

**MINNETONKA SCHOOL BOARD STUDY SESSION AND SPECIAL MEETING**  
**District Service Center**  
**September 28, 2023**  
**6:00 p.m.**  
**AGENDA**

**STUDY SESSION**

- |      |    |  |
|------|----|--|
| 6:00 | 1. | Opening of School Report                 |
| 6:20 | 2. | Update on MCA Results                    |
| 6:40 | 3. | Review of Annual Report                  |
| 7:00 | 4. | Review of 2023 Pay 2024 Preliminary Levy |
| 7:30 | 5. | Review of Policies                       |
|      | a. | #509: Enrollment of Nonresident Students |
|      | b. | #514: Bullying Prohibition               |

**SPECIAL MEETING**

- |      |      |  |
|------|------|--|
| 7:45 | I.   | Call to Order and Pledge to the Flag                                       |
| 7:45 | II.  | Adoption of Agenda   |
| 7:45 | III. | Approval of School Board Representative to Intermediate District 287 Board |
| 7:50 | IV.  | Certification of 2023 Pay 2024 Preliminary Levy                            |
| 8:10 | V.   | Adjournment  |

**CITIZEN INPUT**

**6:20 p.m.**                      Citizen Input is an opportunity for the public to address the School Board on any topic in accordance with the guidelines printed below.

**GUIDELINES FOR CITIZEN INPUT**

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

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

## REPORT

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

### **Study Session Agenda Item #1**

**Title:** Opening of School Report

**Date:** September 28, 2023

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#### **BACKGROUND**

The District administration reports on the start of school to the School Board each year. This year the presentation to the School Board relies on information collected on or about Tuesday, September 5, 2023, the first day of school.

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#### **RECOMMENDATION/FUTURE DIRECTION:**

We will identify follow-up steps with recommendations, if necessary, based on the data presented.

**Submitted by:**



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Anjie Flowers, Executive Director of Human Resources

**Concurrence:**



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David Law, Superintendent

## REPORT

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

### Study Session Agenda Item #2

Title: MCA 2023 Summary Report

Date: September 28, 2023

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#### EXECUTIVE SUMMARY

Overall, students are performing well whether the measurements are NWEA, MCA, SAT, ACT, or other forms of standardized testing. Comparatively speaking, Minnetonka performed well compared to students across the state and did not follow statewide trends in some cases. In Reading, the state saw drops across all grade levels tested. Minnetonka students saw increases across Grades 3, 4, 6, and 8 with decreases of **0.3 percent** or less. In Math, Minnetonka and students statewide saw increases among **6 of 7** grade levels tested. All Math average scale score remained the same or improved among Minnetonka students. Minnesota students statewide experienced a drop in proficiency percentages across the three grade levels tested in Science. Minnetonka students showed an increase among Grade 8 students (**1.1 percent**) and a decrease of **4.1 percent** among Grade 5 students and a decrease of **5.2 percent** among high school students, in which most students are tested in Grade 11.

Proficiency levels remain strong relative to metro area school districts. In 2019, Minnetonka ranked first in the metro area in Reading with **81.9 percent** proficient compared to **82.0 percent** proficient in 2018. In 2021, Minnetonka ranked third in Reading with **74.5 percent** proficiency, slightly behind Wayzata and Edina. After ranking second in the metro area in Math in 2018, Minnetonka students were tied for first in the metro in Math for 2019 (**79.8 percent**). In 2021, the Minnetonka proficiency rate was **67.4 percent**, also ranking the District third in the metro area. In 2019, Minnetonka students were ranked second in Science with **75.4 percent** proficient, decreasing slightly from **76.5 percent** proficient in 2018. In 2021, Minnetonka students ranked second in Science, which trailed Wayzata by a slim margin of **0.2 percent**. In 2022, Minnetonka tied for second in Reading with a **73.3 percent** proficiency rate, second in Math with **72.9 percent** proficient, and first in Science with a proficiency rate **70.5 percent**. Lastly, in 2023, Minnetonka ranked first in Reading at **74.2 percent** proficiency, second in Math with **75.8 percent** proficiency, and first in Science with **67.5 percent** of students proficient. In Math Minnetonka trailed Wayzata by **0.4 percent**.

According to the Minnesota Department of Education's North Star Report, Minnetonka students rated first in Reading and Math proficiency among all school districts across the state. This report considers all students eligible to test, which means students who opt

out of testing are considered *not proficient* and are counted in the proficiency percentage. Because of this, it is likely that students opting out of testing impacted overall proficiency percentages among districts. MCA Test opt-out rates among school districts statewide are not available in the reporting. For the purposes of this report, the proficiency percentages from the Minnesota Report Card are used. These percentages are calculated using data from students who took the MCA Tests as opposed to students *eligible* to take the test, thus helping Minnetonka School District staff measure the academic program effectively over time.

## **Background**

Each year the Minnesota Department of Education conducts annual Minnesota Comprehensive Assessments (MCA) of all students in Grades Three-Eight for Mathematics and Reading, Grade Ten for Reading, and Grade Eleven for Math. For Science, the MCA is given to students in Grades Five, Eight, and after taking high school Biology. The Science MCA does not count for Adequate Yearly Progress (AYP), but achievement levels are recorded. The tests measure student knowledge and skills identified in the Minnesota Academic Standards. This report examines the MCA III results for the 2023 school year. As with any test, the MCA-III assesses a sampling of student knowledge and does not test every standard or benchmark. There are standards and benchmarks that cannot be assessed with a standardized test. That does not mean that these skills should not be taught or assessed. Teachers need to instruct and assess their students on all the academic standards. The passage of the No Child Left Behind Act (2000) required that students be assessed in Grades Three-Eight and high school. The *Minnesota K–12 Academic Standards in Mathematics* were adopted in 2003; the Minnesota Comprehensive Assessments-Series II assessed these standards. The 2006 Minnesota Legislature approved the 2006 Omnibus Education Policy Act (see Minn. Stat. § 120B.023, subd. 2b). This legislation required the revision of the state's academic standards in mathematics in the 2006–2007 school year. The legislation also required that beginning in the 2013–2014 school year, state mathematics tests given in Grade Eleven align with the revised 2007 academic standards in mathematics. The revision to the standards was significant enough that a new series of the MCA assessments was necessary. Thus, the Mathematics MCA-III tests are aligned with the 2007 *Minnesota K–12 Academic Standards in Mathematics*.

There are four different levels of proficiency for the MCA. To reach proficiency, students must reach a scale score of their Grade level plus 50. For example, a student in the Eighth Grade needs 850 (800+50) and a student in the Fourth Grade needs 450 (400+50) to reach proficiency on the MCA III for Reading, Math, and Science. The student's score is then linked to an achievement level to describe the overall performance and determine proficiency.

There are four achievement levels for the MCA III's:

- Exceeds the Standards (E)—Proficient

- Meets the Standards (M)—Proficient
- Partially Meets the Standards (P)—Not Proficient
- Does Not Meet the Standards (D)—Not Proficient

## **Context**

The MCA III tests measure the number of students who can reach the bar and perform at grade level as measured by the Minnesota Academic Standards. The level of difficulty increases as students move into higher grade levels. As students move into the secondary level the number of students expected to reach proficiency decreases. This is a result of the test itself and not necessarily indicative of overall student performance as measured by classroom performance.

New MCA tests are developed when the Legislature authorizes new mandates. For example, after the Legislature approved new Minnesota Academic Standards and since the MCA I test did not measure those new standards, the MCA II tests were field tested and implemented in 2005-06. In 2007-08 the Legislature required a progress score and since the MCA II tests were not vertically aligned to measure progress from year to year, the MCA III tests in Math, Reading, and Science are now operational.

The MCA III has a scale that will allow for comparison between grade levels to determine growth. The scale is limited because it only measures on-grade level work. Students far above grade level will not be adequately measured by the progress score. The previous system did not allow for the measurement of individual student progress from year-to-year, like NWEA. So, if a student is performing far above or below grade level, it is not possible to ascertain how much they have grown from year to year using the MCA II or MCA III.

When comparing the tests students take in Third Grade to the tests the same students will take in Eighth Grade, the content on the Eighth Grade test, as expected, is more challenging. The number of questions that students are expected to answer correctly on the Eighth Grade test is lower than on the Third Grade test. This is determined statistically by the State of Minnesota during field testing. For example, if a student in the Third Grade scores 80 percent correct, then they might earn an “E” on the assessment, but in Eighth Grade that percent correct may decrease to 70 percent to earn an “E” on that assessment. The reason for the decrease in percentage needed is because the test is more difficult in both content and it is based on standards that are set by content specialists in the upper grades, and the standards in the elementary years are developed by content generalists.

With the NWEA assessments there is acceleration in performance as students move into the upper grades; with the MCA III tests the opposite is true. That is because the NWEA assessments measure individual growth from year-to-year and the MCA III tests only measure the number of students below, at, or above proficiency.

Regarding the change in proficiency versus scale scores, when one views the scale score increase, he or she is seeing an increase of average scale scores but a decrease in percent proficient when examining each grade individually, especially in Math. Furthermore, we are only looking at MCA scores for both proficiency and scale scores across time (not all accountability tests for proficiency, as is defaulted on the Minnesota Report Card). This could be explained in a couple of ways.

Minnetonka proficient students could score higher in one year, thus bringing up the average scale score, but not influencing the percent proficient. One way this can be seen is with more students in the exceeds vs. meets standards compared to previous years.

The tables below include average scale scores for each proficiency level and grade level. The letter “D” stands for *Does Not Meet*, “P” stands for *Partially Meets*, “M” stands for *Meets*, and “E” stands for *Exceeds* the standards. On the tables below, the average scale scores in the Reading Does Not Meet (D) category in only one area showed decreases and the Exceeds (E) category showed decreases in two areas. It seems logical to conclude that scores for the lowest performing students have improved in many areas, and for the scores to increase significantly, one would expect above average scores in a particular level to raise the overall average scale scores for that level. Such an increase in scores should result in more students moving to the right toward the Partially Meets (P) category. This logic translates to the mean scale score results by grade level shown in the next table. At most grade levels, the average scale score increased or remained the same, except for Grade 10. For Math, there was an increase in scale scores among the *Partially Meets* group, indicating a shift toward the Meets and Exceeds categories. Math scale scores increased dramatically across all grade levels except for Grade 11. The Reading and Math data show that students are scoring solidly across most grade levels and the increases were more significant in Math for both Minnetonka students and students statewide. Reading growth was more modest following the height of the Pandemic for both Minnetonka and Minnesota students, however, the achievement is trending in the right direction.

## 2022-2023 MCA Average Scale Scores by Achievement Level and Grade Level

READING		2022 D	2023 D	2022P	2023 P	2022 M	2023 M	2022 E	2023 E
	3	325.7	325.9	344.5	<b>344.6</b>	361.7	361.4	381.9	<b>383.5</b>
	4	431.4	430.3	445.1	<b>445.2</b>	457.7	457.7	473.0	472.7
	5	531.5	530.0	545.4	<b>545.8</b>	559.0	558.7	574.3	573.8
	6	630.4	628.5	644.9	644.6	658.5	658.5	676.0	677.2
	7	728.5	<b>730.1</b>	744.4	<b>744.9</b>	758.8	758.4	776.6	775.0
	8	828.8	828.7	845.3	844.9	858.4	<b>858.6</b>	876.0	<b>876.2</b>
	HS	1031.6	1028.8	1045.6	1045.2	1056.9	<b>1057.1</b>	1072.7	1071.1
MATH		2022 D	2023 D	2022P	2023 P	2022 M	2023 M	2022 E	2023 E
	3	329.8	<b>330.8</b>	345.4	345.1	357.6	<b>358.2</b>	375.2	<b>375.8</b>
	4	430.8	429.9	444.7	<b>445.4</b>	458.4	457.9	477.3	<b>478.4</b>
	5	532.2	531.1	545.4	545.1	555.8	<b>556.2</b>	569.8	569.8
	6	630.4	<b>630.7</b>	645.2	<b>645.5</b>	655.1	<b>655.4</b>	669.4	669.8
	7	732.1	732.1	745.2	<b>745.4</b>	754.6	754.5	766.4	766.3
	8	830.4	829.7	845.1	<b>845.3</b>	855.4	<b>855.6</b>	868.5	<b>868.9</b>
	HS	1127.7	<b>1128.3</b>	1144.9	1144.8	1156.6	<b>1156.9</b>	1173.6	1172.7
SCIENCE		2022 D	2023 D	2022P	2023 P	2022 M	2023 M	2022 E	2023 E
	5	531.6	527.2	545.1	544.2	559.2	558.4	576.5	<b>576.8</b>
	8	833.8	831.0	845.2	<b>845.3</b>	855.2	<b>855.8</b>	867.4	867.1
	HS	1029.8	1026.9	1045.7	1045.2	1056.3	<b>1056.7</b>	1070.8	1069.8

### MCA Reading Results – Spring 2023

#### Data Summary: Spring 2022 and 2023 MCA III Reading Results for Minnetonka and Minnesota

Spring of 2023 was the tenth year the MCA III Reading was administered, and Minnesota proficiency decreased across all grade levels. Minnetonka showed increases at 4 of 7 grade levels: Grades 3, 4, 6, and 8, with the most significant drop occurring among Third Graders, increasing proficiency levels by **4.3 percent**. Among Minnetonka students, for the second year in a row, Reading scale scores remained the same or improved among all grade levels except for Grade 10. In addition, Grade 10 students statewide saw a proficiency drop of **3.4 percent** and **3.2 percent** the year prior, and **3.5 percent** in 2021, while Minnetonka Tenth Graders experienced an increase of **0.3 percent** two years ago, a decrease of **8.3 percent** in 2022, and a 0.3 percent decrease in 2023.

It is expected that students would experience a drop on a standardized test that measures grade level content knowledge during the Pandemic. Clearly, there is unfinished learning that students will need to revisit during the current school year, as they begin the next grade level. However, it is encouraging to see that Minnetonka students overall were not as impacted academically by the Pandemic as many of their same grade counterparts statewide.

## Data Analysis: Spring 2022 and 2023 MCA III Reading Results for Minnetonka and Minnesota

It is difficult to understand all the variables that contributed to the drops in proficiency percentages, however, Minnetonka students participated at a high rate on the MCAs in 2022 and 2023, so this is not to be considered a significant variable like 2021. Teachers have studied the state standards and test specifications aligned to the MCA III Reading. Because of the proactive work by teachers to learn about the assessment specifications, students were able to have success on this assessment. Staff will continue additional work to study the common core components to the assessment. Students are tested in the two areas of Literature and Informational Text.

### Spring 2022 and 2023 MCA III Reading Results for Minnetonka and Minnesota

2023 Total % of Minnesota Students Meeting or Exceeding Standards	2022 % of MINNETONKA Students Meeting or Exceeding Standards	2023 % of MINNETONKA Students Meeting or Exceeding Standards	Minnetonka Students Tested		
				Total Number Tested	Mean Scale Score
47.1 (-0.6)	64.8	69.1 (+4.3)	Grade 3 Reading	823	358 (+1)
48.2 (-1.3)	71.8	73.4 (+1.6)	Grade 4 Reading	861	458 (+1)
58.7 (-0.6)	81.8	81.6 (-0.2)	Grade 5 Reading	803	560 (+0)
53.3 (-1.1)	80.2	81.0 (+0.8)	Grade 6 Reading	843	663 (+2)
45.1 (-0.2)	72.0	71.7 (-0.3)	Grade 7 Reading	866	758 (+0)
44.5 (-1.6)	71.0	71.3 (+0.3)	Grade 8 Reading	820	859 (+1)
51.5 (-3.4)	72.1	71.8 (-0.3)	Grade 10 Reading	811	1056 (-2)

### Data Summary: Spring 2022 and 2023 MCA III Reading Results for Minnetonka by Grade Level

When comparing 2022 to 2023, there was an increase in students reaching the Exceeds category in Grades 3-6 and Grade 8. The percent in the *Does Not Meet Standards* category increased in Grades 3-5 and Grade 8.

## Data Analysis: Spring 2022 and 2023 MCA III Reading Results for Minnetonka by Grade Level

There were significant shifts at some grade levels within the *Exceeds Standards* category. Significant increases are increases in percentages of 3 percent or more. These increases were seen among Grades 4, 5 and 8. There were no significant increases in the *Does Not Meet* or *Partially Meeting Standards* categories. Regarding the *Partially Meets Standards* category, there were **37.3 percent** of students (313 out of 840) in Grades 3-10 who scored within three scale score points of proficiency. Because this standardized test is a measure of student performance on one day, one could conclude that if the test were taken again within a week of the original performance, a student could improve or decrease their scale score by 3 points according to the standard of error. It is also important to note that the MCA is one measure of student Reading performance, and other measures include FastBridge Reading CBM Early Reading and CBM Fluency for Grades k-5 as well as NWEA-MAP testing for students in Grades K-7 and Eight Graders receiving academic intervention. Teachers use all three measures to measure student Reading performance to inform instruction for their students.

With cohort data for the MCA Test this year, it will be important for teachers to focus on both summative and formative assessment to provide experiences for students to revisit unfinished learning that may have occurred from the previous years.

### Spring 2023 MCA III Reading Results for Minnetonka by Grade Level (**Bold** indicates an increase from the previous year and *italics* indicates a decrease)

Grade	Does Not Meet Standards		Partially Meeting Standards		Meeting Standards		Exceeding Standards	
	N	%	N	%	N	%	N	%
3	159	<b>19.3</b>	96	<i>11.7</i>	376	<b>45.7</b>	192	<b>23.3</b>
4	90	<b>10.5</b>	139	<i>16.1</i>	359	<i>41.7</i>	273	<b>31.7</b>
5	57	<b>7.1</b>	91	<i>11.3</i>	380	<i>47.3</i>	275	<b>34.0</b>
6	58	<i>6.9</i>	102	<b>12.1</b>	327	<i>38.8</i>	356	<b>42.2</b>
7	91	<i>10.5</i>	154	<b>17.8</b>	368	<b>42.5</b>	253	<i>29.2</i>
8	124	<b>15.1</b>	111	<i>13.5</i>	293	<i>35.7</i>	292	<b>35.6</b>
10	83	<i>10.2</i>	146	<b>18.0</b>	342	<b>42.2</b>	240	<i>29.6</i>

**Spring 2022 MCA III Reading Results for Minnetonka by Grade Level**  
**(Bold indicates an increase from the previous year and *italics* indicates a decrease)**

Grade	Does Not Meet Standards		Partially Meeting Standards		Meeting Standards		Exceeding Standards	
	N	%	N	%	N	%	N	%
3	165	<b>19.0</b>	141	<b>16.2</b>	372	<i>42.8</i>	192	<b>22.1</b>
4	81	10.2	144	<i>18.1</i>	350	<i>43.9</i>	222	<b>27.9</b>
5	50	<i>6.0</i>	107	<b>12.9</b>	418	<i>50.4</i>	255	<b>30.7</b>
6	74	<b>8.8</b>	93	<i>11.0</i>	341	<b>40.5</b>	334	<b>39.7</b>
7	96	<i>11.7</i>	135	<b>16.4</b>	339	<i>41.4</i>	254	<b>30.8</b>
8	101	12.5	133	<b>16.5</b>	326	<b>40.4</b>	246	30.5
10	88	<b>10.7</b>	141	<b>17.2</b>	302	36.8	290	35.3

**Data Summary: Spring 2022 and 2023 MCA III Math Results for Minnetonka and Minnesota**

According to the tables below, Math performance saw an increase in proficiency percentage across the state and within Minnetonka except for Grade 11 across Minnesota and Grade 3 within Minnetonka. Minnetonka students experienced a higher rate of increase compared to the state for Grades 4-11.

Minnetonka middle school students saw a significant increase in proficiency percentage increasing by **8.0 percent** among Seventh Graders and **4.6 percent** among Sixth Graders. In addition, Minnetonka Middle Schoolers improved their average scale score by one-point.

**Data Analysis: Spring 2022 and 2023 MCA III Math Results for Minnetonka and Minnesota**

Overall, Math performance is strong in Minnetonka when comparing the difference in statewide performance. In addition to the strong average proficiency levels for most grade levels, elementary Math assessments had been significantly revised during the Summer of 2022 to better align to the Everyday Math curriculum as well as the state standards. The improved alignment should help all Minnetonka elementary students continue to grow.

## Spring 2022 and 2023 MCA III Math Results for Minnetonka and Minnesota

2023 Total % of Minnesota Students Meeting or Exceeding Standards on MCA III	2022 % of MINNETONKA Students Meeting or Exceeding Standards on MCA III	2023% of MINNETONKA Students Meeting or Exceeding Standards on MCA III	Minnetonka Students Tested		
				Total Number Tested	Mean Scale Score
59.0 (+0.2)	83.6	81.8 (-1.8)	Grade 3 Math	826	363 (+0)
56.9 (+0.7)	81.3	84.9 (+3.6)	Grade 4 Math	862	466 (+2)
44.3 (+1.4)	67.2	69.1 (+1.9)	Grade 5 Math	808	555 (+0)
39.2 (+0.2)	70.8	75.4 (+4.6)	Grade 6 Math	845	658 (+1)
39.7 (+2.3)	65.3	73.3 (+8.0)	Grade 7 Math	864	755 (+1)
39.9 (+0.1)	73.1	75.1 (+2.0)	Grade 8 Math	823	857 (+1)
35.9 (-0.4)	66.4	69.9 (+3.5)	Grade 11 Math	738	1156 (+0)

### Data Summary: Spring 2022 and Spring 2023 MCA Math Results for Minnetonka by Grade Level

Elementary and Middle Schools began taking the MCA III Math in 2011. The High School began taking the MCA III in 2014. In 2013, students were not eligible for multiple opportunities to test. Minnetonka student performance on the MCA III was strong in that the percentage of students in the *Meets Standards* category increased in four of seven grade levels and the *Exceeds Standards* category improved among all grade levels for the second year in a row.

### Data Analysis: Spring 2022 and Spring 2023 MCA Math Results for Minnetonka by Grade Level

The Math results show a positive trend for student performance in 2023. With mostly increases in the *Meets* and *Exceeds* categories and decreases across the *Does Not Meet* and *Partially Meets* categories, there is strong evidence that Minnetonka is closing the gap that was created during the Pandemic. These results will be discussed more closely during the Fall data retreats and throughout the first semester between the Director of Assessment and Evaluation and elementary and secondary staff.

**Spring 2023 MCA Math Results for Minnetonka by Grade Level**  
**(Bold indicates an increase from the previous year and *italics* indicates a decrease)**

Grade	Does Not Meet Standards		Partially Meeting Standards		Meeting Standards		Exceeding Standards	
	N	%	N	%	N	%	N	%
3	58	<b>7.0</b>	92	<i>11.1</i>	298	<i>36.1</i>	378	<b>45.8</b>
4	53	<i>6.1</i>	77	<i>8.9</i>	286	<b>33.2</b>	446	<b>51.7</b>
5	82	<i>10.1</i>	168	<i>20.8</i>	316	<i>39.1</i>	242	<b>30.0</b>
6	70	<b>8.3</b>	138	<i>16.3</i>	286	<b>33.8</b>	351	<b>41.5</b>
7	65	<i>7.5</i>	166	<i>19.2</i>	311	<b>36.0</b>	322	<b>37.3</b>
8	77	<i>9.4</i>	128	<i>15.6</i>	279	<i>33.9</i>	339	<b>41.2</b>
11	105	<b>14.2</b>	117	<i>15.9</i>	252	<b>34.1</b>	264	<b>35.8</b>

**Spring 2022 MCA Math Results for Minnetonka by Grade Level**  
**(Bold indicates an increase from the previous year and *italics* indicates a decrease)**

Grade	Does Not Meet Standards		Partially Meeting Standards		Meeting Standards		Exceeding Standards	
	N	%	N	%	N	%	N	%
3	39	<i>4.5</i>	104	<i>11.9</i>	346	<b>39.7</b>	382	<b>43.9</b>
4	57	<i>7.2</i>	92	<i>11.6</i>	257	<b>32.3</b>	390	<b>49.0</b>
5	95	<i>11.4</i>	178	<i>21.4</i>	326	<b>39.2</b>	233	<b>28.0</b>
6	65	<i>7.7</i>	181	<i>21.5</i>	270	<b>32.1</b>	326	<b>38.7</b>
7	95	<i>11.6</i>	190	<i>23.1</i>	239	<i>29.1</i>	297	<b>36.2</b>
8	82	<i>10.2</i>	134	<i>16.7</i>	284	<b>35.3</b>	304	<b>37.8</b>
11	105	<b>14.1</b>	146	<b>19.6</b>	243	<b>32.6</b>	252	<b>33.8</b>

## **Data Summary: Spring 2021, 2022, and 2023 MCA III Science Results for Minnetonka and Minnesota**

Students began taking the MCA III Science in 2012. Statewide proficiency levels dropped across Grades 5, 8, and High School. Minnetonka showed drops in proficiency levels among Grades 5 and High School students.

## **Data Analysis: Spring 2021, 2022, and 2023 MCA III Science Results for Minnetonka and Minnesota**

Most Minnetonka student performance continues to be strong on the Science MCA ranking first in the metro overall, leading the metro areas by **4.4 percent** compared to Edina and Westonka. Since the implementation of the MCA III, staff has worked to align instruction with assessment. Teachers have worked to analyze the MCA III Science test specifications and have gained a clear understanding of what students are expected to know and be able to do. At the elementary level, student inquiry and critical thinking is enhanced using STEM (Science, Technology, Engineering, and Mathematics) activities and FOSS kits that allow for hands on learning using multiple modalities. At the middle school and high school, STEM activities, coupled with the extensive use of iPads, are infused into the classroom learning experiences, and a focus to ensure proper placement of students into courses that will most challenge them has impacted student learning as well.

At the middle school level, one of the key actions to continue growth in student Science performance is the alignment of the PLC's. This year will be the tenth year during which PLC's will be aligned by grade level and across buildings. Their first year in the configuration proved to be productive as grades were able to make great strides in the development of common assessments, lab experiences and conversations regarding best practices in the Science content area. Grade levels were also able to further the alignment between middle schools by developing streamlined storage for both assessment and lab experience information. Through this common assessment review the goal is to improve the content of each common assessment and drill further into the data, aligning questions with the Minnesota Science Standards and taking time to reflect on our students' performances on each assessment. The goal of the middle school Science Department is to use the data to facilitate conversations regarding student understanding and application of not only the standards but also begin to identify strategies and techniques that prove to support the most effective delivery of Science material. Another future goal is to use the common assessment review cycle as a PLC performance goal, using the data to identify specific areas for growth and collaborating through both building and content areas to develop rich Science learning opportunities.

In addition to alignment work at the middle school level, the Minnetonka Science Department is moving forward with a yearly goal to work as a K-12 Science team. Their goal is to develop and implement common language and lab experiences that build on each other as the students move up in grade level while outlining guidelines for key lab skills and components for quality laboratory reports. The goal also provides new

opportunities for conversations at all levels regarding strategies for growing their content in the areas of STEM and inquiry experiences.

Some additional movements to enhance student experiences in recent years was to include a renewed collaborative effort to align standards by using technology tools to track when standards are taught and the various labs, formative tools and summative assessments used during their delivery.

An additional department goal is a focus to increase access to Science for all learners. The department will harness the tools each teacher uses that brings Science alive for each student, not only focusing on the high performing students. It is their belief that Science should provide rich experiences that meets the needs of all learners, and they believe that continued collaboration will bring to light all the work that is currently supporting this goal and draw new insight into areas for growth in reaching every child.

With the phase-in of the new Minnesota Science Standards, work will begin to improve assessments and student learning experiences to ensure students are ready to experience the next generation standards. Although there will be a four-year implementation timeline for the new standards state-wide, work will begin in Minnetonka to ensure students receive updated curriculum and assessments.

Because of the hard work by teachers and students, Minnetonka students are not only performing at high levels compared to the entire state but also compared to local metro districts.

### Spring 2021-2023 MCA III Science Results for Minnetonka and Minnesota

Grade	2022 % of Minnesota Students Meeting or Exceeding Standards	2023 % of Minnesota Students Meeting or Exceeding Standards	2021% of MINNETONKA Students Meeting or Exceeding Standards	2022 % of MINNETONKA Students Meeting or Exceeding Standards	2023% of MINNETONKA Students Meeting or Exceeding Standards
5	49.8	48.2 (-1.6)	70.3	77.9 (+7.6)	73.8 (-4.1)
8	28.6	26.9 (-1.7)	56.4	55.0 (-1.4)	56.1 (+1.1)
HS	45.3	41.4 (-3.9)	77.9	78.6 (+0.7)	73.4 (-5.2)

### Data Summary: Spring 2022 and Spring 2023 MCA Science Proficiency by Grade Level

After 2018, when there was an overall increase in the percentage of students *Meeting the Standards* at each grade level with a significant increase of **7.3 percent** among Fifth Graders, a **7.4 percent** increase among Eighth Graders, and a **4.2 percent** increase among high school students, there was only an increase in this category in 2019, which

was seen among high school students. However, there was an increase of **3.7 percent** of students reaching the *Does Not Meet* category among high school students, indicating a shift from *Partially Meets* to either *Meets* or *Exceeds*. Fifth Graders saw a shift from the *Meets* and *Exceeds* categories to the *Partially Meets* and *Does Not Meet* categories, which explains the drop in overall proficiency among this grade level. The increases in the non- proficient categories were not drastic with there being a **1.4 percent** increase in the *Does Not Meet* category and a **2.7 percent** increase in the *Partially Meets* category. However, there was a **4.1 percent** overall shift to each of these categories from a year ago.

2022 results showed a **7.6 percent** increase among elementary students and a **0.7 percent** increase among high school students who have completed Biology. Although middle school students were only **55.0 percent** proficient, statewide only **33.2 percent** reached proficiency in Science, and the highest proficiency among comparative metro area schools was **61.0 percent**, placing Minnetonka third among Eighth Graders in the metro area.

For 2023, although Minnetonka performed well compared to benchmark districts and school districts statewide, it will be important to understand the increased percentage of students performing in the *Does Not Meet Standards* category across all three tested grade levels.

### **Data Analysis: Spring 2022 and Spring 2023 MCA Science Proficiency by Grade Level**

Since the initial baseline year of implementation in 2011, student performance is strong in Science. Because the students are only tested once at elementary, middle, and high schools, student success can be attributed to the work that the previous levels have done to ensure that instruction and assessment is closely aligned.

The focus on formative and summative classroom assessments will be important to ensure students are mastering the necessary students by the end of elementary, middle, and high school levels.

The trend indicates consistent high performance among all students. The shift toward project-based learning during the past five years has enabled elementary students to make connections to Reading, Writing, and Math that they might not have made in the past and that is having a positive impact at the middle school level. In addition, students can connect prior learning with the use of Science portfolios. The changes in the Science program have enabled us to show significant improvements to the Science program, not only as measured by the MCAs and by the increases in students participating in Accelerated Science at the middle schools.

### Spring 2023 MCA III Science Proficiency by Grade Level

(**Bold** indicates an increase from the previous year and *italics* indicates a decrease)

Grade	Does Not Meet Standards		Partially Meeting Standards		Meeting Standards		Exceeding Standards	
	N	%	N	%	N	%	N	%
5	80	<b>9.9</b>	131	<b>16.3</b>	395	<i>49.0</i>	200	<b>24.8</b>
8	143	<b>17.4</b>	218	<i>26.5</i>	349	<b>42.5</b>	112	<i>13.6</i>
HS	73	<b>10.1</b>	120	<b>16.5</b>	300	<b>41.3</b>	233	<i>32.1</i>

### Spring 2022 MCA III Science Proficiency by Grade Level

(**Bold** indicates an increase from the previous year and *italics* indicates a decrease)

Grade	Does Not Meet Standards		Partially Meeting Standards		Meeting Standards		Exceeding Standards	
	N	%	N	%	N	%	N	%
5	70	<i>8.4</i>	114	<i>13.7</i>	470	<b>56.6</b>	177	<b>21.3</b>
8	111	<i>13.9</i>	248	<b>31.1</b>	318	<i>39.8</i>	121	<b>15.2</b>
HS	59	<b>7.9</b>	101	<i>13.5</i>	297	<i>39.8</i>	289	<b>38.7</b>

## Metro Area Comparisons

Minnetonka students continue to perform very well when compared to other Minnesota school districts. Overall, Minnetonka is first in Reading, second in Math, and first in Science compared to benchmark school districts across the metro area. It is clear Minnetonka MCA proficiency has rebounded compared to the previous year with how the District has compared to school districts in which it is typically benchmarked against in the metro area. It is common for Minnetonka students to be ranked at the top of the metro area.

### Spring 2023 MCA III Reading, Math, and Science Comparisons to Comparable Metro Districts

District	% Proficient on Reading	% Proficient on Math	% Proficient on Science
Minnetonka	74.2	75.8	67.5
Wayzata	73.5	76.2	61.1
Edina	73.9	70.6	63.1
Orono	72.0	69.3	60.0
Westonka	72.6	74.4	63.1
Eastern Carver County	60.9	59.5	50.5
Eden Prairie	63.8	58.5	52.6
Waconia	61.7	64.4	42.6
Hopkins	52.0	40.6	29.6

### Spring 2022 MCA III Reading, Math, and Science Comparisons to Comparable Metro Districts

District	% Proficient on Reading	% Proficient on Math	% Proficient on Science
Minnetonka	73.3	72.9	70.5
Wayzata	77.1	77.8	67.6
Edina	73.3	67.0	63.0
Orono	73.2	68.2	65.0
Westonka	72.6	68.4	59.9
Eastern Carver County	60.6	55.6	53.8
Eden Prairie	68.1	59.2	54.7
Waconia	63.3	61.6	45.8
Hopkins	51.8	41.6	34.9

## Reading

### **Data Summary: Spring 2023 MCA Reading Comparisons to Comparable Metro Districts Elementary Grades 3-5**

2013 was the first year of implementation for the MCA III Reading test aligned to the Common Core State Standards. Minnetonka Third and Fifth Grade students ranked fifth in the area in 2019, and in 2018 they ranged from second and Fifth in the area. Fourth Graders ranked third in the area in 2019, up from fourth in Reading the previous year. In 2021 Third Graders ranked 5, Fourth Graders ranked fourth, and Fifth Graders ranked second. These rankings are like previous years. In 2019, **84.3 percent** of Fifth Grade students reached proficiency, which was the same as 2018. In 2021, this number decreased to **80.8 percent**, slightly behind Wayzata at **81.5 percent**. Third Grade saw **76.7 percent** reach proficiency in 2017 and **74.9 percent** reach proficiency in 2018 and **71.5 percent** reach proficiency in 2019, with **66.6 percent** reaching proficiency in 2021. Third Graders trailed the top ranked Third Graders by **6.9 percent**, which was the greatest gap in performance compared to the highest ranked school district among the three elementary grades. Fourth Graders, ranked fourth in 2021, increased modestly the past few years moving from **74.9 percent** in 2017 to **75.4 percent** proficient in 2018 to **76.9 percent** in 2019, with 2021 resulting in **70.7 percent** proficiency. There was not much difference between the top ranking and the fourth ranking among Fourth Grade metro area schools. Proficiency is expected to increase from Third to Fifth Grades. In 2022, Reading performance saw Minnetonka Third Graders rank sixth in the metro area with **64.9 percent** proficient. Grades 4-8 and 10 all ranked third with a significant discrepancy in proficiency percentage between the top and bottom half of the metro area schools. This range of percentages provides evidence of the impact the Pandemic has had on schools.

In 2023, Minnetonka Third Grade proficiency increased from 64.9 percent to 69.8 percent, placing Minnetonka Third Graders third behind Westonka and Orono. This is encouraging news, because Language Immersion students are included in these percentages, and they begin English instruction with an English Language Teacher beginning in Third Grade.

Fourth Graders continued to rank third in the metro, trailing the top ranked district by **1.7 percent** with a proficiency percentage of **74.0 percent**. Fifth Grade proficiency is not at 82.4 percent, ranking Minnetonka Fifth Graders second in the metro, trailing by just **2.4 percent** from the top ranked district.

Sixth and Eighth Graders ranked first in the metro area with Seventh Graders ranking fourth, only **3.1 percent** away from the top ranked district. There is a more significant gap in Reading performance among Tenth Graders with Minnetonka proficiency totaling 72.4 percent, ranking them third, compared to **87.0 percent** for the top ranked district.

Based on the metro areas results, is clear that Minnetonka students' have had a solid rebound academically.

## **Data Analysis: Spring 2023 MCA Reading Comparisons to Comparable Metro Districts Elementary Grades 3-5**

Minnetonka students have performed at high levels on the MCA Reading Test, however 2023 data show that there is room for improvement. It will be important for current Third and Fourth Grade teachers to focus on the individual needs of each of their incoming students related to Informational Text and Literature. Also, last year was the seventh year of implementation for the Making Meaning curriculum, and Minnetonka remained very competitive among metro area districts.

Teachers receive multiple data points from several data sources that can be used to analyze Reading data. In addition, Minnetonka elementary teachers are participating in professional learning on the topic of Literacy to help them work with students in their classroom by implementing a district-wide structured literacy approach. Teachers will be gaining new insights with this approach throughout several professional learning sessions over the course of the current school year. Teachers can align what they learn from the MCA, NWEA, and FastBridge CBM results in a timely and user-friendly manner to determine students' instructional needs. Teachers will need to analyze the results, and then use the resources available to them in the curriculum that best meet the students' needs based on the abundance of historical data.

Since the 2012-13 school year, school staff at the elementary level participated in district staff development on the MCA test specifications for Reading. Teachers focused their teaching in the areas outlined throughout the specifications document. This entailed creating spiraling activities to ensure assessed concepts were revisited often throughout the school year to provide the best opportunities for retention of key skills tested. The proactive work that the teachers did to provide focused instructional experiences positively impacted student performance. The Common Core State Standards are known to provide a level of rigor around critical thinking and problem-solving skills, and those skills are a primary focus for teachers, which resulted in alignment of instruction and assessment. As teachers continue to refine their focus toward the test specifications and state standards, student performance will improve.

In addition to expanding upon data analysis strategies, groundwork has been laid to improve upon the Reading and Writing experience at the elementary level. This will impact results through the secondary level. Implementation of the *Making Meaning* and Reading program began for Grades 2-5 during the 2015-16 school year. This program is aligned to the Common Core State Standards. In addition to an aligned Reading program, *Being A Writer* was implemented as well for Grades 1-5 the previous year. Five years ago, *Wilson Foundations* was introduced District-wide in Grades K-1 and among intervention classrooms. Although the impact was not felt in the first year, students will benefit soon. The new assessments utilized with these programs are more authentic and diagnostic by nature. This allows teachers the ability to more accurately pinpoint students' strengths and areas for growth in writing and reading comprehension.

### Spring 2023 MCA III Reading Comparisons to Comparable Metro Districts Grade 3

District Name	Grade	Subject	Proficiency
WESTONKA PUBLIC SCHOOL DISTRICT	3	Reading	72.9
ORONO PUBLIC SCHOOL DISTRICT	3	Reading	71.3
<b>MINNETONKA PUBLIC SCHOOL DISTRICT</b>	<b>3</b>	<b>Reading</b>	<b>69.8</b>
WAYZATA PUBLIC SCHOOL DISTRICT	3	Reading	69.5
EDINA PUBLIC SCHOOL DISTRICT	3	Reading	66.9
WACONIA PUBLIC SCHOOL DISTRICT	3	Reading	63.1
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	3	Reading	63.0
EASTERN CARVER COUNTY PUBLIC SCHOOL	3	Reading	58.3
HOPKINS PUBLIC SCHOOL DISTRICT	3	Reading	46.2

### Spring 2023 MCA III Reading Comparisons to Comparable Metro Districts Grade 4

District Name	Grade	Subject	Proficiency
WESTONKA PUBLIC SCHOOL DISTRICT	4	Reading	75.7
EDINA PUBLIC SCHOOL DISTRICT	4	Reading	75.0
<b>MINNETONKA PUBLIC SCHOOL DISTRICT</b>	<b>4</b>	<b>Reading</b>	<b>74.0</b>
WAYZATA PUBLIC SCHOOL DISTRICT	4	Reading	71.1
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	4	Reading	68.0
ORONO PUBLIC SCHOOL DISTRICT	4	Reading	66.2
WACONIA PUBLIC SCHOOL DISTRICT	4	Reading	63.5
EASTERN CARVER COUNTY PUBLIC SCHOOL	4	Reading	61.9
HOPKINS PUBLIC SCHOOL DISTRICT	4	Reading	52.1

### Spring 2023 MCA III Reading Comparisons to Comparable Metro Districts Grade 5

District Name	Grade	Subject	Proficiency
ORONO PUBLIC SCHOOL DISTRICT	5	Reading	84.8
<b>MINNETONKA PUBLIC SCHOOL DISTRICT</b>	<b>5</b>	<b>Reading</b>	<b>82.4</b>
EDINA PUBLIC SCHOOL DISTRICT	5	Reading	80.1
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	5	Reading	79.1
WESTONKA PUBLIC SCHOOL DISTRICT	5	Reading	78.2
WAYZATA PUBLIC SCHOOL DISTRICT	5	Reading	76.6
EASTERN CARVER COUNTY	5	Reading	73.2
WACONIA PUBLIC SCHOOL DISTRICT	5	Reading	72.1
HOPKINS PUBLIC SCHOOL DISTRICT	5	Reading	55.6

### **Data Summary: Spring 2023 MCA Reading Comparisons to Comparable Metro Districts Middle School Grades 6-8**

Prior to the Pandemic, Grades 6-8 performed at the top of the group for metro area schools. Student performances in 2023 are more typical of past performances for Minnetonka middle schoolers. Minnetonka Sixth Graders ranked first in Reading with **81.5 percent** proficiency, improving from **77.1 percent** the previous year. Seventh Graders were **72.0 percent** proficient in 2022 and **72.2 percent** proficient in 2023, ranking fourth for the second year in a row, and trailing the top ranked District by **3.1 percent**. Eighth Graders were ranked third in 2022 reaching **73.1 percent** proficiency, and in 2023, they **72.1 percent** proficient, ranking them first in the metro. In typical years, Minnetonka proficiency at the middle school level ranges from **85-87 percent** in Reading, and in 2023, they averaged **75.3 percent** proficiency. Minnetonka middle school performances have fared well compared to metro area districts, however, there is still work to be done to achieved levels proficiency seen prior to the Pandemic.

### **Data Analysis: Spring 2023 MCA Reading Comparisons to Comparable Metro Districts Middle School Grades 6-8**

As students increase in levels, the MCA is designed to make it more difficult to reach proficiency. It is not uncommon for proficiency levels to decrease from elementary to middle school unless there is a strong instructional program in place. The consistently high levels of Reading performance for Minnetonka students is a result of the increased academic rigor occurring at all grade levels in addition to a focused effort to provide alignment between the two middle schools' language arts departments. In addition, the work by each middle school to use multiple data points to drive instruction is apparent. In past years, Minnetonka middle school teachers utilized data from the ACT EXPLORE Test to provide useful and specific information about the strengths and areas of growth for their students. With the elimination of the ACT EXPLORE Test, teachers began to focus on their locally created common assessments along with NWEA data to help drive instructional decisions. In recent years, the middle school language arts chairs have worked with the Director of Assessment and Evaluation to continue providing the language arts teachers with District-led data retreats in an attempt to better align practices. Also, the work over the past several years at the elementary level to provide English Language Teaching (ELT) instruction for the Immersion students and provide a language arts program focused on improving critical reading skills has ensured students are more prepared to transition from elementary to middle school.

### Spring 2023 MCA III Reading Comparisons to Comparable Metro Districts Grade 6

District Name	Grade	Subject	Proficiency
<b>MINNETONKA PUBLIC SCHOOL DISTRICT</b>	6	Reading	81.5
ORONO PUBLIC SCHOOL DISTRICT	6	Reading	80.2
WAYZATA PUBLIC SCHOOL DISTRICT	6	Reading	77.8
EDINA PUBLIC SCHOOL DISTRICT	6	Reading	76.5
WESTONKA PUBLIC SCHOOL DISTRICT	6	Reading	70.4
EASTERN CARVER COUNTY	6	Reading	69.0
WACONIA PUBLIC SCHOOL DISTRICT	6	Reading	65.3
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	6	Reading	64.4
HOPKINS PUBLIC SCHOOL DISTRICT	6	Reading	57.6

### Spring 2023 MCA III Reading Comparisons to Comparable Metro Districts Grade 7

District Name	Grade	Subject	Proficiency
WAYZATA PUBLIC SCHOOL DISTRICT	7	Reading	75.3
WESTONKA PUBLIC SCHOOL DISTRICT	7	Reading	74.9
ORONO PUBLIC SCHOOL DISTRICT	7	Reading	74.2
<b>MINNETONKA PUBLIC SCHOOL DISTRICT</b>	7	Reading	72.2
EDINA PUBLIC SCHOOL DISTRICT	7	Reading	70.6
WACONIA PUBLIC SCHOOL DISTRICT	7	Reading	61.3
EASTERN CARVER COUNTY	7	Reading	57.2
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	7	Reading	56.2
HOPKINS PUBLIC SCHOOL DISTRICT	7	Reading	49.4

### Spring 2023 MCA III Reading Comparisons to Comparable Metro Districts Grade 8

District Name	Grade	Subject	Proficiency
<b>MINNETONKA PUBLIC SCHOOL DISTRICT</b>	8	Reading	72.1
WAYZATA PUBLIC SCHOOL DISTRICT	8	Reading	70.2
EDINA PUBLIC SCHOOL DISTRICT	8	Reading	68.0
WESTONKA PUBLIC SCHOOL DISTRICT	8	Reading	66.0
ORONO PUBLIC SCHOOL DISTRICT	8	Reading	63.1
WACONIA PUBLIC SCHOOL DISTRICT	8	Reading	60.3
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	8	Reading	60.2
EASTERN CARVER COUNTY	8	Reading	58.1
HOPKINS PUBLIC SCHOOL DISTRICT	8	Reading	51.8

### **Data Summary: Spring 2023 MCA Reading Comparisons to Comparable Metro Districts High School Grade 10**

Grade 10 performed ranked third on the list of comparable metro area school districts, reaching **72.4 percent** proficiency. This is up slightly from **72.2 percent** proficiency in 2022. In 2019, Minnetonka ranked third with **80.1 percent** proficiency. There was a significant gap in performance between the top two performing districts and the rest of the districts included on the list.

### **Data Analysis: Spring 2023 MCA Reading Comparisons to Comparable Metro Districts High School Grade 10**

As students move through the academic program it is becoming more apparent that their exposure to a rigorous reading curriculum is having a positive impact on assessment results. As students learn in small groups, they develop their phonemic awareness, phonics, fluency, vocabulary, and comprehension skills through their exposure to the curriculum, and teachers differentiate for students based on their learning needs. This model of instruction along with the benchmark assessments, such as NWEA and the oral reading fluency tests, allows students to build the stamina and critical thinking skills necessary to achieve success on standardized assessments such as the MCA. In Minnetonka, Reading Comprehension is not only measured by the English department, but work to improve comprehension and require students to read critically happens across all core content areas. This alignment is having a positive effect on student performance.

#### **Spring 2023 MCA III Reading Comparisons to Comparable Metro Districts Grade 10**

District Name	Grade	Subject	Proficiency
EDINA PUBLIC SCHOOL DISTRICT	10	Reading	85.6
WAYZATA PUBLIC SCHOOL DISTRICT	10	Reading	83.3
<b>MINNETONKA PUBLIC SCHOOL DISTRICT</b>	<b>10</b>	<b>Reading</b>	<b>72.4</b>
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	10	Reading	70.1
WESTONKA PUBLIC SCHOOL DISTRICT	10	Reading	69.8
ORONO PUBLIC SCHOOL DISTRICT	10	Reading	64.9
HOPKINS PUBLIC SCHOOL DISTRICT	10	Reading	61.4
EASTERN CARVER COUNTY	10	Reading	55.3
WACONIA PUBLIC SCHOOL DISTRICT	10	Reading	46.3

## **Math**

### **Data Summary: Spring 2023 MCA Math Comparisons to Comparable Metro Districts Elementary Grades 3-5**

Student performance has shown signs of improvement after the previous year. Minnetonka students ranked fourth in Grade 3, first in Grade 4 and third in Grade 5. Although Fifth Graders were ranked third, there was only a **1.7 percent** difference between third and first. Third Graders trailed the first ranked district by **4.5 percent**.

### **Data Analysis: Spring 2023 MCA Math Comparisons to Comparable Metro Districts Elementary Grades 3-5**

Across the state, all grade levels, saw a significant decline in proficiency from 2019. The Minnesota Department of Education confirmed that there were no major changes to the MCAs prior to last year, and it is concluded that circumstances related to COVID had the greatest impact on the drop in performance. Although this helps to provide perspective to the declining performance from 2019, there is still work to be done, even though overall performances continue to be strong. It would be beneficial for staff to focus on comparing NWEA and MCA data among their current grade levels as well as analyzing the data for students moving into their grade levels. Staff can use these data to focus on areas of growth and utilize the MCA Math Table of Specifications to help identify specific grade level skills for students in which to focus. The work done by classroom teachers to align classroom common assessments more closely with the newer Everyday Math program materials has proven to be effective.

### **Spring 2023 MCA III Math Comparisons to Comparable Metro Districts Grade 3**

District Name	Grade	Subject	Proficiency
ORONO PUBLIC SCHOOL DISTRICT	3	Math	87.0
WESTONKA PUBLIC SCHOOL DISTRICT	3	Math	84.7
WAYZATA PUBLIC SCHOOL DISTRICT	3	Math	83.9
<b>MINNETONKA PUBLIC SCHOOL DISTRICT</b>	<b>3</b>	<b>Math</b>	<b>82.5</b>
EDINA PUBLIC SCHOOL DISTRICT	3	Math	81.6
WACONIA PUBLIC SCHOOL DISTRICT	3	Math	78.8
EASTERN CARVER COUNTY	3	Math	75.1
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	3	Math	74.9
HOPKINS PUBLIC SCHOOL DISTRICT	3	Math	55.8

### Spring 2023 MCA III Math Comparisons to Comparable Metro Districts Grade 4

District Name	Grade	Subject	Proficiency
<b>MINNETONKA PUBLIC SCHOOL DISTRICT</b>	4	Math	85.4
WAYZATA PUBLIC SCHOOL DISTRICT	4	Math	84.7
EDINA PUBLIC SCHOOL DISTRICT	4	Math	81.7
ORONO PUBLIC SCHOOL DISTRICT	4	Math	81.6
WESTONKA PUBLIC SCHOOL DISTRICT	4	Math	78.7
WACONIA PUBLIC SCHOOL DISTRICT	4	Math	75.9
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	4	Math	72.2
EASTERN CARVER COUNTY	4	Math	69.9
HOPKINS PUBLIC SCHOOL DISTRICT	4	Math	61.3

### Spring 2023 MCA III Math Comparisons to Comparable Metro Districts Grade 5

District Name	Grade	Subject	Proficiency
WESTONKA PUBLIC SCHOOL DISTRICT	5	Math	71.4
WAYZATA PUBLIC SCHOOL DISTRICT	5	Math	70.3
<b>MINNETONKA PUBLIC SCHOOL DISTRICT</b>	5	Math	69.7
EDINA PUBLIC SCHOOL DISTRICT	5	Math	67.9
WACONIA PUBLIC SCHOOL DISTRICT	5	Math	66.7
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	5	Math	66.6
ORONO PUBLIC SCHOOL DISTRICT	5	Math	66.0
EASTERN CARVER COUNTY	5	Math	58.3
HOPKINS PUBLIC SCHOOL DISTRICT	5	Math	33.5

### Data Summary: Spring 2023 MCA Math Comparisons to Comparable Metro Districts Middle School Grades 6-8

In 2019, Minnetonka Sixth Graders ranked third in the metro in Math with a proficiency rate of **78.0 percent**, compared to a **60.4 percent** proficiency rate in 2021, ranking Minnetonka Sixth Graders fifth in the metro. state experienced an **8.7 percent** drop in proficiency among Sixth Graders, with Minnetonka dropping by **9.4 percent**. In 2019 Minnetonka Seventh Graders were ranked second in the metro with **84.1 percent** proficiency compared to **58.6 percent** proficient in 2021 (**25.5 percent** drop). The state decreased by **16.0 percent**. Minnetonka Seventh Grade students were ranked fifth in the metro in 2021, trailing the top ranked performer by **12.7 percent**. Eighth Graders in 2019 were ranked first in the metro with **89.4 percent** proficiency compared to **66.8 percent** proficiency in 2021, resulting in a ranking of second in the metro, trailing the top ranked District by **10.0 percent**. The state proficiency dropped by **16.9 percent** compared to Minnetonka Eighth Grade proficiency dropping by **22.5 percent**.

In 2022, Minnetonka Sixth and Eighth Graders ranked second in the metro with Seventh Graders ranking fourth, slightly behind third by **0.2** points. This was a rebound year for middle schoolers after the negative impact COVID appeared to have on the hybrid model of instruction for middle school students.

In 2023, Minnetonka Sixth Graders ranked first, ahead of the second ranked school district by **3.2 percent**. Seventh Graders ranked third, **5.4 percent** shy of the first ranked district, and Eighth Graders were ranked first, **0.8 percent** ahead of the second ranked district. Among Sixth and Eighth Graders, there was a significant gap in proficiency levels between the top two ranked districts and the rest of the metro area districts.

### **Data Analysis: Spring 2022 MCA Math Comparisons to Comparable Metro Districts Middle School Grades 6-8**

Overall, middle school students showed a strong performance. A focused effort on the part of staff to use data to drive instruction throughout the school year will be needed to ensure students continue to make progress toward mastering the state standards. Minnetonka middle school proficiency percentages outpaced the state by 24-29 percent in 2018 to **27-33 percent** in 2019, **21-27 percent** in 2021, **28-33 percent** in 2022 and **33-36 percent** in 2023. As stated previously, Minnetonka fared more positively than the state overall on the MCAs, as evidenced by the significant gap between Minnetonka and statewide proficiency percentages. Students were able to demonstrate their knowledge in the content area, and data will continue to be analyzed at the building to ensure that what is assessed is taught.

### **Spring 2023 MCA III Math Comparisons to Comparable Metro Districts Grade 6**

District Name	Grade	Subject	Proficiency
<b>MINNETONKA PUBLIC SCHOOL DISTRICT</b>	6	Math	75.7
WESTONKA PUBLIC SCHOOL DISTRICT	6	Math	72.5
EDINA PUBLIC SCHOOL DISTRICT	6	Math	69.4
WAYZATA PUBLIC SCHOOL DISTRICT	6	Math	69.4
ORONO PUBLIC SCHOOL DISTRICT	6	Math	66.2
EASTERN CARVER COUNTY	6	Math	58.5
WACONIA PUBLIC SCHOOL DISTRICT	6	Math	55.1
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	6	Math	44.9
HOPKINS PUBLIC SCHOOL DISTRICT	6	Math	36.3

### Spring 2023 MCA III Math Comparisons to Comparable Metro Districts Grade 7

District Name	Grade	Subject	Proficiency
WESTONKA PUBLIC SCHOOL DISTRICT	7	Math	79.6
WAYZATA PUBLIC SCHOOL DISTRICT	7	Math	78.2
<b>MINNETONKA PUBLIC SCHOOL DISTRICT</b>	<b>7</b>	<b>Math</b>	<b>74.2</b>
ORONO PUBLIC SCHOOL DISTRICT	7	Math	71.6
WACONIA PUBLIC SCHOOL DISTRICT	7	Math	71.6
EDINA PUBLIC SCHOOL DISTRICT	7	Math	67.6
EASTERN CARVER COUNTY	7	Math	52.7
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	7	Math	47.6
HOPKINS PUBLIC SCHOOL DISTRICT	7	Math	32.6

### Spring 2023 MCA III Math Comparisons to Comparable Metro Districts Grade 8

District Name	Grade	Subject	Proficiency
<b>MINNETONKA PUBLIC SCHOOL DISTRICT</b>	<b>8</b>	<b>Math</b>	<b>75.8</b>
WAYZATA PUBLIC SCHOOL DISTRICT	8	Math	75.0
WESTONKA PUBLIC SCHOOL DISTRICT	8	Math	67.5
EDINA PUBLIC SCHOOL DISTRICT	8	Math	64.6
EASTERN CARVER COUNTY	8	Math	60.5
ORONO PUBLIC SCHOOL DISTRICT	8	Math	58.0
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	8	Math	57.3
WACONIA PUBLIC SCHOOL DISTRICT	8	Math	56.0
HOPKINS PUBLIC SCHOOL DISTRICT	8	Math	31.9

### Data Summary: Spring 2023 MCA Math Comparisons to Comparable Metro Districts High School Grade 11

Eleventh Graders ranked fourth in the metro in 2019 and 2021 improving their proficiency rates compared to Eleventh Graders from 2019. Eleventh Grade proficiency percentage improved from **63.1 percent** in 2019 to **69.0 percent** in 2021, trailing the top ranked performer by **8.2 percent**. While Eleventh Grade proficiency percentage decreased statewide by **5.6 percent** to **41.2 percent**, Minnetonka proficiency increased by **5.9 percent** to **69.0 percent**.

In 2022, Eleventh Graders ranked second in the metro with **66.7 percent** proficiency trailing the first ranked district by **11.6 percent**. There was a significant gap in proficiency percentage between Minnetonka and the third ranked district (**6.8 percent**). The range of proficiency levels was significant this year, indicating the negative impact on Math the Pandemic had on several districts. Minnetonka faired positively compared to most school districts.

In 2023, Minnetonka Eleventh Graders continued to show improvement, increasing their proficiency percentage to **70.4 percent**, ranking them second in the metro area. Since 2019, proficiency rates have improved by **7.3 percent** and have been steadily climbing the past four years.

### **Data Analysis: Spring 2023 MCA Math Comparisons to Comparable Metro Districts High School Grade 11**

As the legislative rule changed regarding GRAD retesting, Minnetonka is working to provide the best option for students to demonstrate proficiency. Students continue to take challenging Math courses and more students are participating in higher level math classes each year. Teachers have analyzed the data within the department and are working more collaboratively to ensure that students are receiving consistent Math instruction regardless of the classroom in which they are placed. According to high school Math staff, Higher Algebra offers targeted learning opportunities with data analysis, and only about half of Minnetonka students are taking this course at least two school years before the MCA Math Test. Beginning in the Fall of 2015 and continuing to the present, the high school Math department analyzed each of their incoming students' data profiles, so they could gain a clearer understanding of the students enrolled in their class including the school path those students had taken in addition to their achievement history. In addition to studying student profiles, it will be important for students to take part in Anchor Time and the Math Center. Teachers will need to ensure that students participating in the opportunities are receiving targeted support designed to help them overcome any gaps they may have in their Math skills.

### **Spring 2023 MCA III Math Comparisons to Comparable Metro Districts Grade 11**

District Name	Grade	Subject	Proficiency
WAYZATA PUBLIC SCHOOL DISTRICT	11	Math	78.9
<b>MINNETONKA PUBLIC SCHOOL DISTRICT</b>	<b>11</b>	<b>Math</b>	<b>70.4</b>
WESTONKA PUBLIC SCHOOL DISTRICT	11	Math	67.8
EDINA PUBLIC SCHOOL DISTRICT	11	Math	63.0
ORONO PUBLIC SCHOOL DISTRICT	11	Math	56.5
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	11	Math	54.9
WACONIA PUBLIC SCHOOL DISTRICT	11	Math	46.6
EASTERN CARVER COUNTY	11	Math	45.2
HOPKINS PUBLIC SCHOOL DISTRICT	11	Math	29.7

## **Science**

### **Data Summary: Spring 2023 MCA Science Comparisons to Comparable Metro Districts Grades 5, 8, and High School**

Minnetonka Fifth Graders ranked first the past three years compared to metro area districts prior to 2019. In 2019, at **76.7 percent**, Fifth Grade dropped to third falling slightly behind the second ranked district by **0.2 percent**. Eighth Graders saw a solid increase in proficiency, improving from **69.9 percent** proficient to **73.2 percent** proficient improving to a number one ranking in the metro area. The high school reached **80.3 percent** proficiency in 2018 and **77.2 percent** in 2019. In 2021, the high school improved to **77.9 percent**, while the state average decreased by **7.5 percent**.

In 2022, Minnetonka Fifth Graders once again ranked first in the metro, with Eighth Graders ranking third, and high schoolers ranking second. Like all middle school students statewide, middle school students saw a decline. Minnetonka High School students experienced an increase of **0.7 percent**, while the state saw a decrease of **2.6 percent**.

In 2023, Minnetonka Fifth Graders ranked second, **1.7 percent** shy of the top ranked district, Eighth Graders ranked first, and high school students ranked second. Compared to the state, Fifth Graders eclipsed average state proficiency by **24.0 percent**, Eighth Graders by **27.5 percent**, and high school students surpassed the state average proficiency rate by **28.1 percent**.

### **Data Analysis: Spring 2023 MCA Science Comparisons to Comparable Metro Districts Grades 5, 8, and High School**

There has been a strong focus in STEM education as well as hands on learning opportunities at all levels throughout the district. School leaders have made a calculated effort to improve the science education for Minnetonka students. With the use of iPads in the science classrooms, students are learning to become critical thinkers while enjoying science instruction through real world connections teachers help facilitate in the classroom. It will be important for the middle school staff to study their results as they have begun the analysis of Science scores to start the school year. Minnetonka staff should start the process of studying each of the students' academic profiles who were not proficient on the MCA to try to understand any patterns in which they can gain insight and possibly impact delivery of the curriculum. It is also important to note that standardized assessments should be viewed over time, and drastic changes to the curriculum or instructional practices are not recommended.

### Spring 2023 MCA III Science Comparisons to Comparable Metro Districts Grade 5

District Name	Grade	Subject	Proficiency
WESTONKA PUBLIC SCHOOL DISTRICT	5	Science	75.5
<b>MINNETONKA PUBLIC SCHOOL DISTRICT</b>	<b>5</b>	<b>Science</b>	<b>73.8</b>
ORONO PUBLIC SCHOOL DISTRICT	5	Science	73.1
EDINA PUBLIC SCHOOL DISTRICT	5	Science	65.8
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	5	Science	63.4
WAYZATA PUBLIC SCHOOL DISTRICT	5	Science	62.2
EASTERN CARVER COUNTY PUBLIC SCHOOL	5	Science	61.9
WACONIA PUBLIC SCHOOL DISTRICT	5	Science	57.4
HOPKINS PUBLIC SCHOOL DISTRICT	5	Science	41.2

### Spring 2023 MCA III Science Comparisons to Comparable Metro Districts Grade 8

District Name	Grade	Subject	Proficiency
<b>MINNETONKA PUBLIC SCHOOL DISTRICT</b>	<b>8</b>	<b>Science</b>	<b>56.1</b>
WAYZATA PUBLIC SCHOOL DISTRICT	8	Science	54.6
WESTONKA PUBLIC SCHOOL DISTRICT	8	Science	50.3
ORONO PUBLIC SCHOOL DISTRICT	8	Science	50.0
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	8	Science	43.0
EASTERN CARVER COUNTY PUBLIC SCHOOL	8	Science	39.6
EDINA PUBLIC SCHOOL DISTRICT	8	Science	38.8
WACONIA PUBLIC SCHOOL DISTRICT	8	Science	32.6
HOPKINS PUBLIC SCHOOL DISTRICT	8	Science	16.9

### Spring 2023 MCA III Science Comparisons to Comparable Metro Districts High School

District Name	Grade	Subject	Proficiency
EDINA PUBLIC SCHOOL DISTRICT	HS	Science	88.6
<b>MINNETONKA PUBLIC SCHOOL DISTRICT</b>	<b>HS</b>	<b>Science</b>	<b>73.4</b>
WAYZATA PUBLIC SCHOOL DISTRICT	HS	Science	67.4
WESTONKA PUBLIC SCHOOL DISTRICT	HS	Science	59.0
ORONO PUBLIC SCHOOL DISTRICT	HS	Science	57.0
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	HS	Science	52.1
EASTERN CARVER COUNTY PUBLIC SCHOOL	HS	Science	48.7
WACONIA PUBLIC SCHOOL DISTRICT	HS	Science	36.1
HOPKINS PUBLIC SCHOOL DISTRICT	HS	Science	28.6

### **Data Summary: Spring 2019-2023 MCA III Math Proficiency by Level (All Students)**

In 2011, elementary and middle school students began taking the MCA III Math. In 2012, students were given multiple opportunities to take the assessment, resulting in higher proficiency rates. In 2013, students were given one opportunity to test, and proficiency rates decreased. Overall, Math achievement was solid this year. In recent years, there was a downward trend at the elementary level since 2015 with proficiency reaching as high as **83.2 percent** to dropping as low as **80.7 percent** proficiency in 2019 and **73.1 percent** in 2021. Middle school Math performance remained consistent since 2017, with the noted drop-off in 2021. Math proficiency at the high school has fluctuated since 2017, rebounding in 2021 with an improvement of **6.9 percent** and dropping slightly by **2.6 percent** in 2022. Overall, Math showed strong improvement among all levels compared to 2022.

### **Data Analysis: Spring 2019-2023 MCA III Math Proficiency by Level (All Students)**

As stated previously, students experienced a solid performance in comparison to local metro school districts, and the high school decreased slightly since last year but remaining consistent the last four testing sessions. Included in the tables below are students enrolled in Tonka Online. There are very few students in Tonka Online, as noted in the tables below, so the comparisons to in person performance should be viewed in context. The purpose for reporting Tonka Online results is to measure their performance over time. It will be important to study the results more closely with the aid of the MCA Table of Specifications is recommended at each of the sites. It is suggested that this type of analysis continue each year so teachers can differentiate according to students' personal needs as early as possible in the school year.

#### **Spring 2019-2023 MCA III Math Proficiency by Level (All Students)**

Group	2019 % Proficient	2021 % Proficient	2022 % Proficient	2023 % Proficient
Elementary	80.7	73.7	77.4	<b>78.8</b>
Middle	83.8	62.0	69.7	<b>74.6</b>
High School	63.1	69.0	66.4	<b>69.9</b>

### **Data Summary: Spring 2019-2023 MCA Math Proficiency by School)**

Overall, combined grade level results indicate a significant rebound in Math performance at the elementary and middle schools. Clear Springs and Deeptaven experienced a decrease, however, this does not appear to be a trend when reviewing the data over the past four years. Scenic Heights and Excelsior students are now performing beyond pre-Pandemic levels with Groveland and Minnewashta showing improved proficiency levels each of the past two years.

Similarly, students and MME and MMW saw solid performances compared to the past two years and are trending toward performances prior to the Pandemic with room for improvement.

High school students rebounded from 2019 by increasing their proficiency rate from **63.1 percent** to **70.0 percent**, reaching their highest proficiency levels in four years, surpassing pre-Pandemic performances. In 2022, they took saw a slight decline, like what was experienced on the ACT Math subtest.

### **Data Analysis: Spring 2019-2023 MCA Math Proficiency by School**

The High School continues to have students take higher level Math courses through the AP and IB programs. More students who have never taken an honors level course in the past are taking honors level courses such as AP Statistics. Regarding elementary student proficiency, if results were disparate across all sites, there could be a concern regarding the Math program. However, this is not the case, and a deeper review of individual school performances is warranted. Staff should consider measuring MCA Math performance against NWEA Math performance. The new Math assessments implemented at the elementary level five years ago and revised during the Summer 2022 should yield improved performance over time as they are closely aligned with the state standards and District Essential Learnings. In addition, consistent implementation of the Everyday Math materials along with the supplemental Singapore Math materials should pay dividends for years to come. In the meantime, it is recommended that all elementary staff focus on analyzing their individual student performance and spend time during the Fall data retreats analyzing the most recent NWEA Math results. Again, it is suggested that they re-examine the MCA Math test specifications to ensure they are helping the students master the most important concepts in which they are tested. With regards to the middle school performance, the Math 6 team completed a stronger scope/sequence, to incorporate all common assessments, and to truly make sure all curriculum is aligned to the state standards. In addition, middle school Math teachers have implemented a focused assessment system to monitor progress of students on a regular basis to ensure students are obtaining knowledge of the Essential Learnings.

### Spring 2019-2023 MCA III Math Proficiency by School

School	2019 Math % Proficient MCA III	2021 Math % Proficient MCA III	2022 Math % Proficient MCA III	2023 Math % Proficient MCA III
Clear Springs	74.2	70.7	75.7	70.1
Deephaven	81.7	74.0	77.9	75.8
Excelsior	77.1	72.7	78.7	79.2
Groveland	81.3	68.5	72.8	79.2
Minnewashta	82.2	68.6	71.8	75.2
Scenic Heights	86.7	83.3	87.1	90.9
Tonka Online 3-5	n/a	n/a	78.6	69.2
MME	81.5	64.4	70.7	74.4
MMW	85.7	59.5	68.7	74.8
Tonka Online 6-8	n/a	n/a	81.8	57.1
MHS	63.1	69.0	66.3	70.0
Tonka Online 11	n/a	n/a	100.0	0.0

Tonka Online Grade Level	# of Math Test Takers	# of Eligible Students	Percent of Students of Took MCA Math
Grade 3	5	9	55.6
Grade 4	5	13	38.5
Grade 5	3	7	42.9
Grade 6	3	9	33.3
Grade 7	1	12	8.3
Grade 8	3	14	21.4
Grade 11	1	18	5.6
<b>TOTAL</b>	<b>21</b>	<b>82</b>	<b>25.6</b>

### Data Summary: Spring 2019-2023 MCA Reading Proficiency by Level and School (All Students)

Students began taking the MCA III Reading during the Spring of 2013. The chart below should be used to see the history of successful Reading performance across all levels in previous years. Overall, Reading proficiency increased among the elementary and middle school levels with a slight drop-off at the high school. Prior to the Pandemic, both middle schools typically eclipsed the **80 percent** proficiency mark, and this year MME performed at **74.3 percent** proficiency, while MMW reached **75.2 percent** proficiency. On average, the state dropped at the middle school level, while Sixth and Eighth Graders in Minnetonka experienced increases.

Among the elementary schools, Clear Springs and Scenic Heights experienced slight decreases, while Deephaven, Excelsior, Groveland, and Minnewashta saw solid increases in proficiency. After two years of decreasing proficiency levels, both Minnewashta and Groveland rebounded in 2023.

### **Data Analysis: Spring 2019-2023 MCA Reading Proficiency by Level and School (All Students)**

Minnetonka students have performed well on the MCA III Reading in past years as displayed in the table below. However, the past three years understandably have yielded atypical results. Proficiency levels ranged from **83.0 percent** to **68.7 percent**. When comparing schools with similar programs, the proficiency percentage ranged from **83.0 percent** to **75.0 percent**. Excelsior and Scenic Heights students performed at pre-Pandemic levels. The academic program is designed in a way for students to receive differentiated instruction through guided reading lessons at the elementary level. The lessons learned in elementary school allow students to make a smooth transition into their reading and language arts classes at the middle school. By the time students reach high school, they are typically performing well above their peers across the state and outperforming most students across metro area districts. Various instructional strategies to help students improve their critical thinking skills in Reading and strategies to help students build stamina to read independently, not only has aided with increasing test results, but it has also helped to create a passion for reading in students. Students are expected to read every night at a young age, and schools implement Reading initiatives that recognize students for their hard work in this area.

#### **Spring 2019-2023 MCA Reading Proficiency by Level (All Students)**

Group	2019 % Proficient MCA III	2021 % Proficient MCA III	2022 % Proficient MCA III	2023 % Proficient MCA III
Elementary	82.0	72.9	72.4	<b>74.6</b>
Middle	87.0	74.1	74.4	<b>74.7</b>
High School	80.1	80.4	72.1	<b>71.8</b>

### Spring 2019-2023 MCA Reading Proficiency by School

School	2019 MCA III Reading % Proficient	2021 MCA III Reading % Proficient	2022 MCA III Reading % Proficient	2023 MCA III Reading % Proficient
Clear Springs	74.6	70.5	72.3	70.6
Deephaven	78.5	69.6	66.0	<b>68.7</b>
Excelsior	73.1	69.0	72.8	<b>75.0</b>
Groveland	76.0	74.2	72.3	<b>75.8</b>
Minnewashta	80.3	70.8	66.4	<b>72.0</b>
Scenic Heights	82.3	81.1	83.1	83.0
Tonka Online 3-5	n/a	n/a	66.7	64.3
MME	85.9	73.2	75.3	74.3
MMW	88.2	75.0	73.7	<b>75.2</b>
Tonka Online 6-8	n/a	n/a	60.0	50.0
MHS	80.1	80.4	72.1	71.8
Tonka Online 10	n/a	n/a	n/a	66.7

Tonka Online Grade Level	# of Reading Test Takers	# of Eligible Students	Percent of Students of Took MCA Reading
Grade 3	6	9	66.7
Grade 4	5	13	38.5
Grade 5	3	7	42.9
Grade 6	2	9	22.2
Grade 7	1	12	8.3
Grade 8	3	14	21.4
Grade 10	3	14	21.4
<b>TOTAL</b>	<b>23</b>	<b>78</b>	<b>29.5</b>

### Data Summary: Spring 2019-2023 MCA III Science Proficiency by School

Student performance on the MCA III Science saw three of the nine schools show an increase in proficiency compared to 2022. Minnetonka Fifth Graders saw a drop of **4.1 percent** compared to a decrease among Fifth Graders statewide of **1.6 percent**. Minnetonka Fifth Graders outpaced the state proficiency percentage by **25.6 percent**. Eighth Graders showed an increase, while statewide there was a decrease. Minnetonka Eighth Graders surpassed state proficiency levels by **29.2 percent**. Minnetonka High School students showed a drop in proficiency of **5.2 percent**, and statewide there was a

**3.2 percent** drop. Overall, Minnetonka Fifth Graders ranked second in the metro area, Eighth Graders ranked first, and high schoolers were ranked second.

### **Data Analysis: Spring 2019-2023 MCA III Science Proficiency by School**

When viewing Science performance on the MCA III over the past four testing sessions, it is encouraging to see overall strong performances compared to the state. However, there is still room to grow. All staff will need to analyze the student performances and delve deeply into the profile of the student who was not proficient on this test to identify patterns of atypical student performance.

K-5 STEM practices integrate the two content areas of Math and Science. Beyond the elementary classrooms, middle schools also implement STEM strategies which should yield improvement over time for students on the Science MCA Test.

### **Spring 2019-2023 MCA Science Proficiency by School**

School	2019 MCA III Science % Proficient	2021 MCA III Science % Proficient	2022 MCA III Science % Proficient	2023 MCA III Science % Proficient
Clear Springs-GR 5	76.4	60.4	77.0	70.8
Deephaven-GR 5	74.1	76.0	80.0	70.6
Excelsior-GR 5	77.1	64.4	76.0	73.6
Groveland-GR 5	81.7	70.6	71.1	78.1
Minnewashta-GR 5	75.5	72.7	75.9	63.2
Scenic Heights-GR 5	75.7	78.4	84.6	83.6
Tonka Online-GR 5	n/a	n/a	100.0	100.0
MME-GR 8	72.4	60.7	55.3	55.8
MMW-GR 8	74.2	52.1	54.9	56.6
Tonka Online-GR 8	n/a	n/a	33.3	33.3
MHS-BIO students	77.2	77.9	78.7	73.4
TO-BIO students	n/a	n/a	0.0	n/a

Tonka Online Grade Level	# of Science Test Takers	# of Eligible Students	Percent of Students of Took MCA Science
Grade 5	3	7	42.9
Grade 8	3	14	21.4
Grades 11-12	0	19	0
<b>TOTAL</b>	<b>6</b>	<b>40</b>	<b>15.0</b>

### **Data Summary: Spring 2019-2023 MCA Math Proficiency by Gender**

There has been a consistent performance for Males and Females over the past testing instances in Math, with a slight gap in performance in 2021 and 2022 on the MCA Math Test. Over time, Males and Females have performed similarly on this test. Both student groups showed increases the past two years, with Females experiencing a significant increase in proficiency compared to last year, improving by 4.6 percent. Both student groups contributed to the improved overall Math testing performance this year.

### **Data Analysis: Spring 2019-2023 MCA Math Proficiency by Gender**

In terms of Math proficiency, Males are slightly more proficient than Females, but the difference is not statistically significant. Females consistently perform better than Males in Reading, which continues to match national trends.

#### **Spring 2019-2023 MCA Math Proficiency by Gender**

	2019 Math MCA III	2021 Math MCA III	2022 Math MCA III	2023 Math MCA III
Females	78.8	65.6	70.4	<b>75.0</b>
Males	80.9	69.9	74.9	<b>76.6</b>

### **Data Summary: Spring 2019-2023 MCA III Reading Proficiency by Gender**

The MCA III Reading was implemented in 2013. Female performance continues to show that they out-perform Males in Reading, and this year the gap between the two groups is **5.9 percentage points**, compared to **5.4 percentage points** in 2022. There is a statistically significant difference in Reading performance between the two subgroups.

### **Data Analysis: Spring 2019-2023 MCA III Reading Proficiency by Gender**

In terms of Reading proficiency, Females are more proficient than Males, and the difference is statistically significant. Females consistently perform better than Males in Reading, which continues to match national trends. Due to the gap in Reading performance between Males and Females, it will be important for schools to study their gender data to ensure that the instructional program is equally meeting the needs of both groups. This is now the ninth year in a row with this notable gap, warranting a thorough analysis of performance at the school level. Both Females and Males showed a rebound in performance compared to last year.

### Spring 2019-2023 MCA Reading Proficiency by Gender

	2019-Reading MCA III	2021-Reading MCA III	2022-Reading MCA III	2023-Reading MCA III
Females	85.1	78.1	76.0	<b>77.2</b>
Males	78.9	70.8	70.6	<b>71.3</b>

### Data Summary: Spring 2019-2023 MCA Science Proficiency by Gender

The Science MCA III was implemented in 2012. Last year, Males out-performed Females on the MCA Science Test. In 2021, Females out-paced Males, and based on 2023 results, there is a slight 0.6 percent gap between Male and Female proficiency levels. It is difficult to know how circumstances impacting Female and Male performance, but on the 2021 MCA Science Test, Female proficiency levels dropped by **6.1 percent** compared to the **9.4 percent** drop among Males. In 2022, Science performance match previous trends prior to the Pandemic.

### Data Analysis: Spring 2019-2023 MCA Science Proficiency by Gender

Overall, the performance trend for girls is strong and there is no longer a statistically significant difference between Male and Female proficiency. In addition, for Females, they have maintained strong proficiency levels during the past several years. There still needs to be a focus on increasing the number of girls in Accelerated Science, as this is typically a subject in which boys gravitate. It will be important to monitor Science performance of Females both in the classroom and monitor the negative trend that Males have experienced.

### Spring 2019-2023 MCA Science Proficiency by Gender

(**Bold** indicates an increase from the previous year and *italics* indicates a decrease)

	2019-Science	2021-Science	2022-Science	2023-Science
Females	74.2	68.1	69.2	<b>67.2</b>
Males	77.2	67.8	71.6	<b>67.8</b>

### Ethnicity

Compared to other districts, Minnetonka does not have significant numbers of ethnically diverse students, however the numbers have significantly risen since 2021. For example, in the African American student group there are 163 students in the grades tested with MCA III Reading, and in 2021, there were 121 African American students who tested. When examining ethnicity, the percentage of students reaching proficiency is highest for Asian/Native Hawaiian/Pacific Islander, American Indian, and Caucasian students and lowest for Hispanic (N=324) and African American (N=163) students. The African American performance was slightly has increased the past two years and is **9.6 percent**

higher when compared to African American students statewide. Hispanic student performance surpassed Hispanic student performance statewide by a significant **32.9 percent**. In fact, Minnetonka's Hispanic student group outpaced the majority Caucasian student population statewide by **3.7 percent**.

### **Data Summary: 2019-2023 Minnetonka and Minnesota MCA III Reading Proficiency by Ethnicity**

Minnetonka students continue to out-perform the state among all student groups in Reading. The greatest disparity in performance can be seen among the Hispanic (**62.0 percent**) and Asian/Native Hawaiian/Pacific Islander (**83.8 percent**) populations. In addition, the African American student performance surpassed the state performance by **7.4 percent** last year and **9.6 percent** this year. The data in the table below are provided to show historical performance from 2019-2023, in which all student groups were showing a pattern of strong Reading performance on the MCA Test with an increase among American Indian, African American, Asian/Native Hawaiian/Pacific Islander and Caucasian student group populations. With very low numbers of students, any student group is susceptible to large fluctuations in student performance results. The student groups that are most impacted by the Pandemic are African American and Hispanic students.

### **Data Analysis: Spring 2019-2023 Minnetonka and Minnesota MCA III Reading Proficiency by Ethnicity**

Although Minnetonka does not have a large population in some student groups compared to other districts across the state, there are significant numbers of students in each of these groups. Minnetonka Asian/Native Hawaiian/Pacific Islander, Hispanic, African American and American Indian students out-performed their counterparts across the state on the MCA III Reading. In addition, Hispanic students are out-performing their counterparts across the state by **32.9 percent**. Last year this gap was **33.4 percent**. It will be important to continue to monitor the performances of the various student groups to ensure that all students continue to perform at high levels.

### **Spring 2023 Minnetonka and Minnesota MCA III Reading Proficiency by Ethnicity**

	American Indian and Other Indigenous Peoples	Asian and Native Hawaiian or Pacific Islander	African American	Hispanic	Two or More Races	Caucasian
Minnetonka 2023	81.5	83.8	39.3	62.0	73.5	75.6
Minnesota 2023	31.2	44.1	29.9	29.1	49.7	58.3

### Spring 2019-2023 MCA Reading Proficiency by Ethnicity

	American Indian and Other Indigenous Peoples	Asian and Native Hawaiian or Pacific Islander	African American	Hispanic	Two or More Races	Caucasian
2023	81.5	83.8	39.3	62.0	73.5	75.6
2022	55.2	83.6	37.6	64.0	75.6	74.1
2021	57.1	83.9	35.5	66.1	73.4	75.5
2019	63.2	85.3	55.2	78.7	77.8	82.7

### Spring 2019-2023 MCA Reading Student Count by Ethnicity

	American Indian and Other Indigenous Peoples	Asian and Native Hawaiian or Pacific Islander	African American	Hispanic	Two or More Races	Caucasian
2023	27	394	163	324	358	4,559
2022	29	377	141	292	332	4,610
2021	21	316	121	248	256	4,181
2019	38	354	154	286	243	4,739

### Data Summary: Spring 2019-2023 Minnetonka and Minnesota MCA III Math Proficiency by Ethnicity

According to the tables below, Hispanic, American Indian, and Asian/Native Hawaiian/Pacific Islander students outpaced the state by a larger gap compared to any other student group. The gap between Minnetonka ethnic student groups and the state ranged from **12.4 percent** among the African American student group to **55.7 percent** among the American Indian student group.

### Data Analysis: Spring 2019-2023 Minnetonka and Minnesota MCA III Math Proficiency by Ethnicity

Overall, results for the ethnic student groups listed in the table show solid performances compared to the state. The American Indian population outpaced their state counterparts by a significant margin of **55.7 percent**. The African American population scored **12.4 percentage points** higher than African American students statewide. Hispanic students outperformed their counterparts by **36.6 percent** compared to a **33.0 percent** difference last year. Despite the smaller population, school staff have access to the pertinent data to make instructional decisions based on the students' individual needs.

### Spring 2023 Minnetonka and Minnesota MCA III Math Proficiency by Ethnicity

	American Indian and Other Indigenous Peoples	Asian and Native Hawaiian or Pacific Islander	African American	Hispanic	Two or More Races	Caucasian
Minnetonka 2023	78.6	88.3	32.5	59.2	78.3	77.1
Minnesota 2023	22.9	42.0	20.1	22.6	42.7	55.1

### Spring 2019-2023 MCA III Math Proficiency by Ethnicity

	American Indian and Other Indigenous Peoples	Asian and Native Hawaiian or Pacific Islander	African American	Hispanic	Two or More Races	Caucasian
2023	<b>78.6</b>	<b>88.3</b>	32.5	<b>59.2</b>	<b>78.3</b>	<b>77.1</b>
2022	55.6	88.1	33.6	55.0	74.1	73.7
2021	41.7	86.4	26.2	55.6	71.0	68.2
2019	59.4	88.1	45.6	66.9	79.6	80.8

### Spring 2019-2023 MCA III Math Student Count by Ethnicity

	American Indian and Other Indigenous Peoples	Asian and Native Hawaiian or Pacific Islander	African American	Hispanic	Two or More Races	Caucasian
2023	28	386	157	314	351	4,528
2022	27	387	137	289	316	4,543
2021	24	301	107	243	248	4,153
2019	32	327	147	275	235	4,706

### **Data Summary: Spring 2019-2023 Minnetonka and Minnesota MCA III Science Proficiency by Ethnicity**

Like Reading and Math, students in all student groups significantly out-performed students across the state on the MCA III Science Test. Asian/Native Hawaiian/Pacific Islander students showed a strong performance with **79.0 percent** meeting proficiency. There was also a strong performance among Hispanic students with **55.2 percent** reaching proficiency. Each of the student groups showed a strong performance. Although the proficiency levels are solid among the student groups, there is still work to be done, along with an analysis of student results at the site level among school leadership.

### **Data Analysis: Spring 2019-2023 Minnetonka and Minnesota MCA III Science Proficiency by Ethnicity**

Similar to Reading and Math, the fluctuation in results for most of the ethnic student groups is due to the low number of students taking the test. With the performance by the African American population, they too significantly out-performed the state by **6.0 percent**, down from **11.6 percent** in 2022. Although staff do not target students for individualized or small group instruction based on ethnicity, it is important to note that efforts made by teachers to address the needs of struggling learners is apparent with the strong performances observed among students.

#### **Spring 2023 Minnetonka and Minnesota MCA III Science Proficiency by Ethnicity**

	American Indian and Other Indigenous Peoples	Asian and Native Hawaiian or Pacific Islander	African American	Hispanic	Two or More Races	Caucasian
Minnetonka 2023	64.3	79.0	21.0	55.2	66.0	69.2
Minnesota 2023	21.2	33.9	15.0	19.0	37.9	47.4

**Spring 2019-2023 MCA III Science Proficiency by Ethnicity**  
**(Bold indicates an increase from the previous year and italics indicates a decrease; MCA III Science began in 2012)**

	American Indian and Other Indigenous Peoples	Asian and Native Hawaiian or Pacific Islander	African American	Hispanic	Two or More Races	Caucasian
2023	<b>64.3</b>	<i>79.0</i>	<i>21.0</i>	<b>55.2</b>	<i>66.0</i>	<i>69.2</i>
2022	22.2	82.7	27.9	54.3	77.9	71.6
2021	38.5	78.5	30.0	59.8	62.5	69.1
2019	40.0	80.2	38.5	61.8	80.5	77.1

**Spring 2019-2023 MCA III Science Student Count by Ethnicity**

	American Indian and Other Indigenous Peoples	Asian and Native Hawaiian or Pacific Islander	African American	Hispanic	Two or More Races	Caucasian
2023	14	143	62	134	141	1,859
2022	9	162	61	116	113	1,908
2021	13	130	50	97	88	1,743
2019	10	131	65	110	82	1,992

### Special Education

Special Education students have been monitored as a group. The Math department has worked on aligning classes to ensure that all students receive the instruction to be successful on the state assessments and work has been done at the high school among Learning Center staff to ensure student individual needs are being met. Special Education staff work closely with content teachers to ensure necessary supports and instruction for students.

### Data Summary: Spring 2019-2023 MCA Math SpED Proficiency by Grade Level

In 2019, Grades 3-6 experienced decreases in proficiency levels with Grades 4-6 experiencing significant decreases in proficiency percentages. In 2021, the results from this student group mirrored the overall results in that there was a more significant decrease in proficiency percentage at the middle school level, with less of a decrease among elementary and high school students. In 2022, students receiving Special Education services improved in Grades 3, 5, 7, and 11. With fewer than 100 students being tested after Grade 5, it is expected that proficiency percentages will fluctuate from

one year to the next. However, it is important to monitor these levels over time. As the grade levels increase, the numbers of students receiving services decreases due to students exiting the program. In addition, it is important to note that there are new students entering at grade levels throughout the year (ex: new to district and new to special education).

2023 results show students receiving Special Education services improving in Grades 4, 6, 7, 8, and 11. In fact, all the increases are statistically significant with students in Grades 4, 6, and 11 surpassing pre-Pandemic levels.

### **Data Analysis: Spring 2019-2023 MCA Math SpED Proficiency by Grade Level**

Overall data show that Special Education students have performed solidly over the past four years. Specifically, Third Graders continue to perform solidly after a drop-off in 2021. Additionally, at **76.1 percent** proficient, Grade 4 improved by **18.6 percent** after a **16.9 percent** increase a year ago. This is higher than the state average of **56.9 percent** for all Fourth Graders. It is clear that Minnetonka Special Education students are significantly out-performing their counterparts from across the state, and in some cases they are out-performing the on-grade level student performance, however, the trend results for Minnetonka will be important to monitor, so students can receive specific intervention for the areas of greatest need in Math.

In addition, it is difficult to view cohort data among the Special Education population, because the cohorts may change from one year to the next as students move in and out of the program. There may be multiple variables that explain performance for Special Education students. For one, there are a lower number of students, and those results could be impacted by outlier performances. The Special Education model is continuously under review and many aspects of the program will be studied to aid long-term improvement. Some students with needs receive instruction in the mainstream classroom while others receive more individual support through the pull out model of instruction.

Staff have made changes to the Learning Center classes at MHS to ensure that support in those classes is based on individual student needs. To aid in this process, students will be clustered in classes with similar needs to ensure a more focused level of support. At the elementary and middle school levels, the District will be encouraging staff to continue to give the NWEA Winter Test as a formative assessment for either Math or Reading, depending on students' needs.

Important to note, through the Special Education curriculum review process, staff have focused their efforts on Language Arts and Math. They regularly analyze data in relationship to time on task with direct explicit instruction, what are identified as high quality intensive interventions, such as Wilson and Add+Vantage Math Recovery (AVMR). Student Support Services leadership will build capacity for all Special Education and ELL teachers in content instructional strategies and interventions that focus on Language Arts and Math.

The Student Support Services team has assessed application fidelity to ensure that all IEP's are written using standards aligned to current grade level. Based on findings, the team offered specific professional learning opportunities.

Through the ELL curriculum review process, staff analyzed service delivery and time students have access to the core curriculum. These processes are the focus in Special Education and the intentional focus in ELL, as ELL is also analyzed data, service delivery and supports with their most recent curriculum review. Staff will review ELL service delivery and time on task with explicit direct core instruction for all language learners.

Student Support Services will work with Matt Rega to study and analyze data through the individual school intervention Google spreadsheets in addition to studying NWEA and MCA reporting data in eduCLIMBER and the NWEA reporting site. The analysis will aid teachers in creating appropriate annual goals for students.

**Spring 2019-2023 MCA III Math Special Education Proficiency by Grade Level**  
(**Bold** indicates an increase from the previous year and *italics* indicates a decrease)

GR	2019 % Proficient MCA III	2021 % Proficient MCA III	2022 % Proficient MCA III	2023 % Proficient MCA III
3	69.6	58.0	69.6	64.2
4	62.1	60.5	57.5	<b>76.1</b>
5	43.7	31.0	47.9	37.5
6	47.2	37.4	35.1	<b>51.5</b>
7	54.4	18.9	27.8	<b>35.6</b>
8	57.5	33.3	25.3	<b>36.0</b>
11	9.1	15.8	25.0	<b>39.1</b>

**Spring 2019-2023 MCA III Math Special Education Student Count by Grade Level**

Grade	2019	2021	2022	2023
3	102	88	135	137
4	116	124	113	138
5	103	87	121	104
6	108	91	77	99
7	79	74	79	73
8	73	84	79	75
11	44	38	52	46

### **Data Summary: Spring 2019-2023 MCA Reading Special Education Proficiency by Grade Level**

Reading results showed proficiency percentage increases among all grades except for Grades 5 and 7. The overall state average for all Sixth Graders was **53.3 percent**, and Minnetonka Special Education students saw **58.8 percent** reach proficiency. This is a great sign for the Minnetonka Special Education program. There is additional analysis needed to study the drop-off among Grades 5 and 7. However, with the low population of Special Education students, it is difficult to refer to the percentage increases and decrease as significant. Despite the lower numbers, it is important to note the positive trend in Special Education with Grades 4-6 performing beyond the **50 percent** proficiency level.

### **Data Analysis: Spring 2019-2023 MCA Reading Special Education Proficiency by Grade Level**

When dealing with a small population, any significant fluctuation in the number of students testing can impact results. Although the improvements in Reading are more modest than those in Math, the overall increases and decreases mirror those of the overall population in Minnetonka and across the state. More work will need to be done to help close the gap in performance between students receiving Special Education services and those not receiving these services. It should also be noted that the impact of the Pandemic most likely impacted this particular student group more than others due to their unique needs of this population. As instructional experiences return to a more typical delivery model, scores are expected to continue to rebound for students in need of social, emotional, behavior and academic intervention.

#### **Spring 2019-2023 MCA Reading Special Education Proficiency by Grade Level**

Grade	MCA III 2019 % Proficient	MCA III 2021 % Proficient	MCA III 2022 % Proficient	MCA III 2023 % Proficient
3	48.0	37.8	41.0	<b>46.6</b>
4	54.7	48.8	44.6	<b>52.2</b>
5	62.1	46.6	58.3	<b>51.0</b>
6	58.3	52.1	48.7	<b>58.8</b>
7	55.0	29.7	40.7	<b>36.0</b>
8	50.7	36.9	35.0	<b>38.4</b>
10	43.4	40.0	34.5	<b>38.8</b>

**Spring 2019-2023 MCA Reading Special Education Student  
Count by Grade Level**

Grade	MCA III 2019	MCA III 2021	MCA III 2022	MCA III 2023
3	102	90	134	133
4	117	123	112	138
5	103	88	120	100
6	108	94	76	97
7	80	74	81	75
8	73	84	80	73
10	53	50	55	67

**Data Summary: Spring 2019-2023 MCA Science Special Education Proficiency by Grade Level**

Students began taking the MCA III Science Test in 2012. The fluctuation in the student count for Special Education can result in large contrasts in proficiency levels from year to year.

**Data Analysis: Spring 2019-2023 MCA Science Special Education Proficiency by Grade Level**

There were mixed performances in Science proficiency overall. Minnetonka High School Special Education students performed at **40.0 percent** proficiency while statewide, all students reached **41.4 percent** proficiency for Grade Eleven and **17.1 percent** of students in Special Education reached proficiency statewide. All middle school students statewide were **26.9 percent** proficient. Minnetonka Special Education middle school students were **28.5 percent** proficient, and **10.2 percent** of students in Special Education reached proficiency statewide.

**Spring 2019-2023 MCA Science Proficiency  
by Special Education**

Grade	MCA III 2019% Proficient	MCA III 2021% Proficient	MCA III 2022% Proficient	MCA III 2023% Proficient
5	63.7	46.0	65.3	50.0
8	40.0	30.4	20.0	28.4
10	n/a	n/a	0.0	n/a
11	37.0	37.1	43.4	40.0
12	0.0	0.0	0.0	100.0

### Spring 2019-2023 MCA Science Student Count by Special Education

Grade	MCA III 2019	MCA III 2021	MCA III 2022	MCA III 2023
5	102	87	121	102
8	75	79	75	74
10	n/a	n/a	5	n/a
11	27	35	53	40
12	3	1	2	1

### Limited English Proficiency

Minnetonka's Limited English Proficient or English Learner Demographic is a very small cell size to be tested but has significantly increased in 2023. There will be variability year to year based on the students that make up this group. LEP students in Minnetonka are diverse and include students with special needs, immigrants, refugees, adopted students, students from different socioeconomic backgrounds, and students and families with limited or interrupted formal education.

Students that are "New-to-Country" are now required to take the MCA Reading Test during their first year. They must take the MCA Math Test every year and are only considered "New-to-Country" for one year even though research proves that it takes much longer to become proficient in a language. Their results are included in the District's academic progress calculations during their second year and are included in the District's academic achievement calculations during and after their third year.

### Data Summary: Spring 2019-2023 MCA Math, Reading, and Science Proficiency by Limited English

Students began taking the MCA III Math in 2011, Science in 2012, and Reading in 2013. Overall, Limited English Proficient (LEP) students showed an increase in proficiency in Math and Science, with a slight decrease in Reading.

### Data Analysis: Spring 2019-2023 MCA Math, Reading, and Science Proficiency by Limited English

Compared to the state, Minnetonka students are performing well above the state performance in Math (**24.8 percent**) compared to LEP students statewide (**12.0 percent**) and below the **45.3 percent** proficient rate of all students statewide. In Reading, statewide only **10.1 percent** of LEP students reached proficiency, compared to **10.6 percent** of Minnetonka LEP students. Statewide, non-LEP students reached **49.7 percent** proficiency. In Science, only **4.3 percent** of LEP students reached proficiency statewide, compared to **6.5 percent** of Minnetonka LEP students. Overall, **38.8 percent** of students were proficient on the MCA III Science statewide. Clearly, LEP students are challenged

the most by content areas that rely on their ability to read and comprehend English, however, Minnetonka students significantly out-performed their peers statewide. In addition, the number of students needing LEP services decreased significantly by high school. This is an important statistic to gauge the effectiveness of the LEP program in Minnetonka. Students are reaching levels high enough to warrant exiting them out of the LEP program. Minnetonka's year-to-year rises and dips in LEP percent proficiency on the MCA tend to mirror trends in Statewide data and trends in "like-districts" data.

**Spring 2019-2023 MCA Math, Reading, and Science Proficiency  
by Limited English  
(MCA III Math 2012, MCA III Reading 2013, MCA III Science 2012)**

	2019 % Proficient	2021 % Proficient	2022 % Proficient	2023 % Proficient
Math	29.9	25.4	25.8	24.8
Reading	20.8	21.6	16.3	10.6
Science	4.2	6.7	21.7	6.5

**Table 54: Spring 2019-2023 MCA Math, Reading, and Science  
Student Count by Limited English**

	2019	2021	2022	2023
Math	77	67	93	129
Reading	77	74	98	132
Science	24	15	23	46

## Immersion

### **Data Summary: Spring 2021-2023 MCA III Reading and MCA III Math Grade 3 Proficiency by English and Immersion**

Math results saw an increase in performance for Chinese and Spanish Immersion with Spanish Immersion students experiencing an increase in Reading after showing a decreasing trend.

### **Data Analysis: Spring 2021-2023 MCA III Reading and MCA III Math Grade 3 Proficiency by English and Immersion**

At Scenic Heights, **73.1 percent** of Chinese Immersion Third Grade students were proficient (**2022: 81.0 percent**) in Reading. At Excelsior, **55.0 percent** reached proficiency in Reading (**2022: 56.6 percent**). In Math, **97.1 percent** of Scenic Heights Chinese Immersion Third Grade students were proficient, with **96.6 percent** reaching proficiency in 2022. At Excelsior, **85.0 percent** of the Third Grade Chinese Immersion students were proficient (**2022: 79.2 percent**). Scenic Heights' Third Graders showed a strong performance in Math and a significant decrease in Reading, dropping by 7.0 percent. Both sites showing solid results in Math. For Reading it will be important for Chinese Immersion teachers at Excelsior and Scenic Heights to review the data to fully understand the student performance and be able to focus on specific skills for the current school year. This can be accomplished by reviewing NWEA data for the same group of students as well. In addition, it is important to note that Third Grade is the first year that Immersion students receive English language instruction. As the Chinese Immersion population increases, the impact of individual outlier student results will decline. Literacy has been an emphasis for Immersion over the past three years and will continue to be in the upcoming school year.

For Spanish, **70.8 percent** of Clear Springs' students were proficient (**2022: 65.9 percent**), **73.7 percent** of Deephaven students were proficient (**2022: 44.2 percent**), **61.4 percent** of Groveland students were proficient (**2022: 66.2 percent**), and **76.1 percent** of Minnewashta students were proficient (**2022: 52.8 percent**) on the MCA III Reading Test. It is encouraging to see the rebound in Reading performance by Clear Springs, Deephaven, and Minnewashta Spanish Immersion students after a significant drop-off in 2022. Math proficiency levels across all four sites are strong with no significant increases or decreases.

Despite the lower numbers of students, both Immersion programs show consistency in their results over time.

**Spring 2021-2023 MCA III Reading and MCA III Math  
Grade 3 Proficiency by English and Immersion**

Main Language of Instruction	% 2021 Reading Proficient	% 2022 Reading Proficient	% 2023 Reading Proficient	% 2021 Math Proficient	% 2022 Math Proficient	% 2023 Math Proficient
English	66.1	67.6	<b>68.9</b>	76.1	83.4	<b>77.9</b>
Chinese	77.4	69.6	<b>66.4</b>	90.5	88.4	<b>92.6</b>
Spanish	64.0	59.0	<b>70.2</b>	78.3	82.1	<b>83.6</b>

**Spring 2021-2023 MCA III Reading and MCA III Math  
Grade 3 Proficiency by Immersion and School**

School	% 2021 Reading Proficient	% 2022 Reading Proficient	% 2023 Reading Proficient	% 2021 Math Proficient	% 2022 Math Proficient	% 2023 Math Proficient
Scenic Heights	81.3	81.0	<b>73.1</b>	93.8	96.6	<b>97.1</b>
Excelsior	72.2	56.6	<b>55.0</b>	86.1	79.2	<b>85.0</b>
<b>Chinese Total</b>	<b>77.4</b>	<b>69.6</b>	<b>66.4</b>	<b>90.5</b>	<b>88.4</b>	<b>92.6</b>
Clear Springs	68.0	65.9	<b>70.8</b>	74.0	85.4	<b>84.7</b>
Deephaven	60.3	44.2	<b>73.7</b>	87.3	86.5	<b>84.2</b>
Groveland	60.0	66.2	<b>61.4</b>	65.0	77.9	<b>79.5</b>
Minnewashta	60.3	52.8	<b>76.1</b>	82.2	78.7	<b>85.9</b>
<b>Spanish Total</b>	<b>66.6</b>	<b>59.0</b>	<b>70.2</b>	<b>78.3</b>	<b>82.1</b>	<b>83.6</b>

**Data Summary: Spring 2021-2023 MCA III Reading and MCA III Math Grade 4 Proficiency by English and Immersion**

Overall, Grade 4 students showed an increase in Math on the MCA III Tests with no significant increases or decreases in which to report. Over time, Math MCA results continue to show solid performances among Fourth Graders. Reading results show an overall slight decrease among Chinese and Spanish Immersion students' performance with individual school details shared in the next section.

**Data Analysis: Spring 2021-2023 MCA III Reading and MCA III Math Grade 4 Proficiency by English and Immersion**

At Scenic Heights, **82.0 percent** of Chinese Immersion Fourth Grade students were proficient (**2022: 80.4 percent**), and at Excelsior, **72.3 percent** reached proficiency in Reading (**2022: 80.5 percent**). In Math, **95.1 percent** of Scenic Heights Chinese Immersion students met proficiency (**2022: 96.4 percent**), and at Excelsior, **97.9 percent** of Chinese Immersion students were proficient (**2022: 92.7 percent**). For both Reading and Math, Fourth Grade Chinese Immersion students performed solidly on the 2023 MCAs, with Immersion students out-performing the overall District average in Math.

For Spanish, **69.9 percent** of Clear Springs' students were proficient (**2022: 81.3 percent**), **69.8 percent** of Deephaven students were proficient (**2022: 71.4 percent**), **80.6 percent** of Groveland students were proficient (**2022: 72.3 percent**), and **70.1 percent** of Minnewashta students were proficient (**2022: 67.1 percent**) on the MCA III Reading Test. For Math, **80.7 percent** of Clear Springs' students were proficient (**2022: 82.5 percent**), **86.8 percent** of Deephaven students were proficient (**2022: 88.9 percent**), **93.1 percent** of Groveland students were proficient (**2022: 75.0 percent**), and **78.2 percent** of Minnewashta students were proficient (**2022: 78.1 percent**) on the MCA III Math Test. Overall, District Fourth Graders saw **84.9 percent** of students reach proficiency. Four of the six elementary school surpassed the overall District average for Fourth Graders on the MCA Math Test with Groveland and Excelsior Elementary Fourth Graders showing significant gains compared to their same grade counterparts from 2022.

### Spring 2021-2023 MCA III Reading and MCA III Math Grade 4 Proficiency by English and Immersion

Main Language of Instruction	% 2021 Reading Proficient	% 2022 Reading Proficient	% 2023 Reading Proficient	% 2021 Math Proficient	% 2022 Math Proficient	% 2023 Math Proficient
English	67.1	67.7	<b>72.7</b>	75.8	77.5	<b>82.7</b>
Chinese	72.8	80.4	<b>77.1</b>	88.2	94.8	<b>95.4</b>
Spanish	75.2	74.6	<b>73.2</b>	76.4	82.0	<b>84.4</b>

### Spring 2021-2023 MCA III Reading and MCA III Math Grade 4 Proficiency by Immersion and School

School	% 2021 Reading Proficient	% 2022 Reading Proficient	% 2023 Reading Proficient	% 2021 Math Proficient	% 2022 Math Proficient	% 2023 Math Proficient
Scenic Heights	75.9	80.4	<b>82.0</b>	91.4	96.4	<b>95.1</b>
Excelsior	67.6	80.5	<b>72.3</b>	82.9	92.7	<b>97.9</b>
<b>Chinese Total</b>	<b>72.8</b>	<b>80.4</b>	<b>77.1</b>	<b>88.2</b>	<b>94.8</b>	<b>95.4</b>
Clear Springs	71.1	81.3	<b>69.9</b>	82.1	82.5	<b>80.7</b>
Deephaven	75.5	71.4	<b>69.8</b>	86.8	88.9	<b>86.8</b>
Groveland	80.0	72.3	<b>80.6</b>	70.9	75.0	<b>93.1</b>
Minnewashta	71.4	67.1	<b>70.1</b>	63.2	78.1	<b>78.2</b>
<b>Spanish Total</b>	<b>75.2</b>	<b>74.6</b>	<b>73.2</b>	<b>76.4</b>	<b>82.0</b>	<b>84.4</b>

### Data Summary: Spring 2021-2023 MCA III Reading and MCA III Math Grade 5 Proficiency by English and Immersion

Fifth Grade Chinese Immersion students showed improvement in Math at both Scenic Heights and Excelsior Elementary Schools and Reading at Excelsior, while Scenic Heights reached high levels of proficiency rates for Reading compared to recent trends. Student proficiency increased in Math for the Spanish Immersion program at two of the

four sites, while the decreases for Reading and Math among Spanish Immersion students is not statistically significant. Spanish and Chinese Immersion students performed higher or the same compared to the District average in Reading at two of six. The overall District average in Reading, which was **81.6 percent**. Also, for Math, three of the six sites surpassed the overall District average of **69.1 percent**.

### **Data Analysis: Spring 2021-2023 MCA III Reading and MCA III Math Grade 5 Proficiency by English and Immersion**

At Scenic Heights, **87.3 percent** of Chinese Immersion Fifth Grade students were proficient (**2022: 93.4 percent**), and at Excelsior, **85.0 percent** reached proficiency in Reading (**2022: 66.7 percent**). In Math, **92.7 percent** of Scenic Heights Chinese Immersion students met proficiency (**2022: 86.9 percent**), and at Excelsior, **87.5 percent** of Chinese Immersion students were proficient (**2022: 76.9 percent**). Excelsior Fifth Grade Chinese Immersion students experienced significant increases in proficiency compared to 2022 for both Reading and Math. Science Heights has seen increases in Math each of the past two years with a significant increase compared to 2022.

For Spanish, **86.9 percent** of Clear Springs students were proficient (**2022: 86.9 percent**), **85.2 percent** of Deephaven students were proficient (**2022: 87.3 percent**), **83.1 percent** of Groveland students were proficient (**2022: 81.1 percent**), and **81.9 percent** of Minnewashta students were proficient (**2022: 83.1 percent**) on the MCA III Reading Test. None of the increases or decreases are considered to be statically significant. This was a strong performance for Spanish and Chinese Immersion students considering that the District average for proficiency was **81.6 percent** for all Fifth Grade. For Math, **63.1 percent** of Clear Springs' students were proficient (**2022: 65.5 percent**), **80.3 percent** of Deephaven students were proficient (**2022: 72.7 percent**), **66.2 percent** of Groveland students were proficient (**2022: 58.5 percent**), and **62.5 percent** of Minnewashta students were proficient (**2022: 63.6 percent**) on the MCA III Math Test. Overall, District Fifth Graders saw **69.1 percent** of students reach proficiency. It will be important to study the individual student achievement data at both the elementary and middle schools to learn if these scores result in addressing individual student needs that require intervention. Four of the six sites showed improved proficiency levels in Math compared to 2022, with Deephaven and Groveland making a strong rebound compaed to the drop from the year before, and Scenic Heights and Excelsior have made two years of postive growth in Math.

### **Spring 2021-2023 MCA III Reading and MCA III Math Grade 5 Proficiency by English and Immersion**

Main Language of Instruction	% 2021 Reading Proficient	% 2022 Reading Proficient	% 2023 Reading Proficient	% 2021 Math Proficient	% 2022 Math Proficient	% 2023 Math Proficient
English	78.2	77.7	<b>78.0</b>	57.4	63.8	<b>64.4</b>
Chinese	76.5	83.2	<b>86.3</b>	73.5	83.2	<b>90.5</b>
Spanish	86.3	85.7	<b>85.1</b>	69.6	66.8	<b>68.8</b>

### Spring 2021-2023 MCA III Reading and MCA III Math Grade 5 Proficiency by Immersion and School

School	% 2021 Reading Proficient	% 2022 Reading Proficient	% 2023 Reading Proficient	% 2021 Math Proficient	% 2022 Math Proficient	% 2023 Math Proficient
Scenic Heights	85.2	93.4	87.3	72.2	86.9	92.7
Excelsior	66.7	66.7	85.0	75.0	76.9	87.5
<b>Chinese Total</b>	76.5	83.2	86.3	73.5	83.2	90.5
Clear Springs	85.1	86.9	86.9	66.7	65.5	63.1
Deephaven	89.5	87.3	85.2	77.2	72.7	80.3
Groveland	82.2	81.1	83.1	67.1	58.5	66.2
Minnewashta	88.2	83.1	81.9	68.4	63.6	62.5
<b>Spanish Total</b>	86.3	85.7	85.1	69.6	66.8	68.8

#### Data Summary: Spring 2019-2023 MCA III Science Grade 5 Proficiency by English and Immersion

Last year, Grade 5 English and Immersion students rebounded with increased proficiency levels on the MCA III Science Test improving to **77.9 percent** proficiency compared to **70.3 percent** proficiency in 2021. In 2023, There were significant drops in Science proficiency among Clear Springs, Deephaven and Minnewashta Elementary sites. Despite the decreases, none of the drop in proficiency levels appears to be a pattern over time.

#### Data Analysis: Spring 2019-2023 MCA III Science Grade 5 Proficiency by English and Immersion

With the work to improve translated material for the Immersion program, and improvements to Science instruction with a focus on STEM activities, Science results in Minnetonka should improve. In addition, with the new state Science standards, work will begin to align Minnetonka curriculum to the new standards as well.

At Scenic Heights, **85.5 percent** of Chinese Immersion Fifth Grade students were proficient (**2022: 88.5 percent**), and at Excelsior, **70.0 percent** reached proficiency in Science (**2022: 69.2 percent**). The District average for Fifth Grade Science was **73.8 percent** reaching proficiency, showing significant disparity in performance between the two schools compared to the District average. This difference in performance between the two schools occurred in the past four testing instances, however Science is a subject that contains Reading content above grade level. For second language learners, especially Chinese language learners, it is expected for students to be challenged, especially in comprehension. Further discussion between the two sites is warranted during the 2023-24 school year to understand the major difference in results.

For Spanish, **73.8 percent** of Clear Springs' students were proficient (**2022: 77.4 percent**), **78.7 percent** of Deephaven students were proficient (**2022: 89.1 percent**),

**72.3 percent** of Groveland students were proficient (**2022: 64.2 percent**), and **65.3 percent** of Minnewashta students were proficient (**2022: 81.8 percent**) on the MCA III Science Test. One of the six elementary schools saw improvements that would be considered statistically significant. It is important for staff to study the data and test specifications to ensure students are mastering the necessary standards that ensure growth in Science by the end of Fifth Grade.

**Spring 2019-2023 MCA III Science Grade 5 Proficiency by English and Immersion  
(2012 was the first year all Grade 5 Immersion students took the MCA Science)**

Main Language of Instruction	Number of Students Tested	% 2019 Science Proficiency	% 2021 Science Proficiency	% 2022 Science Proficiency	% 2023 Science Proficiency
English	416	76.8	70.0	75.9	72.8
Chinese	95	76.5	71.3	81.2	78.9
Spanish	295	76.0	70.4	79.7	73.6

**Spring 2019-2023 MCA Science Grade 5 Proficiency by Immersion and School**

School	Number of Students Tested	% 2019 Science Proficiency	% 2021 Science Proficiency	% 2022 Science Proficiency	% 2023 Science Proficiency
Scenic Heights	55	88.1	79.2	88.5	85.5
Excelsior	40	64.1	62.5	69.2	70.0
Chinese Total	95	76.5	71.3	81.2	78.9
Clear Springs	84	66.0	63.2	77.4	73.8
Deephaven	61	76.7	82.5	89.1	78.7
Groveland	65	75.4	66.7	64.2	72.3
Minnewashta	72	80.8	69.7	81.8	65.3
Spanish Total	295	76.3	70.4	79.7	73.6

**Data Summary: Spring 2021-2023 MCA Reading and Math Grade 6-8 Proficiency by English and Immersion**

Middle school performance was much improved compared to 2022 for both MME and MMW with significant increases in student proficiency for Math. It is very important for trend data to be reviewed as well as comparisons to the Fall NWEA performances to ensure students are on track for the current school year. Sixth Grade Spanish Immersion students experienced a slight decrease in Reading, dropping from **86.0** to **85.8 percent**, and Chinese Immersion students increased from **79.2 percent** to **88.0 percent**. The statewide drop in proficiency for Reading among Sixth Graders was **1.1 percent**. Math performance saw increases in Spanish Immersion proficiency improving by **0.4 percent** and Chinese Immersion proficiency improving by **10.8 percent**. The statewide increase in Math proficiency among Sixth Graders was **0.2 percent**, increasing to **39.2 percent**.

## **Data Analysis: Spring 2021-2023 MCA Reading and Math Grade 6-8 Proficiency by English and Immersion**

At MME, **87.3 percent** of Chinese Immersion Sixth Grade students were proficient (**2022: 79.3 percent**), and at MMW, **89.7 percent** reached proficiency in Reading (**2022: 79.1 percent**). In Math, **88.9 percent** of MME Chinese Immersion students met proficiency (**2022: 72.4 percent**), and at MMW, **82.8 percent** of Chinese Immersion students were proficient (**2022: 81.4 percent**). Overall, Sixth Grade Chinese Immersion students showed strong growth in Reading and Math in 2023 compared to their same grade counterparts in 2022. As stated previously, with the low number of students and the multiple learning models, few students can have a significant impact on results for the group.

For Spanish, **86.0 percent** of MME Grade 6 students were proficient (**2022: 91.6 percent**), and **85.6 percent** of MMW students were proficient (**2022: 81.0 percent**) on the MCA III Reading Test. The District average for proficiency was **81.0 percent** for all Sixth Grade.

For Math, **82.8 percent** of MME Sixth Grade students were proficient (**2022: 82.4 percent**), and **77.3 percent** of MMW students were proficient (**2022: 74.8 percent**) on the MCA III Math Test. Overall, District Sixth Graders saw **75.4 percent** of students reach proficiency.

For Grade 7, At MME, **81.4 percent** of Chinese Immersion Seventh Grade students were proficient (**2022: 77.6 percent**), and at MMW, **70.7 percent** reached proficiency (**2022: 76.9 percent**) in Reading. In Math, **81.4 percent** of MME Chinese Immersion students met proficiency (**2022: 73.5 percent**), and at MMW, **82.9 percent** of Chinese Immersion students were proficient (**2022: 78.9 percent**). The Seventh Grade District average proficiency for Reading was **71.7 percent** and for Math it was **73.3 percent**.

For Spanish, **81.5 percent** of MME Grade 7 students were proficient (**2022: 80.9 percent**), and **76.7 percent** of MMW students were proficient (**2022: 74.0 percent**) on the MCA III Reading Test. The District average for proficiency was **71.7 percent** for all Seventh Grade.

In Math, **82.3 percent** of MME Spanish Immersion Seventh Grade students were proficient (**2022: 73.0 percent**), and **78.8 percent** of MMW students were proficient (**2022: 71.0 percent**) on the MCA III Math Test. Overall, District Seventh Graders saw **73.3 percent** of students reach proficiency. Seventh Grade Spanish Immersion students outperformed overall District Seventh Graders.

For Grade 8, At MME, **78.7 percent** of Chinese Immersion Eighth Grade students were proficient (**2022: 86.4 percent**), and at MMW, **76.2 percent** reached proficiency (**2022: 74.1 percent**) in Reading. MME surpassed the overall Reading proficiency rate for the grade level, which was **77.5 percent**. Statewide, the rate was **44.5 percent**. In Math at MME, **87.2 percent** of Chinese Immersion students met proficiency (**2022: 90.7 percent**), and at MMW, **83.3 percent** were proficient (**2022: 77.8 percent**) with a District average

of **75.1 percent** proficient for Eighth Grade students overall. Statewide, only **39.9 percent** of Eighth Graders were proficient in Math.

For Spanish, **78.2 percent** of MME Grade 8 students were proficient (**2022: 73.2 percent**), and **78.6 percent** of MMW students were proficient (**2022: 83.7 percent**) on the MCA III Reading Test. The District average for proficiency **71.3 percent** for all Eighth Grade and **44.5 percent** statewide. For Math, **80.4 percent** of MME Eighth Grade students were proficient (**2022: 83.3 percent**), and **84.7 percent** of MMW students were proficient (**2022: 81.3 percent**) on the MCA III Math Test. Overall, District Eighth Graders saw **75.1 percent** of students reach proficiency and **39.9 percent** statewide. Minnetonka Eighth Grade Immersion students mostly out-paced the overall District averages for their respective grade levels and significantly out-paced the state..

### Spring 2021-2023 MCA Reading and Math Grade 6 Proficiency by English and Immersion

Main Language of Instruction	% 2021 Reading Proficient	% 2022 Reading Proficient	% 2023 Reading Proficient	% 2021 Math Proficient	% 2022 Math Proficient	% 2023 Math Proficient
English	72.2	76.8	<b>77.1</b>	53.5	64.9	<b>70.8</b>
Chinese	77.2	79.2	<b>88.0</b>	72.2	76.2	<b>87.0</b>
Spanish	86.3	86.0	<b>85.8</b>	69.0	78.5	<b>80.0</b>

### Spring 2021-2023 MCA Reading and Math Grade 6 Proficiency by Immersion and School MME

MME	% 2021 Reading Proficient	% 2022 Reading Proficient	% 2023 Reading Proficient	% 2021 Math Proficient	% 2022 Math Proficient	% 2023 Math Proficient
Chinese	80.4	79.3	<b>87.3</b>	76.1	72.4	<b>88.9</b>
Spanish	87.7	91.6	<b>86.0</b>	72.4	82.4	<b>82.8</b>
Chinese Total	77.2	79.2	<b>88.0</b>	72.2	76.2	<b>87.0</b>
Spanish Total	86.2	86.0	<b>85.8</b>	69.0	78.5	<b>80.0</b>

### Spring 2021-2023 MCA Reading and Math Grade 6 Proficiency by Immersion and School MMW

MMW	% 2021 Reading Proficient	% 2022 Reading Proficient	% 2023 Reading Proficient	% 2021 Math Proficient	% 2022 Math Proficient	% 2023 Math Proficient
Chinese	72.7	79.1	<b>89.7</b>	66.7	81.4	<b>82.8</b>
Spanish	85.1	81.0	<b>85.6</b>	66.1	74.8	<b>77.3</b>
Chinese Total	77.2	79.2	<b>88.0</b>	72.2	76.2	<b>87.0</b>
Spanish Total	86.2	86.0	<b>85.8</b>	69.0	78.5	<b>80.0</b>

**Spring 2021-2023 MCA Reading and Math Grade 7  
Proficiency by English and Immersion**

Main Language of Instruction	% 2021 Reading Proficient	% 2022 Reading Proficient	% 2023 Reading Proficient	% 2021 Math Proficient	% 2022 Math Proficient	% 2023 Math Proficient
English	69.0	68.6	66.5	53.5	60.2	<b>67.4</b>
Chinese	72.1	76.4	<b>77.0</b>	74.6	75.9	<b>82.0</b>
Spanish	78.7	77.3	<b>79.0</b>	65.3	72.0	<b>80.4</b>

**Spring 2021-2023 MCA Reading and Math Grade 7 Proficiency by Immersion and School MME**

MME	% 2021 Reading Proficient	% 2022 Reading Proficient	% 2023 Reading Proficient	% 2021 Math Proficient	% 2022 Math Proficient	% 2023 Math Proficient
Chinese	75.8	77.6	<b>81.4</b>	77.1	73.5	<b>81.4</b>
Spanish	73.8	80.9	<b>81.5</b>	67.9	73.0	<b>82.3</b>
Chinese Total	72.1	76.4	<b>77.0</b>	74.6	75.9	<b>82.0</b>
Spanish Total	78.7	77.3	<b>79.0</b>	65.3	72.0	<b>80.4</b>

**Spring 2021-2023 MCA Reading and Math Grade 7  
Proficiency by Immersion and School MMW**

MMW	% 2021 Reading Proficient	% 2022 Reading Proficient	% 2023 Reading Proficient	% 2021 Math Proficient	% 2022 Math Proficient	% 2023 Math Proficient
Chinese	67.9	76.9	70.7	71.4	78.9	<b>82.9</b>
Spanish	84.4	74.0	<b>76.7</b>	62.2	71.0	<b>78.8</b>
Chinese Total	72.1	76.4	<b>77.0</b>	74.6	75.9	<b>82.0</b>
Spanish Total	78.7	77.3	<b>79.0</b>	65.3	72.0	<b>80.4</b>

**Spring 2021-2023 MCA Reading and Math Grade 8  
Proficiency by English and Immersion**

Main Language of Instruction	% 2021 Reading Proficient	% 2022 Reading Proficient	% 2023 Reading Proficient	% 2021 Math Proficient	% 2022 Math Proficient	% 2023 Math Proficient
English	68.2	66.9	<b>67.1</b>	60.3	67.9	<b>69.8</b>
Chinese	78.1	81.7	<b>77.5</b>	84.7	85.7	<b>85.4</b>
Spanish	82.7	77.6	<b>78.4</b>	75.5	82.4	<b>82.6</b>

**Spring 2021-2023 MCA Reading and Math Grade 8  
Proficiency by Immersion and School MME**

<b>MME</b>	% 2021 Reading Proficient	% 2022 Reading Proficient	% 2023 Reading Proficient	% 2021 Math Proficient	% 2022 Math Proficient	% 2023 Math Proficient
Chinese	80.9	86.4	78.7	89.1	90.7	87.2
Spanish	84.0	73.2	78.2	78.8	83.3	80.4
Chinese Total	78.1	81.7	77.5	84.7	85.7	85.4
Spanish Total	82.7	77.6	78.4	75.5	82.4	82.6

**Spring 2021-2023 MCA Reading and Math Grade 8  
Proficiency by Immersion and School MMW**

<b>MMW</b>	% 2021 Reading Proficient	% 2022 Reading Proficient	% 2023 Reading Proficient	% 2021 Math Proficient	% 2022 Math Proficient	% 2023 Math Proficient
Chinese	73.1	74.1	76.2	76.9	77.8	83.3
Spanish	81.4	83.7	78.6	71.9	81.3	84.7
Chinese Total	78.1	81.7	77.5	84.7	85.7	85.4
Spanish Total	82.7	77.6	78.4	75.5	82.4	82.6

**Data Summary: Spring 2021-2023 MCA III Science Grade 8 Proficiency by English and Immersion**

Overall Chinese and Spanish Immersion student groups outpaced the overall District average proficiency in Science (**56.1 percent**). The statewide average proficiency rate for Eighth Graders was **26.9 percent**.

**Data Analysis: Spring 2021-2023 MCA III Science Grade 8 Proficiency by English and Immersion**

At MME, **57.4 percent** of Chinese Immersion Eighth Graders were proficient (**2022: 75.0 percent**) on the MCA III Science Test. At MMW, **59.5 percent** were proficient (**2022: 48.1 percent**). As stated previously, with so few students tested, the fluctuating results can be easily impacted by outlier scores. Overall, District Eighth Graders saw **56.1 percent** of students reach proficiency.

At MME, **65.2 percent** of Spanish Immersion Eighth Graders were proficient (**2022: 54.8 percent**) on the MCA III Science Test. At MMW, **60.7 percent** were proficient (**2022: 68.8 percent**). The fluctuating results can be easily impacted by outlier scores. Again, overall, District Eighth Graders saw **56.1 percent** of students reach proficiency, with **26.9 percent** reaching proficiency statewide. Eighth Graders statewide experienced a drop in

proficiency of **1.7 percent**, while Minnetonka Eighth Graders saw a **1.1 percent** increase in proficiency percentage.

**Spring 2021-2023 Science Grade 8  
Proficiency by English and Immersion**

Main Language of Instruction	% 2021 Science Proficient	% 2022 Science Proficient	% 2023 Science Proficient
English	50.6	51.3	<b>52.6</b>
Chinese	64.3	64.8	<b>58.4</b>
Spanish	67.2	61.1	<b>62.9</b>

**Spring 2021-2023 Science Grade 8  
Proficiency by Immersion and School MME**

MME	% 2021 Science Proficient	% 2022 Science Proficient	% 2023 Science Proficient
Chinese	62.2	75.0	<b>57.4</b>
Spanish	72.9	54.8	<b>65.2</b>
Chinese Total	64.3	64.8	<b>58.4</b>
Spanish Total	67.2	61.1	<b>62.9</b>

**Spring 2021-2023 Science Grade 8  
Proficiency by Immersion and School MMW**

MMW	% 2021 Science Proficient	% 2022 Science Proficient	% 2023 Science Proficient
Chinese	68.0	48.1	<b>59.5</b>
Spanish	61.5	68.8	<b>60.7</b>
Chinese Total	64.3	64.8	<b>58.4</b>
Spanish Total	67.2	61.1	<b>62.9</b>

**Data Summary: Spring 2021-2023 MCA III Reading, Math, and Science Grades 10-12 Proficiency by English and Immersion**

At the high school, Immersion students took the MCA Reading Test for the sixth time, and the Math and Science Tests for the fifth time. In Math, Immersion and English students rebounded compared to last year with notable drops in performance in Reading and Science among certain student groups.

**Data Analysis: Spring 2021-2023 MCA III Reading, Math, and Science Grades 10-12 Proficiency by English and Immersion**

Among Chinese Immersion students, **75.9 percent** were proficient on the MCA Reading Test, and **80.9 percent** of Spanish Immersion students reached proficiency. The number of students clearly impacts the results, and with more students in the population, Spanish and Chinese Immersion students surpassed the overall average of **78.1 percent**. Statewide, the overall average for Tenth Graders on the Reading Test was **51.5 percent**, a drop of **3.4 percent**. On the Math Test, **93.7 percent** of Chinese Immersion students were proficient, while **78.5 percent** of Spanish Immersion students reached proficiency. The overall average for Minnetonka Grade 11 students was **69.9 percent** proficient and **35.9 percent** statewide. On the Science Test, **88.9 percent** of Chinese Immersion students were proficient, while **77.7 percent** of Spanish Immersion students reached proficiency. Overall average for MHS students was **73.4 percent** proficiency with a statewide proficiency percentage of **41.1 percent**. In most areas, Immersion students out-paced the overall average for Minnetonka and significantly out-performed their same grade counterparts statewide.

### Spring 2021-23 MCA Reading and Math Grade 10 and 11 Proficiency by English and Immersion

Main Language of Instruction	% 2021 Reading Proficient	% 2022 Reading Proficient	% 2023 Reading Proficient	% 2021 Math Proficient	% 2022 Math Proficient	% 2023 Math Proficient
English	77.9	68.7	67.7	77.9	60.5	<b>63.8</b>
Chinese	86.0	87.0	75.9	82.8	88.5	<b>93.7</b>
Spanish	85.2	76.4	<b>80.9</b>	80.0	76.3	<b>78.5</b>

### Spring 2021-23 MCA Science Grade 10, 11 and 12 Proficiency by English and Immersion

Main Language of Instruction	% 2021 Science Proficient	% 2022 Science Proficient	% 2023 Science Proficient
English	75.2	72.4	69.7
Chinese	86.6	91.8	<b>88.9</b>
Spanish	82.4	92.8	77.7

## Recommendations

### Math

As is standard in Minnetonka, additional data are used to determine programming decisions for students. It is expected that school staff use multiple data sources to plan for student support, which means that MCA, NWEA, math benchmark, and common

summative assessments are used to help make decisions. Staff will use at least three data points to make these types of decisions.

Math improvement strategies will be strengthened this year by continued engagement in the MTSS (Multi-Tiered System of Supports) model in collaboration with the Teaching and Learning and Student Support Services Team. Core implementation of curriculum in each classroom with an emphasis on differentiated math grouping strategies is in place in several schools with a robust intervention model for every student as a progress monitoring tool at all schools.

Elementary Chinese Immersion sites need to continue to examine the performances of students to learn about the discrepancy between the two sites around Science.

Although the results are solid, there is a need to analyze all Special Education results at the middle school level to understand the discrepancy in proficiency among elementary and middle school students served in Special Education.

For the middle school, it may be beneficial to implement a data retreat or utilize the eduCLIMBER MTSS Early Warning System to allow departments to dig deeper into the data provided by both the MCA and NWEA assessments. During the data retreat time, teachers would be given tools to access data and taught strategies for having meaningful on-going dialogue about data to better support their students on a regular basis throughout the year. School counselors can utilize eduCLIMBER to keep track of student performance daily and help to intervene in a timely manner. Middle school teachers are encouraged to continue their work with common formative assessments throughout the 2023-2024 school year.

The middle schools will need to analyze student data to identify relative strengths and growth areas within the Immersion program. The Language Arts Department is in the middle of the Language Arts curriculum review process. These data will need to be reviewed to inform potential recommendations for improvement.

For the High School it is recommended to collaborate to establish a clear common formative assessment protocol. The data can be used to adjust instruction before students take Spring assessments.

## **Reading**

Through the work of the District Grading Committee, the Middle school staff will need to continue to work together to ensure consistency of expectations across both sites in the Language Arts Department.

There is a need to analyze Special Education Reading results to understand the difference in proficiency between the middle school and elementary school model. The MTSS Reading program needs to be reviewed district-wide which will target students in the Middle and Elementary Levels who need support.

For students receiving intervention, it will be important for teachers to utilize Winter Testing and study student performance against the Winter norms implemented by NWEA.

## **Science**

Although many students are performing well at most grade levels in Science, there is still room for improvement. Also, it is important for teachers to continue the important work of translating texts for the Chinese and Spanish Immersion programs.

At the High School, it will be important to expand the use of common formative assessments, and lessons learned can be shared with the middle school Seventh and Eighth Grade teachers to help them grow their skills in this area. The Technology TOSA positions can help make this an easier transition for the staff newer to using iPads.

Elementary and middle level teachers need to expand their use of STEM activities and work to help students make connections across all content areas when studying Science. Students need to continue to receive lessons that offer hands-on and inquiry-based opportunities.

## **Summary**

Overall, during the Pandemic, Minnetonka students performed solidly, showed much improvement in Math, and significantly outpaced the state in Science. It will be important for individual sites to study the comprehensive data provided to them by the Assessment Department and utilize the Assessment office to provide direction for examining the data on a regular basis. In addition, coupled with the data analysis, school staff should examine the MCA Tables of Specifications for Reading, Math, and Science, as the information in those documents can help provide targeted support for students struggling to reach proficiency.


Minnetonka students out-performed most comparable Metro districts and rank highly in all subject areas of proficiency. Also, all ethnic student groups significantly outperformed the state in all areas. Middle and High School students continue to compare favorably in the metro area and Reading was an overall strength for the entire District. All these positive results are due to a solid academic program with teachers who work hard to write curriculum, plan lessons, and create assessments that are in alignment with state standards.

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**RECOMMENDATION/FUTURE DIRECTION:**

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

**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: Review of Draft of 2023 Annual Report**

**Date: September 28, 2023**

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**OVERVIEW:**

Continuing a tradition of accountability and transparency, the Administration is recommending the Minnetonka School District publish an Annual Report on Student Achievement each October. This report includes Minnesota's required World's Best Workforce Annual Report.

Minnetonka uses this report as a primary tool to communicate District goals, results and accountability to parents and citizens of the District. Per the direction of the School Board, Minnetonka's Annual Report is far more comprehensive than the report of most districts and includes financial data, reports on innovation initiatives, and student achievement beyond test scores. Per state guidelines, the report also includes elements required for the World's Best Workforce Report. Each district must report on progress toward the following five goals:

1. All children are ready for school.
2. All third graders can read at grade level.
3. All racial and economic achievement gaps between students are closed.
4. All students are ready for career and college.
5. All students graduate from high school.

The Board is also required to hold a public meeting to discuss the World's Best Workforce Report. That public meeting will be held in conjunction with the December School Board Meeting.

During this agenda item, the Board will discuss the outline, content and key messages of the report.

Following the October public meeting, the 2023 Annual Report will be mailed to every parent and District resident, distributed to staff and placed in welcome packets for new families. It will also be posted as an online interactive publication, with additional multi-media to relay the incredible success stories of our students, staff and District.

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**RECOMMENDATION/FUTURE DIRECTION:**

Provide feedback to staff regarding the content and communication plans for the report, prior to the item being placed on the October School Board meeting agenda as an action item.



**Submitted by:** \_\_\_\_\_  
JacQueline Getty, Executive Director of Communications



**Concurrence:** \_\_\_\_\_  
David Law, Superintendent

## **INFORMATION**

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

### **Study Session Agenda Item #4**

**Title: Review of 2023 Pay 2024 Preliminary Levy**

**September 28, 2023**

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#### **EXECUTIVE SUMMARY:**

Minnesota Statutes require that each school district certify a preliminary property tax levy by September 30 of the calendar year.

The property tax levy set at the preliminary is the maximum amount that the school district can levy when it certifies its final levy in December of the calendar year. Adjustments to the preliminary levy amount can only be made downward after the preliminary levy is certified. School Districts must work with the Minnesota Department of Education (MDE) to calculate the levies allowed under the various statutes utilizing the MDE computerized levy system. The Certified Preliminary Levy must be physically received by the home county auditor no later than September 30, 2023.

The total levy is made up of several dozen individual levy amounts that are calculated based on formulas set in Minnesota Statute by the Legislature. Many of the levies are levies that provide partial revenue for a particular program with the remaining amount coming as a match from the State of Minnesota, and it is a requirement for the full local share to be levied in order to receive the State contribution. A reduction in those levies will result in a proportional reduction in State aid. Other levies including the Operating Referendum and Technology Levies are voter approved and determined based on the number of enrolled pupils or the value of property in the District. Finally, debt service levies are required to be calculated at 105% of debt service in order to ensure that District bond payments are met even if there are some property tax delinquencies.

The dollar amount of the Certified Preliminary Levy approved by the School Board prior to September 30 of each year becomes the highest amount of the levy - the final levy approved in December can be no greater than the preliminary amount certified by September 30. The only exception to this rule is if an Operating Referendum or Capital Projects Referendum is approved by the voters of the School District at the November election.

As of the date of this School Board Study Session of September 28, 2023, the 2023 Pay 2024 Preliminary Levy is still being finalized. Initial numbers have been input, but we are working with and reviewing information input by the Minnesota Department of Education. The Minnesota Department of Education has the authority to make further prior year adjustments after September 30 if they calculate a correction to a prior year adjustment. The review-and-iteration process started on September 11, approximately two weeks later than in prior years.

The Preliminary Levy figures are complete with the exception of three items that must be input at the State level – the Ice Arena Levy, and two new pass-through levies for Intermediate District 287 for building lease payments and Safe Schools that the District must now levy since it has rejoined the Intermediate District 287 consortium for Special Education services.

Of particular note, the inflationary conditions across the United States have impacted the inflation factors used to calculate the voter-approved Operating Referendum Levy. A comparison of the changes in the per-pupil amounts that will impact the 23 Pay 24 Levy are as follows:

20 Pay 21 Levy for FY22 Approved Levy	\$1,827.54
FY22 Updated for Actual Inflation	\$1,928.60
21 Pay 22 Levy for FY23 Approved Levy	\$2,054.83
FY23 Updated for Actual Inflation	\$2,068.13
22 Pay 23 for FY24 Initial MDE-Calculated Rate	\$2,110.97
FY24 Updated Estimate For Actual Inflation	\$2,140.09
23 Pay 24 for FY25 Initial MDE-Calculated Rate	\$2,202.89

The Operating Referendum 23 Pay 24 Levy for FY25 is increasing by \$1,251,365.40

The voter-approved Capital Projects Referendum is calculated on a formula that is driven by the change in property taxes from the prior calendar year, which for the 23 Pay 24 Levy is Calendar Year 2022. Property values in the District increased approximately 22% in Calendar Year 2022, resulting in an increase in the Capital Projects Referendum levy of \$1,630,828.97.

The new Intermediate District 287 pass-through levies of \$221,561.23 for Intermediate District 287 lease payments and \$184,077.00 for \$15 per pupil of Safe Schools Revenue total a combined \$406,268.23.

The combination of the Operating Referendum Levy increase, the Capital Projects Referendum Levy increase, and the Intermediate District 28 pass-through increase totals \$3,288,462.60 and thus account for all of the change in the 23 Pay 24 Levy of \$3,285,105.70.

There are 19 other levy categories as well as prior year adjustments for all 22 levy categories that are included in the 23 Pay 24 Levy with both increases or decreases that net to a reduction of (\$3,356.90).

All levy categories will be reviewed at the September 28, 2023 Study Session.

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#### **ATTACHMENTS:**


2023 Pay 2024 Preliminary Levy

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**RECOMMENDATION/FUTURE DIRECTION:**

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

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

**Concurrence:**   
David Law, Superintendent

Minnetonka Independent School District 276  
 Levy Comparison - 2022 Pay 2023 to 2023 Pay 2024  
 September 28, 2023 Preliminary Levy

Line #		Final 2022 Pay 2023	Preliminary 2023 Pay 2024	Difference	Adjustments	Final 2023 Pay 2024
0	<b>Total Levy</b>	62,613,793.43	65,898,899.13 5.25%	3,285,105.70	-	65,898,899.13 5.25%
<b>Individual Levy Components</b>						
<b>Major Levies</b>						
1	Operating Ref Levy-\$2,202.89 Per Adjusted Pupil Unit In FY25-12,313.80 (\$91.92 Increase From \$2,110.97)	25,874,581.48	27,125,946.88	1,251,365.40		27,125,946.88
2	Local Optional Rev Levy-\$724.00 Per Adjusted Pupil Unit In FY25 Less State Aid Of \$127,135.75	8,721,859.44	8,788,055.45	66,196.01		8,788,055.45
3	Capital Projects (Technology) Levy - 6.569% Of Net Tax Capacity Of Property Values	7,609,741.86	9,240,570.83	1,630,828.97		9,240,570.83
4	Equity Levy - \$50.00 Per Adjusted Pupil Unit	845,900.01	615,690.00	(230,210.01)		615,690.00
5	Q Comp Levy - 35% Of \$260 Per Prior Year October 1 Enrollment	1,050,092.75	1,024,552.62	(25,540.13)		1,024,552.62
6	Operating Capital Levy - 52.17% Of Total Rev Of \$229.58 Per APU	1,236,844.58	1,474,864.26	238,019.68		1,474,864.26
7	Instructional Facilities Lease Levy - \$212 Per APU Limit or Actual Bond Payments	2,554,553.27	2,554,393.27	(160.00)		2,554,393.27
8	Debt Service Levy + 5% Overlevy Less Debt Excess Fund Balance Usage	8,196,848.52	7,830,093.24	(366,755.28)		7,830,093.24
9	OPEB Bonds Levy-Debt Service Schedule	1,376,616.01	1,485,906.19	109,290.18		1,485,906.19
10	<b>Subtotal Major Levies</b>	57,467,037.92	60,140,072.74	2,673,034.82	-	60,140,072.74
<b>Other Levies</b>						
11	Transition Levy - \$1.55 Per Adjusted Pupil Unit	18,998.66	19,086.39	87.73		19,086.39
12	Career Technical Ed Levy - 35% Of FY25 Estimated Budget	341,049.31	366,095.80	25,046.49		366,095.80
13	Safe Schools ISD 276 Levy - \$36.00 Per Adjusted Pupil Unit	441,259.20	443,296.80	2,037.60		443,296.80
14	Ice Arena Levy - Prior Year Expenses After Revenues From Operations	477,440.02	484,387.86	6,947.84		484,387.86
15	LTFM Health & Safety	600,000.00	600,000.00	-		600,000.00
16	Intermediate District 287 Lease Levy - Pass Through - Proportional Share Up To \$65 Per APU	-	221,561.23	221,561.23		221,561.23
17	Intermediate District 287 Safe Schools Levy - Pass Through - \$15 per APU	-	184,707.00	184,707.00		184,707.00
18	Reemployment Insurance Levy	10,000.00	10,000.00	-		10,000.00
19	Community Ed General Revenue Levy - \$8.12 x 2020 Census Population 42,181	303,139.85	342,368.18	39,228.33		342,368.18
20	Early Childhood Family Education Levy - 0.2% Of Adjusted Net Tax Capacity	305,505.16	294,782.10	(10,723.06)		294,782.10
21	School Age Care-Extended Day-Disability Levy - Estimated Costs	100,000.00	100,000.00	-		100,000.00
22	Adult Handicapped Levy - 0.006% Of Adjusted Net Tax Capacity	7,500.00	8,831.45	1,331.45		8,831.45
23	Home Visiting Levy - 69.29% of \$3.00 x Under 5 Population - 2,815	3,952.24	5,851.93	1,899.69		5,851.93
24	<b>Subtotal Other Levies</b>	2,608,844.44	3,080,968.74	472,124.30	-	3,080,968.74
25	<b>Total Before Prior Year Adjustments</b>	60,075,882.36	63,221,041.48	3,145,159.12	-	63,221,041.48

Minnetonka Independent School District 276  
 Levy Comparison - 2022 Pay 2023 to 2023 Pay 2024  
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<u>Line #</u>	<u>Final</u> <u>2022 Pay 2023</u>	<u>Preliminary</u> <u>2023 Pay 2024</u>	<u>Difference</u>	<u>Adjustments</u>	<u>Final</u> <u>2023 Pay 2024</u>
0 <b>Total Levy</b>	62,613,793.43	65,898,899.13 5.25%	3,285,105.70	-	65,898,899.13 5.25%
<b>Prior Year Adjustments</b>					
26 Transition Levy Adjustment - Prior Years	36.72	240.02	203.30		240.02
27 Equity Levy Adjustment - Prior Years	9,320.96	39,185.93	29,864.97		39,185.93
28 Local Optional Revenue Adjustment - Prior Years	(33,862.68)	278,280.31	312,142.99		278,280.31
29 General Fund Abatements	-	-	-		-
30 Referendum Levy Prior Years Adjustment	2,184,945.90	1,746,428.17	(438,517.73)		1,746,428.17
31 Q-Comp Levy Adjustment - Prior Years	33,956.02	(26,619.35)	(60,575.37)		(26,619.35)
32 Operating Capital Levy Adjustment - Prior Years	(3,282.15)	3,364.87	6,647.02		3,364.87
33 Reemployment Levy Adjustment - Prior Years (All FY22)	(10,000.00)	320,966.62	330,966.62		320,966.62
34 Safe Schools Adjustment - Prior Years	(637.56)	3,241.80	3,879.36		3,241.80
35 Health Benefits Adjustment - Prior Years	-	-	-		-
36 Achievement & Integration Adjustment - Prior Years	-	-	-		-
37 Career Technical Ed Adjustment - Prior Years	20,129.47	5,775.12	(14,354.35)		5,775.12
38 Health & Safety Adjustment - Prior Years	-	-	-		-
39 Community Education Limit Adjustment - Prior Years	291,252.71	262,857.80	(28,394.91)		262,857.80
40 Community Education Abatements	(1,672.10)	499.56	2,171.66		499.56
41 Abatement Adjustments - Prior Years	42,769.37	40,617.19	(2,152.18)		40,617.19
42 LTFM Equalization Adjustment - Prior Years	0.45	4,773.89	4,773.44		4,773.89
43 OPEB Debt Service Adjustment - Prior Years	1,692.40	1,538.62	(153.78)		1,538.62
44 Debt Service Adjustment - Prior Years	-	-	-		-
45 Debt Service LTFM Adjustment - Prior Years	(3,623.41)	(10,185.62)	(6,562.21)		(10,185.62)
46 Debt Service Abatements	<u>6,884.97</u>	<u>6,892.72</u>	<u>7.75</u>		<u>6,892.72</u>
47 <b>Total Adjustments</b>	2,537,911.07	2,677,857.65	139,946.58	-	2,677,857.65
48 <b>Total Levy</b>	62,613,793.43	65,898,899.13 5.25%	3,285,105.70	-	65,898,899.13 5.25%

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

Study Session Agenda Item 5

Title: Policy Review

DATE: September 28, 2023

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**OVERVIEW:**

Administration is making policy recommendations due to recent legislative changes.

In Policy 509: Enrollment of Nonresident Students, a statement was added by the legislature that open enrollment for early childhood special education will sunset upon entrance to kindergarten. Families now must re-apply to be considered for K-12 open enrollment, regardless of their open enrollment status for early childhood special education.

In Policy 514: Bullying Prohibition, the definition of bullying has been amended by the legislature. New terms have been added and employees are now included in the definition.

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**ATTACHMENTS:**

- Policy #509: Enrollment of Nonresident Students (edited copy and clean copy)
- Policy #514: Bullying Prohibition (edited copy and clean copy)

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**RECOMMENDATION/FUTURE DIRECTION:**

That the School Board approve the recommended policy changes at the Regular Board meeting on October 5, 2023.

Submitted by:



Anjie Flowers, Executive Director of Human Resources

Concurrence:



David Law, Superintendent

# MINNETONKA SCHOOL DISTRICT

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## Policy 509: ENROLLMENT OF NONRESIDENT STUDENTS

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### I. PURPOSE

The Minnetonka School District desires to participate in the Enrollment Options Program established by Minn. Stat. § 124D.03. It is the purpose of this policy to set forth the application and exclusion procedures used by the school district in making said determination.

### II. GENERAL STATEMENT OF POLICY

A. Eligibility. Applications for enrollment under the Enrollment Options (Open Enrollment) Law will be approved provided that acceptance of the application will not exceed the capacity of a program, class, grade level, or school building.

1. The Superintendent, or designee, shall develop guidelines which specify the circumstances under which this may take place and the procedures to be followed in such circumstances.
2. In considering the capacity of a grade level, the District may only limit enrollment of nonresident students in accordance with state statute.
3. An applicant is not otherwise excluded by action of the District because of previous conduct in another school district.

B. Standards that may be used for rejection of application. In addition to the provisions of Paragraph IIA, the District may refuse to allow a pupil who is expelled under Section 121A.45 to enroll during the term of the expulsion if the student was expelled for:

1. Possessing a dangerous weapon, including a weapon, device, instruments, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, ~~with the except~~ that such term does not include ~~is not~~ a pocket knife with a blade less than two and one-half inches in length, at school or a school function;
2. Possessing or using an illegal drug at school or a school function;
3. Selling or soliciting the sale of a controlled substance while at school or a school function; or

4. Committing a “third-degree assault” involving the assaulting of another person and inflicting substantial bodily harm.
- C. Standards that may not be used for rejection of application. The District may not use the following standards in determining whether to accept or reject an application for open enrollment:
1. Previous academic achievement of a student;
  2. Athletic or extracurricular ability of a student;
  3. Disabling conditions of a student;
  4. A student’s proficiency in the English language;
  5. The student’s district of residence; or
  6. Previous disciplinary proceedings involving the student. This shall not preclude the District from proceeding with exclusion as set out in Section F of this policy.

~~D. Application. The student and parent or guardian must complete and submit an Application for Enrollment School District Enrollment Options Program developed by the Minnesota Department of Education the General Statewide Enrollment Options Application for K-12 and Early Childhood Special Education (or the Statewide Enrollment Options Application for State-funded Voluntary Prekindergarten (VPK) or School Readiness Plus (SRP) Application if applicable) developed by MDE and available on its website.~~

~~D.E. The district will sunset, or end, a student’s enrollment in the non-resident district upon completion of the preschool age programming. The district will then require that all students who have participated in a School of Parents’ Choice or an Early Childhood Special Education program re-submit an open-enrollment application to be considered for open-enrollment in the district beginning in kindergarten.~~

~~The school district may require a nonresident student enrolled in a program under Minnesota Statutes, section 125A.13 (School of Parent’s Choice), or in a preschool program, including Early Childhood Special Education (ECSE), except for a program under Minnesota Statutes, section 124D.151 (Voluntary Prekindergarten Program (VPK)) or Laws 2017, First Special Session chapter 5, article 8, section 9 (School Readiness Plus Program (SRP), to follow the application procedures under this subdivision to enroll in kindergarten. A district must allow a nonresident student enrolled in a Voluntary Prekindergarten Program (VPK) or School Readiness Plus Program (SRP) program under Minnesota Statutes, section 124D.151 or Laws 2017, First Special Session chapter 5, article 8, section 9, to remain enrolled in the district when the student enters kindergarten~~

without submitting annual or periodic applications, unless the district terminates the student's enrollment under subdivision 12.

The district will sunset, or end, a student's enrollment in the non-resident district upon kindergarten. Therefore, the district will require that all students who have participated in a School of Parents' Choice or an Early Childhood Special Education program to re-submit an open enrollment application to be considered for open enrollment in the district beginning in kindergarten.

The school district shall notify the parent or guardian in writing by February 15 or within ninety (90) days for applications submitted after January 15 in the case of achievement and integration district transfers whether the application has been accepted or rejected. If an application is rejected, the district must state in the notification the reason for rejection. The parent or guardian must notify the nonresident district by March 1 or within ten (10) business days whether the pupil intends to enroll in the nonresident district.

#### D.F. Exclusion

1. Administrator's initial determination. If a Minnetonka District administrator knows or has reason to believe that an applicant has engaged in conduct that has or could subject the applicant to expulsion or exclusion under law or District policy, the administrator will transmit the application to the Superintendent with a recommendation regarding whether exclusion proceedings should be initiated.
2. Superintendent's review. The Superintendent may make further inquiries. If the Superintendent determines that the applicant should be admitted, the applicant and the Board Chair will be notified. If the Superintendent determines that the applicant should be excluded, the Superintendent will notify the applicant and determine whether the applicant wishes to continue the application process. Although an application may not be rejected based on previous disciplinary proceedings, the District reserves the right to initiate exclusion procedures pursuant to the Minnesota Pupil Fair Dismissal Act as warranted on a case-by-case basis.
3. If the school district limits enrollment of nonresident students pursuant to this section, the district shall report to the Commissioner of the Minnesota Department of Education (MDE) by July 15 on the number of nonresident pupils denied admission due to the limitations on the enrollment of nonresident pupils.

#### E.G. Termination of Enrollment

1. The District may terminate the enrollment of a nonresident student enrolled under an enrollment options program pursuant to Minn. Stat. §

124D.03 or 124D.08 at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy under Minn. Ch. 260A, and the student's case has been referred to juvenile court. A "habitual truant" is a child under 16 years of age who is absent from attendance at school without lawful excuse for seven school days if the child is in elementary school or for one or more class periods on seven school days if the child is in middle school or high school, or a child who is 16 or 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days and who has not lawfully withdrawn from school under Minn. Stat. § 120A.22, Subd. 8.

2. The District may also terminate the enrollment of a nonresident student over 16 years of age if the student is absent without lawful excuse for one or more periods on 15 school days and has not lawfully withdrawn from school under Minn. Stat. § 120A.22, Subd. 8.

3. A student who has applied for and been accepted for open enrollment pursuant to this policy and does not otherwise meet the residency requirements for enrollment may be terminated from enrollment and removed from school. Prior to removal from school, the District will send to the student's parents a written notice of the District's belief that the student is not a resident of the District. The notice shall include the facts upon which the belief is based and notice to the parents of their opportunity to provide documentary evidence, in person or in writing, of residency to the Superintendent or the Superintendent's designee. The Superintendent or the Superintendent's designee will make the final determination as to the residency status of the student.

4. The district will sunset, or end, a student's enrollment in the non-resident district upon completion of the preschool age programming. The district will then require that all students who have participated in a School of Parents' Choice or an Early Childhood Special Education program to re-submit an open-enrollment application to be considered for open enrollment in the district beginning in kindergarten.
- ~~3. The district will terminate, or sunset, a child's open enrollment status at kindergarten if a child previously attended the district through School of Parents' Choice and/or an Early Childhood Special Education (ECSE) program.~~

### ***Legal References:***

*Minn. Stat. §120A.22, Subd. 3(e) (Residency Determined) Minn. Stat. §120A.22, Subd. 8 (Withdrawal from School)*

*Minn. Stat. § 121A.40 to 121A.56 (The Pupil Fair Dismissal Act of 1974) Minn. Stat. § 124D.03, (Enrollment Options Program)*

*Minn. Stat. § 124D.08, (Agreement Between Schools)*

*Minn. Stat. § 124D.68 (High School Graduation Incentives Program) Minn. Ch. 260A (Truancy)*

*Minn. Stat. § 260C.007, Subd. 19 (Habitual Truant Defined)*

*18 U.S.C. 930, para. (g)(2) (Definition of weapon)*

*Op. Minn. Atty. Gen. No. 169-f (August 13, 1986)*

*Reviewed: November 18, 2010*

*Approved: December 2, 2010*

*Reviewed: September 28, 2023*

# MINNETONKA SCHOOL DISTRICT

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## Policy 509: ENROLLMENT OF NONRESIDENT STUDENTS

---

### I. PURPOSE

The Minnetonka School District desires to participate in the Enrollment Options Program established by Minn. Stat. § 124D.03. It is the purpose of this policy to set forth the application and exclusion procedures used by the school district in making said determination.

### II. GENERAL STATEMENT OF POLICY

A. Eligibility. Applications for enrollment under the Enrollment Options (Open Enrollment) Law will be approved provided that acceptance of the application will not exceed the capacity of a program, class, grade level, or school building.

1. The Superintendent, or designee, shall develop guidelines which specify the circumstances under which this may take place and the procedures to be followed in such circumstances.
2. In considering the capacity of a grade level, the District may only limit enrollment of nonresident students in accordance with state statute.
3. An applicant is not otherwise excluded by action of the District because of previous conduct in another school district.

B. Standards that may be used for rejection of application. In addition to the provisions of Paragraph IIA, the District may refuse to allow a pupil who is expelled under Section 121A.45 to enroll during the term of the expulsion if the student was expelled for:

1. Possessing a dangerous weapon, including a weapon, device, instruments, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade less than two and one-half inches in length, at school or a school function;
2. Possessing or using an illegal drug at school or a school function;
3. Selling or soliciting the sale of a controlled substance while at school or a school function; or

4. Committing a “third-degree assault” involving the assaulting of another person and inflicting substantial bodily harm.
- C. Standards that may not be used for rejection of application. The District may not use the following standards in determining whether to accept or reject an application for open enrollment;
1. Previous academic achievement of a student;
  2. Athletic or extracurricular ability of a student;
  3. Disabling conditions of a student;
  4. A student’s proficiency in the English language;
  5. The student’s district of residence; or
  6. Previous disciplinary proceedings involving the student. This shall not preclude the District from proceeding with exclusion as set out in Section E of this policy.
- D. Application. The student and parent or guardian must complete and submit the General Statewide Enrollment Options Application for K-12 and Early Childhood Special Education developed by MDE and available on its website.
- E. The district will sunset, or end, a student’s enrollment in the non-resident district upon completion of the preschool age programming. The district will then require that all students who have participated in a School of Parents’ Choice or an Early Childhood Special Education program to re-submit an open-enrollment application to be considered for open-enrollment in the district beginning in kindergarten.
- The school district shall notify the parent or guardian in writing by February 15 or within ninety (90) days for applications submitted after January 15 in the case of achievement and integration district transfers whether the application has been accepted or rejected. If an application is rejected, the district must state in the notification the reason for rejection. The parent or guardian must notify the nonresident district by March 1 or within ten (10) business days whether the pupil intends to enroll in the nonresident district.
- F. Exclusion
1. Administrator's initial determination. If a Minnetonka District administrator knows or has reason to believe that an applicant has engaged in conduct that has or could subject the applicant to expulsion or exclusion under law or District policy, the administrator will transmit the application to the Superintendent with a recommendation regarding whether exclusion

proceedings should be initiated.

2. Superintendent's review. The Superintendent may make further inquiries. If the Superintendent determines that the applicant should be admitted, the applicant and the Board Chair will be notified. If the Superintendent determines that the applicant should be excluded, the Superintendent will notify the applicant and determine whether the applicant wishes to continue the application process. Although an application may not be rejected based on previous disciplinary proceedings, the District reserves the right to initiate exclusion procedures pursuant to the Minnesota Pupil Fair Dismissal Act as warranted on a case-by-case basis.
3. If the school district limits enrollment of nonresident students pursuant to this section, the district shall report to the Commissioner of the Minnesota Department of Education (MDE) by July 15 on the number of nonresident pupils denied admission due to the limitations on the enrollment of nonresident pupils.

G. Termination of Enrollment

1. The District may terminate the enrollment of a nonresident student enrolled under an enrollment options program pursuant to Minn. Stat. § 124D.03 or 124D.08 at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy under Minn. Ch. 260A, and the student's case has been referred to juvenile court. A "habitual truant" is a child under 16 years of age who is absent from attendance at school without lawful excuse for seven school days if the child is in elementary school or for one or more class periods on seven school days if the child is in middle school or high school, or a child who is 16 or 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days and who has not lawfully withdrawn from school under Minn. Stat. § 120A.22, Subd. 8.
2. The District may also terminate the enrollment of a nonresident student over 16 years of age if the student is absent without lawful excuse for one or more periods on 15 school days and has not lawfully withdrawn from school under Minn. Stat. § 120A.22, Subd. 8.
3. A student who has not applied for and been accepted for open enrollment pursuant to this policy and does not otherwise meet the residency requirements for enrollment may be terminated from enrollment and removed from school. Prior to removal from school, the District will send to the student's parents a written notice of the District's belief that the student is not a resident of the District. The notice shall include the facts upon which the belief is based and notice to the parents of their opportunity to provide documentary evidence, in person or in writing, of residency to the Superintendent or the Superintendent's designee. The Superintendent

or the Superintendent's designee will make the final determination as to the residency status of the student.

4. The district will sunset, or end, a student's enrollment in the non-resident district upon completion of the preschool age programming. The district will then require that all students who have participated in a School of Parents' Choice or an Early Childhood Special Education program to re-submit an open-enrollment application to be considered for open-enrollment in the district beginning in kindergarten.

***Legal Reference:***

*Minn. Stat. §120.A22, Subd. 3(e) (Residency Determined) Minn. Stat.*

*§120A.22, Subd. 8 (Withdrawal from School)*

*Minn. Stat. § 121A.40 to 121A.56 (The Pupil Fair Dismissal Act of 1974) Minn. Stat. § 124D.03, (Enrollment Options Program)*

*Minn. Stat. § 124D.08, (Agreement Between Schools)*

*Minn. Stat. § 124D.68 (High School Graduation Incentives Program) Minn. Ch. 260A (Truancy)*

*Minn. Stat. § 260C.007, Subd. 19 (Habitual Truant Defined)*

*18 U.S.C. 930, para. (g)(2) (Definition of weapon)*

*Op. Minn. Atty. Gen. No. 169-f (August 13, 1986)*

*Reviewed: November 18, 2010*

*Approved: December 2, 2010*

*Reviewed: September 28, 2023*

# MINNETONKA PUBLIC SCHOOLS

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## Policy #514: BULLYING PROHIBITION POLICY

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### I. PURPOSE

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with a student's ability to learn and/or a teacher's ability to educate students in a safe environment. The Minnetonka School District cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel. However, to the extent such conduct affects the educational environment of the District and the rights and welfare of its students and is within the control of the District in its normal operations, the District intends to prevent bullying and to take action to investigate, respond, remediate, and discipline those acts of bullying which have not been successfully prevented. The purpose of this policy is to assist the District in its goal of preventing and responding to acts of bullying, intimidation, violence, reprisal, retaliation, and other similar disruptive and detrimental behavior.

### II. GENERAL STATEMENT OF POLICY

- A. An act of bullying, by either an individual student or a group of students, is expressly prohibited:
1. on school premises, on District property or at school-related functions or activities, or on school transportation;
  - ~~4.2. by the use of electronic technology and communications on the school premises, during the school functions or activities, on school transportation or on school computers, networks, forums, and mailing lists; or~~
  3. by the use of electronic technology and communications off the school premises to the extent such use substantially and materially disrupts student learning or the school environment.
- B. A school-aged child who voluntarily participates in a public school activity, such as a cocurricular or extracurricular activity, is subject to the policy provisions applicable to public school students participating in the activity.

This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at

any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the District or the safety or welfare of the student or other students, or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyber-bullying regardless of whether such act is committed on or off District property and/or with or without the use of District resources. This policy also applies to sexual exploitation.

C. Malicious and sadistic conduct involving race, color, creed, national origin, sex, age, marital status, status with regard to public assistance, disability, religion, sexual harassment, and sexual orientation and gender identity as defined in Minnesota Statutes, chapter 363A is prohibited. This prohibition applies to students, independent contractors, teachers, administrators, and other school personnel.

Malicious and sadistic conduct and sexual exploitation by a staff member, independent contractor, or enrolled student against a staff member, independent contractor, or student is prohibited.

~~BD.~~ No teacher, administrator, volunteer, contractor, or other employee of the District shall permit, condone, or tolerate bullying.

~~CE.~~ Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.

~~DE.~~ Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.

~~EG.~~ False accusations or reports of bullying against another student are prohibited.

~~FH.~~ A person who engages in an act of bullying, reprisal, retaliation, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with the District's policies and procedures, including the District's discipline policy. The District may take into account the following factors:

1. The developmental ages and maturity levels of the parties involved;
2. The levels of harm, surrounding circumstances, and nature of the behavior;
3. Past incidences or past or continuing patterns of behavior;
4. The relationship between the parties involved; and
5. The context in which the alleged incidents occurred.

Consequences for students who commit prohibited acts of bullying may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion. The District shall employ research-based developmentally appropriate best practices that include preventative and remedial measures and effective discipline for deterring violations of this policy, apply throughout the District, and foster student, parent, and community participation.

Consequences for employees who permit, condone, or tolerate bullying or engage in an act of reprisal or intentional false reporting of bullying may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of bullying may include, but not be limited to, exclusion from District property and events.

- GI.** The District will act to investigate all complaints of bullying reported to the District and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the District who is found to have violated this policy.

### **III. DEFINITIONS**

For purposes of this policy, the definitions included in this section apply.

- A. “Bullying” means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:
1. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or
  2. materially and substantially interferes with a student’s educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

The term, “bullying,” specifically includes cyber-bullying, ~~as defined in this policy~~ malicious and sadistic conduct and sexual exploitation.

- B. “Cyber-bullying” means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on District property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent

that it substantially and materially disrupts student learning or the school environment.

- C. “Immediately” means as soon as possible but in no event longer than 24 hours.
- D. “Intimidating, threatening, abusive, or harming conduct” means, but is not limited to, conduct that does the following:
  - 1. Causes physical harm to a student or a student’s property or causes a student to be in reasonable fear of harm to person or property;
  - 2. Under Minnesota common law, violates a student’s reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or
  - 3. Is directed at any student or students, including those based on a person’s actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, ability or status with regard to public assistance, age, or any additional characteristic or other dimensions of identity defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.
- E. Malicious and sadistic conduct means creating a hostile learning environment by acting with the intent to cause harm by intentionally injuring another without just cause or reason or engaging in extreme or excessive cruelty or delighting in cruelty.
- ~~EF.~~ “On school premises, on District property or at school-related functions or activities, or on school transportation” means all District buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for District purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. District property also may mean a student’s walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, the District does not represent that it will provide supervision or assume liability at these locations and events.
- ~~FG.~~ “Prohibited conduct” means bullying, ~~or~~ cyber-bullying, malicious and sadistic conduct, sexual exploitation as defined in this policy or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about ~~bullying~~prohibited conduct.

**GH.** “Remedial response” means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of prohibited conduct.

**HI.** “Student” means a student legally enrolled in the Minnetonka School District.

#### **IV. REPORTING PROCEDURE**

A. Any person who believes they have been the target or victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy shall report the alleged acts immediately to an appropriate District official designated by this policy. A person may report bullying anonymously. However, the District may not rely solely on an anonymous report to determine discipline or other remedial responses.

B. The District encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available in the District office, but oral reports shall be considered complaints as well. The reporting party or complainant may also utilize the “Let’s Talk” reporting tool on the District website.

C. The building principal, or the principal’s designee, or the building supervisor (hereinafter the “building report taker”) is the person responsible for receiving reports of bullying or other prohibited conduct at the building level. Any person may report bullying or other prohibited conduct directly to the District Human Rights Officer or the Superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the Superintendent or the District’s Human Rights Officer by the reporting party or complainant.

The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as the primary contact on policy and procedural matters. The building report taker or a third party designated by the District shall be responsible for the investigation. The building report taker shall provide information about available community resources to the target or victim of the bullying or other prohibited conduct, the perpetrator, and other affected individuals as appropriate.

D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who witnesses, receives a report of, observes, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct shall make reasonable efforts to address and resolve the bullying or prohibited conduct and shall inform the building report taker immediately. District personnel who fail to inform the building report taker of conduct that may constitute bullying or other prohibited conduct or who fail to make reasonable

efforts to address and resolve the bullying or prohibited conduct in a timely manner may be subject to disciplinary action.

- E. Reports of bullying or other prohibited conduct are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of bullying and the record of any resulting investigation.
- F. Submission of a good faith complaint or report of bullying or other prohibited conduct will not affect the complainant's or reporter's future employment, grades, work assignments, or educational or work environment.
- G. The District will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the District's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

## **V. DISTRICT ACTION**

- A. Within three days of the receipt of a complaint or report of bullying or other prohibited conduct, the District shall undertake or authorize an investigation by the building report taker or a third party designated by the District.
- B. The building report taker or other appropriate District officials may take immediate steps, at their discretion, to protect the target or victim of the bullying or other prohibited conduct, the complainant, the reporter, and students, or others, pending completion of an investigation of bullying or other prohibited conduct, consistent with applicable law.
- C. The alleged perpetrator of the bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- D. Upon completion of the investigation that determines that bullying or other prohibited conduct has occurred, the District will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will have the impact to try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to the bullying shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy. District action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; the student discipline policy and other applicable District policies; and applicable regulations.

- E. The District is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the District. School officials will notify the parent(s) or guardian(s) of students who are targets of bullying or other prohibited conduct and the parent(s) or guardian(s) of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident of the remedial or disciplinary action taken, to the extent permitted by law.
- F. In order to prevent or respond to bullying or other prohibited conduct committed by or directed against a child with a disability, the District shall, when determined appropriate by the child's Individualized Education Program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in bullying or other prohibited conduct.

## **VI. RETALIATION OR REPRISAL**

The District will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the District who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged bullying or prohibited conduct, who provides information about bullying or prohibited conduct, who testifies, assists, or participates in an investigation of alleged bullying or prohibited conduct, or who testifies, assists, or participates in a proceeding or hearing relating to such bullying or prohibited conduct. Retaliation includes, but is not limited to, any form of intimidation, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct. Remedial responses to the prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy.

## **VII. TRAINING AND EDUCATION**

- A. The District shall discuss this policy with school personnel and volunteers and provide appropriate training to District personnel regarding this policy. The District shall establish a training cycle for school personnel to occur during a period not to exceed every three school years. Newly employed school personnel must receive the training within the first year of their employment with the District. The District or a school administrator may accelerate the training cycle or provide additional training based on a particular need or circumstance. This policy shall be included in employee handbooks, training materials, and publications on school rules, procedures, and standards of conduct, which materials shall also be used to publicize this policy.

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- B. The District shall require ongoing professional development, consistent with Minn. Stat. § 122A.60, to build the skills of all school personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. Such professional development includes, but is not limited to, the following:
    - 1. Developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;
    - 2. The complex dynamics affecting a perpetrator, target, and witnesses to prohibited conduct;
    - 3. Research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;
    - 4. The incidence and nature of cyber-bullying; and
    - 5. Internet safety and cyber-bullying.
  - C. The District annually will provide education and information to students regarding bullying, including information regarding this District policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying and other prohibited conduct.
  - D. The Administration of the District is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.
  - E. The Administration is encouraged to provide developmentally appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct, to value diversity in school and society, to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to students.

The Administration must establish strategies for creating a positive school climate and use evidence-based social-emotional learning to prevent and reduce discrimination and other improper conduct.

The Administration is encouraged, to the extent practicable, to take such actions as it may deem appropriate to accomplish the following:

1. Engage all students in creating a safe and supportive school environment;
  2. Partner with parents and other community members to develop and implement prevention and intervention programs;
  3. Engage all students and adults in integrating education, intervention, and other remedial responses into the school environment;
  4. Train student bystanders to intervene in and report incidents of bullying and other prohibited conduct to the schools' primary contact person;
  5. Teach students to advocate for themselves and others;
  6. Prevent inappropriate referrals to Special Education of students who may engage in bullying or other prohibited conduct; and
  7. Foster student collaborations that, in turn, foster a safe and supportive school climate.
- F. The District may implement violence prevention and character development education programs to prevent or reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.
- G. The District shall inform affected students and their parents of rights they may have under State and Federal Data Practices laws to obtain access to data related to an incident and their right to contest the accuracy or completeness of the data. The District may accomplish this requirement by inclusion of all or applicable parts of its Protection and Privacy of Pupil Records policy in the student handbook.

## VIII. NOTICE

- A. The District will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.
- B. This policy ~~or a summary thereof~~ must be conspicuously posted throughout each school building, in the administrative offices of the District and in the office of each school.
- C. This policy must be given to each school employee and independent contractor ~~who regularly interacts with students at the time of initial employment with the District at the time of hiring or contracting~~.

- D. Notice of the rights and responsibilities of students and their parents under this policy must be included in the Student Discipline policy distributed to parents at the beginning of each school year.
- E. This policy shall be available to all parents and other school community members in an electronic format in the language appearing on the District's or a school's website.
- F. Each school will develop a process to discuss this policy with students, parents and guardians, and staff.
- ~~FG.~~ The District shall provide an electronic copy of its most recently amended policy to the Commissioner of Education.

## IX. POLICY REVIEW

To the extent practicable, the Board shall, on a cycle consistent with other District policies, review and revise this policy. The policy shall be made consistent with Minn. Stat. § 121A.031 and 12A.0312 and other applicable law. Revisions shall be made in consultation with students, parents, and community organizations.

### **Legal References:**

*Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)*  
*Minn. Stat. § 120A.05, Subds. 9, 11, 13, and 17 (Definition of Public School)*  
*Minn. Stat. § 120B.232 (Character Development Education)*  
*Minn. Stat. § 121A.03 (Sexual, Religious and Racial Harassment and Violence)*  
*Minn. Stat. § 121A.031 (School Student Bullying Policy)*  
*Minn. Stat. §121A.0312 (Malicious and Sadistic Conduct)*  
*Minn. Stat. § 121A.0311 (Notice of Rights and Responsibilities of Students and Parents under the Safe and Supportive Minnesota Schools Act)*  
*Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)*  
*Minn. Stat. § 121A.69 (Hazing Policy)*  
*Minn. Stat. Ch. 363A (Minnesota Human Rights Act)*  
*20 U.S.C. § 1232g et seq. (Family Educational Rights and Privacy Act)*  
*34 C.F.R. §§ 99.1 - 99.67 (Family Educational Rights and Privacy)*

### **Cross References:**

*Policy 414: Mandated Reporting of Child Neglect or Physical or Sexual Abuse*  
*Policy 423: Employee-Student Relationships*  
*Policy 427: Harassment and Violence*  
*Policy 501: School Weapons Policy*  
*Policy 506: Student Discipline and Code of Conduct*  
*Policy 515: Protection and Privacy of Pupil Records*  
*Policy 521: Student Disability Nondiscrimination*  
*Policy 524: Electronic Technologies Acceptable Use*  
*Policy 709: Student Transportation Safety Policy*

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*Reviewed: November 19, 2020*  
*Reviewed: December 17, 2020*  
*Adopted: January 7, 2021*  
*Reviewed: September 28, 2023*

## MINNETONKA PUBLIC SCHOOLS

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### Policy #514: BULLYING PROHIBITION POLICY

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#### I. PURPOSE

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with a student's ability to learn and/or a teacher's ability to educate students in a safe environment. The Minnetonka School District cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel. However, to the extent such conduct affects the educational environment of the District and the rights and welfare of its students and is within the control of the District in its normal operations, the District intends to prevent bullying and to take action to investigate, respond, remediate, and discipline those acts of bullying which have not been successfully prevented. The purpose of this policy is to assist the District in its goal of preventing and responding to acts of bullying, intimidation, violence, reprisal, retaliation, and other similar disruptive and detrimental behavior.

#### II. GENERAL STATEMENT OF POLICY

- A. An act of bullying, by either an individual student or a group of students, is expressly prohibited:
  - 1. on school premises, on District property or at school-related functions or activities, or on school transportation;
  - 2. by the use of electronic technology and communications on the school premises, during the school functions or activities, on school transportation or on school computers, networks, forums, and mailing lists; or
  - 3. by the use of electronic technology and communications off the school premises to the extent such use substantially and materially disrupts student learning or the school environment.
- B. A school-aged child who voluntarily participates in a public school activity, such as a cocurricular or extracurricular activity, is subject to the policy provisions applicable to public school students participating in the activity.

This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at

any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the District or the safety or welfare of the student or other students, or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyber-bullying regardless of whether such act is committed on or off District property and/or with or without the use of District resources. This policy also applies to sexual exploitation.

- C. Malicious and sadistic conduct involving race, color, creed, national origin, sex, age, marital status, status with regard to public assistance, disability, religion, sexual harassment, and sexual orientation and gender identity as defined in Minnesota Statutes, chapter 363A is prohibited. This prohibition applies to students, independent contractors, teachers, administrators, and other school personnel.

Malicious and sadistic conduct and sexual exploitation by a staff member, independent contractor, or enrolled student against a staff member, independent contractor, or student is prohibited.

- D. No teacher, administrator, volunteer, contractor, or other employee of the District shall permit, condone, or tolerate bullying.
- E. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.
- F. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.
- G. False accusations or reports of bullying against another student are prohibited.
- H. A person who engages in an act of bullying, reprisal, retaliation, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with the District's policies and procedures, including the District's discipline policy. The District may take into account the following factors:
  - 1. The developmental ages and maturity levels of the parties involved;
  - 2. The levels of harm, surrounding circumstances, and nature of the behavior;
  - 3. Past incidences or past or continuing patterns of behavior;
  - 4. The relationship between the parties involved; and
  - 5. The context in which the alleged incidents occurred.

Consequences for students who commit prohibited acts of bullying may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion. The District shall employ research-based developmentally appropriate best practices that include preventative and remedial measures and effective discipline for deterring violations of this policy, apply throughout the District, and foster student, parent, and community participation.

Consequences for employees who permit, condone, or tolerate bullying or engage in an act of reprisal or intentional false reporting of bullying may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of bullying may include, but not be limited to, exclusion from District property and events.

- I. The District will act to investigate all complaints of bullying reported to the District and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the District who is found to have violated this policy.

### **III. DEFINITIONS**

For purposes of this policy, the definitions included in this section apply.

- A. “Bullying” means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:
  - 1. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or
  - 2. materially and substantially interferes with a student’s educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

The term, “bullying,” specifically includes cyber-bullying, malicious and sadistic conduct and sexual exploitation.

- B. “Cyber-bullying” means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on District property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent

that it substantially and materially disrupts student learning or the school environment.

- C. “Immediately” means as soon as possible but in no event longer than 24 hours.
- D. “Intimidating, threatening, abusive, or harming conduct” means, but is not limited to, conduct that does the following:
  - 1. Causes physical harm to a student or a student’s property or causes a student to be in reasonable fear of harm to person or property;
  - 2. Under Minnesota common law, violates a student’s reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or
  - 3. Is directed at any student or students, including those based on a person’s actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, ability or status with regard to public assistance, age, or any additional characteristic or other dimensions of identity defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.
- E. Malicious and sadistic conduct means creating a hostile learning environment by acting with the intent to cause harm by intentionally injuring another without just cause or reason or engaging in extreme or excessive cruelty or delighting in cruelty.
- F. “On school premises, on District property or at school-related functions or activities, or on school transportation” means all District buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for District purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. District property also may mean a student’s walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, the District does not represent that it will provide supervision or assume liability at these locations and events.
- G. “Prohibited conduct” means bullying, cyber-bullying, malicious and sadistic conduct, sexual exploitation as defined in this policy or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about prohibited conduct.

- H. “Remedial response” means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of prohibited conduct.
- I. “Student” means a student legally enrolled in the Minnetonka School District.

#### **IV. REPORTING PROCEDURE**

- A. Any person who believes they have been the target or victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy shall report the alleged acts immediately to an appropriate District official designated by this policy. A person may report bullying anonymously. However, the District may not rely solely on an anonymous report to determine discipline or other remedial responses.
- B. The District encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available in the District office, but oral reports shall be considered complaints as well. The reporting party or complainant may also utilize the “Let’s Talk” reporting tool on the District website.
- C. The building principal, or the principal’s designee, or the building supervisor (hereinafter the “building report taker”) is the person responsible for receiving reports of bullying or other prohibited conduct at the building level. Any person may report bullying or other prohibited conduct directly to the District Human Rights Officer or the Superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the Superintendent or the District’s Human Rights Officer by the reporting party or complainant.

The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as the primary contact on policy and procedural matters. The building report taker or a third party designated by the District shall be responsible for the investigation. The building report taker shall provide information about available community resources to the target or victim of the bullying or other prohibited conduct, the perpetrator, and other affected individuals as appropriate.

- D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who witnesses, receives a report of, observes, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct shall make reasonable efforts to address and resolve the bullying or prohibited conduct and shall inform the building report taker immediately. District personnel who fail to inform the building report taker of conduct that may constitute bullying or other prohibited conduct or who fail to make reasonable

efforts to address and resolve the bullying or prohibited conduct in a timely manner may be subject to disciplinary action.

- E. Reports of bullying or other prohibited conduct are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of bullying and the record of any resulting investigation.
- F. Submission of a good faith complaint or report of bullying or other prohibited conduct will not affect the complainant's or reporter's future employment, grades, work assignments, or educational or work environment.
- G. The District will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the District's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

## **V. DISTRICT ACTION**

- A. Within three days of the receipt of a complaint or report of bullying or other prohibited conduct, the District shall undertake or authorize an investigation by the building report taker or a third party designated by the District.
- B. The building report taker or other appropriate District officials may take immediate steps, at their discretion, to protect the target or victim of the bullying or other prohibited conduct, the complainant, the reporter, and students, or others, pending completion of an investigation of bullying or other prohibited conduct, consistent with applicable law.
- C. The alleged perpetrator of the bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- D. Upon completion of the investigation that determines that bullying or other prohibited conduct has occurred, the District will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will have the impact to try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to the bullying shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy. District action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; the student discipline policy and other applicable District policies; and applicable regulations.

- E. The District is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the District. School officials will notify the parent(s) or guardian(s) of students who are targets of bullying or other prohibited conduct and the parent(s) or guardian(s) of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident of the remedial or disciplinary action taken, to the extent permitted by law.
- F. In order to prevent or respond to bullying or other prohibited conduct committed by or directed against a child with a disability, the District shall, when determined appropriate by the child's Individualized Education Program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in bullying or other prohibited conduct.

## **VI. RETALIATION OR REPRISAL**

The District will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the District who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged bullying or prohibited conduct, who provides information about bullying or prohibited conduct, who testifies, assists, or participates in an investigation of alleged bullying or prohibited conduct, or who testifies, assists, or participates in a proceeding or hearing relating to such bullying or prohibited conduct. Retaliation includes, but is not limited to, any form of intimidation, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct. Remedial responses to the prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy.

## **VII. TRAINING AND EDUCATION**

- A. The District shall discuss this policy with school personnel and volunteers and provide appropriate training to District personnel regarding this policy. The District shall establish a training cycle for school personnel to occur during a period not to exceed every three school years. Newly employed school personnel must receive the training within the first year of their employment with the District. The District or a school administrator may accelerate the training cycle or provide additional training based on a particular need or circumstance. This policy shall be included in employee handbooks, training materials, and publications on school rules, procedures, and standards of conduct, which materials shall also be used to publicize this policy.

- B. The District shall require ongoing professional development, consistent with Minn. Stat. § 122A.60, to build the skills of all school personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. Such professional development includes, but is not limited to, the following:
1. Developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;
  2. The complex dynamics affecting a perpetrator, target, and witnesses to prohibited conduct;
  3. Research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;
  4. The incidence and nature of cyber-bullying; and
  5. Internet safety and cyber-bullying.
- C. The District annually will provide education and information to students regarding bullying, including information regarding this District policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying and other prohibited conduct.
- D. The Administration of the District is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.
- E. The Administration is encouraged to provide developmentally appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct, to value diversity in school and society, to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to students.

The Administration must establish strategies for creating a positive school climate and use evidence-based social-emotional learning to prevent and reduce discrimination and other improper conduct.

The Administration is encouraged, to the extent practicable, to take such actions as it may deem appropriate to accomplish the following:

1. Engage all students in creating a safe and supportive school environment;
  2. Partner with parents and other community members to develop and implement prevention and intervention programs;
  3. Engage all students and adults in integrating education, intervention, and other remedial responses into the school environment;
  4. Train student bystanders to intervene in and report incidents of bullying and other prohibited conduct to the schools' primary contact person;
  5. Teach students to advocate for themselves and others;
  6. Prevent inappropriate referrals to Special Education of students who may engage in bullying or other prohibited conduct; and
  7. Foster student collaborations that, in turn, foster a safe and supportive school climate.
- F. The District may implement violence prevention and character development education programs to prevent or reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.
- G. The District shall inform affected students and their parents of rights they may have under State and Federal Data Practices laws to obtain access to data related to an incident and their right to contest the accuracy or completeness of the data. The District may accomplish this requirement by inclusion of all or applicable parts of its Protection and Privacy of Pupil Records policy in the student handbook.

## **VIII. NOTICE**

- A. The District will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.
- B. This policy must be conspicuously posted throughout each school building, in the administrative offices of the District and in the office of each school.
- C. This policy must be given to each school employee and independent contractor at the time of hiring or contracting.
- D. Notice of the rights and responsibilities of students and their parents under this policy must be included in the Student Discipline policy distributed to parents at the beginning of each school year.

- E. This policy shall be available to all parents and other school community members in an electronic format in the language appearing on the District's or a school's website.
- F. Each school will develop a process to discuss this policy with students, parents and guardians, and staff.
- G. The District shall provide an electronic copy of its most recently amended policy to the Commissioner of Education.

## **IX. POLICY REVIEW**

To the extent practicable, the Board shall, on a cycle consistent with other District policies, review and revise this policy. The policy shall be made consistent with Minn. Stat. § 121A.031 and 12A.0312 and other applicable law. Revisions shall be made in consultation with students, parents, and community organizations.

### ***Legal References:***

*Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)*  
*Minn. Stat. § 120A.05, Subds. 9, 11, 13, and 17 (Definition of Public School)*  
*Minn. Stat. § 120B.232 (Character Development Education)*  
*Minn. Stat. § 121A.03 (Sexual, Religious and Racial Harassment and Violence)*  
*Minn. Stat. § 121A.031 (School Student Bullying Policy)*  
*Minn. Stat. § 121A.0312 (Malicious and Sadistic Conduct)*  
*Minn. Stat. § 121A.0311 (Notice of Rights and Responsibilities of Students and Parents under the Safe and Supportive Minnesota Schools Act)*  
*Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)*  
*Minn. Stat. § 121A.69 (Hazing Policy)*  
*Minn. Stat. Ch. 363A (Minnesota Human Rights Act)*  
*20 U.S.C. § 1232g et seq. (Family Educational Rights and Privacy Act)*  
*34 C.F.R. §§ 99.1 - 99.67 (Family Educational Rights and Privacy)*

### ***Cross References:***

*Policy 414: Mandated Reporting of Child Neglect or Physical or Sexual Abuse*  
*Policy 423: Employee-Student Relationships*  
*Policy 427: Harassment and Violence*  
*Policy 501: School Weapons Policy*  
*Policy 506: Student Discipline and Code of Conduct*  
*Policy 515: Protection and Privacy of Pupil Records*  
*Policy 521: Student Disability Nondiscrimination*  
*Policy 524: Electronic Technologies Acceptable Use*  
*Policy 709: Student Transportation Safety Policy*

*Approved: November 5, 2009*

*Reviewed and Approved: August 7, 2014*

*Reviewed: September 17, 2020*

*Reviewed: October 22, 2020*

*Reviewed: November 19, 2020*

*Reviewed: December 17, 2020*

*Adopted: January 7, 2021*

*Reviewed: September 28, 2023*

**APPROVAL**

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

**Board Agenda Item III.**

**Title: Appointment of District 287 Board Member**

**Date: September 28, 2023**

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**OVERVIEW**

As a member of District 287, the Minnetonka School District is required to appoint a representative to the District 287 Board.

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**RECOMMENDATION/FUTURE DIRECTION:**

It is recommended that the School Board approve the appointment of Michael Remucal to the District 287 Board.

**Submitted By:**



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David Law, Superintendent

## INFORMATION

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

### **Board Agenda Item IV.**

**Title: Certification of 2023 Pay 2024 Preliminary Levy**

**September 28, 2023**

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#### **EXECUTIVE SUMMARY:**

Minnesota Statutes require that each school district certify a preliminary property tax levy by September 30 of the calendar year.

The property tax levy set at the preliminary is the maximum amount that the school district can levy when it certifies its final levy in December of the calendar year. Adjustments to the preliminary levy amount can only be made downward after the preliminary levy is certified. School Districts must work with the Minnesota Department of Education (MDE) to calculate the levies allowed under the various statutes utilizing the MDE computerized levy system. The Certified Preliminary Levy must be physically received by the home county auditor no later than September 30, 2023.

The total levy is made up of several dozen individual levy amounts that are calculated based on formulas set in Minnesota Statute by the Legislature. Many of the levies are levies that provide partial revenue for a particular program with the remaining amount coming as a match from the State of Minnesota, and it is a requirement for the full local share to be levied in order to receive the State contribution. A reduction in those levies will result in a proportional reduction in State aid. Other levies including the Operating Referendum and Technology Levies are voter approved and determined based on the number of enrolled pupils or the value of property in the District. Finally, debt service levies are required to be calculated at 105% of debt service in order to ensure that District bond payments are met even if there are some property tax delinquencies.

The dollar amount of the Certified Preliminary Levy approved by the School Board prior to September 30 of each year becomes the highest amount of the levy - the final levy approved in December can be no greater than the preliminary amount certified by September 30. The only exception to this rule is if an Operating Referendum or Capital Projects Referendum is approved by the voters of the School District at the November election.

As of the date of this School Board Study Session of September 28, 2023, the 2023 Pay 2024 Preliminary Levy is still being finalized. Initial numbers have been input, but we are working with and reviewing information input by the Minnesota Department of Education. The Minnesota Department of Education has the authority to make further prior year adjustments after September 30 if they calculate a correction to a prior year adjustment. The review-and-iteration process started on September 11, approximately two weeks later than in prior years.

The Preliminary Levy figures are complete with the exception of three items that must be input at the State level – the Ice Arena Levy, and two new pass-through levies for Intermediate District 287 for building lease payments and Safe Schools that the District must now levy since it has rejoined the Intermediate District 287 consortium for Special Education services.

Of particular note, the inflationary conditions across the United States have impacted the inflation factors used to calculate the voter-approved Operating Referendum Levy. A comparison of the changes in the per-pupil amounts that will impact the 23 Pay 24 Levy are as follows:

20 Pay 21 Levy for FY22 Approved Levy	\$1,827.54
FY22 Updated for Actual Inflation	\$1,928.60
21 Pay 22 Levy for FY23 Approved Levy	\$2,054.83
FY23 Updated for Actual Inflation	\$2,068.13
22 Pay 23 for FY24 Initial MDE-Calculated Rate	\$2,110.97
FY24 Updated Estimate For Actual Inflation	\$2,140.09
23 Pay 24 for FY25 Initial MDE-Calculated Rate	\$2,202.89

The Operating Referendum 23 Pay 24 Levy for FY25 is increasing by \$1,251,365.40

The voter-approved Capital Projects Referendum is calculated on a formula that is driven by the change in property taxes from the prior calendar year, which for the 23 Pay 24 Levy is Calendar Year 2022. Property values in the District increased approximately 22% in Calendar Year 2022, resulting in an increase in the Capital Projects Referendum levy of \$1,630,828.97.

The new Intermediate District 287 pass-through levies of \$221,561.23 for Intermediate District 287 lease payments and \$184,077.00 for \$15 per pupil of Safe Schools Revenue total a combined \$406,268.23.

The combination of the Operating Referendum Levy increase, the Capital Projects Referendum Levy increase, and the Intermediate District 28 pass-through increase totals \$3,288,462.60 and thus account for all of the change in the 23 Pay 24 Levy of \$3,285,105.70.

There are 19 other levy categories as well as prior year adjustments for all 22 levy categories that are included in the 23 Pay 24 Levy with both increases or decreases that net to a reduction of (\$3,356.90).

Because many of the levy inputs are done by the Minnesota Department of Education, and due to volume MDE is often still working on those levy inputs up to and after September 30 each year, Minnesota Statutes allow school districts to certify the Preliminary Levy as “Maximum”, meaning the maximum amount as finally determined after MDE has completed its input work to the annual levy.

The attached resolution approved certification of the maximum amount as calculated by MDE. It is important that after the preliminary levy is certified, the amount will not be able to increase for the final levy that is set in December, with the only exception being any voter-approved increases that would win approval on the November 7, 2023 election.

While Minnetonka ISD 276 is running a referendum on November 7 to extend the Capital Projects Referendum through the 32 Pay 33 Levy to fund FY34, approval of that referendum will not change the amount of the Capital Projects Referendum included in the 2023 Pay 2024 Levy under the existing Capital Projects Referendum authority, as the rate for the Capital Projects Referendum will remain the same.

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**ATTACHMENTS:**

2023 Pay 2024 Preliminary Levy

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**RECOMMENDATION/FUTURE DIRECTION:**

It is recommended that the School Board certify the 2023 Pay 2024 Preliminary Levy at the maximum amount authorized by statute, which as of September 28, 2023 totals \$65,898,899.13, and authorize administration to file the Certified Preliminary 2023 Pay 2024 Levy with the Hennepin County Auditor no later than September 30, 2023.

***RECOMMENDED MOTION***

***Resolution to Certify Preliminary 2023 Pay 2024 Property Tax Levy***

*BE IT RESOLVED, that the School Board of Minnetonka Independent School District 276 does hereby certify the Preliminary 2023 Payable 2024 Property Tax Levy at the maximum amount authorized by statute, which as of September 28, 2023 totals \$65,898,899.13, and authorizes administration to file the Certified 2023 Pay 2024 Preliminary Levy with the Hennepin County Auditor no later than September 30, 2023.*

**Submitted by:**



Paul Bourgeois, Executive Director of Finance & Operations

**Concurrence:**



David Law, Superintendent

Minnetonka Independent School District 276  
 Levy Comparison - 2022 Pay 2023 to 2023 Pay 2024  
 September 28, 2023 Preliminary Levy

Line #		Final 2022 Pay 2023	Preliminary 2023 Pay 2024	Difference	Adjustments	Final 2023 Pay 2024
0	<b>Total Levy</b>	62,613,793.43	65,898,899.13 5.25%	3,285,105.70	-	65,898,899.13 5.25%
<b>Individual Levy Components</b>						
<b>Major Levies</b>						
1	Operating Ref Levy-\$2,202.89 Per Adjusted Pupil Unit In FY25-12,313.80 (\$91.92 Increase From \$2,110.97)	25,874,581.48	27,125,946.88	1,251,365.40		27,125,946.88
2	Local Optional Rev Levy-\$724.00 Per Adjusted Pupil Unit In FY25 Less State Aid Of \$127,135.75	8,721,859.44	8,788,055.45	66,196.01		8,788,055.45
3	Capital Projects (Technology) Levy - 6.569% Of Net Tax Capacity Of Property Values	7,609,741.86	9,240,570.83	1,630,828.97		9,240,570.83
4	Equity Levy - \$50.00 Per Adjusted Pupil Unit	845,900.01	615,690.00	(230,210.01)		615,690.00
5	Q Comp Levy - 35% Of \$260 Per Prior Year October 1 Enrollment	1,050,092.75	1,024,552.62	(25,540.13)		1,024,552.62
6	Operating Capital Levy - 52.17% Of Total Rev Of \$229.58 Per APU	1,236,844.58	1,474,864.26	238,019.68		1,474,864.26
7	Instructional Facilities Lease Levy - \$212 Per APU Limit or Actual Bond Payments	2,554,553.27	2,554,393.27	(160.00)		2,554,393.27
8	Debt Service Levy + 5% Overlevy Less Debt Excess Fund Balance Usage	8,196,848.52	7,830,093.24	(366,755.28)		7,830,093.24
9	OPEB Bonds Levy-Debt Service Schedule	1,376,616.01	1,485,906.19	109,290.18		1,485,906.19
10	<b>Subtotal Major Levies</b>	57,467,037.92	60,140,072.74	2,673,034.82	-	60,140,072.74
<b>Other Levies</b>						
11	Transition Levy - \$1.55 Per Adjusted Pupil Unit	18,998.66	19,086.39	87.73		19,086.39
12	Career Technical Ed Levy - 35% Of FY25 Estimated Budget	341,049.31	366,095.80	25,046.49		366,095.80
13	Safe Schools ISD 276 Levy - \$36.00 Per Adjusted Pupil Unit	441,259.20	443,296.80	2,037.60		443,296.80
14	Ice Arena Levy - Prior Year Expenses After Revenues From Operations	477,440.02	484,387.86	6,947.84		484,387.86
15	LTFM Health & Safety	600,000.00	600,000.00	-		600,000.00
16	Intermediate District 287 Lease Levy - Pass Through - Proportional Share Up To \$65 Per APU	-	221,561.23	221,561.23		221,561.23
17	Intermediate District 287 Safe Schools Levy - Pass Through - \$15 per APU	-	184,707.00	184,707.00		184,707.00
18	Reemployment Insurance Levy	10,000.00	10,000.00	-		10,000.00
19	Community Ed General Revenue Levy - \$8.12 x 2020 Census Population 42,181	303,139.85	342,368.18	39,228.33		342,368.18
20	Early Childhood Family Education Levy - 0.2% Of Adjusted Net Tax Capacity	305,505.16	294,782.10	(10,723.06)		294,782.10
21	School Age Care-Extended Day-Disability Levy - Estimated Costs	100,000.00	100,000.00	-		100,000.00
22	Adult Handicapped Levy - 0.006% Of Adjusted Net Tax Capacity	7,500.00	8,831.45	1,331.45		8,831.45
23	Home Visiting Levy - 69.29% of \$3.00 x Under 5 Population - 2,815	3,952.24	5,851.93	1,899.69		5,851.93
24	<b>Subtotal Other Levies</b>	2,608,844.44	3,080,968.74	472,124.30	-	3,080,968.74
25	<b>Total Before Prior Year Adjustments</b>	60,075,882.36	63,221,041.48	3,145,159.12	-	63,221,041.48

Minnetonka Independent School District 276  
 Levy Comparison - 2022 Pay 2023 to 2023 Pay 2024  
 September 28, 2023 Preliminary Levy

<u>Line #</u>	<u>Final</u> <u>2022 Pay 2023</u>	<u>Preliminary</u> <u>2023 Pay 2024</u>	<u>Difference</u>	<u>Adjustments</u>	<u>Final</u> <u>2023 Pay 2024</u>
0 <b>Total Levy</b>	62,613,793.43	65,898,899.13 5.25%	3,285,105.70	-	65,898,899.13 5.25%
<b>Prior Year Adjustments</b>					
26 Transition Levy Adjustment - Prior Years	36.72	240.02	203.30		240.02
27 Equity Levy Adjustment - Prior Years	9,320.96	39,185.93	29,864.97		39,185.93
28 Local Optional Revenue Adjustment - Prior Years	(33,862.68)	278,280.31	312,142.99		278,280.31
29 General Fund Abatements	-	-	-		-
30 Referendum Levy Prior Years Adjustment	2,184,945.90	1,746,428.17	(438,517.73)		1,746,428.17
31 Q-Comp Levy Adjustment - Prior Years	33,956.02	(26,619.35)	(60,575.37)		(26,619.35)
32 Operating Capital Levy Adjustment - Prior Years	(3,282.15)	3,364.87	6,647.02		3,364.87
33 Reemployment Levy Adjustment - Prior Years (All FY22)	(10,000.00)	320,966.62	330,966.62		320,966.62
34 Safe Schools Adjustment - Prior Years	(637.56)	3,241.80	3,879.36		3,241.80
35 Health Benefits Adjustment - Prior Years	-	-	-		-
36 Achievement & Integration Adjustment - Prior Years	-	-	-		-
37 Career Technical Ed Adjustment - Prior Years	20,129.47	5,775.12	(14,354.35)		5,775.12
38 Health & Safety Adjustment - Prior Years	-	-	-		-
39 Community Education Limit Adjustment - Prior Years	291,252.71	262,857.80	(28,394.91)		262,857.80
40 Community Education Abatements	(1,672.10)	499.56	2,171.66		499.56
41 Abatement Adjustments - Prior Years	42,769.37	40,617.19	(2,152.18)		40,617.19
42 LTFM Equalization Adjustment - Prior Years	0.45	4,773.89	4,773.44		4,773.89
43 OPEB Debt Service Adjustment - Prior Years	1,692.40	1,538.62	(153.78)		1,538.62
44 Debt Service Adjustment - Prior Years	-	-	-		-
45 Debt Service LTFM Adjustment - Prior Years	(3,623.41)	(10,185.62)	(6,562.21)		(10,185.62)
46 Debt Service Abatements	<u>6,884.97</u>	<u>6,892.72</u>	<u>7.75</u>		<u>6,892.72</u>
47 <b>Total Adjustments</b>	2,537,911.07	2,677,857.65	139,946.58	-	2,677,857.65
48 <b>Total Levy</b>	62,613,793.43	65,898,899.13 5.25%	3,285,105.70	-	65,898,899.13 5.25%