the requested data is classified so that access to the requestor is denied, the responsible authority will inform the requestor of the determination in writing, as soon thereafter as possible, and shall cite the specific statutory section, temporary classification, or specific provision of federal law on which the determination is based.
 - (2) Upon the request of a requestor who is denied access to data, the data practices compliance officer shall certify in writing that the request has been denied and cite the specific statutory section, temporary classification, or specific provision of federal law upon which the denial was based.
 - c) The requested data does exist and provide arrangements for inspection of the data, identify when the data will be available for pick-up, or indicate that the data will be sent by mail. If the requestor does not appear at the time and place established for inspection of the data or the data is not picked up within ten (10) business days after the requestor is notified, the school district will conclude that the data is no longer wanted and will consider the request closed.

2. The school district's response time may be affected by the size and complexity of the particular request, including necessary redactions of the data, and also by the number of requests made within a particular period of time.
3. The school district will provide an explanation of technical terminology, abbreviations, or acronyms contained in the responsive data on request.
4. The school district is not required by the MGDPA to create or collect new data in response to a data request, or to provide responsive data in a specific form or arrangement if the school district does not keep the data in that form or arrangement.
5. The school district is not required to respond to questions that are not about a particular data request or requests for data in general.

XI. REQUEST FOR SUMMARY DATA

A. A request for the preparation of summary data shall be made in writing directed to the responsible authority.

1. A request for the preparation of summary data must include the following information:

- a) Date the request is made;
- b) A clear description of the data requested;
- c) Identify the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and
- d) Method to contact requestor (phone number, address, or email address).

B. The responsible authority will respond within ten (10) business days of the receipt of a request to prepare summary data and inform the requestor of the following:

1. The estimated costs of preparing the summary data, if any; and
2. The summary data requested; or
3. A written statement describing a time schedule for preparing the requested summary data, including reasons for any time delays; or

4. A written statement describing the reasons why the responsible authority has determined that the requestor's access would compromise the private or confidential data.

C. The school district shall require the requestor to pre-pay all or a portion of the cost of preparing the summary data before the school district begins to prepare the summary data.

XII. COSTS

A. Public Data

1. The school district will charge for copies provided as follows:
 - a) 100 or fewer pages of black and white, letter or legal sized paper copies will be charged at 25 cents for a one-sided copy or 50 cents for a two-sided copy.
 - b) More than 100 pages or copies on other materials are charged based upon the actual cost of searching for and retrieving the data and making the copies ~~or electronically sending the data~~, unless the cost is specifically set by statute or rule.
 - (1) The actual cost of making copies includes employee time, the cost of the materials onto which the data is copied (~~paper, CD, DVD, etc.~~), and mailing costs (if any).
 - (2) Also, if the school district does not have the capacity to make the copies, e.g., photographs, the actual cost paid by the school district to an outside vendor will be charged.
2. All charges must be paid for in cash or cashier's check/money order in advance of receiving the copies.

B. Summary Data

1. Any costs incurred in the preparation of summary data shall be paid by the requestor prior to preparing or supplying the summary data.
2. The school district may assess costs associated with the preparation of summary data as follows:
 - a. The cost of materials, including paper; the cost of the labor required to prepare the summary data; any schedule of standard copying charges established by the school district, any special costs necessary to produce such

copies from a machine-based record-keeping system, including computers and microfilm systems;

- b. The school district may consider the reasonable value of the summary data prepared and, where appropriate, reduce the costs assessed to the requestor.

C. Data Belonging to an Individual Subject

1. The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies.

The responsible authority shall not charge the data subject any fee in those instances where the data subject only desires to view private data.

XIII. Annual Review and Posting

- A. The responsible authority shall prepare a written data access policy and a written policy for the rights of data subjects (including specific procedures the school district uses for access by the data subject to public or private data on individuals). The responsible authority shall update the policies, as needed, no later than August 1 of each year, and at any other time as necessary to reflect changes in personnel, procedures, or other circumstances that impact the public's ability to access data.
- B. Copies of the policies shall be easily available to the public by distributing free copies to the public or by posting the policies in a conspicuous place within the school district that is easily accessible to the public or by posting them on the school district's website.

Adopted 5/1/2008

Reviewed 12/16/2021

Adopted 1/6/2022

Reviewed 10/27/2022

MINNETONKA PUBLIC SCHOOLS

POLICY #722: PUBLIC DATA AND DATA SUBJECT REQUESTS

I. POLICY STATEMENT

The school district recognizes its responsibility relative to the collection, maintenance, and dissemination of public data as provided in state statutes. The purpose of this policy is to provide guidance to School District employees as to the permissible distribution of such data.

II. GENERAL STATEMENT OF POLICY

The school district will comply with the requirements of the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13 (MGDPA) and Minn. Rules Parts 1205.0100-1205.2000 in responding to requests for public data.

III. DEFINITIONS

A. Confidential Data on Individuals

Data made not public by statute or federal law applicable to the data and are inaccessible to the individual subject of those data.

B. Data on Individuals

All government data in which any individual is or can be identified as the subject of that data, unless the appearance of the name or other identifying data can be clearly demonstrated to be only incidental to the data and the data are not accessed by the name or other identifying data of any individual.

C. Data Practices Compliance Officer

The data practices compliance official is the designated employee of the school district to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems. The responsible authority may be the data practices compliance official.

D. Government Data

“Government data” means all recorded information that the school district has, including paper, email, flash drives, CDs, DVDs, photographs, etc.

E. Individual

“Individual” means a natural person. In the case of a minor or an incapacitated person as defined in Minnesota Statutes section 524.5-102, subdivision 6, “individual” includes a parent or guardian or an individual acting as a parent or guardian in the absence of a parent or guardian, except that the responsible authority shall withhold data from parents or guardians, or individuals acting as parents or guardians in the absence of parents or guardians, upon request by the minor if the responsible authority determines that withholding the data would be in the best interest of the minor.

F. Inspection

“Inspection” means the visual inspection of paper and similar types of government data. Inspection does not include printing copies by the school district, unless printing a copy is the only method to provide for inspection of the data.

G. Nonpublic Data

Data not on individuals made by statute or federal law applicable to the data: (a) not accessible to the public; and (b) accessible to the subject, if any, of the data.

H. Not Public Data

Any government data classified by statute, federal law, or temporary classification as confidential, private, nonpublic, or protected nonpublic.

I. Private Data on Individuals

Data made by statute or federal law applicable to the data: (a) not public; and (b) accessible to the individual subject of those data.

J. Protected Nonpublic Data

Data not on individuals made by statute or federal law applicable to the data (a) not public and (b) not accessible to the subject of the data.

K. Public Data

“Public data” means all government data collected, created, received, maintained, or disseminated by the school district, unless classified by statute, temporary classification, pursuant to statute, or federal law, as nonpublic or protected nonpublic; or, with respect to data on individuals, as private or confidential.

L. Responsible Authority

The individual designated by the school board as the individual responsible for the collection, use, and dissemination of any set of data on individuals, government

data, or summary data, unless otherwise provided by state law. Until an individual is designated by the school board, the responsible authority is the superintendent.

M. Summary Data

Statistical records and reports derived from data on individuals but in which individuals are not identified and from which neither their identities nor any other characteristic that could uniquely identify an individual is ascertainable. Unless classified pursuant to Minnesota Statutes section 13.06, another statute, or federal law, summary data is public.

**IV. RESPONSIBLE AUTHORITY
DATA PRACTICES COMPLIANCE OFFICIAL**

The School District has designated the Superintendent of Schools as the authority responsible for the maintenance and security of School District records and the Assistant Superintendent or Executive Director for Human Resources as the data practices compliance official to whom one may direct questions or concerns regarding obtaining access to data, rights of subjects of data or other data practices matters. Questions regarding School District data privacy practices and procedures should be directed to the Data Practices Officer.

- A. The responsible authority will establish procedures to ensure that the district responds promptly to requests for government data.

V. DATA ON AN INDIVIDUAL DATA SUBJECT

- A. Collection and storage of all data on individuals and the use and dissemination of private and confidential data on individuals shall be limited to that necessary for the administration and management of programs specifically authorized by the legislature or School District or mandated by the federal government.
- B. Private or confidential data on an individual shall not be collected, stored, used, or disseminated by the school district for any purposes other than those stated to the individual at the time of collection in accordance with Minnesota Statutes section 13.04, except as provided in Minnesota Statutes section 13.05, subdivision 4.
- C. Upon request to the responsible authority or designee, an individual shall be informed whether the individual is the subject of stored data on individuals, and whether it is classified as public, private or confidential. Upon further request, an individual who is the subject of stored private or public data on individuals shall be shown the data without any charge and, if desired, shall be informed of the content and meaning of that data.
- D. After an individual has been shown the private data and informed of its meaning, the data need not be disclosed to that individual for six months thereafter unless a dispute

or action pursuant to this section is pending or additional data on the individual has been collected or created.

- E. The responsible authority or designee shall provide copies of the private or public data upon request by the individual subject of the data. The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies.
- F. The responsible authority or designee shall comply immediately, if possible, with any request made pursuant to this subdivision, or within ten days of the date of the request, excluding Saturdays, Sundays and legal holidays, if immediate compliance is not possible.
- G. An individual subject of the data may contest the accuracy or completeness of public or private data. To exercise this right, an individual shall notify in writing the responsible authority describing the nature of the disagreement. The responsible authority shall within 30 days either: (1) correct the data found to be inaccurate or incomplete and attempt to notify past recipients of inaccurate or incomplete data, including recipients named by the individual; or (2) notify the individual that the authority believes the data to be correct. Data in dispute shall be disclosed only if the individual's statement of disagreement is included with the disclosed data.
- H. The determination of the responsible authority may be appealed pursuant to the provisions of the Administrative Procedure Act relating to contested cases. Upon receipt of an appeal by an individual, the commissioner shall, before issuing the order and notice of a contested case hearing required by Minnesota Statutes chapter 14, try to resolve the dispute through education, conference, conciliation, or persuasion. If the parties consent, the commissioner may refer the matter to mediation. Following these efforts, the commissioner shall dismiss the appeal or issue the order and notice of hearing.
- I. Data on individuals that have been successfully challenged by an individual must be completed, corrected, or destroyed by a government entity without regard to the requirements of Minnesota Statutes section 138.17.
- J. After completing, correcting, or destroying successfully challenged data, the school district may retain a copy of the commissioner of administration's order issued under Minnesota Statutes chapter 14 or, if no order were issued, a summary of the dispute between the parties that does not contain any particulars of the successfully challenged data.

VI. REQUESTS FOR DATA BY AN INDIVIDUAL SUBJECT OF THE DATA

- A. All requests for individual subject data must be made in writing directed to the Data Practices Compliance Officer.

- B. A request for individual subject data must include the following information:
1. Statement that one is making a request as a data subject for data about the individual or about a student for whom the individual is the parent or guardian;
 2. Date the request is made;
 3. A clear description of the data requested;
 4. Proof that the individual is the data subject or the data subject's parent or guardian;
 5. Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and
 6. Method to contact the requestor (such as phone number, address, or email address).
- C. The responsible authority may seek clarification from the requestor if the request is not clear before providing a response to the data request.
- D. Policy 515 (Protection and Privacy of Pupil Records) addresses requests of students or their parents for educational records and data.

VII. REQUESTS FOR PUBLIC DATA

- A. All requests for public data must be made in writing and directed to the data practices compliance officer.
1. A request for public data must include the following information:
 - a) Date the request is made;
 - b) A clear description of the data requested;
 - c) Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and
 - d) Method to contact the requestor (such as phone number, address, or email address).
 2. Unless specifically authorized by statute, the data requestor is not required to provide their identity, nor is a requestor required to explain the reason for the data request. A person may be asked to provide certain identifying or clarifying information for the sole purpose of facilitating access to the data.

3. A public data request, including the identity of the requestor, if provided, is public, if provided.
 4. The data practices compliance officer may seek clarification from the requestor if the request is not clear before providing a response to the data request.
- B. The data practices compliance officer will respond to a data request at reasonable times and places as follows:
1. The data practices compliance officer will notify the requestor in writing as follows:
 - a) The requested data does not exist; or
 - b) The requested data does exist but either all or a portion of the data is not accessible to the requestor; or
 - (1) If the data practices compliance officer determines that the requested data is classified so that access to the requestor is denied, the responsible authority will inform the requestor of the determination in writing, as soon thereafter as possible, and shall cite the specific statutory section, temporary classification, or specific provision of federal law on which the determination is based.
 - (2) Upon the request of a requestor who is denied access to data, the data practices compliance officer shall certify in writing that the request has been denied and cite the specific statutory section, temporary classification, or specific provision of federal law upon which the denial was based.
 - c) The requested data does exist and provide arrangements for inspection of the data, identify when the data will be available for pick-up, or indicate that the data will be sent by mail. If the requestor does not appear at the time and place established for inspection of the data or the data is not picked up within ten (10) business days after the requestor is notified, the school district will conclude that the data is no longer wanted and will consider the request closed.
 2. The school district's response time may be affected by the size and complexity of the particular request, including necessary redactions of the data, and also by the number of requests made within a particular period of time.
 3. The school district will provide an explanation of technical terminology, abbreviations, or acronyms contained in the responsive data on request.

4. The school district is not required by the MGDPA to create or collect new data in response to a data request, or to provide responsive data in a specific form or arrangement if the school district does not keep the data in that form or arrangement.
5. The school district is not required to respond to questions that are not about a particular data request or requests for data in general.

VIII. REQUEST FOR SUMMARY DATA

- A. A request for the preparation of summary data shall be made in writing directed to the responsible authority.
 1. A request for the preparation of summary data must include the following information:
 - a) Date the request is made;
 - b) A clear description of the data requested;
 - c) Identify the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and
 - d) Method to contact requestor (phone number, address, or email address).
- B. The responsible authority will respond within ten (10) business days of the receipt of a request to prepare summary data and inform the requestor of the following:
 1. The estimated costs of preparing the summary data, if any; and
 2. The summary data requested; or
 3. A written statement describing a time schedule for preparing the requested summary data, including reasons for any time delays; or
 4. A written statement describing the reasons why the responsible authority has determined that the requestor's access would compromise the private or confidential data.
- C. The school district shall require the requestor to pre-pay all or a portion of the cost of preparing the summary data before the school district begins to prepare the summary data.

IX. COSTS

A. Public Data

1. The school district will charge for copies provided as follows:
 - a) 100 or fewer pages of black and white, letter or legal sized paper copies will be charged at 25 cents for a one-sided copy or 50 cents for a two-sided copy.
 - b) More than 100 pages or copies on other materials are charged based upon the actual cost of searching for and retrieving the data and making the copies unless the cost is specifically set by statute or rule.
 - (1) The actual cost of making copies includes employee time, the cost of the materials onto which the data is copied and mailing costs (if any).
 - (2) Also, if the school district does not have the capacity to make the copies, e.g., photographs, the actual cost paid by the school district to an outside vendor will be charged.
2. All charges must be paid for in cash or cashier's check/money order in advance of receiving the copies.

B. Summary Data

1. Any costs incurred in the preparation of summary data shall be paid by the requestor prior to preparing or supplying the summary data.
2. The school district may assess costs associated with the preparation of summary data as follows:
 - a. The cost of materials, including paper; the cost of the labor required to prepare the summary data; any schedule of standard copying charges established by the school district, any special costs necessary to produce such copies from a machine-based record-keeping system, including computers and microfilm systems;
 - b. The school district may consider the reasonable value of the summary data prepared and, where appropriate, reduce the costs assessed to the requestor.

C. Data Belonging to an Individual Subject

1. The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies.

The responsible authority shall not charge the data subject any fee in those instances where the data subject only desires to view private data.

X. Annual Review and Posting

- A. The responsible authority shall prepare a written data access policy and a written policy for the rights of data subjects (including specific procedures the school district uses for access by the data subject to public or private data on individuals). The responsible authority shall update the policies, as needed, no later than August 1 of each year, and at any other time as necessary to reflect changes in personnel, procedures, or other circumstances that impact the public's ability to access data.
- B. Copies of the policies shall be easily available to the public by distributing free copies to the public or by posting the policies in a conspicuous place within the school district that is easily accessible to the public or by posting them on the school district's website.

Adopted 5/1/2008

Reviewed 12/16/2021

Adopted 1/6/2022

Reviewed 10/27/2022