

**MINNETONKA SCHOOL BOARD
STUDY SESSION
April 27, 2023
6:00 p.m.**

AGENDA

- | | |
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| 6:00 | 1. Review of Fees |
| 6:10 | 2. Further Review of 2024-25 Calendar |
| 6:30 | 3. Update on Classrooms of the Future |
| 7:10 | 4. STAMP 4S Report |
| 7:30 | 5. Innovation/Professional Learning Update |

CITIZEN INPUT

6:30 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.

INFORMATION

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

Study Session Agenda Item #1

Title: Review of Fees

Date: April 27, 2023

EXECUTIVE SUMMARY:

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

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

Minnetonka Independent School District 276 maintains a schedule of various fees for courses, activities, clubs and other miscellaneous items at each level of the school district.

Any changes in the fee schedules require School Board approval.

Each year, department and program managers give their recommendations on various fee levels. Proposed fee changes are for Fiscal Year 2024.

At the high school level, there is one fee increase proposed by Principal Erickson and the Art Department to cover material costs:

Painting	\$25	\$5 increase
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At the middle school level, there are three new enrichment club fees and three enrichment club fee increases proposed by the Activities Department:

Book Club	\$20	New fee
Crochet Club	\$5	New fee
Newspaper Club	\$10	New fee
Anime Club	\$15	\$5 increase
Baking Club	\$35	\$10 increase
Cooking Club	\$40	\$5 increase

At the elementary school level, there is one recommended change:

Field Trips	\$50 per year	\$5 increase
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The proposed changes are highlighted on the attached draft schedule of class and activity fee changes.

Tonka Dome fees are recommended to increase by \$5 for each category.

ATTACHMENTS:

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

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 ELEMENTARY SCHOOLS			
FEE SCHEDULE			
2023-24			
		PROPOSED	NOTES
	2022-23	2023-24	
Media			
Overdue material fine	\$0	\$0	
Material loss	at cost	at cost	
Textbooks and Materials			
Loss or destruction of books or materials	at cost	at cost	
iPad Insurance - Optional	\$40	\$40	
Field Trips - Supplemental	at cost not to exceed \$45/yr.	at cost not to exceed \$50/yr.	All Principals agree
Musical Instruments Rental	per school year	per school year	
Band-taxable	\$85	\$85	
Percussion-taxable	\$10	\$10	
Orchestra-taxable	\$100	\$100	
After School Language Instruction	\$50	\$50	
Tonka District Children's Choir Grades 4 & 5	\$50	\$50	
Plays/Musicals	per event	per event	
Tickets-Plays for which royalties are paid	at cost \$1-\$20	at cost \$1-\$20	
Tickets-Other Plays	at cost \$1-\$8	at cost \$1-\$8	
Activity Fee	\$50	\$50	
Other Non-Student Fees	per occurrence	per occurrence	
Returned check fee	\$10	\$10	
Approved by School Board 06/XX/2023			

MINNETONKA MIDDLE SCHOOLS			
STUDENT FEE SCHEDULE			
2023-24			
		PROPOSED	NOTES
	2022-23	2023-24	
Art			
Art classes	at cost	at cost	
Technology Education	per course	per course	
Woods	at cost	at cost	
Tech Ed Kits	at cost	at cost	
Family and Consumer Sciences	per course	per course	
FACS/Snack Shop	at cost	at cost	
Media	per day	per day	
Overdue material fine	\$0	\$0	
Material loss	at cost	at cost	
Padlocks			
Physical Education	\$0	\$0	
Athletic-deposits	\$0	\$0	
Textbooks and Materials			
Loss or destruction of books or materials	at cost	at cost	
Ipad Insurance- Optional	\$40	\$40	
Field Trips - Supplemental			
Optional Field Trips	at cost	at cost	
Musical Instruments Rental	per school year	per school year	
Band- taxable	\$85/12 months	\$85/12 months	
Orchestra - taxable	\$100/12 months	\$100/12 months	
Percussion Kit - taxable	\$35/12 months	\$35/12 months	
Other Optional Fees			
After School Center	\$50/Quarter	\$50/Quarter	
Yearbook - taxable	\$28	\$28	
Other Non-Student Fees	per occurrence	per occurrence	
Returned check fee	\$10	\$10	
Participation Fee	per school year	per school year	
Co-curricular activities and Enrichments unless noted	\$50	\$50	
Plays/Musicals	per event	per event	
Tickets-Plays for which royalties are paid	at cost \$1-\$20	at cost \$1-\$20	
Tickets-Other Plays	at cost \$1-\$8	at cost \$1-\$8	
Activity Fee	\$50	\$50	
Co-curricular Activity Fees; Uniform, Equipment, Transportation	per activity	per activity	
Activities which pay \$50 Participation Fee			
Cross Country Running (boys)	\$60	\$60	
Cross Country Running (girls)	\$60	\$60	
Golf (boys/girls)	\$60	\$60	
Nordic Ski (boys/girls)	\$60	\$60	
Tennis (boys/girls)	\$60	\$60	
Track (boys)	\$60	\$60	
Track (girls)	\$60	\$60	
Volleyball (girls)	\$60	\$60	

MINNETONKA MIDDLE SCHOOLS			
STUDENT FEE SCHEDULE			
2023-24			
		PROPOSED	NOTES
	2022-23	2023-24	
Wrestling (boys)	\$60	\$60	
Academic Enrichments/Clubs Activity Fees			
	<i>per activity</i>	<i>per activity</i>	
Enrichments which pay \$50 Participation Fee			
Anime Club	\$10	\$15	
Archery	\$25	\$25	
Art Activities/Jewelry making	\$10	\$10	
Baking Club	\$25	\$35	
Bright Watch	\$10-\$50	\$10-\$50	
Computer Art	\$10	\$10	
Clay Class/Pottery/Sculpture	\$15	\$15	
Cooking Club	\$35	\$40	
Drama Club	\$10	\$10	
Drama/Musical	\$50	\$50	
Drama/One Act Play	\$40	\$40	
Eco Art/ Mural	\$5	\$5	
Environmental Club	\$10	\$10	
Games Club	\$30	\$30	
Honor Choir	\$0	\$0	
Jazz Band	\$0	\$0	
Knowledge Bowl	\$25	\$25	
Lego League/Robots	\$15	\$15	
Math Team	\$25	\$25	
Photoshop Class	\$10	\$10	
Quiz Bowl	\$10	\$10	
Rock Climbing	\$25	\$25	
Science Olympiad	\$15	\$15	
Scrapbook Club	\$30	\$30	
Speech Club	\$25	\$25	
Stage Crew	\$40	\$40	
Table Tennis Club	\$20	\$20	
Variety Show	\$0	\$0	
Water Polo	\$25	\$25	
Woodworking Club	\$20	\$20	
Enrichments With No participation Fees			
Book Club	\$0	\$20	Per Activities Department
Crochet Club	\$0	\$5	Per Activities Department
Mad Jazz/Ensemble	\$0	\$0	
Media Club	\$15	\$15	
Morning Madrigals	\$0	\$0	
Newspaper Club	\$0	\$10	Per Activities Department
Service Learning Club	\$0	\$0	
Show Choir	\$0	\$0	
Strength Training - summer group training	\$140	\$140	
Strength Training - summer personal training	\$175	\$175	
Student Leadership/Government	\$0	\$0	
Yearbook Club	\$0	\$0	
New Student Interest Club	Min \$30 or at Cost	Min \$30 or at Cost	
Approved by School Board 06/XX/2022			

MINNETONKA HIGH SCHOOL STUDENT FEE SCHEDULE 2023-24			
	2022-23	PROPOSED 2023-24	NOTES
Course Fees			
ART	<i>per course</i>	<i>per course</i>	
AP Art- Studio	\$50	\$50	
Comics	\$20	\$20	
Ceramics	\$25	\$25	
Digital Photography	\$30	\$30	
Digital Drawing 1, 2, & 3	\$20	\$20	
Drawing	\$20	\$20	
Graphic and Product Design	\$20	\$20	
IB Visual Art HLA yr 1	\$50	\$50	
IB Visual Art HLA yr 2	\$50	\$50	
IB Visual Art SLA	\$50	\$50	
Intro to Studio Art	\$20	\$20	
Jewelry	\$35	\$35	
Metal Sculpture	\$25	\$25	
Painting	\$20	\$25	Per Art Department
Darkroom Photography I	\$50	\$50	
Darkroom Photography II	\$60	\$60	
Darkroom Photography III	\$40	\$40	
Video Production	\$20	\$20	
TONKA ONLINE (summer or in addition to standard course-load)			
Tonka Online course (non PE)	\$375	\$375	
Tonka Online Physical Education course	\$275	\$275	
TECHNOLOGY EDUCATION	<i>per course</i>	<i>per course</i>	
Air Brush	\$12	\$12	
Design	\$0	\$0	
Drafting	\$0	\$0	
Electronics	\$0	\$0	
Graphic Arts	\$0	\$0	
Home Renovation and Maintenance	\$15	\$15	
Int Autocad Inv	\$0	\$0	
Metals I	\$45	\$45	
Metals II	\$50	\$50	
Momentum	at cost	at cost	
Physics of Home Renovation	\$15	\$15	
Woods	\$25	\$25	
Extra Woodworking Projects	at cost	at cost	
FAMILY AND CONSUMER SCIENCES	<i>per course</i>	<i>per course</i>	
Clothing	\$0	\$0	
Foods	\$0	\$0	
Interior Design	\$0	\$0	
Sew Creative I	\$0	\$0	
^Course Fees are refundable if the student elects to not take the personal property home.			
Driver's Education	Handled by MCE	Handled by MCE	
Field Trips Supplemental			
Optional Study Travel	at cost	at cost	
Other Optional Field Trips	at cost	at cost	
Musical Instruments Rental	<i>per school year</i>	<i>per school year</i>	
Orchestra Concert Dress (new students/incoming 9th graders)	\$91	\$91	
Percussion Instruments-taxable	\$50	\$50	
Season Rental (Marching and/or Pep band)-taxable	\$80	\$80	
String Instruments-taxable	\$100	\$100	
Wind Instruments-taxable	\$110	\$110	
Padlocks	<i>per school year</i>	<i>per school year</i>	
Physical Education	NC \$6 if lost	NC \$6 if lost	
Athletic	NC \$6 if lost	NC \$6 if lost	
Loss or destruction of Hallway Locker/Padlock	at cost	at cost	
Parking	<i>per year or day</i>	<i>per year or day</i>	
Permit - Shared Full Year	\$300	\$300	
Permit - Shared Per Semester	\$150	\$150	
Replacement Permit	\$50	\$50	
Daily Parking Permit (Advance)	\$5	\$5	
Daily Parking Permit	\$5	\$5	
Parking Violations Permit Holder First:	\$10	\$10	
Parking Violations Permit Holder Second:	\$20	\$20	
Parking Violations Permit Holder Third:	\$30	\$30	
Parking Violations Permit Holder Fourth:	Revocation	Revocation	
Parking Violations Non-Permit Holder First:	\$20	\$20	
Parking Violations Non-Permit Holder Second:	\$30	\$30	
Parking Violations Non-Permit Holder Third:	\$40	\$40	
Parking Violations Non-Permit Holder Fourth:	Towed	Towed	
Car Boot Fee	\$25	\$25	
Textbooks & Materials			
Overdue Media material fine	\$0-\$25 per day	\$0	
iPad Insurance - Optional	\$40	\$40	
Loss or destruction of books or materials	at cost	at cost	

MINNETONKA HIGH SCHOOL STUDENT FEE SCHEDULE			NOTES
2023-24	2022-23	PROPOSED 2023-24	
Other Non-Student Fees	<i>per occurrence</i>	<i>per occurrence</i>	
Post HS transcript fee	\$5	\$5	
Returned check fee	\$10	\$10	
Plays/Musicals/Entrance Ticket	<i>per event</i>	<i>per event</i>	
Play for which royalties are paid	at cost \$1-\$20	at cost \$1-\$20	
Plays other	\$15/\$12/\$10	\$15/\$12/\$10	
Athletic Entrance Ticket	<i>Adult/Student</i>	<i>Adult/Student</i>	
*25 cent transaction charge for online ticketing	\$0.25	\$0.25	
Adaptive Bowling	\$0/\$0	\$0/\$0	
Adaptive Floor Hockey	\$0/\$0	\$0/\$0	
Adaptive Soccer	\$0/\$0	\$0/\$0	
Adaptive- Softball	\$0/\$0	\$0/\$0	
Alpine Ski (boys/girls)	\$0/\$0	\$0/\$0	
Baseball	\$7.00/\$5.00	\$7.00/\$5.00	
Basketball (boys)	\$7.00/\$5.00	\$7.00/\$5.00	
Basketball (girls)	\$7.00/\$5.00	\$7.00/\$5.00	
Competitive Dance	\$7.00/\$5.00	\$7.00/\$5.00	
Cross Country Running (boys)	\$0/\$0	\$0/\$0	
Cross Country Running (girls)	\$0/\$0	\$0/\$0	
Football (boys)	\$7.00/\$5.00	\$7.00/\$5.00	
Golf (boys/girls)	\$0/\$0	\$0/\$0	
Gymnastics	\$7.00/\$5.00	\$7.00/\$5.00	
Hockey (boys)	\$7.00/\$5.00	\$7.00/\$5.00	
Hockey (girls)	\$7.00/\$5.00	\$7.00/\$5.00	
Lacrosse (boys)	\$7.00/\$5.00	\$7.00/\$5.00	
Lacrosse (girls)	\$7.00/\$5.00	\$7.00/\$5.00	
Nordic Ski (boys/girls)	\$0/\$0	\$0/\$0	
Soccer (boys)	\$7.00/\$5.00	\$7.00/\$5.00	
Soccer (girls)	\$7.00/\$5.00	\$7.00/\$5.00	
Softball (girls)	\$0/\$0	\$0/\$0	
Swim/Dive (boys)	\$7.00/\$5.00	\$7.00/\$5.00	
Swim/Dive (girls)	\$7.00/\$5.00	\$7.00/\$5.00	
Swim/Dive Meets	\$7.00/\$5.00	\$7.00/\$5.00	
Tennis (boys/girls)	\$0/\$0	\$0/\$0	
Track & Field Events	\$7.00/\$5.00	\$7.00/\$5.00	
Volleyball (girls)	\$7.00/\$5.00	\$7.00/\$5.00	
Wrestling (boys)	\$7.00/\$5.00	\$7.00/\$5.00	
Activity Ticket			
Entry to all regular season home activities entire school year. Excludes concerts, dramatic productions or musicals for which royalties are paid.			
Student - 10 Punch Pass	\$40	\$40	
Adult - 10 Punch Pass	\$60	\$60	
Activity Pass			
Entry to all regular season home activities entire school year. Excludes concerts, dramatic productions or musicals for which royalties are paid.			
Student Sticker	\$50	\$50	
Senior Citizen Pass - contact District Service Center	Free to all on-campus events— Board Policy #908	Free to all on-campus events— Board Policy #908	
Co-Curricular Activities	<i>per activity</i>	<i>per activity</i>	
One-Time/Annual Participation Fee	\$75	\$75	
Activities which pay One-Time/Annual Participation Fee			
ATHLETICS:			
Adaptive Bowling	\$80	\$80	
Adaptive Floor Hockey	\$80	\$80	
Adaptive Soccer	\$80	\$80	
Adaptive Softball	\$80	\$80	
Alpine Ski (boys/girls)	\$125	\$125	
Baseball (boys)	\$125	\$125	
Basketball (boys/girls), 9	\$165	\$165	
Basketball (boys/girls) 10-12	\$165	\$165	
Competitive Dance	\$200	\$200	
Cross Country Running (boys)	\$80	\$80	
Cross Country Running (girls)	\$80	\$80	
Football (boys)	\$200	\$200	
Golf (boys/girls)	\$100	\$100	
Gymnastics	\$200	\$200	
Hockey (boys)	\$247	\$247	
Hockey (girls)	\$247	\$247	
Lacrosse-boys	\$175	\$175	
Lacrosse-girls	\$130	\$130	
Nordic Ski (boys/girls)	\$125	\$125	
Soccer (boys/girls)	\$100	\$100	
Softball (girls)	\$125	\$125	
Swimming (boys/girls)	\$109	\$109	
Tennis (boys/girls)	\$85	\$85	
Track (boys)	\$150	\$150	

MINNETONKA HIGH SCHOOL STUDENT FEE SCHEDULE			
2023-24	2022-23	PROPOSED 2023-24	NOTES
Track (girls)	\$150	\$150	
Volleyball (girls)	\$100	\$100	
Wrestling (boys)	\$104	\$104	
ENRICHMENTS:			
Architectural Challenge	\$0	\$0	
Chamber Singers	\$50	\$50	
Debate	\$80	\$80	
DECA	\$80	\$80	
Destination Imagination	\$0	\$0	
Donna Voce	\$50	\$50	
Drama - Fall Musical	\$80	\$80	
Drama - One Act Play	\$0	\$0	
Drama - Spring Musical	\$80	\$80	
Drama - Winter Play	\$50	\$50	
ESports	\$80	\$80	
Engineering Tech Challenge	\$0	\$0	
Jazz Ensemble (Band)	\$50	\$50	
Jazz Too	\$0	\$0	
Knowledge Bowl	\$50	\$50	
Marching Band	\$80	\$80	
Math Team	\$80	\$80	
Mock Trial	\$80	\$80	
Model UN	\$80	\$80	
Pit Orchestra (Drama/Musicals)	\$0	\$0	
Quiz Bowl	\$80	\$80	
Robotics	\$80	\$80	
Science Fair	\$0	\$0	
Science Olympiad	\$0	\$0	
Speech	\$80	\$80	
Supermileage	\$0	\$0	
Varsity Madrigals	\$0	\$0	
Winter Pep Band	\$0	\$0	
Co-Curricular Activities (Continued)			
	<i>per activity</i>	<i>per activity</i>	
Activities which pay One-Time/Annual Participation Fee (cont'd)			
CLUBS			
Bowling (no activity fee assessed by MHS)	\$0	\$0	
Competitive & Sideline Cheerleading	\$225	\$225	
Performance Dance	\$100	\$100	
Sailing (no activity fee assessed by MHS)	\$0	\$0	
Slowpitch Softball	\$160	\$160	
Trap/Skeet Shooting (no activity fee assessed by MHS)	\$0	\$0	
Enrichments/Clubs With No Participation Fee:			
American Sign Language (ASL) Club	at cost	at cost	
Art Club	at cost	at cost	
Baking Club	at cost	at cost	
Breezes	at cost	at cost	
Dare to Know	at cost	at cost	
Duct Tape Club	at cost	at cost	
Earth Club	at cost	at cost	
Honor Society (NHS)	at cost	at cost	
Interact	at cost	at cost	
Literary Magazine	at cost	at cost	
National Art Honor Society	at cost	at cost	
OFFENSE	at cost	at cost	
Optimist Club	at cost	at cost	
People to People	at cost	at cost	
Reachout Volunteers	at cost	at cost	
Strength Training - fall/winter/spring after school per season	\$50	\$50	
Strength Training - summer group training	\$140	\$140	
Strength Training - summer personal training	\$175	\$175	
Student Government	at cost	at cost	
Students Against Poverty	at cost	at cost	
Video Production Club	at cost	at cost	
Vocal Music Sessions - fall/winter/spring per 8 week season	\$80	\$80	
Vocal Music Sessions - 1 session	\$10	\$10	
Yearbook	at cost	at cost	
New Student Interest Club	\$30 min or cost	\$30 min or cost	
Try-Out Fee			
	<i>per sport</i>	<i>per sport</i>	
Golf (green fees)	at cost	at cost	
Downhill Skiing (lift tickets)	at cost	at cost	
Approved by School Board 06/XX/2022			

Tonka Dome-Einer Anderson Stadium Field
Fee Schedule for Rental
Effective November 1, 2023

Charges:

- > Based on the organizational classifications detailed in District Policy #902, users shall pay rental fees as shown below as well as applicable equipment and personnel charges. **A 7.525% state & local sales tax** will be assessed on the rental of facilities, equipment and custodial charges **unless a tax exempt certificate** is submitted with the facility use application.
- > Rental hours will be figured from when group members enter the building to when they depart.
- > Rental equipment be made available based on the below charges only when approved in advance.
- > Facility supervisor hours are figured to include 15 minutes before the group is scheduled to enter and 15 minutes after the group leaves. Facility Supervisor and/or custodial charges will be waived for Group A youth activities when meeting during regular designated duty hours.
- > **Rates effective November 1, 2023**

Indoor Athletic Facilities (Per Hour):

Tonka Dome:		<u>Group A</u>	<u>Group B</u>	<u>Group C</u>	<u>Group D</u>
January 1 thru end of season	Full Field	\$425.00	\$450.00	\$460.00	\$475.00
	Half Field	\$240.00	\$265.00	\$270.00	\$275.00
November thru December 31 and Saturday after 6:00 PM.	Full Field	\$380.00	\$390.00	\$400.00	\$410.00
	Half Field	\$230.00	\$235.00	\$240.00	\$250.00

Outdoor Athletic Facilities (Per Hour):

Package #1: Turf Playing Field Field, pressbox and scoreboard.	\$150.00	\$165.00	\$185.00	\$210.00
Package #2: Stadium and Lights Field, stadium, scoreboard, track & lighting.	\$185.00	\$250.00	\$300.00	\$340.00

Note: Sound system available only for MHS varsity events.

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

Equipment Charges (Per Hour)

Tonka Dome Batting Cages	\$80.00	\$85.00	\$85.00	\$95.00
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Personnel Charges (Per Hour)

Facility Supervisor	\$0.00	\$75.00	\$75.00	\$75.00
Custodial Staff as Required	\$0.00	\$90.00	\$90.00	\$90.00

Other Charges: (Per Event)

No Show Fee	\$90.00	\$90.00	\$90.00	\$90.00
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Updated April 1, 2023

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

Study Session Agenda Item #2

TITLE: Further Review of 2024-2025 Calendar

DATE: April 27, 2023

BACKGROUND

Minnesota State law requires the School Board to adopt a calendar prior to April 1 of the school year preceding the year the calendar will be in effect. As is the District's practice, we are working on setting a calendar a full year in advance of its due date. Accordingly, on March 14th and April 25th a committee of teachers, paraprofessionals, administrators, parents, and students worked to develop a recommendation to the School Board and to follow up on data requested by the School Board.

Discussion:

- ◆ Absence data from comparator school districts
- ◆ Review of 2023-24 academic calendar with observations
- ◆ Review of 2023-24 assessment calendar with observations
- ◆ Draft calendar recommendation from 3/23/23 study session
- ◆ Alternate draft calendar for discussion

Examples of the above are attached.

Members of the calendar committee include: Teachers Jennissa Schommer, Patricia Cespedes-Schueller, Jing Zhao, Jill Browning, Kim Smith and Heather Richins; Paraprofessionals Colleen Fischer and Samantha Graf; Assistant Principals Alex Hinseth and Dalton Knes; Assistant Community Education Director Jenny Bodurka; Director of Assessment Matt Rega; Director of Teacher Development Sara White; Director of Activities Ted Schultz; Executive Director of Communications JacQui Getty; Human Resources Coordinator Sandy Souba; Executive Director of Human Resources Anjie Flowers; Parents Tesa Laskin, Tara Lee Stone and David Haeg; and MHS Students Lucas Brama, Claudia Garcia Arce and Aadith Rebello.

RECOMMENDATION/FUTURE DIRECTION:

We recommend the School Board approve the 2024-25 calendar, as will be presented at the regular school board meeting on May 4, 2023.

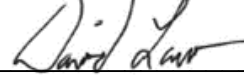
Submitted by:



Anjie Flowers

Executive Director of Human Resources

Concurrence:



David Law

Superintendent

Calendar Recommendations



Review of 2023-24 Calendars with Observations



2023-24 School Calendar with Holidays



23-24
CALENDAR

August 14-25 New Teacher Workshops (tentative)
August 29-31 Teacher Workshop & Planning (K-12)
September 1 No School, K-12
September 4 No School K-12, Labor Day, District Office Closed
September 5 School Begins, Full Day (1-12), Begin 1st Quarter
September 5-6 Kindergarten Assessments
September 7 School Begins, Kindergarten
September 29 2-Hour Early Release K-12, Professional Learning
October 12 P.T. Conferences 4-8pm
October 13 No School K-12, P.T. Conferences 8am-4pm
(4 additional hours will be scheduled by site for P.T. conferences the weeks of October 9 and/or October 16)
October 19-20 No School K-12, Teacher Statewide Meetings
November 1 2-Hour Late-Start K-12, Professional Learning
November 9 End of 1st Quarter
November 10 No School K-12, Planning and Grading/PLC
November 13 Begin 2nd Quarter
November 23-24 No School K-12, District Office Closed Thanksgiving Break
December 21-January 1 No School K-12, Winter Break
December 25-26 District Office Closed
January 1 District Office Closed, New Year's Day Observed
January 2 Classes Resume
January 15 No School K-12/District Office Closed, MLK Jr. Day
January 25 End of 2nd Quarter, End of 1st Semester
January 26 No School K-12, Planning and Grading/PLC
January 29 Begin 3rd Quarter, Begin 2nd Semester
February 16 2-Hour Early Release K-12, Professional Learning
February 19 No School K-12, District Office Closed, Presidents Day
February 29 P.T. Conferences, 4-8pm
March 1 No School K-12, P.T. Conferences 8am-4pm
(4 additional hours will be scheduled by site for P.T. conferences the weeks of February 26 and/or March 4)
March 28 End 3rd Quarter
March 29 No School K-12, District Office Closed
April 1-5 No School K-12, Spring Break
April 8 No School K-12, Planning and Grading/PLC
April 9 Classes Resume, Begin 4th Quarter
April 22 2-Hour Late-Start K-12, Professional Learning
May 27 No School K-12, District Office Closed, Memorial Day
June 7 Last Day of School K-12, End 4th Quarter, End 2nd Semester
June 10 Full Day Teacher Workshop

AUGUST							FEBRUARY						
s	m	t	w	th	f	s	s	m	t	w	th	f	s
			1	2	3	4					1	2	3
6	7	8	9	10	11	12	4	5	6	7	8	9	10
13	14	15	16	17	18	19	11	12	13	14	15	16	17
20	21	22	23	24	25	26	18	19	20	21	22	23	24
27	28	29	30	31			25	26	27	28	29		

SEPTEMBER							MARCH						
s	m	t	w	th	f	s	s	m	t	w	th	f	s
					1	2					1	2	3
3	4	5	6	7	8	9	3	4	5	6	7	8	9
10	11	12	13	14	15	16	10	11	12	13	14	15	16
17	18	19	20	21	22	23	17	18	19	20	21	22	23
24	25	26	27	28	29	30	24	25	26	27	28	29	30

OCTOBER							APRIL						
s	m	t	w	th	f	s	s	m	t	w	th	f	s
1	2	3	4	5	6	7	1	2	3	4	5	6	7
8	9	10	11	12	13	14	7	8	9	10	11	12	13
15	16	17	18	19	20	21	14	15	16	17	18	19	20
22	23	24	25	26	27	28	21	22	23	24	25	26	27
29	30	31					28	29	30				

NOVEMBER							MAY						
s	m	t	w	th	f	s	s	m	t	w	th	f	s
				1	2	3	5	6	7	8	9	10	11
5	6	7	8	9	10	11	12	13	14	15	16	17	18
12	13	14	15	16	17	18	19	20	21	22	23	24	25
19	20	21	22	23	24	25	26	27	28	29	30	31	

DECEMBER							JUNE						
s	m	t	w	th	f	s	s	m	t	w	th	f	s
					1	2						1	
3	4	5	6	7	8	9	2	3	4	5	6	7	8
10	11	12	13	14	15	16	9	10	11	12	13	14	15
17	18	19	20	21	22	23	16	17	18	19	20	21	22
24	25	26	27	28	29	30	23	24	25	26	27	28	29
31							30						

JANUARY							JULY						
s	m	t	w	th	f	s	s	m	t	w	th	f	s
	1	2	3	4	5	6			1	2	3	4	5
7	8	9	10	11	12	13	7	8	9	10	11	12	13
14	15	16	17	18	19	20	14	15	16	17	18	19	20
21	22	23	24	25	26	27	21	22	23	24	25	26	27
28	29	30	31				28	29	30	31			

KEY

- First/last day of school, New Quarter Begins
- First day of school for kindergarten
- Parent/Teacher Conferences after school
- No school for students - Parent/Teacher Conferences
- All district offices and schools closed
- No school for staff and students - School Closed
- No School K-12, Planning and Grading/PLC
- 2-Hour Late-Start or Early-Release Day
- △ Religious or cultural observances that may impact student learning (see Page 3)

Holidays and Observances

Minnetonka Public Schools encompasses a diverse community that celebrates many different religious and cultural holidays. As the District strives to promote our students' sense of belonging, it is important to recall the observances people may have. Please be mindful of the days below as these occasions are observed by a meaningful proportion of our community. It is advisable to avoid scheduling important assessments or academic deadlines on these dates or immediately following them when they are on non-school days. Absences around major observances may be greater than normal. Please note that this is not an exhaustive list of all holidays or observances, nor active religious communities in the Minnetonka Public Schools community.

Date (2023-2024)	Day of Week	Holiday
September 16/17	Saturday, Sunday	Rosh Hashanah, First Day*/Second Day
September 19	Tuesday	Ganesha Chaturthi
September 25	Monday	Yom Kippur*
September 27	Wednesday	Birthday of the Prophet Mohammed (Mawlid)
September 29-October 6	Friday-Friday	Sukkot
October 9	Monday	Columbus Day/Indigenous Peoples' Day
November 11	Saturday	Veterans' Day
November 12	Sunday	Diwali / Deepavali*
November 23	Thursday	Thanksgiving Day/Hmong New Year Celebration*
December 8/15	Friday/Friday	First and Last Day of Hanukkah
December 25	Monday	Christmas Day*
December 26	Tuesday	Kwanzaa, First Day
January 1	Monday	New Year's Day/Last Day of Kwanzaa
January 7	Sunday	Orthodox Christmas*
February 10	Saturday	Lunar New Year*
March 11	Monday	First Day of Ramadan*
March 21	Thursday	Nowruz/Persian New Year
March 29, 31	Friday/Sunday	Good Friday/Easter (Western Christian)
April 5	Friday	Lailat al-Qadr
April 10	Wednesday	Eid al-Fitr*+
April 23, 24, 30	Tues/Wed/Tue	First, Second, and Last Day of Passover*
May 3, 5	Friday/Sunday	Orthodox Good Friday/Easter
May 5	Sunday	Cinco de Mayo - Battle of Puebla Commemoration
June 11-13	Tuesday-Thursday	Shavuot

* major celebrations/observances
+ estimated date, observationally determined
+ observances on non-school days



2023-24 Assessment Calendar

When	Who	What	Why
Sept 12- Oct 6	K-8	NWEA Reading and NWEA Math	For Instruction and Placement
Sept 6- Sept 29	1-2 Spanish Immersion	Initiation	For Instruction and Placement
Sept 7- Oct 6	K-5 and 6-8 receiving additional support	Math Benchmark (as needed) and Reading Fluency (all k-5, as needed 6-8); MBSP results entered in Skyward by 10/6	For Instruction and Placement
Sept 6-Oct 6	1-5 Spanish Immersion	FAST Reading	For Instruction and Placement
Sept 6-Oct 6	1-5 Chinese Immersion	Administer & record Fluency in Skyward	For Instruction and Placement
Sept 13-Dec 4	Mtka Preschool and ECSE	Teaching Strategies GOLD Assessment (Finalize Data Dec 5)	For Instruction
Oct 2-Oct 27	K-12	FAST SAEBS	To identify students needing social and emotional support
Dec 5-Feb 12	Mtka Preschool and ECSE	Teaching Strategies GOLD Assessment (Finalize Data Feb 21)	For Instruction
Dec 4-Jan 25	K-12	FAST SAEBS	To identify students needing social and emotional support
Dec 18- Jan 19	K-8	NWEA Reading and NWEA Math (as needed)	For Instruction and Placement
Jan 2-31	K Spanish Immersion (online)	Initiation	For Instruction
Jan 2-30	K-5 and 6-8 receiving additional support	Math Benchmark (as needed) and Reading Fluency (all k-5, as needed 6-8); MBSP results entered in Skyward by 1/31	For Instruction and Placement
Jan 2-30	K-5 Spanish Immersion	FAST Reading	For Instruction and Placement
Jan 2-30	K-5 Chinese	Administer & record Fluency in Skyward	For Instruction
Jan 29-March 22	K-12 ELL Students (online)	WIDA	Federal Mandate (TBD)
Feb 1-23	6, 8, 10 Immersion (optional Grades 11 & 12)	STAMP 4S Reading, Writing, Listening, and Speaking	For Instruction, Placement, and Bilingual Seal
Feb 12-May 9	Mtka Preschool and ECSE	Teaching Strategies GOLD Assessment (Finalize Data May 10)	For Instruction
March 4-May 3	3-8, 10, 11 (online)	MCA Math, Reading, MTAS	State Mandate (TBD)
March 4-May 10	Grade 5, 8, 11 (online)	MCA Science	State Mandate (TBD)
Feb 12 - March 28	5-7	District Writing Assessments (Send materials to DSC - Matt Rega by Spring Break)	For LA, Math, Science and Global Studies Placement
March 4-27	3 & 5 Immersion	STAMP 4S Reading, Speaking, and Listening assessment	To measure proficiency, for instruction, and placement
March 4-April 26	K-12	FAST SAEBS	To identify students needing social and emotional support
April 10-19	5	NWEA Science	Placement
April 23-June 7	K-5 All students and 6-8 receiving additional support	Math Benchmark and Reading Fluency; MBSP results entered in Skyward by 6/9	To enter/exit for MTSS; growth
April 23-June 7	K-5 Spanish Immersion	FAST Reading	To enter/exit for MTSS; growth
April 23-June 7	K-5 Chinese	Administer & record Fluency in Skyward; enter results in Skyward by 6/9	For Instruction
April 23-May 3	5	Pre-Algebra Assessment	Placement
Second Semester	K-8 Immersion	Integrated Performance Assessment (IPA)	To measure proficiency and establish baseline
April 15-May 31	K-8	NWEA Reading and NWEA Math	For Instruction and placement
April 15-May 31	6	NWEA Science	For Instruction and placement
May 1-31	K-2 Spanish Immersion	Initiation	For Instruction and Placement
May	8 Chinese Immersion (optional 9-12) (paper/pencil)	HSK Assessment (Level 5 or 6)	To measure proficiency (TBD)
By June 7	K-4 (English and Spanish Immersion)	Record F and P in Skyward (English and Spanish) Record Spelling Level (English)	For the next grade level teacher

HIGH SCHOOL ONLY

When	Who	What	Why
Oct 12	11 (paper/pencil)	PSAT Test	For Instruction
Jan 29-March 22	9-12 (online)	WIDA ACCESS for ELL	Federal Mandate
Feb 1-23	10 Immersion (optional Grades 11 & 12)	STAMP 4S Reading, Writing, Listening, and Speaking	For Instruction, Placement, and Bilingual Seal
Feb 27	10 (paper/pencil)	PSAT Practice Test	Candidates for Nat'l Merit Scholarships
March 4-May 3	10,11 (online)	MCA Math, Reading, MTAS	State Mandate
March 4-May 10	11 (Students who completed Biology) (online)	MCA Science	State Mandate
March 7	11 (paper/pencil) optional	ACT	State Mandate (rescheduled)
March 7	10 (paper/pencil)	Pre-ACT	For instructional purposes and student goal setting
May	(optional 9-12) Chinese Immersion (paper/pencil)	HSK Assessment (Level 5 or 6)	To measure proficiency

As the District strives to promote our students' sense of belonging, it is important that we bear in mind the observances people may have in our community. Please avoid scheduling important assessments, presentations or academic deadlines on these dates listed in the table below. Absences on dates below that conflict with school days may be greater than normal. Please note that this is not an exhaustive list of all holidays or observances, nor active religious communities in the Minnetonka District. Additional dates of religious holidays and observances celebrated within the community may be found on the Minnetonka School District calendar.

2023-24 School Year Observances Impacting Major Assessments

Date	Observance
Sept 25 & 26	Yom Kippur
March 11	First Day of Ramadan
April 10 & 11*	Eid al-Fitr

*Please note that the dates of observance for Eid al-Fitr are estimates at this time. Final dates will be shared when available.



MINNETONKA
PUBLIC SCHOOLS

ATTENDANCE DATA FOR STAFF AND STUDENTS



THANKSGIVING ATTENDANCE DATA

COMPARATOR SCHOOL DISTRICT #1

Student Absences

- »Monday Nov. 22, 2021: 1,045
- »Tuesday Nov. 23, 2021: 1,223
- » Monday Nov. 21, 2022: 1,211
- » Tuesday Nov. 22, 2022: 1,339

Staff Absences

- »Monday Nov. 22, 2021: 95
- »Tuesday Nov 23, 2021: 96
- »Monday Nov. 21, 2022: 116
- »Tuesday Nov. 22, 2022: 113

THANKSGIVING ATTENDANCE DATA

COMPARATOR SCHOOL DISTRICT #2

Student Absences

- »Monday Nov. 22, 2021: 643
- »Tuesday Nov. 23, 2021: 828
- » Monday Nov. 21, 2022: 1122
- » Tuesday Nov. 22, 2022: 1256

Staff Absences

- »Monday Nov. 22, 2021: 125
- »Tuesday Nov. 23, 2021: 124
- »Monday Nov. 21, 2022: 168
- »Tuesday Nov. 22, 2022 : 160

THANKSGIVING ATTENDANCE DATA

MINNETONKA SCHOOLS

Student Absences

- » Monday Nov. 22, 2021: 2,159 (Previous Mon. 1,922; 11% increase)
 - » Tuesday Nov. 23, 2021: 2,368 (Previous Tue. 1,931; 18% increase)
 - » Wednesday Nov. 24, 2021: 2,968 (Previous Wed. 1,960; 34% increase)
-
- » Monday Nov. 21, 2022: 2,557 (Previous Mon. 2,322; 9% increase)
 - » Tuesday Nov. 22, 2022: 2,694 (Previous Tue. 2,087; 9% increase)
 - » Wednesday Nov. 23, 2022: 3,293 (Previous Wed. 2,008; 39% increase)



THANKSGIVING ATTENDANCE DATA

MINNETONKA SCHOOLS – STAFF ABSENCES

»Monday Nov. 22, 2021: 100 (Previous Mon. 99; 1% increase)

»Tuesday Nov. 23, 2021: 98 (Previous Tue. 88; 10% increase)

»Wednesday Nov. 24, 2021: 111 (Previous Wed.84; 24% increase)

» Monday Nov. 21, 2022: 126 (Previous Mon. 119; 5.5% increase)

» Tuesday Nov. 22, 2022: 121 (Previous Tue. 99; 18% increase)

»Wednesday Nov. 23, 2022: 142 (Previous Wed. 101); 29% increase)



Draft Recommendation 3/23/23

August, 2024	MINNETONKA PUBLIC SCHOOLS 2024-25 CALENDAR – RECOMMENDED DRAFT 1	February, 2025
1 2 5 6 7 8 9 12 13 14 15 16 19 20 21 22 23 26 27 28 29 30 Tea 3	August 12-23 New Teacher Workshops (Tentative) 27-29 Teacher Workshop & Planning (K-12)	3 4 5 6 7 10 11 12 13 14 17 18 19 20 21 24 25 26 27 28 Stud 19 Tea 19
September, 2024 2 3 4 5 6 9 10 11 12 13 16 17 18 19 20 23 24 25 26 27 30 K:18 J-12:20 Tea 20	September 2 No School K-12: District Office Closed: Labor Day 3 School Begins 1-12: Begin 1 st Quarter 3-4 Kindergarten Assessments 5 School Begins: Kindergarten 27 Two-Hour Early Release K-12: Teacher Prof. Learning	March, 2025 3 4 5 6 7 10 11 12 13 14 17 18 19 20 21 24 25 26 27 28 31 No School K-12: Spring Break Stud 18 Tea 21
October, 2024 1 2 3 4 7 8 9 10 11 14 15 16 17 18 21 22 23 24 25 29 29 30 31 20 Stud 22 Tea	October 10 P/T Conferences 4-8pm 11 No School K-12: P/T Conferences 8am-4pm *4 additional hours of P/T Conferences to be scheduled by site the weeks of Oct. 7 and/or Oct. 14 17-18 No School K-12: Teacher Statewide Meetings	April, 2025 1 2 3 4 7 8 9 10 11 14 15 16 17 18 21 22 23 24 25 28 29 30 17 Stud 17 Tea
November, 2024 4 5 6 7 8 11 12 13 14 15 18 19 20 21 22 25 26 27 28 29 18 Stud Tea 19	November 1 Two-Hour Late Start K-12: Teacher Professional Learning 7 End of 1 st Quarter: 45 days 8 No School K-12: Planning and Grading/PLC 11 Begin 2 nd Quarter 28-29 No School K-12: District Office Closed: Thanksgiving Break	May, 2025 1 2 5 6 7 8 9 12 13 14 15 16 19 20 21 22 23 26 27 28 29 30 Stud 21 Tea 21
December, 2024 2 3 4 5 6 9 10 11 12 13 16 17 18 19 20 23 24 25 26 27 30 31 Stud 15 Tea 15	December 23-31 No School K-12: Winter Break 24-25 District Office Closed	June, 2025 2 3 4 5 6 9 10 11 12 13 23 24 25 26 27 30 7 Stud 8 Tea
January, 2025 1 2 3 6 7 8 9 10 13 14 15 16 17 20 21 22 23 24 27 28 29 30 31 Stud 18 Tea 19	January 1 No School K-12: District Office Closed: New Year's Day 20 No School K-12: District Office Closed: MLK, Jr. Day 24 End 2 nd Quarter 42 days: End 1 st Semester 87 days 27 No School K-12: Planning and Grading/PLC 28 Begin 3 rd Quarter, Begin 2 nd Semester	July, 2025 1 2 3 4 7 8 9 10 11 14 15 16 17 18 21 22 23 24 25 28 29 30 31
	Quarters Semester 1. 45 1. 87 2. 42 2. 86 3. 42 173 4. 44 173 Student Days: 173 (1-12) 171 (K) Staff Days: 184	

Color code: New Teacher Workshop; Staff Work Days (no students); Parent/Teacher Conferences; Late Starts/Early Releases; End of Quarters



Alternate Calendar

August, 2024	MINNETONKA PUBLIC SCHOOLS 2024-25 CALENDAR – RECOMMENDED DRAFT 2	February, 2025
<div>1 2</div> <div>5 6 7 8 9</div> <div>12 13 14 15 16</div> <div>19 20 21 22 23</div> <div>26 27 28 29 30</div> <div>Tea 3</div>	<div>August</div> <div>12-23 New Teacher Workshops (Tentative)</div> <div>27-29 Teacher Workshop & Planning (K-12)</div> <div>September</div> <div>2 No School K-12: District Office Closed: Labor Day</div> <div>3 School Begins 1-12: Begin 1st Quarter</div> <div>3-4 Kindergarten Assessments</div> <div>5 School Begins: Kindergarten</div> <div>27 Two-Hour Early Release K-12: Teacher Prof. Lrng</div> <div>October</div> <div>10 P/T Conferences 4-8pm</div> <div>11 No School K-12: P/T Conferences 8am-4pm</div> <div>*4 additional hours of P/T Conferences to be scheduled by site the weeks of Oct. 7 and/or Oct. 14</div> <div>17-18 No School K-12: Teacher Statewide Meetings</div> <div>November</div> <div>1 Two-Hour Late Start K-12: Teacher Professional Learning</div> <div>7 End of 1st Quarter: 45 days</div> <div>8 No School K-12: Planning and Grading/PLC</div> <div>11 Begin 2nd Quarter</div> <div>27 No School K-12</div> <div>28-29 No School K-12: District Office Closed:</div> <div>Thanksgiving Break</div> <div>December</div> <div>23-31 No School K-12: Winter Break</div> <div>24-25 District Office Closed</div> <div>January</div> <div>1 No School K-12: District Office Closed: New Year's Day</div> <div>20 No School K-12: District Office Closed: MLK, Jr. Day</div> <div>24 End 2nd Quarter 41 days: End 1st Semester 86 days</div> <div>27 No School K-12: Planning and Grading/PLC</div> <div>28 Begin 3rd Quarter, Begin 2nd Semester</div>	<div>3 4 5 6 7</div> <div>10 11 12 13 14</div> <div>17 18 19 20 21</div> <div>24 25 26 27 28</div> <div>Stud 19 Tea 19</div> <div>March, 2025</div> <div>3 4 5 6 7</div> <div>10 11 12 13 14</div> <div>17 18 19 20 21</div> <div>24 25 26 27 28</div> <div>Stud 18 Tea 21</div> <div>April, 2025</div> <div>1 2 3 4</div> <div>7 8 9 10 11</div> <div>14 15 16 17 18</div> <div>21 22 23 24 25</div> <div>28 29 30</div> <div>17 Stud 17 Tea</div> <div>May, 2025</div> <div>1 2</div> <div>5 6 7 8 9</div> <div>12 13 14 15 16</div> <div>19 20 21 22 23</div> <div>26 27 28 29 30</div> <div>Stud 21 Tea 21</div> <div>June, 2025</div> <div>2 3 4 5 6</div> <div>9 10 11 12 13</div> <div>23 24 25 26 27</div> <div>30</div> <div>8 Stud 9 Tea</div> <div>July, 2025</div> <div>1 2 3 4</div> <div>7 8 9 10 11</div> <div>14 15 16 17 18</div> <div>21 22 23 24 25</div> <div>28 29 30 31</div>

Color code: **New Teacher Workshop**; **Staff Work Days (no students)**; **Parent/Teacher Conferences**; **Late Starts/Early Release**; **End of Quarters**



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

Study Session Agenda Item #3

Title: Update on Classrooms of the Future

Date: April 27, 2023

EXECUTIVE SUMMARY:

The purpose of this report is to provide a brief history of classroom teaching and learning technology practices and tools in Minnetonka Public Schools including what is believed to be the next era of powerful classroom teaching and learning technologies should look like. This next era will be referred to as the *classroom of the future*.

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

Table 1: Classroom Teaching and Learning Technology

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

Classroom technology decisions are made based on the desired learning outcomes coupled with the research on how students learn and the technologies available. Many elements inform these decisions, including:

- Minnetonka Teaching and Learning Instructional Framework that is rooted in designing student experiences for meaning, engagement and deeper learning

- The five fundamental elements of a Multi-tiered System of Support (MTSS) and the MTSS instructional framework
- District goals and how they interact to create the conditions for readiness, responsiveness, and the robust instructional core necessary for high levels of student learning
- Minnetonka Instructional Technology Beliefs

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

Minnetonka Instructional Technology Beliefs

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

Technology is a means that adds value by:

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

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

A Brief History of Classroom Technology

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

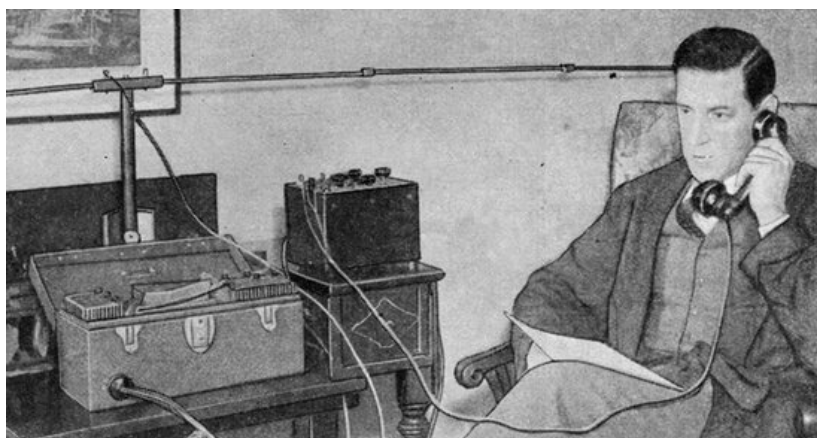


Figure 1: Prof. C. C. Clark of New York University conducting a class from his home (1935)

Table 2: A Brief History of Classroom “Technology”

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

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

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

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

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

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

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

Research

As SMART Boards are "aging out," and better display and instructional software is emerging, the technology team has been actively conducting research on classroom display technology and instructional software that is in alignment with what is known about highly effective instruction.

In the 2019-2020 school year, teachers identified as technology leaders at every building were interviewed in focus groups about their classroom technology. District innovation and technology leadership presented to all buildings around the identified survey themes. As COVID hit in March of 2020, the last of these discussions were conducted virtually as the research was not yet complete. In the spring of 2021 to the fall of 2022, the Minnetonka Instructional Technology Beliefs were revised. Because the Director of Instructional Technology position role was unfilled, the overall evaluation work with classroom technology was intentionally put on hold until the position was filled with the right person to continue to lead the work.

With the Director of Instructional Technology role filled beginning July of 2022, the previous classroom of the future work was reviewed and then resumed. This expansive process was purposefully designed to elevate stakeholder voice. The Technology Department worked throughout the summer on the high school instructional technology pilot, removing desktops from the classroom and setting up each classroom with wireless connectivity to the classroom display or projector. In addition, guidelines around K-5 instructional technology, specifically iPads, were presented to all elementary teaching

staff emphasizing intentional, developmental, and appropriate use. The 2022-2023 school year began with K-3 devices staying in school, streamlining K-3 iPad home screens to include a powerful set of apps, and reminders of Seesaw and Schoology expectations.

In early fall, the District team of instructional technology coaches evaluated “lessons learned” from the pandemic and how those lessons identified as influential could be continued. In November, a survey was sent to all teachers to gather meaningful opinions about their lived experiences and perspectives on their current classroom teaching and learning technology. There were questions for all grades about classroom displays, interactivity, wireless ability to teach from anywhere in the classroom, Apple Classroom (a student management tool), Apple Pencil use, student use of iPads, and an opportunity to share or showcase engaging ways they were using instructional technology. In addition, K-3 teachers were asked about the managed home screen, lock screen, curated apps, iPads staying in school, and general student iPad usage. High school teachers were asked about their use of their MacBooks, wireless Apple TV connectivity, and wired HUBs.

Teacher Survey

All teachers, K-12, were offered an opportunity to complete a *Classroom of the Future* survey. Information gathered through this process proved to be a highly beneficial aspect of the overall research that was completed. Survey data was reviewed, synthesized and themed. The high response rate of 439 completed surveys signaled both great interest in this work and provided a high level of confidence for accurate data. The data represented all buildings and provided strong themes. Results indicated that 98% of teachers agreed or highly agreed they value having a large display at the front of the class for instruction. A wireless connection to teach was valued by 80% of teachers. An opportunity for students to share learning that is not possible on paper was valued by 82% of participants. And finally, opportunities to provide real time feedback, faster than can be done on paper was valued by 80% of participants.

In addition, from the K-3 teachers surveyed, 96% agreed or strongly agreed that the Minnetonka managed home screen and lock screen has been a welcome and positive change. Of the respondents, 95% agreed or strongly agreed that the managed and curated home screen apps are a positive and welcome change. Having the device stay in school works for Minnetonka K-3 teachers and students: 83% agreed or strongly agreed. For high school specific questions, 72% of teacher respondents valued having a MacBook over a desktop. They valued the ability to wirelessly display in their classroom (78%) and the docking station to hard wire connect and display (89%).

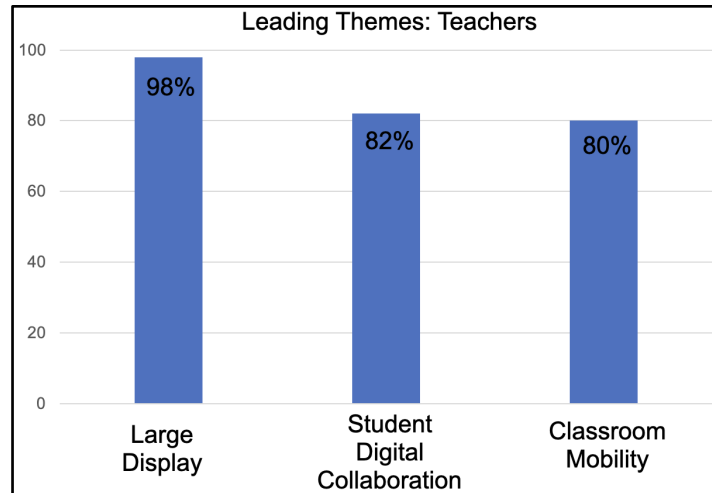


Figure 2: Leading themes for teachers

High levels of teachers from each school site participated in the survey. Data for participation is noted below.

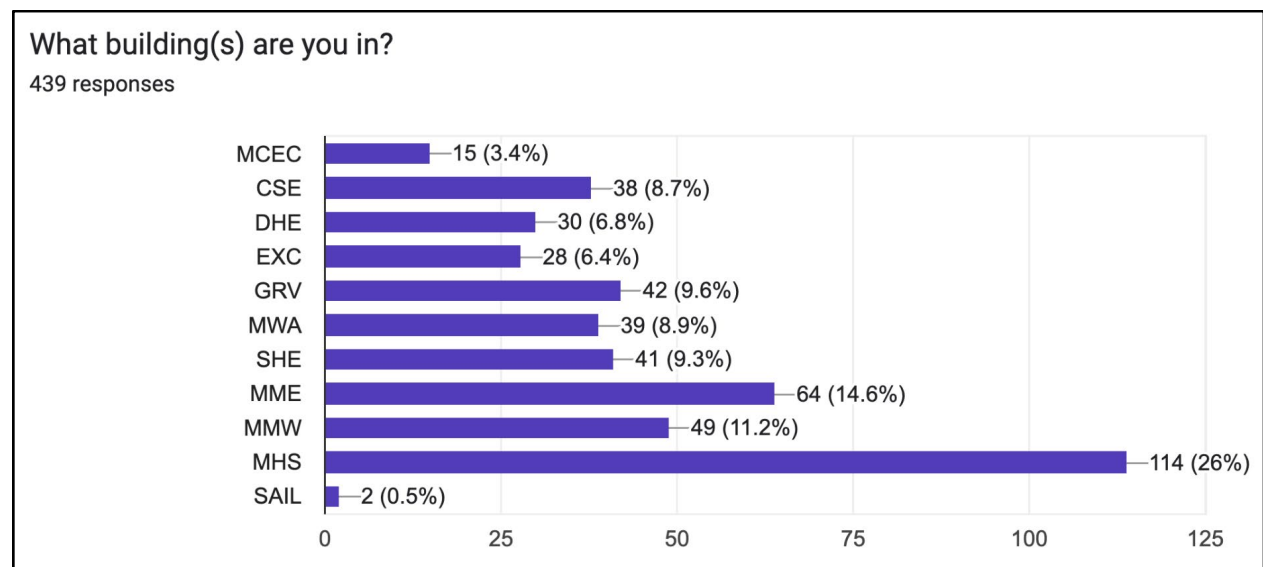


Figure 3: Respondents home sites

The questions on the teacher survey were intentionally kept general. After analyzing the data in December, focus groups were conducted in January and February to gather additional narrative, experience, perspective, and value statements. These groups comprised teachers, administrators, and paraprofessionals from each school, including elementary, middle school, high school, and community education.

During these focus groups, teachers were asked about the weaknesses, strengths, and opportunities of current district teaching and learning technology. In addition, student focus groups were conducted in February and March gathering additional student voice

via personal narrative, experience, perspective, and stated values with the following representative groups:

- Minnewashta 4th graders
- Clear Springs 5th graders
- Minnetonka Middle School West Tech Mates student team
- Minnetonka Middle School East Student Advisory
- Minnetonka High School Student Teaching and Learning Advisory

In addition to staff and student groups, parent feedback was also gathered. In February, district technology leaders met with the Parent Teacher Organization/Association leaders to discuss the classroom of the future feedback loops, processes, and to gather their feedback. In March, a focus group was conducted with the District Teaching and Learning Advisory Committee following the same focus group protocol used with previous groups. The District Teaching and Learning Advisory Committee consists of a mixed stakeholder group that includes parents, students, teachers, a school board representative and building and district administrators.

The focus group protocols included:

- We want YOU to do the talking
- We would like to hear from everyone if possible
- There are no right or wrong answers
- Every person's experiences and opinions are important
- Speak out whether you agree or disagree
- We want to hear a wide range of opinions

It was also clarified what a focus group was not. This was intended to provide levity while reminding participants about the purpose. These included that it would not be a debate, group therapy session, conflict resolution session, problem solving session, or an opportunity to collaborate. The sole purpose was to gather perspectives.

With the narrative data categorized, coded, and generally themed, the following key categories emerged:

- Classroom/physical space
- Coaching/support/training
- Software
- Student hardware
- Student workflow
- Teacher workflow
- Teacher hardware
- Infrastructure

All data was further coded into the following categories that included building, weaknesses, strengths, or opportunities and action status, to determine if some items could be addressed immediately.

	A	B	C	D
1	Empathy Interviews - Jan / Feb 2023			
2	Building	Weakness, Strength, Opportunity	Category	Comment
3	CSE	Ask Students	Classroom / Physical Space	Room arrangement question
4	CSE	Opportunity	Classroom / Physical Space	MOBILITY- Heard loud and often- For Teachers and students and technology and furniture.
5	CSE	Opportunity	Classroom / Physical Space	Compact storage/charging solution (but not a giant cart that takes up so much floor space)
6	CSE	Opportunity	Classroom / Physical Space	Former school and HS example (loft)- Create modern classroom, flexible classroom- wonder about that at elementary classroom- start with some classrooms to try- wonder what the trickle down effect would be- teachers would be able to see new space in action- even have just one (modern) space started to change practices in the entire building (slowly)
7	CSE	Opportunity	Classroom / Physical Space	Classroom furniture- desks
8	CSE	Opportunity	Classroom / Physical Space	Lean Startup- proof of concept- can we "lean startup" and try out this anticipated setup at EL, MS, HS one classroom each level?
9	CSE	Weakness	Classroom / Physical Space	If we had a billion dollars- have white board space, but be able to slide sb/screen over to access whiteboard.
10	CSE	Weakness	Classroom / Physical Space	Locations of sb is an issue in classrooms- rolling sb would be a problem bc of classroom space, but movable/sliding sb could be good
11	CSE	Weakness	Classroom / Physical Space	AP pov- space is an issue, make flex space to truly collaborate would be ideal future. Moved ahead with 1:1 ipads
12	CSE	Opportunity	Coaching / Support / Training	Teacher responds- that would be great- PD is great, but then I go back to my classroom/setup
13	CSE	Opportunity	District Process/Systems	Consideration is subs- desktops
14	CSE	Strength	District Process/Systems	3rd grade- i like the new format (all streamlined)
15	CSE	Strength	District Process/Systems	4th grade would love that too- interested to see if layout improves start of the year for us (ipad come in a mess- so many different apps)
16	CSE	Opportunity	Infrastructure	Big gym here- wifi is horrible

Figure 4: Example of empathy interview coding

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

Table 3: Feedback Themes on Current Instructional Technology

Weaknesses	Strengths
Lack of whiteboard space	Using Apple Classroom to curate the student experience, monitor, and showcase student work in real time to the whole class
Lack of consistency between technology in rooms	1:1 iPads for students
Lack of mobility with technology	Apple TVs and AirPlay for proximity and mobility
The teacher being tied to their desktop computer or board	Apple Pencils for teachers
The time it takes to sign into desktop computers and load up instructional materials	Great software tools: Google Drive, Notability, Seesaw, Schoology, and PearDeck
Traveling teachers not having a computer to use reliably	K-3 iPads staying at school
	K-3 curated iPad home screen set up
	Teacher laptops at MHS

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

Opportunities that were identified through this process include:

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

The research was extensive. It involved metro school site visits to evaluate potential classroom technology in action. Benchmark districts were surveyed. District technology

leadership attended an education technology showcase as well as multiple vendor fairs to preview emerging classroom educational technologies.

Classroom of the Future Priorities

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

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

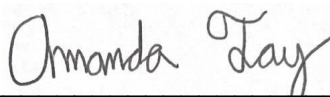
SUMMARY

As Minnetonka concludes its extensive research phase for the *classroom of the future*, guiding principles have emerged that will inform the next steps. Priorities include visible, mobile, flexible and collaborative classroom technologies as a catalyst to accelerate student learning.

RECOMMENDATION/FUTURE DIRECTION:

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

Submitted by: _____



Amanda Fay, Director of Instructional Technology

Submitted by: _____



Mike Dronen, Executive Director of Technology

Submitted by: _____



Amy LaDue, Associate Superintendent for Instruction

Concurrence: _____



David Law, Superintendent

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

Study Session Agenda Item #4

Title: STAMP 4S 2022-23 Spring Update

Date: April 27, 2023

OVERVIEW

In February 2023, Sixth, Eighth, and Tenth Grade Chinese and Spanish Immersion students participated in the STAMP 4S assessment. The test is optional for high school students in Eleventh and Twelfth Grades. Seventh Graders do not take the STAMP Test anymore, because Immersion students are assessed several times throughout the year, which results in data redundancy and can lead to the feeling of testing fatigue among Immersion students. There is much data accessible to Immersion staff and the currently implemented assessment system amply allows for the effective monitoring of student progress and Language Immersion program evaluation. Students have the option to take the STAMP in Eleventh and Twelfth Grades if they choose to pursue the state Bilingual Seal. The Bilingual Seal affords students the opportunity to earn as much as four semester college credits if they choose to attend a Minnesota State University. Furthermore, students can earn the Seal by reaching specific benchmarks on the AP Chinese and Spanish Language Exams or the IB Chinese and Spanish Language Exams. The specific benchmarks for Bilingual Seal attainment are located on the Minnetonka District website and scores earned by students in Grades 10-12 allow students to be eligible for the Seal.

The STAMP 4S is a nationally recognized web-based test that assesses language proficiency, and the results inform test takers and educators about learning progress in the target language and program effectiveness. The test has four sections: Reading, Writing, Listening, and Speaking. Reading and Listening items are computer-scored and computer-adaptive (meaning that questions are selected based on previous responses, becoming easier or more difficult as needed to determine proficiency level). Writing and Speaking items are scored by Avant's trained raters who use a Scoring Rubric that lists the criteria for meeting Benchmark Levels. The test was developed by the Center for Applied Second Language Studies (CASLS) at the University of Oregon and was adapted and is delivered by Avant Assessment.

As the Minnetonka Immersion program grows, there is a need to measure all Immersion students with a common benchmark. The scale Minnetonka uses is based on the American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines. Minnetonka's Immersion teachers have used this common vocabulary internally and will continue to use the ACTFL guidelines as they discuss student growth in target language

proficiency. Teachers, students, and parents have become increasingly familiar with these proficiency guidelines which makes it easier to track student progress under this system.

The STAMP results are reported using two scales to measure benchmarks. One scale measures Reading and Listening results, while the other scale measures Writing and Speaking (See tables below).

Benchmark levels are grouped by major levels (Novice, Intermediate, and Advanced). Within each major level are three sub-levels that identify students in the top third, middle third, or bottom third of the range score for that level. Like ACTFL's low, mid, and high designations, these designations will assist the classroom teacher in seeing a further breakdown of each student's ability. The *National K-12 Language Immersion Proficiency Targets* table below illustrates that students can remain at any one of the three major proficiency levels for multiple years, thus highlighting the need to utilize the three sub-levels within each of major levels to identify student needs.

Because it takes a great deal of time and practice for students to acquire the skills necessary to move from the Novice Level to the Intermediate Level, teachers can track student progress within the sub-levels. Regarding the difference between Chinese Immersion and Spanish Immersion performance, it is widely recognized that students learning the Chinese language will take more time to develop their Reading comprehension skills, thus impacting their Interpretive Reading and Writing results.

KEY FINDINGS

Chinese Immersion:

- In Reading, Eighth Grade results show MME students reaching the Intermediate-Mid level with MMW students rebounding slightly by **0.1 points** compared to last year after a dramatic drop in student performance since 2020 and 2021. In 2020 and 2021 students earned an average score of **5.6 points** compared to **4.3 points** this year.
- Eighth Grade results show steady performances at MMW since 2019 with a significant increase in average scores experienced at MME this year, improving to an all-time high average score of **6.2 points**. MME students are now once again performing at the Intermediate-High range in Writing.
- Chinese Immersion Tenth Grade student results indicate slight decreases in Writing and Speaking, and significant decreases compared to their same grade counterparts in Reading and Listening. Like last year, the proficiency levels on the Reading Test ranged from the Intermediate-Low to Intermediate-High ranges, which is also similar to two years ago.

- Tenth Grade national Immersion proficiency targets for Reading also indicate that students should reach the Intermediate-Low range. **8.2 percent** of Minnetonka Chinese Immersion students fell short of this target, and **76.6 percent** surpassed the national target, compared to **86.6 percent** last year.

Spanish Immersion:

- In Writing, Sixth Graders at MMW improved from **5.0 points** to **5.3 points**, while Eighth Graders at MME improved from **5.9 points** to **6.2 points**. These are all-time high performances for MME Eighth Graders and MMW Sixth Graders.
- Both MME and MMW students are performing at the Advanced-Low level in Listening, well above the national target of Intermediate-Mid.
- Speaking Test results show a rebound in performance among Sixth Graders at MMW, improving from **4.9 points** in 2022 to an average score of **5.3 points** this year. MME Eighth Graders have now eclipsed the 6-point mark for the second time since 2019, earning an average score of **6.0 points**.
- Tenth Grade Spanish Immersion students saw **67.3 percent** of students reach the Advanced levels of proficiency compared to **74.8 percent** from a year ago and **92.7 percent** from 2020. **99.1 percent** of Tenth Graders met or surpassed national targets.
- Despite some shifts in proficiency percentages among Minnetonka students on the Listening subtests, most students met or surpassed national targets, and **124** Spanish Immersion students are performing at the highest proficiency level of Advanced-High, which is **16.6 percent** of Spanish Immersion students taking the STAMP 4S.

STAMP 4S Reading and Listening Level Key

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

STAMP 4S Writing and Speaking Level Key

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

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

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

Nationally, according to the latest ACTFL research, students in full Chinese Immersion programs should be expected to reach the Intermediate-Mid range in Speaking and Listening and the Intermediate-Low range for Reading and Writing by the end of Eighth Grade. Spanish Immersion students should be expected to reach the Intermediate-Mid range in all four modes of communication (See table below). Although middle school immersion students receive approximately 90 minutes of instruction in the L2, most of the students participated in a full immersion program from Kindergarten through Fifth Grade. With fewer minutes using the L2 throughout the day, it is expected there will be an impact on student performance, especially in logographic languages such as Chinese, according to ACTFL research. The table below lists the national targets based on ACTFL’s proficiency scale and Immersion program research.

National K-12 Language Immersion Proficiency Targets

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

Data Summary and Analysis: 2019-2023 Grades 6-10 Mean Score and Proficiency Level Sub-Test Results for Chinese and Spanish Immersion (see tables below)

In 2023, there were a total of **252** students who took the Chinese STAMP 4S assessment, which was up from **218** last year and down from **264** two years ago. There were **747** students who took the Spanish assessment, which was up from **673** last year and up from **710** two years ago. Results indicate that Grades Six, Eighth, and Tenth Grade Spanish Immersion students performed within the Intermediate-Mid to Advanced-Mid ranges. Grade 10 students reached the Advanced-Mid range for Listening and the Advanced-Low range for Reading, however average scores dropped in Reading from **8.3** to **7.5** to **7.2** the past three years. In Reading and Listening, students who reach the Advanced proficiency levels can understand and use language for straightforward informational purposes and understand the content of most factual, non-specialized materials intended for a general audience. Grade 10 Spanish Immersion students experienced an increase in Speaking, improving from an average score of **6.1** to **6.2**. As Eighth Graders, this cohort improved from **5.5** in Eighth Grade to **6.3** in Tenth Grade on the Writing Test. Improvements are noted in Writing, because this has been a specific area of focus among the teaching staff.

The graphs below display the subtest scores for specific cohorts of students. In addition to cohort results, the national trend is displayed with a blue line for Spanish and a green line for Chinese to draw comparisons between Minnetonka student performance and ACTFL's national language Immersion targets. Results from the 2023 STAMP Test indicate that Minnetonka Chinese and Spanish Immersion students are well-outpacing the national averages. Also, important to note, the Spanish Immersion cohorts showed strong increase in performance among students moving from Grade 8 to Grade 10 with the exception in Reading, as noted previously. The Grade 8 Spanish Immersion cohort showed significant increases within these subtests as well, again with Reading average scores remaining the same from the previous test administration. Overall, this is encouraging news, and it is clear that Reading is an area in which to focus among this cohort. It is also important to note that despite students learning in the target language for fewer minutes per day as they move from elementary to middle school, Minnetonka students are well out-performing national trends on all four subtests. The results show that there was much progress made during and since the pandemic.

Chinese Immersion Tenth Grade student results indicate slight decreases in Writing and Speaking, and significant decreases compared to their same grade counterparts in Reading and Listening. Like last year, the proficiency levels on the Reading Test ranged from the Intermediate-Low to Intermediate-High ranges, which is also similar compared to two years ago. There were increases on three of four subtests among Sixth Graders compared to their Sixth Grade counterparts from a year ago, however, Reading performance has dropped from an average score of **4.6** in 2020 to **3.8** in 2023. Overall, Sixth Grade Chinese Immersion results have rebounded from last year and are trending upward since the impact of COVID on instruction. Eighth Graders saw improvement on one of four subtests (Writing) with no significant drops in average scores on the Reading, Speaking, and Listening sections. The increase in Writing is considered to be statistically

significant. These assessments impact instruction, and as typical with language learners, performing within the Intermediate-Mid range for multiple years is expected. Students performing within this range can create with the language and initiate conversations by asking and responding to simple questions. If a language learner were proficient at the Intermediate-Mid level, he or she could work in a job such as a cashier, salesclerk, and possibly a police or fire officer.

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

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

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

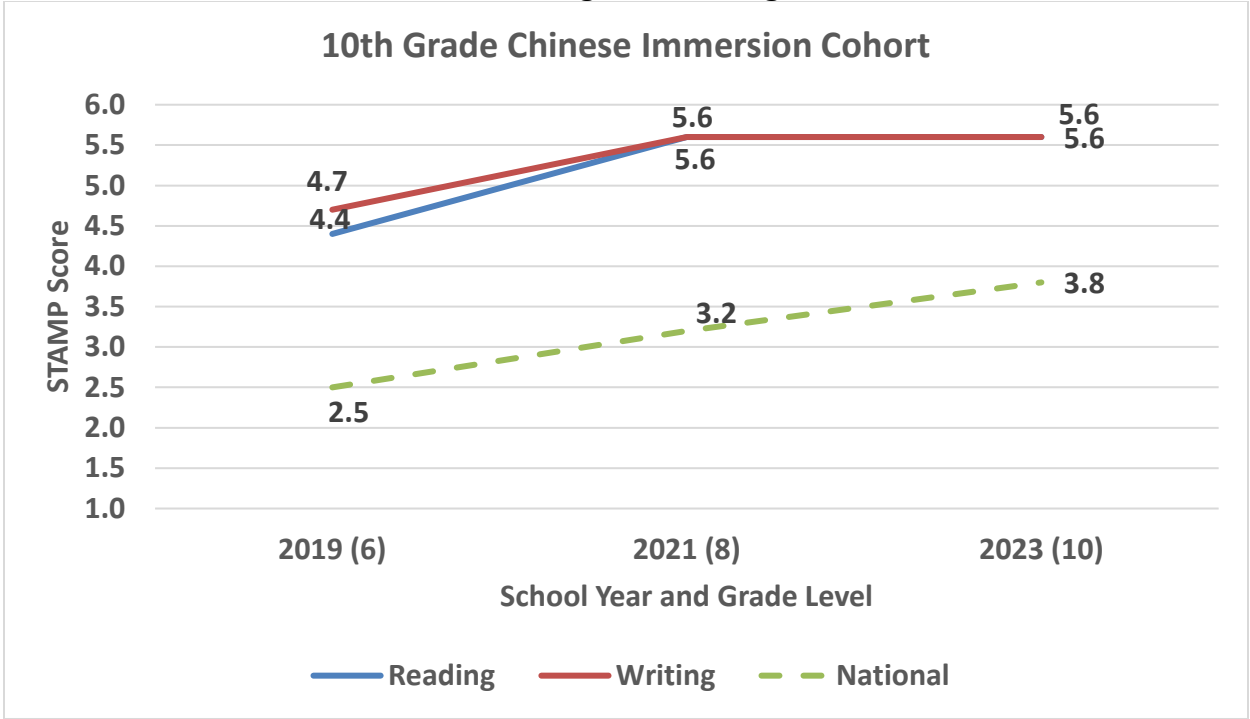
Recommendations: 2023 Grades 6-10 Mean Score and Proficiency Level Sub-Test Results for Chinese and Spanish Immersion (see tables below)

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

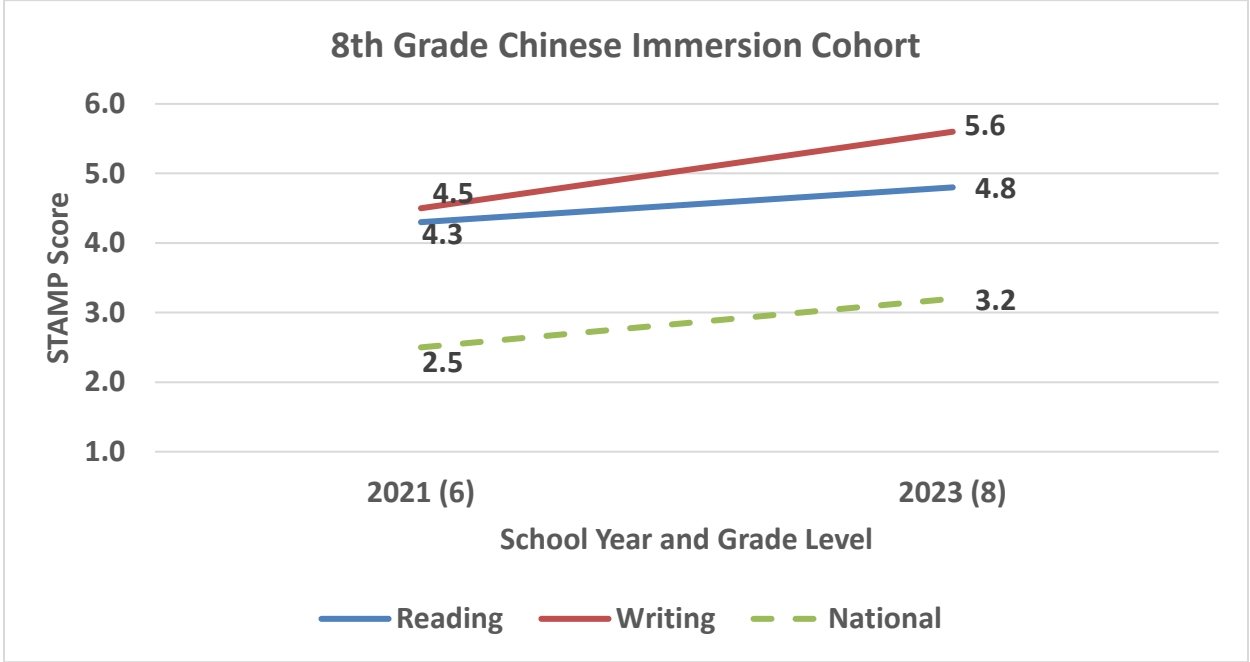
The Spanish Immersion program should continue using the ENIL leveled reading program, as this attributed to the strong annual growth for students in Grades 6-8. The Chinese

Immersion program should continue to use the leveled texts, and there should continue to expand text selection in future years.

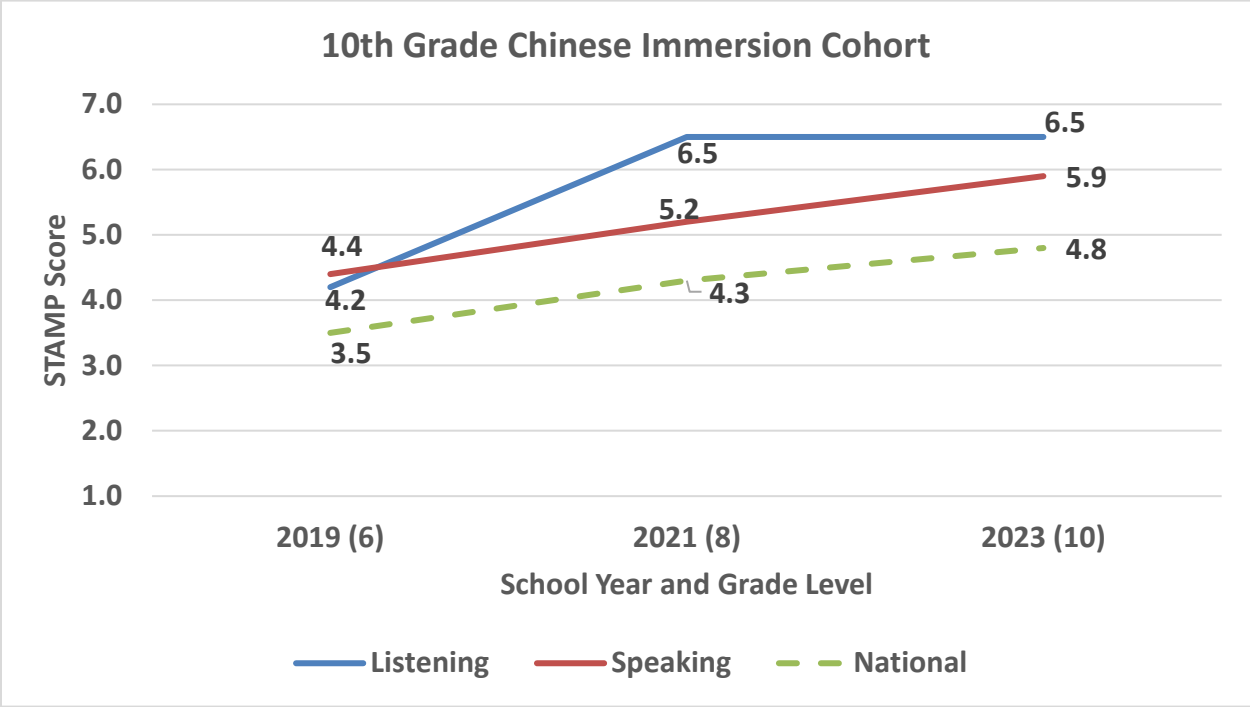
**2019-23 Mean Score Sub-Test Results for Chinese Immersion Grade 10 Cohort
Reading and Writing**



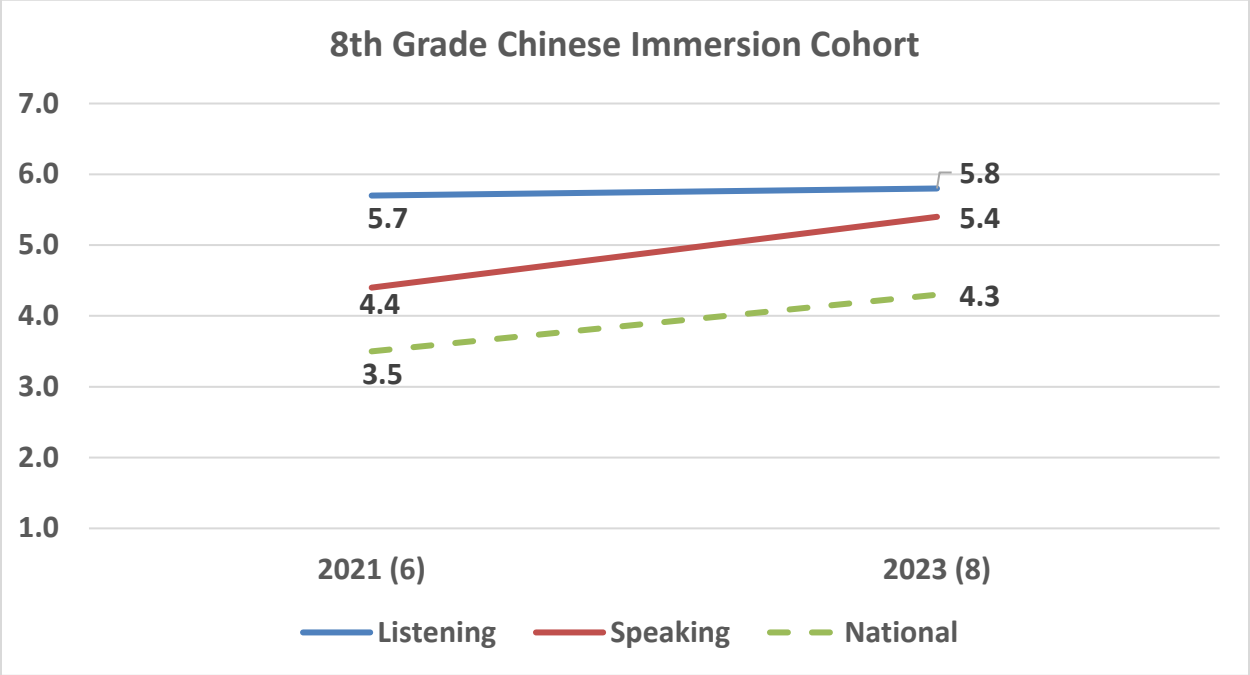
**2021-23 Mean Score Sub-Test Results for Chinese Immersion Grade 8 Cohort
Reading and Writing**



**2019-23 Mean Score Sub-Test Results for Chinese Immersion Grade 10 Cohort
Listening and Speaking**



**2021-23 Mean Score Sub-Test Results for Chinese Immersion Grade 8 Cohort
Listening and Speaking**



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

	Grade 6 Total Chinese Immersion (N=91)		Grade 8 Total Chinese Immersion (N=79)		Grade 10 Total Chinese Immersion (N=73)	
	Mean Score	Prof Level	Mean Score	Prof Level	Mean Score	Prof Level
Rdg	3.8	<i>Int Low</i>	4.8	<i>Int Mid</i>	5.5	<i>Int High</i>
Write	4.7	Int Mid	5.6	Int High	5.6	<i>Int High</i>
List	5.4	Int Mid	5.8	<i>Int High</i>	6.4	<i>Int High</i>
Spkg	4.6	Int Mid	5.4	<i>Int Mid</i>	5.9	<i>Int High</i>

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

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

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

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

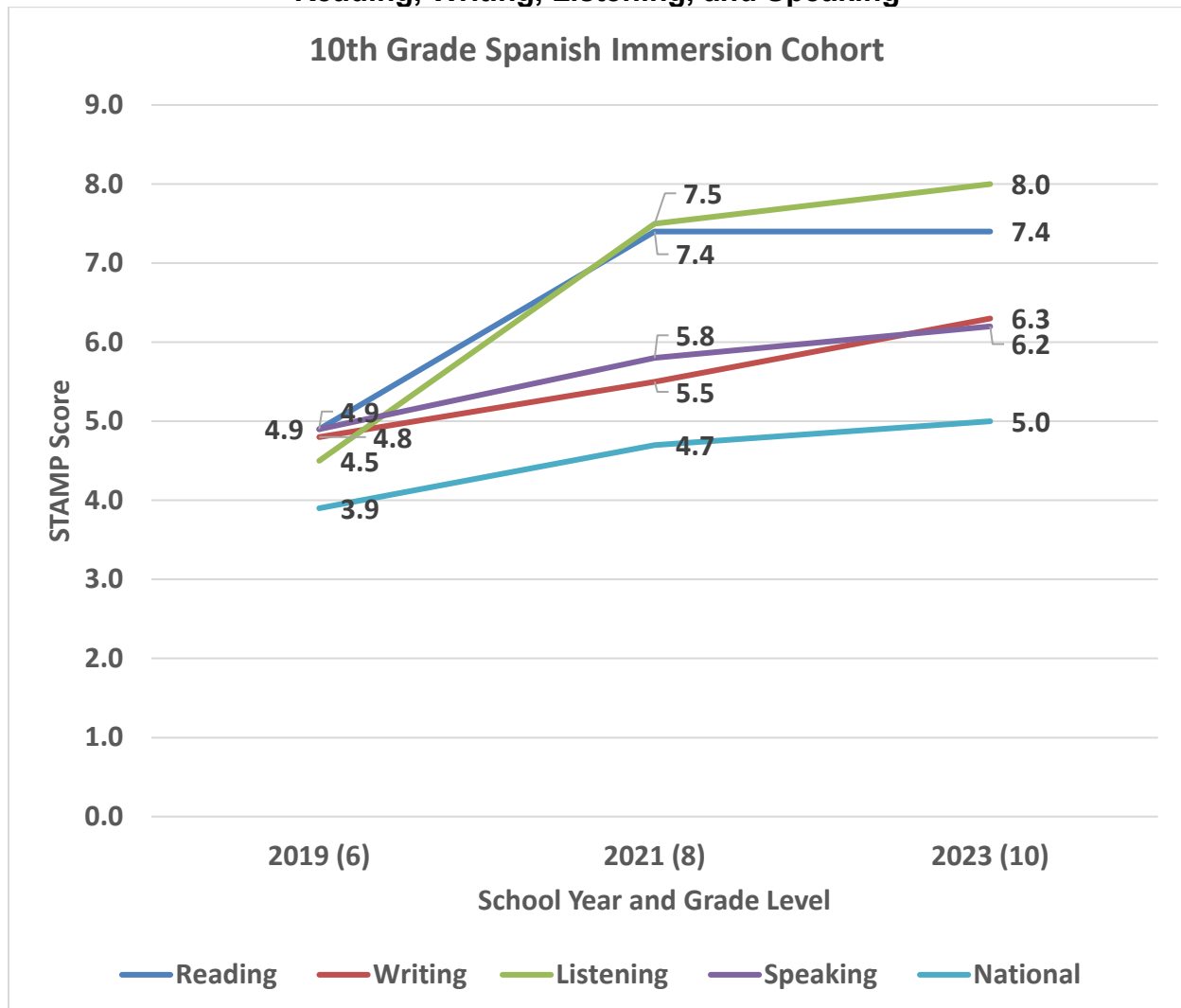
**2020 Grades 6, 8, and 10 Mean Score and Proficiency Level
Sub-Test Results for Chinese Immersion**

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

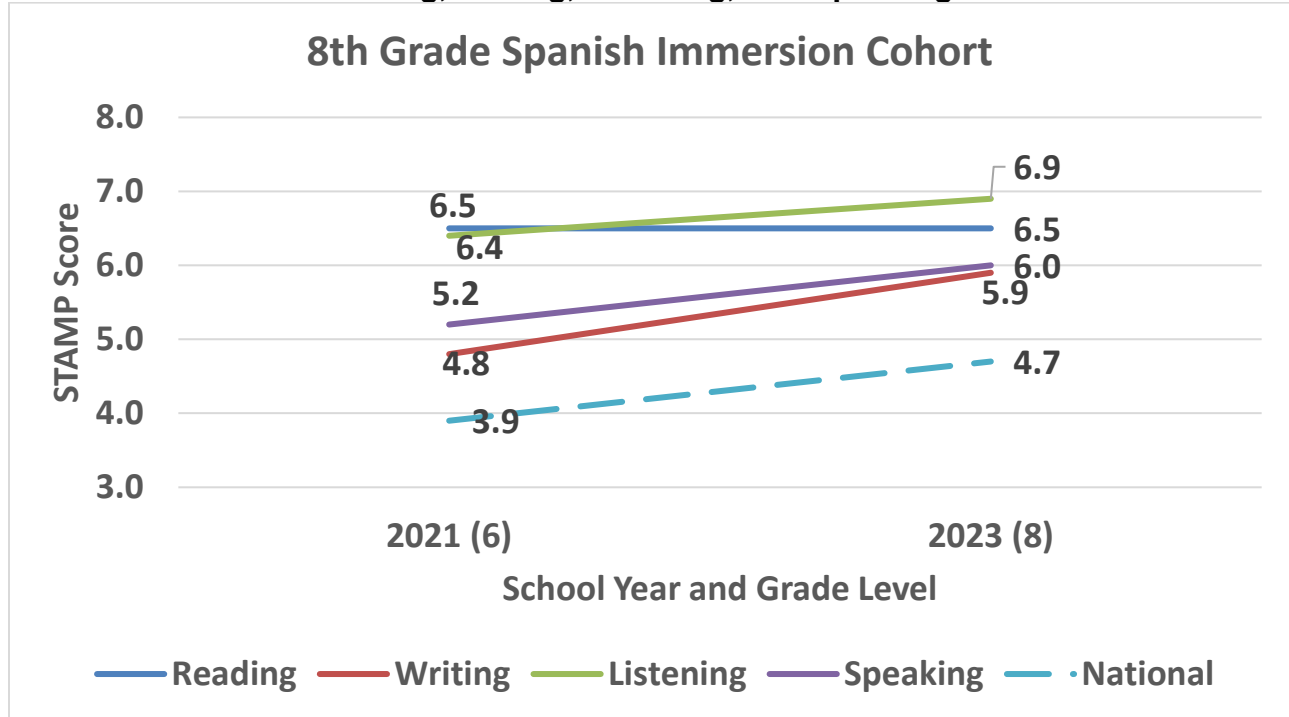
**2019 Grades 6, 8, and 10 Mean Score and Proficiency Level
Sub-Test Results for Chinese Immersion**

	Grade 6 Total Chinese Immersion (N=93)		Grade 8 Total Chinese Immersion (N=78)		Grade 10 Total Chinese Immersion (N=42)	
	Mean Score	Prof Level	Mean Score	Prof Level	Mean Score	Prof Level
Rdg	4.4	Int Low	5.6	Int High	6.3	Int High
Write	4.7	Int Mid	5.1	Int Mid	5.4	Int Mid
List	4.2	Int Low	5.2	Int Mid	5.6	Int High
Spkg	4.2	Int Low	4.9	Int Mid	5.3	Int Mid

**2019-23 Mean Score Sub-Test Results for Spanish Immersion Grade 10 Cohort
Reading, Writing, Listening, and Speaking**



**2021-23 Mean Score Sub-Test Results for Spanish Immersion Grade 8 Cohort
Reading, Writing, Listening, and Speaking**



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

	Grade 6 Total Spanish Immersion (N=253)		Grade 8 Total Spanish Immersion (N=225)		Grade 10 Total Spanish Immersion (N=211)	
	Mean Score	Prof Level	Mean Score	Prof Level	Mean Score	Prof Level
Rdg	5.5	<i>Int High</i>	6.5	Adv Low	7.2	<i>Adv Low</i>
Write	5.5	Int High	5.9	Int High	6.3	<i>Int High</i>
List	5.9	Int High	6.9	Adv Low	8.0	Adv Mid
Spkg	5.3	Int Mid	6.0	Int High	6.2	Int High

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

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

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

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

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

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

**2019 Grades 6, 8 and 10 Mean Score and Proficiency Level
Sub-Test Results for Spanish Immersion**

	Grade 6 Total Spanish Immersion (N=243)		Grade 8 Total Spanish Immersion (N=208)		Grade 10 Total Spanish Immersion (N=123)	
	Mean Score	Prof Level	Mean Score	Prof Level	Mean Score	Prof Level
Rdg	4.9	Int Mid	6.4	Int High	6.9	Adv Low
Write	4.8	Int Mid	5.7	Int High	5.9	Int High
List	4.5	Int Mid	6.3	Int High	6.5	Adv Low
Spkg	4.9	Int Mid	5.6	Int High	5.6	Int High

SUB-TEST RESULTS CHINESE IMMERSION

Data Summary and Analysis: 2019-2023 Grades 6-10 Spring STAMP 4S Reading Chinese (see tables below)

According to the Reading results in the tables below, Grade 6 Chinese Immersion students experienced a shift toward the Novice-High and Intermediate-Low ranges. For example, last year, **22.6 percent** of Sixth Graders performed within the Novice-High range, and this year **31.9 percent** scored in this range. The Intermediate-Low percentage increased from **33.3 percent** to **41.8 percent** with a drop observed at the Intermediate-Mid range of **13.7 percent**. 2019 was the last year, Sixth Graders eclipsed the **30 percent** mark for Novice-High, with **33.3 percent** performing at this level. This increased should be monitored closely to ensure students continue to grow at a steady pace in the area of Reading.

Eighth Grade results show an increase in percentage of students performing at the Novice-High level as well, increasing by **7.3 percent** compared to a year ago. However, there was also an increase from **23.1 percent** to **27.8 percent** of students performing at the Intermediate-High level. There was a shift of **7** students toward Novice-High and **7** students to Intermediate-High ranges. This also explains the decrease in percentages among the Intermediate-Low and Mid ranges. Although there were higher percentages of students reaching the Intermediate-High range in 2019-2021, it is encouraging to see the rebound in Eighth Grade student performance.

Tenth Grade student performance remained consistent with scores from recent years. There was a slight increase in the percentage of students reaching the Intermediate-Low and Mid ranges this year and fewer students performing at the Advanced-High range. However, most student performances ranged from Intermediate-Mid to Advanced-Low, consistent with previous years.

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

According to Reading results, **62.6 percent** of Sixth Grade Chinese Immersion students are performing beyond the national Immersion proficiency target level of Novice-High compared to **70.9 percent** from a year ago.

The national proficiency target in Reading among Eighth Grade Chinese Immersion students is Intermediate-Low. Minnetonka saw **56.9 percent** of students surpass this level and **82.2 percent** reach this level at a minimum. Last year, **58.5 percent** of Eighth Graders surpassed the Intermediate-Low range.

Tenth Grade national Immersion proficiency targets for Reading also indicate that students should reach the Intermediate-Low range. **8.2 percent** of Minnetonka Chinese Immersion students fell short of this target, and **76.6 percent** surpassed the national target, compared to **86.6 percent** last year.

Recommendations: 2023 Spring STAMP 4S Reading Chinese (see tables below)

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

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

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

2023 Spring STAMP 4S Reading Chinese

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

2022 Spring STAMP 4S Reading Chinese

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

2021 Spring STAMP 4S Reading Chinese

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

2020 Spring STAMP 4S Reading Chinese

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

2019 Spring STAMP 4S Reading Chinese

	Grade 6		Grade 8		Grade 10	
	N	Percent	N	Percent	N	Percent
Nov Low	1	1.1	1	1.3	0	0.0
Nov Mid	5	5.4	1	1.3	0	0.0
Nov High	31	33.3	7	9.0	1	2.4
Int Low	11	11.8	8	10.3	1	2.4
Int Mid	14	15.1	15	19.2	8	19.0
Int High	24	25.8	30	38.5	19	45.2
Adv Low	5	5.4	6	7.7	4	9.5
Adv Mid	2	2.2	8	10.3	7	16.7
Adv High	0	0.0	2	2.6	2	4.8

Data Summary and Analysis: 2019-2023 Grades 6-10 Spring STAMP 4S Writing Chinese (see tables below)

Writing results indicate improvements at key proficiency levels among students in Grades 6, 8 and 10. Sixth Graders saw improved percentages among the Intermediate-Mid and High ranges, improving by **6.1 percent** at the Intermediate-High level. Eighth Graders saw 8 additional students reach the Advanced-Low level, improving by 9.2 percent, and Tenth Graders saw an increase from 31.7 percent to 50.7 percent within the Intermediate-High range. Three students performed at the Advanced Mid-High range for the first time ever.

Chinese students are currently exposed to writing in a variety of ways including writing to a prompt using the six traits method. With most Grade Six Chinese Immersion students (**89.9 percent**) performing at the Intermediate range and above, there is evidence that student experiences with the formal writing process in the target language has positively impacted their writing ability. More students reached the upper levels of the test as Tenth Graders compared to previous years with **64.4 percent** reaching the Intermediate-High level or above, compared to **60.0 percent** last year and **46.1 percent** reaching this threshold from two years ago. This is an important data point to note, as it is an indication of many students making expected one year's growth by improving at least one sub-level. Almost all Tenth Graders reached the Intermediate ranges and higher.

With Intermediate-Low as the national target level for Writing among Immersion students in Grades 8 and 10, **98.6 percent** of Minnetonka Tenth Grade Chinese Immersion students met or surpassed national targets, while **98.7 percent** of Eighth Graders met or surpassed these targets. With Novice-High set as the Immersion national target for Sixth Graders, **97.8 percent** of Minnetonka Chinese Immersion students met or surpassed this proficiency level.

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

Recommendations: 2023 Spring STAMP 4S Writing Chinese (see tables below)

At the Intermediate level, Chinese Immersion students could be provided more authentic writing opportunities. As Integrated Performance Assessments (IPAs) are implemented, this type of exposure will become more widespread throughout the District. Students in Kindergarten through Grade Two began this experience during the 2013-2014 school year, followed by Grades Three through Five in 2014-2015 and Grades 6-8 in 2015-2016. IPAs are designed to give students opportunities to read, write, speak, and listen in a more authentic manner. Chinese Immersion teachers have also attended staff development sessions focusing on conferencing and best practice writing instruction.

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

2023 Spring STAMP 4S Writing Chinese

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

2022 Spring STAMP 4S Writing Chinese

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

2021 Spring STAMP 4S Writing Chinese

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

2020 Spring STAMP 4S Writing Chinese

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

2019 Spring STAMP 4S Writing Chinese

	Grade 6		Grade 8		Grade 10	
	N	Percent	N	Percent	N	Percent
Nov Low	0	0.0	0	0.0	0	0.0
Nov Mid	3	3.5	2	3.0	0	0.0
Nov High	4	4.7	0	0.0	0	0.0
Int Low	26	30.2	22	32.8	7	16.7
Int Mid	40	46.5	12	17.9	15	35.7
Int High	11	12.8	30	44.8	17	40.5
Adv Low	2	2.3	1	1.5	3	7.1
Adv Mid/Hi	0	0.0	0	0.0	0	0.0

Data Summary and Analysis: 2019-2023 Grades 6-10 Spring STAMP 4S Listening Chinese (see tables below)

Listening results indicate strengths across all grade levels tested. For Sixth Grade, there was an increase in percentages within the Intermediate-Mid and High ranges. These ranges are typically the highest levels students attain at Sixth Grade, and it is encouraging to see students reach higher than pre-pandemic levels in 2019. Eighth Graders experienced an increase in percentage of students reaching the Intermediate-High level as well, increasing from **61.5 percent** to **69.2 percent**, which is equivalent to **14** students. These percentages surpassed 2019 and 2020 performances. Finally, Tenth Graders experienced increases at the Intermediate-High and Advanced-Mid ranges. The Intermediate-High range showed an increase of **9.1 percent**, or **14** students. Intermediate-High is an important threshold for student performance prior to Ninth Grade, which is when many students choose to take the AP exam. Students scoring at this level across all subtests are trending toward scoring a 4 or a 5 on the exam, because it could be reasonable assumed that they would be near the Advanced-Low level at the time of the test during their Ninth Grade year. Students reaching the Advanced-Low level are highly likely to score a 4 or 5 on the AP Language Exams.

Recommendations: 2023 Spring STAMP 4S Listening Chinese (see tables below)

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

2023 Spring STAMP 4S Listening Chinese

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

2022 Spring STAMP 4S Listening Chinese

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

2021 Spring STAMP 4S Listening Chinese

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

2020 Spring STAMP 4S Listening Chinese

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

2019 Spring STAMP 4S Listening Chinese

	Grade 6		Grade 8		Grade 10	
	N	Percent	N	Percent	N	Percent
Nov Low	0	0.0	1	1.3	0	0.0
Nov Mid	3	3.2	1	1.3	0	0.0
Nov High	21	22.6	6	8.0	1	2.4
Int Low	38	40.9	10	13.3	8	19.0
Int Mid	20	21.5	22	29.3	10	23.8
Int High	11	11.8	24	32.0	13	31.0
Adv Low	0	0.0	10	13.3	7	16.7
Adv Mid	0	0.0	1	1.3	3	7.1
Adv High	0	0.0	0	0.0	0	0.0

Data Summary and Analysis: 2019-2023 Grades 6-10 Spring STAMP 4S Speaking Chinese (see tables below)

Speaking performances among Grades 6, 8, and 10 yielded solid results and have rebounded compared to last year. Students among the three tested grade levels saw percentage increases at the intermediate levels with Grades 6 and 8 experiencing slight increases at the Advanced-Low level. Other than the spike in Speaking percentages in 2021, results this year are similar to previous years and compare favorably to the national target of Intermediate-Low for Sixth Graders and Intermediate-Mid for Eighth and Tenth Graders. **91 percent** of Sixth Graders are performing at or beyond the national target, while **83.7 percent** of Eighth Graders are reaching this threshold with **89 percent** of Tenth Graders scoring at or above the national target of Intermediate-Mid.

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

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

With most middle and high school Chinese Immersion students performing at the Intermediate range and many performing at the upper levels of this range, Chinese Immersion students are meeting or surpassing the target level of proficiency of Intermediate-Mid. Intermediate-Mid speakers tend to function reactively, for example, by responding to direct questions, requests, or information. However, they can ask a variety of questions when necessary to obtain simple information to satisfy basic needs, such as directions, prices, and services. The data indicates that students excel at responding to questions directed toward them and can give accurate responses. A more student-centered approach will help grow students' presentational and interpersonal skills.

Recommendations: 2023 Spring STAMP 4S Speaking Chinese (see tables below)

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

2023 Spring STAMP 4S Speaking Chinese

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

2022 Spring STAMP 4S Speaking Chinese

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

2021 Spring STAMP 4S Speaking Chinese

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

2020 Spring STAMP 4S Speaking Chinese

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

2019 Spring STAMP 4S Speaking Chinese

	Grade 6		Grade 8		Grade 10	
	N	Percent	N	Percent	N	Percent
Nov Low	0	0.0	0	0.0	0	0.0
Nov Mid	0	0.0	0	0.0	0	0.0
Nov High	10	11.9	5	8.2	1	2.4
Int Low	52	61.9	14	23.0	3	7.3
Int Mid	19	22.6	30	49.2	20	48.8
Int High	3	3.6	8	13.1	16	39.0
Adv Low	0	0.0	4	6.6	1	2.4

SUB-TEST RESULTS SPANISH IMMERSION

Data Summary and Analysis: 2019-2023 Grades 6-10 Spring STAMP 4S Reading Spanish (see tables below)

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

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

Grade 6 students saw an increase in the percentage of students reaching the Intermediate-Low and Mid levels, while also experiencing a decrease in the percentage performing at the Intermediate-High level compared to last year. Despite this slight shift, Sixth Graders have performed at nearly all-time high levels with **98.0 percent** of Grade 6 students meeting or surpassing national targets. Although there was a decrease in the number of students reaching the Advanced-Mid level, dropping from **19** students to **9** students, the performances for this group of students should be commended, as this level is typically one that is reached by heritage speakers.

Like Grade 6 students, Eighth Graders performed solidly compared to Eighth Graders from a year ago with **41.5 percent** of students reaching Advanced proficiency. There was a shift in performance levels, with the percentage of students reaching the Advanced-levels dropping from **47.0 percent** to **41.5 percent**. These decreases resulted in increases within the Intermediate-Low and Mid levels. The performances of most students are well beyond the national target of Intermediate-Mid. Except for ten students, all Eighth Graders met or surpassed national targets.

Tenth Grade Spanish Immersion students saw **67.3 percent** of students reach the Advanced levels of proficiency compared to **74.8 percent** from a year ago and **92.7 percent** from 2020. **99.1 percent** of Tenth Graders met or surpassed national targets. Like Grades 6 and 8, there was a shift in performance for some students as indicated by

the increased percentages within the Intermediate-Mid and High levels. Again, these ranges are beyond the national target of Intermediate-Mid.

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

Recommendations: 2023 Spring STAMP 4S Reading Spanish (see tables below)

Students who are reading at Intermediate proficiency are characterized by having the ability to understand the main ideas and explicit details in everyday language. They can use language knowledge to understand information in everyday materials and can follow short conversations and announcements on common topics. They can also answer questions about the main idea and explicitly stated details. Students would benefit from more opportunities to learn about Spanish culture in a more authentic manner. In addition, Reading across content areas will help improve students' Reading comprehension levels. Studying social studies, science, Math, and health themes will help students make real world connections and increase their vocabulary in the target language. Also, students will be successful if they can engage in book discussions with partners or in small groups. Any opportunities where they are expected to use their target language skills in a variety of settings will allow them to gain proficiency. If students could experience texts that are unfamiliar and lengthier, then they will see gains in Reading due to increased stamina and vocabulary exposure.

2023 Spring STAMP 4S Reading Spanish

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

2022 Spring STAMP 4S Reading Spanish

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

2021 Spring STAMP 4S Reading Spanish

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

2020 Spring STAMP 4S Reading Spanish

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

2019 Spring STAMP 4S Reading Spanish

	Grade 6		Grade 8		Grade 10	
	N	Percent	N	Percent	N	Percent
Nov Low	0	0.0	0	0.0	1	0.8
Nov Mid	3	1.2	0	0.0	0	0.0
Nov High	34	14.0	4	1.9	5	4.1
Int Low	60	24.7	25	12.1	4	3.3
Int Mid	73	30.0	29	14.0	14	11.4
Int High	35	14.4	29	14.0	7	5.7
Adv Low	33	13.6	77	37.2	48	39.0
Adv Mid	5	2.1	42	20.3	33	26.8
Adv High	0	0.0	1	0.5	11	8.9

Data Summary: Data Summary and Analysis: 2019-2023 Grades 6-10 Spring STAMP 4S Writing Spanish (see tables below)

ACTFL's national Spanish Immersion target proficiency for Sixth Graders is Intermediate-Low in Reading, Writing, Listening, and Speaking. For Eighth and Tenth Graders, the national target levels are Intermediate-Mid for each of the four modes of communication. Each of the grade levels tested experienced high performances in Writing, as indicated by the significant shift in performances at the next highest sublevel, respectively.

Sixth Graders saw a shift in performance compared to last year's Sixth Graders. There was an increase from **46.3 percent** to **57.1 percent** of Grade 6 students performing at the Intermediate-High level, including an additional two students reaching the Advanced-Low level compared to last year. This is the second year in a row that Sixth Graders eclipsed the **40 percent** mark at the Intermediate-High level. This year, **98.0 percent** of Grade 6 Spanish Immersion students met or surpassed the national target in Writing, compared to **98.9 percent** from a year ago.

Eighth Grade Spanish Immersion students experienced solid performances over the past four years, and this year, with **64.0 percent** of students performing at the Intermediate-High level, Grade 8 students surpassed their same grade counterparts from a year ago by **1.3 percent**. In addition, Eighth Graders increased the percentage of students reaching the Advanced-Low level, improving from **2.0 percent** to **16.7 percent (7 students)**.

With a strong focus on improving Writing performance by Minnetonka High School staff, Tenth Graders experienced a significant percentage of students reaching the Intermediate-High and Advanced-Low levels. **99.0 percent** of Tenth Graders met or surpassed the national target of Intermediate-Mid.

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

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

Recommendations: 2023 Spring STAMP 4S Writing Spanish (see tables below)

Students writing at the Intermediate level can produce strings of sentences that vary as they utilize different verbs to create independent thoughts, mostly composed of a recombination of learned simple sentences with some added detail. As students are asked to perform presentational speaking activities, they can also be expected to write in a presentational manner. In addition to presentational writing opportunities, students can practice writing authentically in the way they are tested. Students can be given real-world experiences by writing emails to other Immersion students within the District or communicating in writing to students in other countries. The more authentic writing experiences students are exposed to, the more opportunities they will have to internalize the language and move toward the next levels of proficiency.

2023 Spring STAMP 4S Writing Spanish

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

2022 Spring STAMP 4S Writing Spanish

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

2021 Spring STAMP 4S Writing Spanish

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

2020 Spring STAMP 4S Writing Spanish

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

2019 Spring STAMP 4S Writing Spanish

	Grade 6		Grade 8		Grade 10	
	N	Percent	N	Percent	N	Percent
Nov Low	0	0.0	0	0.0	0	0.0
Nov Mid	1	0.4	0	0.0	0	0.0
Nov High	1	0.4	2	1.0	0	0.0
Int Low	92	38.3	15	7.3	7	5.7
Int Mid	109	45.4	51	24.9	27	22.1
Int High	35	14.6	108	52.7	56	45.9
Adv Low	2	0.8	27	13.2	32	26.2
Adv Mid	0	0.0	2	1.0	0	0.0

Data Summary: Data Summary and Analysis: 2019-2023 Grades 6-10 Spring STAMP 4S Listening Spanish (see tables below)

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

Sixth and Eighth Grade Spanish Immersion students experienced a slight shift from Intermediate-High to Intermediate Mid of approximately **5 percent**, which is about **10** students per grade level. However, Sixth Graders saw a **7.7 percent** increase within the Advanced-Low level, which equates to **17** students. Overall, **88.9 percent** of Sixth Grade students met or surpassed national targets, compared to **98.5 percent** a year ago. **97.7 percent** of Eighth Graders met or surpassed the national target of Intermediate-Mid, and all Tenth Graders performed at or beyond the national target as well. In addition, Tenth Graders experienced an increase of **8.6 percent** at the Advance-High level, which equates to **22** students.

Despite some shifts in proficiency percentages among Minnetonka students on the Listening subtest, most students met or surpassed national targets, and **124** Spanish Immersion students are performing at the highest proficiency level of Advanced-High, which is **16.6 percent** of Spanish Immersion students taking the STAMP 4S.

Recommendations: 2023 Spring STAMP 4S Listening Spanish (see tables below)

Students who are reading or listening at advanced proficiency can understand and use language for straightforward informational purposes. They can also understand the content of most factual, non-specialized materials intended for a general audience. In addition, they can understand the content of most spoken factual, non-specialized language. This translates to a deeper understanding of the arts, politics, religion, and mathematics. To improve results in Interpretive Listening, students should be given opportunities to listen to authentic texts such as radio announcements, book discussions, and speeches in the target language. This type of real world experience will help students move toward proficiency as they are exposed to authentic sources created in the target language and not necessarily translated into the target language from English. Students would also benefit from listening to their peers and carrying on conversations in small groups. In addition, interpretive listening can be strengthened if students are required to listen for special meaning in an audio presentation or from student presentations.

2023 Spring STAMP 4S Listening Spanish

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

2022 Spring STAMP 4S Listening Spanish

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

2021 Spring STAMP 4S Listening Spanish

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

2020 Spring STAMP 4S Listening Spanish

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

2019 Spring STAMP 4S Listening Spanish

	Grade 6		Grade 8		Grade 10	
	N	Percent	N	Percent	N	Percent
Nov Low	0	0.0	0	0.0	0	0.0
Nov Mid	2	0.8	0	0.0	2	1.6
Nov High	87	35.8	17	8.3	6	4.9
Int Low	41	16.9	20	9.7	7	5.7
Int Mid	56	23.0	30	14.6	14	11.5
Int High	22	9.1	25	12.1	21	17.2
Adv Low	25	10.3	59	28.6	34	27.9
Adv Mid	10	4.1	43	20.9	28	23.0
Adv High	0	0.0	12	5.8	10	8.2

Data Summary: Data Summary and Analysis: 2019-2023 Grades 6-10 Spring STAMP 4S Speaking Spanish (see tables below)

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

Sixth Graders have experienced a shift from Intermediate-High toward Intermediate-Mid the past three years. However, there was an increase percentage at the Advanced this year. Sixth Graders saw an increase of **4.5 percent** within the Advanced-Low range, or **11** students. Eighth Graders experienced a similar performance compared to last year, with an increase of **8.9 percent** reaching the Advanced-Low range. Tenth Graders also experienced a significant shift toward the Advanced-Low range with an increase of **8.5 percent**, or **20** students. In many cases, students are experiencing performances consistent or better than pre-pandemic levels.

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

Recommendations: 2023 Spring STAMP 4S Speaking Spanish (see tables below)

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

2023 Spring STAMP 4S Speaking Spanish

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

2022 Spring STAMP 4S Speaking Spanish

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

2021 Spring STAMP 4S Speaking Spanish

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

2020 Spring STAMP 4S Speaking Spanish

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

2019 Spring STAMP 4S Speaking Spanish

	Grade 6		Grade 8		Grade 10	
	N	Percent	N	Percent	N	Percent
Nov Low	0	0.0	0	0.0	0	0.0
Nov Mid	0	0.0	0	0.0	0	0.0
Nov High	8	3.3	2	1.0	0	0.0
Int Low	75	30.9	18	9.0	9	7.8
Int Mid	91	37.4	57	28.6	32	27.6
Int High	68	28.0	95	47.7	67	57.8
Adv Low	1	0.4	27	13.6	8	6.9

Data Summary and Analysis: 2021-2023 Spring STAMP 4S Chinese Immersion Gender

Gender results indicate strong performances for students in Grades 6, 8 and 10 with scores in bold highlighting increases compared to the same grade counterparts from a year ago. Sixth Graders saw improvement among both genders in Writing and Speaking, with Males seeing improvement in Listening as well. Both Males and Females experienced significant decreases in Reading, with both student groups contributing to the overall decreased mean scores in that area. The only other significant decreases in performance occurred among both Tenth Grade Males and Females in the area of Reading. Male Tenth Graders dropped by **0.6 points**, while Females decreased by **0.5 points**. Like students learning the English language, there is an expected difference in performance in Reading, which measures reading comprehension. Typically, Female students out-perform Males in this area. In fact, the STAMP Test measures language arts skills, which is historically an area in which Females out-perform Males. Speaking and Writing yielded the greatest gaps between the two genders, which is different compared to previous years.

Although Females well out-paced Males across the grade levels and sub-tests, both Males and Females showed significant improvements compared to their counterparts from the previous year. The students and teachers should be commended for their strong efforts resulting in all time high performances on the STAMP Test.

Recommendations: 2023 Spring STAMP 4S Chinese Immersion Gender

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

to provide a more balanced approach to instruction utilizing each of the three modes: *Interpersonal, Interpretive, and Presentational*.

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

2021-2023 Grade 6 Spring STAMP 4S Chinese Immersion Gender

	Grade 6 - 2021				Grade 6 – 2022				Grade 6 - 2023			
	Males (N=41)		Females (N=44)		Males (N=42)		Females (N=51)		Males (N=50)		Females (N=41)	
	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level
Rdg	2.4	Nov Mid	2.4	Nov Mid	3.9	Int Low	4.2	Int Low	3.6	Int Low	4.0	Int Low
Write	4.1	Int Low	4.1	Int Low	4.1	Int Low	4.5	Int Mid	4.5	Int Mid	4.9	Int Mid
List	4.3	Int Low	4.4	Int Low	5.1	Int Mid	5.5	Int High	5.3	Int Mid	5.5	Int High
Spkg	4.0	Int Low	4.0	Int Low	4.2	Int Low	4.5	Int Mid	4.3	Int Low	5.0	Int Mid

2021-2023 Grade 8 Spring STAMP 4S Chinese Immersion Gender

	Grade 8 - 2021				Grade 8 – 2022				Grade 8 – 2023			
	Males (N=42)		Females (N=43)		Males (N=27)		Females (N=38)		Males (N=37)		Females (N=42)	
	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level
Rdg	2.9	Nov High	3.5	Int Low	4.8	Int Mid	5.1	Int Mid	4.5	Int Mid	5.2	Int Mid
Write	4.7	Int Mid	5.6	Int High	4.9	Int Mid	5.6	Int High	5.3	Int Mid	6.0	Int High
List	4.8	Int Mid	5.0	Int Mid	5.9	Int High	6.1	Int High	5.6	Int High	6.0	Int High
Spkg	4.4	Int Low	4.4	Int Low	5.3	Int Mid	5.9	Int High	5.0	Int Mid	5.7	Int High

2021-2023 Grade 10 Spring STAMP 4S Chinese Immersion Gender

	Grade 10 - 2021				Grade 10 - 2022				Grade 10 - 2023			
	Males (N=26)		Females (N=47)		Males (N=22)		Females (N=38)		Males (N=31)		Females (N=42)	
	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level
Rdg	3.1	Nov High	3.1	Nov High	5.9	Int High	6.1	Int High	5.3	<i>Int Mid</i>	5.6	Int High
Write	4.2	Int Low	4.2	Int Low	5.2	Int Mid	6.0	Int High	5.3	Int Mid	5.9	Int High
List	5.1	Int Mid	5.0	Int Mid	6.6	Adv Low	6.8	Adv Low	6.2	<i>Int High</i>	6.5	Adv Low
Spkg	4.4	Int Low	4.4	Int Low	5.7	Int High	6.2	Int High	5.6	Int High	6.1	Int High

Data Summary and Analysis: 2021-2023 Spring STAMP 4S Spanish Immersion Gender

Spanish Immersion students showed improvement in many areas compared to their same grade counterparts from a year ago. No increases or decreases should be considered significantly significant, and Tenth Grade proficiency ranged from Intermediate-High in Writing and Speaking to Advanced-Low and Mid in Reading and Listening respectively. Across all grade levels, students are well out-pacing the national targets for their specific grade levels and skills tested, and teachers and students should be commended for their strong efforts in the classroom resulting in historically strong performances on the STAMP Test.

Recommendations: 2023 Spring STAMP 4S Spanish Immersion Gender

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

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

2021-2023 Grade 6 Spring STAMP 4S Spanish Immersion Gender

	Grade 6 - 2021				Grade 6 - 2022				Grade 6 - 2023			
	Males (N=110)		Females (N=134)		Males (N=125)		Females (N=145)		Males (N=118)		Females (N=135)	
	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level
Rdg	4.6	Int Mid	4.7	Int Mid	5.8	Int High	5.7	Int High	5.5	Int High	5.5	Int High
Write	4.5	Int Mid	4.5	Int Mid	5.2	Int Mid	5.5	Int High	5.4	Int Mid	5.6	Int High
List	4.5	Int Mid	4.5	Int Mid	5.6	Int High	5.9	Int High	5.9	Int High	5.9	Int High
Spkg	4.6	Int Mid	4.9	Int Mid	4.9	Int Mid	5.4	Int Mid	5.1	Int Mid	5.5	Int High

2021-2023 Grade 8 Spring STAMP 4S Spanish Immersion Gender

	Grade 8 - 2021				Grade 8 - 2022				Grade 8 - 2023			
	Males (N=105)		Females (N=121)		Males (N=98)		Females (N=106)		Males (N=98)		Females (N=127)	
	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level
Rdg	5.6	Int High	5.7	Int High	6.8	Adv Low	6.6	Adv Low	6.5	Adv Low	6.5	Adv Low
Write	5.1	Int Mid	5.1	Int Mid	5.8	Int High	6.0	Int High	5.7	Int High	6.1	Int High
List	5.2	Int Mid	5.2	Int Mid	6.7	Adv Low	6.8	Adv Low	6.9	Adv Low	6.9	Adv Low
Spkg	4.9	Int Mid	5.0	Int Mid	5.8	Int High	6.0	Int High	5.7	Int High	6.1	Int High

2021-2023 Grade 10 Spring STAMP 4S Spanish Immersion Gender

	Grade 10 - 2021				Grade 10 - 2022				Grade 10 - 2023			
	Males (N=69)		Females (N=108)		Males (N=90)		Females (N=109)		Males (N=100)		Females (N=111)	
	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level
Rdg	7.0	Adv Low	7.0	Adv Low	7.4	Adv Low	7.6	Adv Mid	7.1	Adv Low	7.4	Adv Low
Write	5.7	Int High	6.0	Int High	6.1	Int High	6.6	Adv Low	6.2	Int High	6.4	<i>Int High</i>
List	6.7	Adv Low	7.0	Adv Low	7.7	Adv Mid	7.9	Adv Mid	7.9	Adv Mid	8.1	Adv Mid
Spkg	5.7	Int High	5.9	Int High	6.0	Int High	6.2	Int High	6.1	Int High	6.3	Int High

Data Summary and Analysis: 2021-2023 Spring STAMP 4S Resident, Open Enrollment Chinese Immersion

According to results from the tables below, there was not a significant difference in performances between Open-Enrolled and Resident students with only two exceptions: Reading among Sixth Graders and Reading and Speaking among Eighth Graders. However, with fewer than **50** students identified as Open-Enrolled or Resident at each of the grade levels tested, the average scores can be impacted significantly by a small number of students. Among the Sixth and Eighth Grade population, where there is a similar number of Open-Enrolled and Resident students, average scores were statistically significantly different in Reading, whereas other grade levels did not see this great a discrepancy in performance (**0.4-0.5 points**). In addition, Eighth Graders saw a **0.9 point** difference within the Speaking subtest. These data are interesting to note, however, there is not a longitudinal trend definitively explaining the different performance in these areas among the two students groups measured.

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

Recommendations: 2023 Spring STAMP 4S Resident, Open Enrollment Chinese Immersion

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

2021-2023 Grade 6 Spring STAMP 4S
Chinese Immersion Resident/Open Enrolled

	Grade 6 - 2021				Grade 6 - 2022				Grade 6 - 2023			
	Resident (N=41)		Open Enrolled (N=44)		Resident (N=46)		Open Enrolled (N=47)		Resident (N=48)		Open Enrolled (N=43)	
	Mean Score	Mean Prof. Level	Mean Score	Mean Prof. Level	Mean Score	Mean Prof. Level	Mean Score	Mean Prof. Level	Mean Score	Mean Prof. Level	Mean Score	Mean Prof. Level
Rdg	4.6	Int Mid	4.8	Int Mid	4.3	Int Low	3.9	Int Low	4.0	Int Low	3.6	Int Low
Write	4.8	Int Mid	5.1	Int Mid	4.4	Int Low	4.2	Int Low	4.6	Int Mid	4.7	Int Mid
List	5.9	Int High	6.0	Int High	5.5	Int High	5.1	Int Mid	5.4	Int Mid	5.3	Int Mid
Spkg	4.7	Int Mid	4.8	Int Mid	4.4	Int Low	4.3	Int Low	4.6	Int Mid	4.7	Int Mid

2021-2023 Grade 8 Spring STAMP 4S
Chinese Immersion Resident/Open Enrolled

	Grade 8 - 2021				Grade 8 - 2022				Grade 8 - 2023			
	Resident (N=47)		Open Enrolled (N=38)		Resident (N=37)		Open Enrolled (N=28)		Resident (N=42)		Open Enrolled (N=37)	
	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level
Rdg	5.5	Int High	5.6	Int High	4.9	Int Mid	5.0	Int Mid	4.6	Int Mid	5.1	Int Mid
Write	5.4	Int Mid	5.4	Int Mid	5.3	Int Mid	5.3	Int Mid	5.5	Int High	5.8	Int High
List	6.7	Adv Low	6.5	Adv Low	5.9	Int High	6.1	Int High	5.7	Int High	5.9	Int High
Spkg	5.1	Int Mid	5.0	Int Mid	5.6	Int High	5.6	Int High	5.0	Int Mid	5.9	Int High

2021-2023 Grade10 Spring STAMP 4S
Chinese Immersion Resident/Open Enrolled

	Grade 10 - 2021				Grade 10 - 2022				Grade 10 - 2023			
	Resident (N=46)		Open Enrolled (N=27)		Resident (N=33)		Open Enrolled (N=27)		Resident (N=41)		Open Enrolled (N=32)	
	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level
Rdg	6.0	Int High	5.9	Int High	6.1	Int High	6.0	Int High	5.6	Int High	5.3	Int Mid
Write	4.9	Int Mid	5.1	Int Mid	5.7	Int High	5.8	Int High	5.7	Int High	5.6	Int High
List	6.2	Int High	6.8	Adv Low	6.8	Adv Low	6.6	Adv Low	6.3	Int High	6.4	Int High
Spkg	5.2	Int Mid	4.9	Int Mid	5.9	Int High	6.1	Int High	5.9	Int High	5.9	Int High

Data Summary and Analysis: 2021-2023 Spring STAMP 4S Resident, Open Enrollment Spanish Immersion

According to the results from the tables below, once again, there is virtually no difference in performance between Resident and Open-Enrolled students in the Spanish Immersion program for Grades 6, 8, and 10 despite the small open-enrolled population in the program. Eighth Grader Resident students experienced an increase on three of four sub-tests with an increase in one of four areas among Open-Enrolled students. Both groups are solidly reaching the Intermediate levels of proficiency, and at the upper grades are moving into the Advanced level. Sixth and Eighth Grade students saw most areas decrease compared to a year ago. Despite the decreases in Reading among Sixth and Eighth Graders, results maintained solid compared to national targets.

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

Recommendations: 2023 Spring STAMP 4S Resident, Open Enrollment Spanish Immersion

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

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

2021-2023 Grade 6 Spring STAMP 4S
Spanish Immersion Resident/Open Enrolled

	Grade 6 - 2021				Grade 6 - 2022				Grade 6 - 2023			
	Resident (N=157)		Open Enrolled (N=87)		Resident (N=191)		Open Enrolled (N=79)		Resident (N=166)		Open Enrolled (N=87)	
	Mean Score	Mean Prof. Level	Mean Score	Mean Prof. Level	Mean Score	Mean Prof. Level	Mean Score	Mean Prof. Level	Mean Score	Mean Prof. Level	Mean Score	Mean Prof. Level
Rdg	6.6	Adv Low	6.6	Adv Low	5.8	Int High	5.8	Int High	5.6	Int High	5.3	Int Mid
Write	5.1	Int Mid	5.1	Int Mid	5.4	Int Mid	5.2	Int Mid	5.6	Int High	5.4	Int Mid
List	6.7	Adv Low	6.9	Adv Low	5.8	Int High	5.7	Int High	6.0	Int High	5.7	Int High
Spkg	5.6	Int High	5.5	Int High	5.2	Int Mid	5.1	Int Mid	5.3	Int Mid	5.3	Int Mid

2021-2023 Grade 8 Spring STAMP 4S
Spanish Immersion Resident/Open Enrolled

	Grade 8 - 2021				Grade 8 - 2022				Grade 8 - 2023			
	Resident (N=147)		Open Enrolled (N=61)		Resident (N=141)		Open Enrolled (N=63)		Resident (N=143)		Open Enrolled (N=82)	
	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level
Rdg	7.5	Adv Mid	7.5	Adv Mid	6.7	Adv Low	6.8	Adv Low	6.5	Adv Low	6.6	Adv Low
Write	5.6	Int High	5.7	Int High	5.9	Int High	5.9	Int High	6.0	Int High	5.9	Int High
List	7.7	Adv Mid	7.8	Adv Mid	6.8	Adv Low	6.7	Adv Low	6.9	Adv Low	6.9	Adv Low
Spkg	5.9	Int High	6.0	Int High	5.9	Int High	6.0	Int High	6.0	Int High	5.9	Int High

2020-2022 Grade 10 Spring STAMP 4S
Spanish Immersion Resident/Open Enrolled

	Grade 10 - 2021				Grade 10 - 2022				Grade 10 - 2023			
	Resident (N=147)		Open Enrolled (N=30)		Resident (N=137)		Open Enrolled (N=62)		Resident (N=155)		Open Enrolled (N=56)	
	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level
Rdg	8.1	Adv Mid	7.7	Adv Mid	7.5	Adv Mid	7.4	Adv Low	7.3	Adv Low	7.1	Adv Low
Write	6.1	Int High	5.9	Int High	6.4	Int High	6.4	Int High	6.3	Int High	6.3	Int High
List	8.1	Adv Mid	7.6	Adv Mid	7.9	Adv Mid	7.7	Adv Mid	8.1	Adv Mid	7.8	Adv Mid
Spkg	6.0	Int High	5.7	Int High	6.1	Int High	6.2	Int High	6.2	Int High	6.1	Int High

Data Summary and Analysis: 2021-2023 Spring STAMP 4S Chinese Immersion Advanced Learning, Non-Advanced Learning

According to the tables below, Grade 6, 8, and 10 Advanced Learning Chinese Immersion students out-performed Non-Advanced Learning students. In addition, current Sixth Grade Advanced Learning students out-performed their same grade counterparts on one out of four sub-tests, with non-Advanced Learning students out-performing compared to their Sixth Grade counterparts on three of four sub-tests from a year ago. Last year, this student group under-performed on all four subtests. It is difficult to draw conclusions regarding the statistical significance of the increases and performance, due to the low number of students taking the test. However, the results show that one area that appears significant is the decrease among Tenth Graders on the Listening Test. Advanced Learning students saw a decrease of **0.7 points**, however the average score is **0.1 points** higher for this student group compared to two years again. Again, with the lower number of students in this category, it is common to experienced significant fluctuations in the average scores. Non-Advanced Learning Tenth Grade students experienced a **0.3 point** drop in performance, which is **0.2 points** different than average scores two years ago. Overall, students saw a spike in performance in 2021, and scores the past two years are similar to scores from 2019 prior to the pandemic.

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

Recommendations: 2023 Spring STAMP 4S Chinese Immersion Advanced Learning, Non-Advanced Learning

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

**2021-2023 Grades 6 Spring STAMP 4S Chinese Immersion Advanced Learning,
Non-Advanced Learning**

	Grade 6 - 2021				Grade 6 - 2022				Grade 6 - 2023			
	Advanced Learning (N=22)		Non-Adv Learning (N=63)		Advanced Learning (N=20)		Non-Adv Learning (N=73)		Advanced Learning (N=22)		Non-Adv Learning (N=69)	
	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level
Rdg	5.1	Int Mid	4.4	Int Low	4.8	Int Mid	3.9	Int Low	4.7	Int Mid	3.6	Int Low
Write	5.5	Int High	4.7	Int Mid	4.8	Int Mid	4.2	Int Low	5.2	Int Mid	4.5	Int Mid
List	6.1	Int High	5.9	Int High	5.8	Int High	5.2	Int Mid	5.6	Int High	5.3	Int Mid
Spkg	5.0	Int Mid	4.6	Int Mid	5.1	Int Mid	4.2	Int Low	5.0	Int Mid	4.5	Int Mid

**2021-2023 Grades 8 Spring STAMP 4S Chinese Immersion Advanced Learning,
Non-Advanced Learning**

	Grade 8 - 2021				Grade 8 - 2022				Grade 8 - 2023			
	Advanced Learning (N=26)		Non-Adv Learning (N=59)		Advanced Learning (N=21)		Non-Adv Learning (N=44)		Advanced Learning (N=25)		Non-Adv Learning (N=54)	
	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level
Rdg	6.5	Adv Low	5.2	Int Mid	5.9	Int High	4.5	Int Mid	5.7	Int High	4.4	<i>Int Low</i>
Write	5.6	Int High	5.4	Int Mid	5.8	Int High	5.0	Int Mid	6.2	Int High	5.4	Int Mid
List	7.4	Adv Low	6.3	Int High	6.6	Adv Low	5.7	Int High	6.3	Int High	5.5	Int High
Spkg	5.4	Int Mid	4.9	Int Mid	6.0	Int High	5.5	Int High	5.9	Int High	5.2	<i>Int Mid</i>

2021-2023 Grades 10 Spring STAMP 4S
Chinese Immersion Advanced Learning, Non-Advanced Learning

	Grade 10 - 2021				Grade 10 - 2022				Grade 10 - 2023			
	Advanced Learning (N=28)		Non-Adv Learning (N=45)		Advanced Learning (N=20)		Non-Adv Learning (N=40)		Advanced Learning (N=19)		Non-Adv Learning (N=54)	
	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level
Rdg	6.6	Adv Low	5.7	Int High	6.8	Adv Low	5.7	Int High	6.5	Adv Low	5.1	Int Mid
Write	5.2	Int Mid	4.9	Int Mid	6.1	Int High	5.6	Int High	6.2	Int High	5.4	Int Mid
List	6.6	Adv Low	6.4	Int High	7.4	Adv Low	6.5	Adv Low	6.7	Adv Low	6.2	Int High
Spkg	5.2	Int Mid	5.0	Int Mid	6.6	Adv Low	5.7	Int High	6.3	Int High	5.7	Int High

Data Summary and Analysis: 2021-2023 Spring STAMP 4S Spanish Immersion Advanced Learning, Non-Advanced Learning

Among Spanish Immersion students, the Advanced Learning student performance was solid. However, there were notable drops in performance across the grade levels. Sixth Grade Advanced Learning students experienced drops in Reading with a **0.2 point** decrease compared to last year and a **1.0 point** decrease compared to two years ago. Again, with only **64** students listed as Advanced Learning, there will be fluctuations in the results over time. Eighth Grade Advanced Learning students in 2023 out-performed Eighth Graders on two of four subtests with a **1.1 point** difference observed in Reading compared to 2021 and slight drop of **0.3 points** compared to last year. Non-Advanced Learning students also experienced a similar phenomenon compared to their same grade counterparts each of the past two years highlighted by a **1.0 point** decrease in Reading compared to two years ago. Tenth Graders also experienced a significant decrease compared to two years ago in Reading with similar results in comparison to last year. Listening has been an area of strength among Tenth Graders the past several years with non-Advanced Learning students reaching the Advanced-Mid range and Advanced-Learning students performing at the Advanced-High range on average.

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

Recommendations: 2023 Spring STAMP 4S Spanish Immersion Advanced Learning, Non-Advanced Learning

It is important to engage students in activities in which they take a personal interest. Students who are engaged will be able to gain proficiency and understand concepts at a higher level. For example, if students can move from the Intermediate level to the Advanced level, they will show evidence in Reading by understanding main ideas and

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

**2021-2023 Grades 6 Spring STAMP 4S Spanish Immersion Advanced Learning,
Non-Advanced Learning**

	Grade 6 - 2021				Grade 6 - 2022				Grade 6 - 2023			
	Advanced Learning (N=64)		Non-Adv Learning (N=181)		Advanced Learning (N=64)		Non-Adv Learning (N=206)		Advanced Learning (N=56)		Non-Adv Learning (N=197)	
	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level
Rdg	7.3	Adv Low	6.4	Int High	6.5	Adv Low	5.6	Int High	6.3	Int High	5.3	Int Mid
Write	5.5	Int High	5.0	Int Mid	5.6	Int High	5.2	Int Mid	5.9	Int High	5.4	Int Mid
List	7.5	Adv Mid	6.5	Adv Low	6.6	Adv Low	5.5	Int High	7.0	Adv Low	5.6	Int High
Spkg	5.8	Int High	5.5	Int High	5.5	Int High	5.1	Int Mid	5.6	Int High	5.2	Int Mid

**2021-2023 Grades 8 Spring STAMP 4S Spanish Immersion Advanced Learning,
Non-Advanced Learning**

	Grade 8 - 2021				Grade 8 - 2022				Grade 8 - 2023			
	Advanced Learning (N=61)		Non-Adv Learning (N=165)		Advanced Learning (N=57)		Non-Adv Learning (N=147)		Advanced Learning (N=61)		Non-Adv Learning (N=164)	
	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level
Rdg	8.4	Adv Mid	7.2	Adv Low	7.6	Adv Mid	6.4	Int High	7.3	Adv Low	6.2	Int High
Write	5.9	Int High	5.6	Int High	6.2	Int High	5.8	Int High	6.2	Int High	5.8	Int High
List	8.5	Adv High	7.5	Adv Mid	7.6	Adv Mid	6.5	Adv Low	7.9	Adv Mid	6.5	Adv Low
Spkg	6.2	Int High	5.8	Int High	6.1	Int High	5.8	Int High	6.2	Int High	5.9	Int High

**2021-2023 Grades 10 Spring STAMP 4S Spanish Immersion Advanced Learning,
Non-Advanced Learning**

	Grade 10 - 2021				Grade 10 - 2022				Grade 10 - 2023			
	Advanced Learning (N=58)		Non-Adv Learning (N=119)		Advanced Learning (N=54)		Non-Adv Learning (N=145)		Advanced Learning (N=48)		Non-Adv Learning (N=163)	
	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level	Mean Score	Mean Prof Level
Rdg	8.6	Adv High	7.8	Adv Mid	8.4	Adv Mid	7.2	Adv Low	8.1	Adv Mid	7.0	Adv Low
Write	6.4	Int High	5.9	Int High	6.7	Adv Low	6.3	Int High	6.4	<i>Int High</i>	6.3	Int High
List	8.7	Adv High	7.8	Adv Mid	8.4	Adv Mid	7.6	Adv Mid	8.6	Adv High	7.8	Adv Mid
Spkg	6.2	Int High	5.9	Int High	6.4	Int High	6.0	Int High	6.3	Int High	6.2	Int High

MIDDLE SCHOOL RESULTS BY BUILDING

OVERVIEW

The following data suggests that teachers will need to analyze overall language performance both in the classroom and on the future IPA and STAMP assessments to identify individual needs of students. The data must be analyzed at a granular level to determine factors that impact student performance, especially because there is less variance among teacher performance when each building shares teachers in Chinese, and because there are very few teachers overall within the program.

Data Summary and Analysis: Spring 2019-2023 STAMP 4S Chinese Immersion Building Comparison by STAMP Score and Proficiency Levels for Reading, Writing, Listening, and Speaking

This section provides analysis regarding MME and MMW Chinese Immersion STAMP performances in Reading, Writing, Listening and Speaking. There are several highlights and some areas for improvement.

Reading results show that MME Sixth Graders have seen a drop in scores since 2020, starting with an average score in 2020 of **4.8 points** and earning an average score of **3.7 points** in 2023. This is the only subject in which this pattern has occurred among the grade levels and subject areas between both sites. MMW has seen steady results over the past several years among Grade 6 students, and both sites have Sixth Graders performing at the Intermediate-Low level in Reading.

Eighth Grade results show MME students reaching the Intermediate-Mid level with MMW students rebounding slightly by **0.1 points** compared to last year after a dramatic drop in student performance since 2020 and 2021 where students earned an average score of **5.6 points** compared to **4.3 points** this year. MMW Eighth Graders are scoring at the Intermediate-Low range.

Writing Results show increases at both MME and MMW among Grade 6 students. MME Chinese Immersion students improved from **4.4** to **4.7 points**, and MMW students improved from **4.2** to **4.5 points**. After an all-time low average score of **3.8 points** among Sixth Graders at MMW in 2021, scores have now increased each of the past two years. The improvement in student performance in Writing at both schools this year is encouraging.

Eighth Grade results show steady results at MMW since 2019 with a significant increase in average scores experienced at MME this year, improving to an all-time high average score of **6.2 points**. MME students are now once again performing at the Intermediate-High range in Writing.

Listening results solid performances among Sixth and Eighth Graders at MME and MMW this year with improvement by Sixth Graders (**0.1 point increase**) at MME and increased

average scores for Eighth Graders at MMW, also improving by **0.1 points**. At both MME and MMW Grade 6 and 8 students are scoring at the Intermediate-Mid and Intermediate-High ranges respectively. Students scoring at the Intermediate-High range at this point of the year in Eighth Grade are in a steady pace to score a **4** or **5** on the AP language exam as Ninth Graders.

Lastly, Speaking performances have been steady since 2019 for both sites with Sixth Graders at both MME and MMW improving since last year. MME improved from **4.3 points** to **4.6 points**, and MMW Sixth Graders increased their average scores from **4.5 points** to **4.7 points**. Both schools saw Sixth Graders reach the Intermediate-Mid level. Again, the national target for Sixth Grade Chinese Immersion is Intermediate-Low, and for Eighth Graders, the target is Intermediate-Mid. The average MMW Eighth Grader is performing at the Intermediate-Mid range, and the average MME Eighth Grader is reaching the Intermediate-High level. Eighth Graders at both sites have seen strong improvement in Speaking since 2019 and 2020, where average scores were **4.9-5.0 points**.

Recommendations: Spring 2023 STAMP 4S Chinese Immersion Building Comparison by STAMP Score and Proficiency Levels for Reading, Writing, Listening, and Speaking

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

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

In addition to collaborating across programs, Immersion teachers have realigned their curriculum to ensure coherence in programming from students as they move from one grade level to the next. The IPA Tests are aligned to the targets updated four years ago, and the curriculum has been aligned to the former AAPPL and current STAMP Tests, both aligning to the ACTFL Proficiency Guidelines. The thoughtful and hard work by many Immersion teachers to accomplish this task should be celebrated, and ultimately students should benefit making the Minnetonka Immersion program even stronger.

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

	Grade 6		Grade 8	
	<i>MME (N=63)</i> <i>MMW (N=28)</i>		<i>MME (N=41)</i> <i>MMW (N=38)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	3.7	Int Low	5.3	Int Mid
MMW	4.1	Int Low	4.3	Int Low

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

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

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

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

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

	Grade 6		Grade 8	
	<i>MME (N=46)</i> <i>MMW (N=30)</i>		<i>MME (N=47)</i> <i>MMW (N=32)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	4.8	Int Mid	5.5	Int High
MMW	4.2	Int Low	5.6	Int High

**Spring 2019 STAMP 4S Chinese Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Reading**

	Grade 6		Grade 8	
	<i>MME (N=56)</i> <i>MMW (N=37)</i>		<i>MME (N=47)</i> <i>MMW (N=31)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	4.7	Int Mid	5.7	Int High
MMW	4.1	Int Low	5.4	Int Mid

**Spring 2023 STAMP 4S Chinese Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Writing**

	Grade 6		Grade 8	
	<i>MME (N=63)</i> <i>MMW (N=28)</i>		<i>MME (N=41)</i> <i>MMW (N=38)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	4.7	Int Mid	6.2	Int High
MMW	4.5	Int Mid	5.0	Int Mid

**Spring 2022 STAMP 4S Chinese Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Writing**

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

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

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

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

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

**Spring 2019 STAMP 4S Chinese Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Writing**

	Grade 6		Grade 8	
	<i>MME (N=56)</i> <i>MMW (N=37)</i>		<i>MME (N=47)</i> <i>MMW (N=31)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	4.8	Int Mid	5.2	<i>Int Mid</i>
MMW	4.5	<i>Int Mid</i>	4.9	Int Mid

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

	Grade 6		Grade 8	
	<i>MME (N=63)</i> <i>MMW (N=28)</i>		<i>MME (N=41)</i> <i>MMW (N=38)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	5.4	Int Mid	6.0	Int High
MMW	5.2	Int Mid	5.6	Int High

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

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

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

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

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

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

**Spring 2019 STAMP 4S Chinese Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Listening**

	Grade 6		Grade 8	
	<i>MME</i> (N=56) <i>MMW</i> (N=37)		<i>MME</i> (N=47) <i>MMW</i> (N=31)	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	4.5	Int Mid	5.1	Int Mid
MMW	3.7	Int Low	5.4	Int Mid

**2023 STAMP 4S Chinese Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Speaking**

	Grade 6		Grade 8	
	<i>MME</i> (N=63) <i>MMW</i> (N=28)		<i>MME</i> (N=41) <i>MMW</i> (N=38)	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	4.6	Int Mid	5.8	Int High
MMW	4.7	Int Mid	4.9	Int Mid

**Spring 2022 STAMP 4S Chinese Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Speaking**

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

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

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

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

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

**Spring 2019 STAMP 4S Chinese Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Speaking**

	Grade 6		Grade 8	
	MME (N=56) MMW (N=37)		MME (N=47) MMW (N=31)	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	4.3	Int Low	4.9	Int Mid
MMW	4.0	Int Low	4.9	Int Mid

**Data Summary and Analysis: Spring 2019-2023 STAMP 4S Spanish Immersion
Building Comparison by STAMP Score and Proficiency Levels for Reading, Writing,
Listening, and Speaking**

This section provides analysis regarding MME and MMW Spanish Immersion STAMP performances in Reading, Writing, Listening and Speaking. There are several highlights and some areas for improvement. As stated previously, the national targets for Grade 6 Spanish Immersion are Intermediate-Low and Grade 8 is Intermediate-Mid. Like Chinese Immersion, average scores have decreased Reading compared to the past two years in some areas and have surpassed levels from 2019.

Reading results show that both MME and MMW Sixth Graders saw a decrease in average scores compared to 2020 through 2022. However, when compared to 2019 average scores, both Grade 6 and Grade 8 Spanish Immersion students significantly out-paced their same grade counterparts. Grade 6 students at MME are reaching the Intermediate-High level, which means they are well on pace to scoring at the highest levels of the Spanish AP Exam if they choose to take the course as Ninth Graders. Eighth Graders are performing at the Advanced-Low level, which is significantly beyond the national target of Intermediate-Mid and consistent with proficiency levels of undergraduate language majors in college. MMW average scores are slightly lower than at MME with a slight drop in average scores compared to last year.

Writing Results show that the targeted focus in the Writing had a positive impact on student performance over the years. Both Grade 6 and 8 Spanish Immersion students at MME and MMW saw gains compared to last year. Sixth Graders at MMW improved from **5.0 points** to **5.3 points**, while Eighth Graders at MME improved from **5.9 points** to **6.2 points**. These are all-time high performances for MME Eighth Graders and MMW Sixth Graders.

Listening scores improved among Sixth Graders at both MME and MMW with both sites seeing students reach the Intermediate-High level. MME Eighth Graders have surpassed the 7-point mark once again and are reaching the Advanced-Low level. Both MME and MMW students are performing at the Advanced-Low level in Listening, well above the national target of Intermediate-Mid.

Speaking Test results show a rebound in performance among Sixth Graders at MMW, improving from **4.9 points** in 2022 to an average score of **5.3 points** this year. MME Eighth Graders have now eclipsed the 6-point mark for the second time since 2019, earning an average score of **6.0 points**. Both sites saw Sixth Graders reach the Intermediate-Mid level and Intermediate-High level among Eighth Graders.

Recommendations: Spring 2023 STAMP 4S Spanish Immersion Building Comparison by STAMP Score and Proficiency Levels for Reading, Writing, Listening, and Speaking

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

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

	Grade 6		Grade 8	
	MME (N=124) MMW (N=129)		MME (N=106) MMW (N=119)	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	5.6	Int High	6.7	Adv Low
MMW	5.4	Int Mid	6.4	Int High

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

	Grade 6		Grade 8	
	MME (N=129) MMW (N=139)		MME (N=118) MMW (N=86)	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	5.9	Int High	6.7	Adv Low
MMW	5.6	Int High	6.7	Adv Low

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

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

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

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

**Spring 2019 STAMP 4S Spanish Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Reading**

	Grade 6		Grade 8	
	MME (N=132) MMW (N=111)		MME (N=109) MMW (N=99)	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	5.0	Int Mid	6.4	Int High
MMW	4.8	Int Mid	6.3	Int High

**Spring 2023 STAMP 4S Spanish Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Writing**

	Grade 6		Grade 8	
	MME (N=124) MMW (N=129)		MME (N=106) MMW (N=119)	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	5.7	Int High	6.2	Int High
MMW	5.3	Int Mid	5.7	Int High

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

	Grade 6		Grade 8	
	<i>MME (N=129) MMW (N=139)</i>		<i>MME (N=118) MMW (N=86)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	5.7	Int High	5.9	Int High
MMW	5.0	Int Mid	5.9	Int High

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

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

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

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

**Spring 2019 STAMP 4S Spanish Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Writing**

	Grade 6		Grade 8	
	<i>MME (N=132)</i> <i>MMW (N=111)</i>		<i>MME (N=109)</i> <i>MMW (N=99)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	5.0	Int Mid	5.8	Int High
MMW	4.5	Int Mid	5.6	Int High

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

	Grade 6		Grade 8	
	<i>MME (N=124)</i> <i>MMW (N=129)</i>		<i>MME (N=106)</i> <i>MMW (N=119)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	6.2	Int High	7.1	Adv Low
MMW	5.6	Int High	6.7	Adv Low

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

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

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

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

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

	Grade 6		Grade 8	
	<i>MME (N=129) MMW (N=102)</i>		<i>MME (N=120) MMW (N=99)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	6.8	Adv Low	7.8	Adv Mid
MMW	6.7	Adv Low	7.7	Adv Mid

**Spring 2019 STAMP 4S Spanish Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Listening**

	Grade 6		Grade 8	
	<i>MME (N=132) MMW (N=111)</i>		<i>MME (N=109) MMW (N=99)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	4.7	Int Mid	6.4	Int High
MMW	4.3	Int Low	6.1	Int High

**Spring 2023 STAMP 4S Spanish Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Speaking**

	Grade 6		Grade 8	
	MME (N=124) MMW (N=129)		MME (N=106) MMW (N=119)	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	5.3	Int Mid	6.0	Int High
MMW	5.3	Int Mid	5.9	Int High

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

	Grade 6		Grade 8	
	MME (N=129) MMW (N=139)		MME (N=118) MMW (N=86)	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	5.5	Int High	5.9	Int High
MMW	4.9	Int Mid	5.9	Int High

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

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

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

	Grade 6		Grade 8	
	MME (N=129) MMW (N=102)		MME (N=120) MMW (N=99)	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	5.7	Int High	6.0	Int High
MMW	5.4	Int Mid	5.9	Int High

**Spring 2019 STAMP 4S Spanish Immersion
Building Comparison by STAMP Score
and Proficiency Levels for Speaking**

	Grade 6		Grade 8	
	MME (N=132) MMW (N=111)		MME (N=109) MMW (N=99)	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
MME	4.9	Int Mid	5.6	Int High
MMW	5.0	Int Mid	5.7	Int High

CONCLUSIONS

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

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

Based on language acquisition research, language production is a skill that is acquired later in the language learning process, and it is common for students to perform lower in this skill area compared to the other three areas. For Chinese Writing and Reading is an area to be targeted, and Spanish Immersion students would benefit from a focus in Writing.

RECOMMENDATIONS

Chinese Immersion Recommendations for Reading

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

Chinese Immersion Recommendations for Writing

At the Intermediate level, Chinese Immersion students could be provided more authentic writing opportunities. As Integrated Performance Assessments (IPAs) are implemented, this type of exposure will become more widespread throughout the District. Students in Kindergarten through Grade Two began this experience during the 2013-2014 school year, followed by Grades Three through Five in 2014-2015 and Grades 6-8 in 2015-2016. IPAs are designed to give students opportunities to read, write, speak, and listen in a more authentic manner. Chinese Immersion teachers have also attended staff development sessions focusing on conferencing and best practice writing instruction.

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

Chinese Immersion Recommendations for Listening

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

Chinese Immersion Recommendations for Speaking

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

Spanish Immersion Recommendations for Reading

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

Spanish Immersion Recommendations for Writing

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

Spanish Immersion Recommendations for Listening

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

Spanish Immersion Recommendations for Speaking

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

Spanish and Chinese Immersion Students Overall

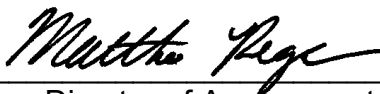
Both Spanish and Chinese Immersion students will benefit from teachers continuing to utilize and revise integrated performance assessment model. Currently all immersion teachers use this model. Integrated Performance Assessment (IPA) provides teachers with the knowledge they need of student performance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

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

RECOMMENDATION/FUTURE DIRECTION:

The information provided in this report is designed to update the School Board on the results of the Spring 2023 administration of the STAMP 4S assessment.

Submitted by: _____



Matt Rega, Director of Assessment and Evaluation

Concurrence: _____



David Law, Superintendent

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

Study Session Agenda Item #5

Title: Innovation/Professional Learning Update

Date: April 27, 2023

EXECUTIVE SUMMARY

Minnetonka Public Schools has developed and sustained a rich culture of innovation for more than the past decade. Innovation is a signature part of the District identity, serving as a core value, a process and a mindset used to ensure excellence in opportunities and experiences for our students.

The purpose of this report is two-fold: an opportunity to provide a brief update on the progress with District Innovation process development and to provide context and options to address a known District need, how to effectively engage all staff consistently in ongoing, job-embedded professional learning. This is a high priority need as we strive to best position teachers to successfully meet the needs of all students through the School Board goals and priorities, specifically related to the Multi-tiered System of Support (MTSS) framework and literacy.

CONTEXT/BACKGROUND

Innovation

Beginning in 2021, District leadership began the process to reimagine the District Innovation process. The District engaged New World Ventures, an outside consultant group led by Jessica Ewart and David Stillman. Their team conducted a listening tour of stakeholders who were intimately involved in previous innovation work in Minnetonka and also researched best practices in innovation to inform the evolution of this process. A small ad hoc committee of stakeholders was convened to engage in providing feedback, suggestions, and ideas on how to best move forward.

This ongoing ad hoc committee, utilizing the research and findings from the initial work of Ms. Ewart and Mr. Stillman, is in the process of defining the next evolution for District Innovation, which will center on District goals and priorities. This structure is designed to have two pathways for soliciting ideas to address goals and priorities. One pathway affords district leaders to request ideas for an existing need or problem; this is identified as a Request for Ideas (RFI). The other pathway will provide an open-ended option where individuals who have an idea for how to meet a goal or priority can submit an unrestricted

idea. This will be an ongoing opportunity for staff with no specific timeline, a shift from our previous Innovation program that was event centric.

As we continue to create clarity for the next iteration of Innovation, the initial ad hoc committee will shift to be the nucleus of the next District Innovation Leadership team. This team will continue to meet throughout the spring to create the infrastructure to support the relaunch of Innovation district-wide beginning in the 2023-2024 school year.

A small-scale test of the Request for Ideas (RFI) pathway was used to identify possible solutions for a known district need, how to best provide staff with more professional learning time. As a learning organization, it is essential that learning is occurring at all levels from leaders to teachers and ultimately to students.

Professional Learning

Historically referred to as staff development, there has been an intentional shift to framing this as professional learning. Improving schools is about learning: adult collaborative learning (organizational learning), individual teacher and leader learning, and ultimately student learning.

Developing people through targeted professional development has been identified as an essential element of school and district improvement throughout educational literature. Further this aligns with the District theme, championed by the superintendent, *Excellence in How We Live, Lead and Learn*.

Professional learning in Minnetonka Public Schools is designed so that educators may better serve the academic, emotional, and social needs of students. As an organization, Minnetonka believes:

- Professional learning that improves educator effectiveness is fundamental to student learning.
- Professional learning should be modeled after best practice and research in the field of education.
- Professional learning to improve their practice is an obligation for all educators.
- Professional learning is best when it is sustained over time and is collaborative in nature.
- Professional learning will focus on District priorities and values.

Currently, we have eight hours of dedicated professional learning time that is provided through two late starts and two early releases. In addition to this time, principals are currently embedding professional learning into their existing structures such as fall workshop and staff meetings.

Based on the School Board's goals and the evolving needs of students, significant adult learning needs have been identified. Additional professional learning will be aligned across sites and will focus on key District goals and priorities, including:

- Structured literacy and disciplinary literacy
- English Language Arts standards, curriculum, and strategies
- MTSS processes and responses, including and not limited to
 - Designing and responding to formative assessments
 - Data literacy
 - Tier 1 evidence-based instructional practices
 - Tier 1 intervention and extension
- Refining and realigning PLC practices

These learning needs are universal within the teaching role. Additional targeted professional learning will be identified for non-instructional educators such as school counselors, school psychologists, social workers, therapeutic specialists, and nurses.

Request for Ideas Process

As a small-scale test for the new Innovation process, a Request for Ideas (RPI) was launched in mid-March. The Teaching and Learning Team developed guidelines for proposal submissions. This included logistics and parameters, the current reality of state statutes as it pertains to the calendar, and best practices in adult learning. A brief Google form was created to capture ideas. These parameters and the Google form were shared with individuals and teams close to professional learning:

- District and site administrators
- Site professional learning chairs
- Teacher Instructional Coaches
- Tech Coaches
- MTA Leadership

A total of 21 submissions were made; 14 of them were from teachers and 7 were from administrators.

While each idea had unique characteristics, several themes were consistent. Universally, respondents asked the District to consider replacing two-hour early release and late starts with full days of professional learning. One respondent commented, “The early release and late starts are difficult, because it gives no time for the teacher to implement the new learning, or they are too exhausted after teaching to be excited about the PD. Plus, the early release and late starts are inconvenient for parents and Explorers Club.” Several of the proposals also indicated that the secondary sites could more readily move to asynchronous learning days. Increasing the length of workshop week to focus exclusively on learning in exchange for a day or more off later in the year was suggested; the most frequent request for a non-student day was the day before Thanksgiving. A couple of proposals suggested increasing the number of minutes in the student day so that the number of student contact days was reduced without reducing the student contact time. This would allow for day(s) of professional learning. Finally, increasing the frequency of PLC meetings was proposed.

Associate Superintendent Dr. Amy LaDue and Director of Teacher Development Sara White synthesized the submitted ideas and developed three proposals. Common elements to all three proposals include:

- Elimination of late starts and early releases in favor of full days.
- A combination of no school for students and asynchronous e-learning.
- Each scenario includes a “practice” e-learning day in the event that the District would need to shift to e-learning at any point due to weather-related issues.
- Professional learning aligned to priority District goals, required, and largely directed.
- Absent teachers will be expected to make-up the learning.

Additionally, all professional learning sessions will be designed to encompass best practice for adult learning by including a combination of direct instruction, active engagement, reflection, time to plan for application, collaboration with PLC colleagues, and time to share across teams.

Below outlines each of the three proposals for consideration. Each student day is calculated as 6 hours of instruction. In the current model of professional learning, students have 8 fewer hours of instruction. When considering the net gain for professional learning time, teachers are afforded 2 hours of preparation to launch instruction and connect with students on asynchronous elearning days. All days account for a 30-minute teacher lunch.

Proposal One - Key Features

The key feature of the first proposal is to increase the number of teacher days that occur prior to the start of the school from three to four in exchange for the day before Thanksgiving. Teachers unable to participate in the August learning could participate in the learning on the Wednesday before Thanksgiving. The late starts and early releases currently on the calendar would be eliminated. Three additional days of professional learning would be added to the calendar at times advantageous to families. The proposal results in approximately one day of professional learning each quarter. Students at the elementary level would have asynchronous learning one day; secondary students would have asynchronous learning for two of the three days. This proposal impacts student learning time by ten hours at the elementary level and four hours at the secondary level. There is a net gain of 20 hours of professional learning at the elementary level and a net gain of 18 hours at the secondary level.

Table 1: Proposal One

Student Calendar Changes	Staff Calendar Changes
	Week of Aug 22-24 or 28 for professional learning
October 23: elearning K-12 <i>October 23 is the Monday after MEA.</i>	October 23: 6 hours of professional learning K-12
November 22: no school K-12 <i>November 22 is the Wednesday before Thanksgiving.</i>	November 22: no school if teachers participated in professional learning August day; teachers who did not participate in August will report to school for make-up professional learning
January 2: no school K-12 <i>January 2 is the Tuesday after winter break.</i>	January 2: full day of professional learning
March 4: no school for K-5; elearning 6-12 <i>March 4 is the Monday after spring parent-teacher conferences.</i>	March 4: full day of professional learning K-5; 6 hours of professional learning 6-12

Proposal Two - Key Features

This proposal maintains four days of professional learning but does not include adding professional learning in August. Instead, the professional learning days are placed strategically in the year. It is mainly front-loaded in the first semester of the year when the impact on student learning is likely to be greatest. Students at the elementary level would have asynchronous learning one day; secondary students would have asynchronous learning for two of the four days. This proposal impacts student learning time and professional learning time in the same manner as proposal one. Students at the elementary level would have ten fewer hours of instruction and students at the secondary level would have four fewer hours of instruction. Again, there is a net gain of 20 hours of professional learning at the elementary level and a net gain of 18 hours at the secondary level.

Table 2: Proposal Two

Student Calendar Changes	Staff Calendar Changes
October 23: elearning K-12 <i>October 23 is the Monday after MEA.</i>	October 23: 6 hours of professional learning K-12
November 27: no school K-12 <i>November 27 is the Monday after Thanksgiving.</i>	November 27: full day of professional learning K-12
January 2: no school K-12 <i>January 2 is the Tuesday after winter break.</i>	January 2: full day of professional learning K-12
March 4: no school for K-5; elearning 6-12 <i>March 4 is the Monday after spring parent-teacher conferences.</i>	March 4: full day of professional learning K-5; 6 hours of professional learning 6-12

Proposal Three - Key Features

The final proposal adds three days of professional learning to the school calendar. There is no professional learning in August and there is no professional learning surrounding the Thanksgiving holiday. Students at the elementary level would have asynchronous learning one day; secondary students would have asynchronous learning for two of the three days. In this model, students at the elementary would have four fewer hours of instruction and at the secondary they would actually gain two hours of instructional time. There would be a net gain of 12.5 hours of professional learning at the elementary and a net gain of 10.5 hours at the secondary.

Table 3: Proposal Three

Student Calendar Changes	Staff Calendar Changes
October 23: elearning K-12 <i>October 23 is the Monday after MEA.</i>	October 23: 6 hours of K-12 professional learning
January 2: no school K-12 <i>January 2 is the Tuesday after winter break.</i>	January 2: professional learning
March 4: no school for K-5; elearning 6-12 <i>March 4 is the Monday after spring parent-teacher conferences.</i>	March 4: full day of professional learning K-5; 6 hours of professional learning 6-12

Feedback on Proposals from Administrators

These three models were shared with building and district administrators at principal meetings. Overwhelmingly, the feedback was that the first proposal would best meet the needs of teachers by adding a day prior to the start of the school year. One administrative team commented, “[This option] 1) Allows for teacher choice [August day or November day], 2) The opportunity for learning before school starts, 3) The learning is spread out - allows for input, processing, and output cycle of learning, 4) Elementary asynchronous day is great for us to practice an asynchronous day... Coordinate PL days so they are connected to the same learning topics, requiring teachers to put something into practice before coming to the next session.”

If desired, feedback on placement of dates in the calendar, including dates for no school and e-learning days, can be gathered from parent leaders at the District PTO/PTA Leaders upcoming meeting.

Feedback on RFI Innovation Process

To improve the RFI process, a short Google survey was sent to each individual who submitted an idea. Ten individuals responded. The process to submit a proposal was clear to respondents.

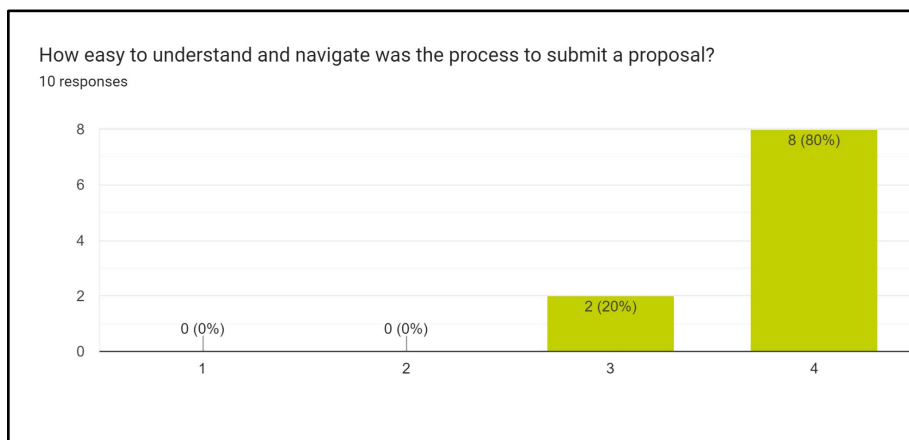


Figure 1: Submitting a proposal

In the RFI, individuals could choose from different pathways to develop or submit their ideas. If they already had an idea flushed out, they could simply share it in the first question. The second option was to answer a series of questions designed to guide them in developing their ideas. All questions were optional to make the process as easy as possible. In the feedback survey, 80% of respondents found the two pathways to be effective. One commented, “I loved the guiding question - they were helpful in making my thinking more clear.” Those who found the multiple pathways to hinder their thinking provided some additional context. “It was a little hard for me to clearly articulate my idea via either pathway, but I included a link to a document where I was working through my thoughts.”

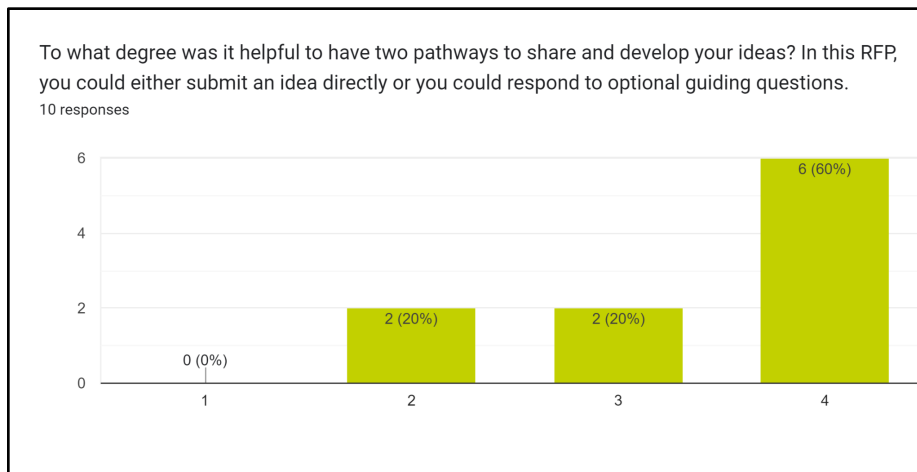


Figure 2: Pathways to developing ideas

Several suggestions were made on how the RFI form could be improved:

- I would love to see this process scale, as not all perspectives were heard. However, I believe that key voices that speak for others were represented. I would love to have this process become more transparent or bring awareness of the process or more info.
- Maybe the option to talk to someone in person? (Like a focus group). Sometimes it was challenging to determine if I was giving enough context, or options to expand/modify my idea, which would have been easier in person.
- There was a lot of info shared out for the two pathways within the form. This may confuse or deter some staff, is my perspective, based on staff behaviors/responses over the years and at multiple sites. If there is a way to get the communication across, and make it tighter, that may help with getting more staff to respond.
- I would like to have an opportunity to save the draft and come back to complete it later.

The ad-hoc team will consider these suggestions to inform future iterations of the RFI form.

SUMMARY


Using the Districts new Innovation Request for Ideas (RFI) pathway, three proposals were developed that modify the 2023-24 calendar to create additional professional learning time. Special consideration was given to minimizing the impact on instructional time while maximizing professional learning on days that will be advantageous to families and also valuable to staff. It is expected that successful implementation of additional professional learning time will result in a positive impact on student learning outcomes across each classroom in the District.

RECOMMENDATION/FUTURE DIRECTION:

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

Submitted by: 
Sara White, Director of Teacher Development

Submitted by: 
Amy LaDue, Associate Superintendent for Instruction

Concurrence: 
David Law, Superintendent