

MINNETONKA SCHOOL BOARD STUDY SESSION
District Service Center

September 17, 2020
6:00 p.m.

AGENDA

- 6:00 1. Review of 2020 Pay 2021 Preliminary Levy
- 6:45 2. ACT, SAT, IB and AP Report
- 7:15 3. Review of Draft of Annual Report
- 7:55 4. Discussion on Board's Commitment to Excellence and Belonging
- 8:30 5. Discussion on Board's Action Plan, Resource Guide and Website Relative to Goal 2
- 9:15 6. Review of Goal 2-Related Policies:
504: Student Dress and Grooming Code
514: Bullying Prohibition
534: Equal Educational Opportunity
604: Inclusive Education Program
606: Instructional Material Review, Selection and Use
607: Controversial Topics and Materials

CITIZEN INPUT

7:15 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 during *Citizen Input* will be acknowledged by the Board Chair. When called upon to speak, please state your name, address and topic. All remarks shall be addressed to the Board as a whole, not to any specific member(s) or to any person who is not a member of the Board.
2. If there are a number of individuals present to speak on the same topic, please designate a spokesperson that can summarize the issue.
3. Please limit your comments to three minutes. Longer time may be granted at the discretion of the Board Chair. If you have written comments, the Board would like to have a copy, which will help them better understand, investigate and respond to your concern.
4. During *Citizen Input* the Board and administration listen to comments and respond immediately whenever possible. If additional research is needed, responses will be shared at a future regularly scheduled Board meeting. Board members or the Superintendent may ask questions of you in order to gain a thorough understanding of your concern, suggestion or request.
5. Please be aware that disrespectful comments or comments of a personal nature, directed at an individual either by name or inference, will not be allowed. Personnel concerns should be directed first to a Principal, then the Executive Director of Human Resources, then the Superintendent and finally in writing to the Board.

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

Agenda Item 1

Title: Review of 2020 Pay 2021 Preliminary Levy

September 17, 2020

EXECUTIVE SUMMARY:

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

The property tax levy set at the preliminary is the maximum amount that the school district can levy when it certifies its final levy in December of the calendar year. Adjustments to the preliminary levy amount can only be made downward after the preliminary levy is certified. School Districts must work with the Minnesota Department of Education (MDE) to calculate the levies allowed under the various statutes utilizing the MDE computerized levy system. The Certified Preliminary Levy must be physically received by the home county auditor no later than September 30, 2020.

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

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

As of the date of this School Board Study Session of September 17, 2020, the 2020 Pay 2021 Preliminary Levy is still being finalized. Initial numbers have been input, but we are working with and reviewing information input by the Minnesota Department of Education. The Minnesota Department of Education has the authority to make further prior year adjustments after September 30 if they calculate a correction to a prior year adjustment. According to ISD 276 figures at this time, the 2020 Pay 2021 Preliminary Levy amount is estimated at \$54,131,524.06, which is an decrease of -\$72,696.06 or -0.13% from the 2019 Pay 2020 Final Levy that the School Board Certified in December 2019 at \$54,204,220.74.

The District has two refunding bond transactions scheduled for sale on September 22, 2020, which under current estimates could result in an additional small further reduction of the levy by between \$40,000 and \$50,000. The new payment for those refunding bonds will be added to the 2020 Pay 2021 Preliminary Levy, and the former payment for the refunded bonds will be removed

All levy categories will be reviewed at the September 17, 2020 Study Session.

ATTACHMENTS:

Levy Comparison – 2019 Pay 2020 to 2020 Pay 2021

RECOMMENDATION/FUTURE DIRECTION:

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

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

Concurrence: _____
Dennis Peterson, Superintendent

Minnetonka Independent School District 276
 Levy Comparison - 2019 Pay 2020 to 2020 Pay 2021
 September 24, 2020

DRAFT DRAFT DRAFT DRAFT DRAFT

<u>Line #</u>		<u>Final 2019 Pay 2020</u>	<u>Preliminary 2020 Pay 2021</u>	<u>Difference</u>	<u>Adjustments</u>	<u>Final 2020 Pay 2021</u>
0	Total Levy	54,204,220.74	54,131,524.06 -0.13%	(72,696.68)	-	54,131,524.06 -0.13%
<u>Individual Levy Components</u>						
Major Levies						
1	Operating Ref Levy-\$1,827.54 Per Adjusted Pupil Unit In FY22 (2.31% Inflation) - 12,186.60	21,529,102.80	22,271,498.96	742,396.16		22,271,498.96
2	Local Optional Rev Levy-\$724.00 Per Adjusted Pupil Unit In FY22 - State Aid Of \$166,168.91	8,533,738.40	8,656,929.49	123,191.09		8,656,929.49
3	Technology Levy - 6.569% Of Net Tax Capacity Of Property Values	6,586,281.91	6,916,126.72	329,844.81		6,916,126.72
4	Equity Levy - \$69.24 Per Adjusted Pupil Unit	855,659.33	843,769.71	(11,889.62)		843,769.71
5	Q Comp Levy - 35% Of \$260 Per Prior Year October 1 Enrollment	1,055,348.94	1,081,719.07	26,370.13		1,081,719.07
6	Operating Capital Levy - 38.37% Of Total Rev Of \$228.62 Per APU	1,018,849.45	1,069,064.73	50,215.28		1,069,064.73
7	Instructional Facilities Lease Levy - \$212 Per APU Limit or Actual Bond Payments	2,209,515.00	2,518,185.50	308,670.50		2,518,185.50
8	Debt Service Levy + 5% Overlevy Less Debt Excess Fund Balance Usage	7,054,709.56	6,237,585.82	(817,123.74)		6,237,585.82
9	OPEB Bonds Levy-Debt Service Schedule	1,691,662.88	1,687,043.00	(4,619.88)		1,687,043.00
10	Subtotal Major Levies	50,534,868.27	51,281,923.00	747,054.73	-	51,281,923.00
Other Levies						
11	Transition Levy - \$1.55 Per Adjusted Pupil Unit	18,752.52	18,889.23	136.71		18,889.23
12	Career Technical Ed Levy - 35% Of FY22 Estimated Budget	222,634.15	269,638.41	47,004.26		269,638.41
13	Safe Schools ISD 276 Levy - \$36.00 Per Adjusted Pupil Unit	435,542.40	438,717.60	3,175.20		438,717.60
14	Ice Arena Levy - Prior Year Expenses After Revenues From Operations	522,248.80	484,878.46	(37,370.34)		484,878.46
15	LTFM Health & Safety	613,157.11	535,149.00	(78,008.11)		535,149.00
16	Achievement & Integration Levy - \$3.00 Per Adjusted Pupil Unit	35,791.80	-	(35,791.80)		-
17	Reemployment Insurance Levy	5,000.00	10,000.00	5,000.00		10,000.00
18	Community Ed General Revenue Levy - \$5.42 x Population 39,984	288,090.40	288,090.40	-		288,090.40
19	Early Childhood Family Education Levy - 0.259% Of Adjusted Net Tax Capacity	294,312.81	288,808.52	(5,504.29)		288,808.52
20	School Age Care-Extended Day-Disability Levy - Estimated Costs	100,000.00	100,000.00	-		100,000.00
21	Adult Handicapped Levy - 50% Of Approved Expenses Capped At \$7,500	7,500.00	7,500.00	-		7,500.00
22	Home Visiting Levy - 53.1% of \$3.00 x Under 5 Population - 2,745	4,071.36	4,375.29	303.93		4,375.29
23	Subtotal Other Levies	2,547,101.35	2,446,046.91	(101,054.44)	-	2,446,046.91
24	Total Before Prior Year Adjustments	53,081,969.62	53,727,969.91	646,000.29	-	53,727,969.91

Minnetonka Independent School District 276
 Levy Comparison - 2019 Pay 2020 to 2020 Pay 2021
 September 24, 2020

	DRAFT	DRAFT	DRAFT	DRAFT	DRAFT
<u>Line #</u>	<u>Final</u> <u>2019 Pay 2020</u>	<u>Preliminary</u> <u>2020 Pay 2021</u>	<u>Difference</u>	<u>Adjustments</u>	<u>Final</u> <u>2020 Pay 2021</u>
0 Total Levy	54,204,220.74	54,131,524.06 -0.13%	(72,696.68)	-	54,131,524.06 -0.13%
Prior Year Adjustments					
25 Transition Levy Adjustment - Prior Years	598.87	176.10	(422.77)		176.10
26 Equity Levy Adjustment - Prior Years	5,745.31	(8,939.29)	(14,684.60)		(8,939.29)
27 Local Optional Revenue Adjustment - Prior Years	163,820.88	300,133.84	136,312.96		300,133.84
28 General Fund Abatements	13,317.39	-	(13,317.39)		-
29 Referendum Levy Prior Years Adjustment	813,407.53	139,147.85	(674,259.68)		139,147.85
30 Q-Comp Levy Adjustment - Prior Years	11,950.41	8,216.55	(3,733.86)		8,216.55
31 Operating Capital Levy Adjustment - Prior Years	(38,523.57)	2,067.98	40,591.55		2,067.98
32 Reemployment Levy Adjustment - Prior Years	8,851.29	35,458.73	26,607.44		35,458.73
33 Safe Schools Adjustment - Prior Years	8,466.12	7,099.56	(1,366.56)		7,099.56
34 Health Benefits Adjustment - Prior Years	(43,330.44)	-	43,330.44		-
35 Achievement & Integration Adjustment - Prior Years	-	(35,791.80)	(35,791.80)		(35,791.80)
36 Career Technical Ed Adjustment - Prior Years	(37,948.90)	(50,511.80)	(12,562.90)		(50,511.80)
37 Health & Safety Adjustment - Prior Years	-	-	-		-
38 Community Education Limit Adjustment - Prior Years	263,430.43	274,765.53	11,335.10		274,765.53
39 Community Education Abatements	(57.90)	952.69	1,010.59		952.69
40 Abatement Adjustments - Prior Years	-	27,998.66	27,998.66		27,998.66
41 LTFM Equalization Adjustment - Prior Years	(33,714.66)	(68,052.11)	(34,337.45)		(68,052.11)
42 OPEB Debt Service Adjustment - Prior Years	1,218.86	1,272.37	53.51		1,272.37
43 Debt Service Adjustment - Prior Years	-	(235,990.89)	(235,990.89)		(235,990.89)
44 Debt Service LTFM Adjustment - Prior Years	(18,006.81)	-	18,006.81		-
45 Debt Service Abatements	<u>3,026.31</u>	<u>5,550.18</u>	<u>2,523.87</u>		<u>5,550.18</u>
46 Total Adjustments	1,122,251.12	403,554.15	(718,696.97)	-	403,554.15
47 Total Levy	54,204,220.74	54,131,524.06 -0.13%	(72,696.68)	-	54,131,524.06 -0.13%

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

Study Session Agenda Item #2

Title: ACT, SAT, IB and AP Report

Date: September 17, 2020

EXECUTIVE SUMMARY

The 2019-20 school year was a truly outstanding and unique year of achievement for Minnetonka students. On several measures of success, the District is reporting high student performance levels, and the District reached the highest levels of performance in history on some. It is also important to note that students completed AP tests online with a modified test, and IB scores reflect a combination input, both from the classroom teachers and from IB predicted calculations. Investments in the areas of professional development, use of technology, expanding academic rigor and increasing expectations, and especially the development of excellent teachers over the past 19 years have led to results that show a clear return on these investments. The ACT scores have increased over the past 19 years from **23.1**, and reached the all-time high during the three-year span of 2018-2020 with a **27.7** Composite score and in 2016-17 a second highest Composite score of **27.5**. In addition, the table below shows an adjusted calculation dating back to the 2004-05 school year. The newly computed high Composite score is a result of a recalculation of the highest sub-test scores for the Class of 2020. Within the table below, from 2001-02 through 2003-2004, original results could not be recalculated due to a changeover in data systems and are highlighted in yellow. The next ACT table shows ACT results that were calculated by using the last ACT score for students from 2001-02 through 2011-12. This table displays data using the ACT organization's calculation. Beyond 2011-12 in this table, there are re-calculated totals that are based on the highest ACT subtest and Composite scores. To provide clarity, the first table was created to display data using the same calculation with the students' highest ACT subtest and Composite scores from the 2004-05 school year to the 2019-20 school year. This table not only more accurately reflects the Minnetonka students' highest ACT performance, but the data show that either way the results are calculated, Minnetonka students are on an upward trend in ACT performance since they first scored a **23.1** Composite score. There is further evidence that Minnetonka's academic program is capable of supporting unlimited student potential, and the staff in Minnetonka are skilled in ensuring that our students meet the highest expectations in the classroom. This report contains five sections (ACT, IB, AP, SAT, and Ethnicity/Gender), with each addressing the 2019-20 results in detail.

The Top 100, 200, and 400 mean scores continue to be strong, while the Top 400 average yields an incredible mean score of **30.8** that competes with the top 100 scores for the elite

private schools in the Twin Cities. Students are also ready for college and career posting the fourth highest percentage of students meeting all four categories in this area (**70 percent**).

IB results remain competitive compared to previous years and to World-wide averages, surpassing World-wide averages in **18** of **32** areas. Again, IB averages were calculated with a combination of teacher input submitted to IB with IB's predicted student performance calculation, should students have been able to complete the IB exams. IB has shared the following regarding the scoring process for 2020:

In order to award a Diploma or certificate following the cancellation of all external written components of our examinations for the May 2020 session:

- *Students complete their Internal Assessment coursework as usual.*
- *Schools submit their registered student coursework as required.*
- *Schools submit predicted grades for each subject taken by a student.*

Following the submission of the above the IB will be using historical assessment data to ensure that we follow a rigorous process of due diligence in what is a truly unprecedented situation. We will be undertaking significant data analysis from previous exam sessions, individual school data and subject data.

Every item of coursework in most subjects will be fully marked by trained and experienced Examiners. Normally, only a sample of marks in one subject from an individual school is moderated to ensure uniform standards between schools, so this is a major change for us.

Predicted grades will play a larger role in determining grades this year. Usually they provide an indication of how our schools believe this year compares to previous years which supports any changes to the overall outcomes. This year they are an active element of determining what final mark each student receives.

As a result of the statements listed above regarding students not being able to take IB exams in 2020, the results should be viewed cautiously.

Students taking AP exams completed a reduced version of the test that was 45 minutes in length and allowed for open notes. The exam consisted of short answer responses. Below is a statement from College Board regarding 2020 AP exams:

Because creating a good testing environment at home is a challenge for some students, the exam is much shorter this year. In a year when the exam provides you with fewer questions than usual to show the extent of what you learned this year, we want to ensure you have a fair opportunity to show what you know and earn college credit. So AP teachers will have the chance to review your score and your exam responses this summer. If you don't receive a score of 3 or higher and your teacher is convinced you should have, your teacher will be able to engage with the AP Program's college faculty partners to review and confirm your score, ensuring it's fair and appropriate.

AP results also remain competitive compared to Global averages, surpassing Global averages in **27 of 34** areas. For the IB Program, the number of students participating in at least one IB course decreased from **721** to **700** students during the 2019-2020 school year. In addition, the number of students taking multiple IB courses decreased from **305** to **215** students taking two or more IB courses. After a three-year drop, IB SL average test scores improved from **2.9** to **4.3**, a second all-time high. The IB Math HL average increased as well, improving from **3.4** last year to **3.7** in 2020, consistent with historical results. The average IB Biology SL increased from **4.9** to **5.4**, which is an all-time high scoring average. Bio HL remained the same, with an average score of 4.9, tying a second all-time high. IB Physics showed an increase in students from **35** to **66**, with an increase in average score from **4.2** to **4.8**, which is an all-time high average. IB English scores have improved with Language and Literature SL increasing from at **5.1** to **5.6** points, an all-time high. The Literature & Performance average increased slightly from **4.2** in 2019 to **4.4** in 2020, marking three years in a row of increase. English HL scores remained strong with an average score of **5.1** on the seven-point scale, maintaining an all-time high score.

AP Science means increased on three of seven tests: Biology, Chemistry, and Physics 1 decreased. Chemistry has experienced a drop for three straight years, beginning at an all-time high score of **3.7** in 2017 and decreasing to **2.8** by 2020. This was the most significant drop in Science scores, with significant increases in Physics C-Mechanics (**0.6** point increase) and Environmental Science (**0.3** point increase). AP Math means increased in one of three areas with two of the subjects keeping pace with scores from last year: Statistics increased by **0.1** points and Calculus AB and BC remained steady after improving from the prior year. Computer Science A dropped from **3.5** to **3.3** points, and Computer Science Principles saw a **0.2** point drop in average scores. The fluctuation in student participation can impact the results from one year to the next. Computer Science Principles showed an increase from **18** students in 2019 to **62** students in 2020. AP languages showed an increase in two of five areas with a significant increase of **0.8** points for French, tying an all-time high average score of **4.4** points. After a strong improvement with average Spanish scores a year ago, there was a drop in 2020, decreasing from **4.4** points to **4.2** points. There was also a significant increase in enrollment, moving from **155** to **235** students.

Overall, the AP program saw enrollment increase from **1,475** to **1,639**, which is an all-time high, and an increase in the number of tests taken from **2,595** to **2,829**. The percentage of students scoring a three or higher on the five-point scale increased from **83.2** to **85.2** percent. The number of National AP Scholars increased from **62** to **66** students and the number of AP Scholars with Distinction also increased from **231** to **278** students. This means that students reached a mean of 3.5 on all AP exams and earned a grade of three or higher on five or more exams.

The profile of the VANTAGE Statistics student is slightly different than that of the non-VANTAGE student. According to the AP Stats results, the average ACT for a VANTAGE student who took the AP Stats Test is **27.2**, and the average ACT for the non-VANTAGE student is **27.8**. The VANTAGE student taking the same test had an average score of

2.66, compared to the non-VANTAGE student who scored **2.97**. It can be concluded that students taking the VANTAGE course earned strong average scores on the AP test as a result of their experience in VANTAGE. There were no IB Business SL scores to report for non-VANTAGE students, thus no year to year comparison. An important point to note, AP Psychology average scores were higher for VANTAGE students, despite this group of students having a lower average ACT and a lower average GPA compared to non-VANTAGE students.

ACT RESULTS

ACT Composite Results

Minnetonka students continue to show a strong performance on the ACT. The table below shows Minnetonka ACT Test and Composite Results for the past nineteen years, detailing an increase from an ACT Composite score of **23.1** in 2001-12 to an historic high the past three years. In addition to a record high average Composite score of **27.7**, the District is reporting record highs three of four subtests.

Students in Minnetonka used to take the PLAN test in Grade Ten and the data were used to help students prepare for the ACT. The PLAN results were also used by teachers and administrators to identify strengths and weaknesses in the academic program. The last PLAN test was taken during the Fall of 2014.

With ACT no longer supporting the PLAN Test on a national level, and MDE no longer supporting the Test at a state level, Minnetonka no longer offers the PLAN. Instead, Minnetonka High School has offered the pre-ACT test along with review sessions to help prepare students for the ACT exams. The pre-ACT Test serves as a predictor of student performance. When students took the PLAN Test, they out-paced the predicted ACT high Composite score of the PLAN, and it is expected that Minnetonka students will continue to surpass the predicted high score of the pre-ACT. Last year, with the test scheduled for April, Minnetonka students were unable to take the pre-ACT due to the school closures.

Minnetonka ACT Test and Composite Results from 2001-02 to 2019-20
 (Updated with highest ACT subtest and composite score calculation from 2004-05
 through 2019-20)

Year	English	Math	Reading	Science	Composite	PLAN High Comp Est.
2001-02	22.4	23.0	23.6	23.0	23.1	NA
2002-03	23.6	23.8	24.4	23.6	24.0	NA
2003-04	23.7	24.5	24.6	23.8	24.3	NA
2004-05	23.2	23.0	23.2	23.0	23.1	NA
2005-06	23.9	24.5	25.0	24.1	24.4	NA
2006-07	24.7	25.2	25.8	24.8	25.1	NA
2007-08	25.0	25.0	25.6	24.6	25.1	24.8
2008-09	26.0	25.4	26.7	25.7	26.0	25.8
2009-10	26.5	25.5	26.7	25.7	26.1	25.6
2010-11	26.0	25.4	26.3	26.1	26.0	25.3
2011-12	25.6	25.4	26.2	25.7	25.7	25.8
2012-13	26.6	25.8	27.2	26.7	26.6	25.7
2013-14	26.5	25.7	26.9	26.7	26.5	25.9
2014-15	26.8	26.2	27.5	27.0	26.9	25.8
2015-16	26.7	26.3	27.1	26.8	26.7	25.8
2016-17	27.6	26.7	28.3	27.5	27.5	26.5*
2017-18	27.3	26.9	28.4	27.5	27.7	26.3*
2018-19	27.6	26.7	28.6	27.6	27.7	26.6*
2019-20	27.5	26.7	28.7	27.7	27.7	COVID-19

* Pre-ACT instead of PLAN

**Minnetonka ACT Test and Composite Results from 2001-02 to 2019-20
(Includes combination of Previous ACT subtest and
Composite score calculations)**

Year	English	Math	Reading	Science	Composite	PLAN High Comp Est.
2001-02	22.4	23.0	23.6	23.0	23.1	NA
2002-03	23.6	23.8	24.4	23.6	24.0	NA
2003-04	23.7	24.5	24.6	23.8	24.3	NA
2004-05	24.0	24.7	24.8	24.2	24.5	NA
2005-06	23.9	24.1	24.4	23.6	24.1	NA
2006-07	24.6	25.0	25.1	24.5	24.9	NA
2007-08	24.6	24.5	24.9	23.9	24.6	24.8
2008-09	25.8	25.1	25.9	25.0	25.6	25.8
2009-10	26.1	25.0	26.0	25.1	25.7	25.6
2010-11	25.6	24.9	25.3	25.3	25.5	25.3
2011-12	25.3	25.1	25.2	25.1	25.3	25.8
2012-13	26.2	25.5	26.8	26.3	26.3	25.7
2013-14	26.5	25.7	26.9	26.7	26.5	25.9
2014-15	26.8	26.2	27.5	27.0	26.9	25.8
2015-16	26.7	26.3	27.1	26.8	26.7	25.8
2016-17	27.6	26.7	28.3	27.5	27.5	26.5*
2017-18	27.3	26.9	28.4	27.5	27.7	26.3*
2018-19	27.6	26.7	28.6	27.6	27.7	26.6*
2019-20	27.4	26.7	28.6	27.6	27.7	COVID-19

***Pre-ACT instead of PLAN**

ACT English Test

English results remain strong by reaching a mean score of **27.5**. Students have achieved **5.1** points higher on the English Test since 2001-02 and **1.0** points higher than 2013-14. Prior to 2010-11, the English Test results slipped only once (2005-06). However, over the past four years, the English Test has trended upward to become **1.0** points higher than 2009-10. The average score of **27.5** on the ACT English Test in 2019-20 is not only one of the highest levels for the District, but it is an important celebration for the District and for the English Department.

In addition to years of improvements at the Kindergarten through Grade Eight levels, with increases in academic rigor across the English/Language Arts content area, the MHS English Department has spent the last eight years focused on improving the academic rigor of its course offerings. The ACT English Test results are evidence that all of the work over the years and across grade levels has paid off. In all areas, the MHS English Department has deepened its commitment to higher levels of rigor. In addition to the robust IB course offerings (Language and Literature, Literature and Performance, and HL Literature), in 2018-2019 the English department introduced AP Seminar to Vantage Global Business and AP Research at the high school in 2019-2020. In 2020-2021, two sections of AP Seminar will be taught at the high school as a stand-alone option, and AP Language and Composition will become a year-long option for Tenth Grade students (seven sections of students). Last year the high school had seven sections of IB Lang & Lit and two each of IB Lit & Performance, IB HL Literature Y1, & IB HL Literature Y2 (13 sections total in Grades 11/12). They also had three sections of AP Literature and one section of AP Lang & Comp, plus AP Seminar at Vantage and AP Research at the HS (10 sections of AP in Grades 11/12). Overall, the increase in the number of students taking IB and AP courses has enabled students to perform at higher levels.

In addition to the significant improvements to the academic program, the Department made ACT a priority since the 2012-13 school year setting annual achievable goals. The two-year decrease in sub-test scores prior to 2012-13 inspired a concerted Department effort to reanalyze the alignment between the established curriculum and to make adjustments as needed. The English Test is a 75-question, 45-minute test that covers both usage and mechanics of writing as well as rhetorical skills. The English Department's willingness to continually evaluate sequencing and course offerings and to respond to students' academic needs has proven to be a strength of the Department. More teachers in the department have been trained and are teaching IB and AP courses; this creates a "trickle-down" effect on all courses, as teaching strategies and practices used in AP and IB are becoming standard in most English course offerings. This investment in staff development has created a stronger and more united Departmental focus on alignment with the essential learnings reflected in the ACT English Test and valued by colleges and universities.

ACT Math Test

With a **0.2** point decrease over the previous year, and experiencing a three year upward trend in prior years, the ACT Math Test score of **26.7** is now at its second all-time highest level.

Although Math subtest scores are the tied for the second all-time high, there is still room for improvement. District Math teachers will need to focus on the three areas critical for success on the ACT Math Test: Pre-Algebra/Elementary Algebra, Intermediate Algebra/Coordinate Geometry, and Plane Geometry/Trigonometry. With **40 percent** of the test requiring students to demonstrate knowledge of Pre-Algebra and Elementary Algebra, Minnetonka students should be more prepared than most for this assessment. The focus for improvement starts with the fact that many students are tested on concepts

that they have not worked with directly in two or more years in most cases, according to high school Math staff.

During the Math Department's efforts in recent years to increase academic rigor at the High School, many of the improvements were focused at the Ninth Grade and Tenth Grade levels. The Department's decision to introduce *Honors Pre-Calculus* has led to increased participation in AP Calculus A/B and B/C, and it has had a positive impact on the overall Math Test results as reported later in this report. As the Department analyzes these results, staff will need to develop strategies to reach a broader audience and will need to focus more deeply on the three elements of the Math Test noted above.

In recent years, high school Math teachers worked to develop curriculum and have commented that they are prepared more than ever with the creation of formative assessments. Higher Algebra teachers have reconfigured their curriculum in a way that they believe will make improvements for years to come. Staff are also working to ensure that students are placed in the courses appropriate for them to increase student success and engagement. In addition, Math staff at both the middle and high school have built a collaborative relationship in terms of curriculum development as they currently work together through the curriculum review implementation. The work performed with the most recent curriculum review will help to ensure that the 5-12 experience is more efficient and complete in terms of both introducing and developing a deeper understanding of concepts through authentic and performance-based assessments. The goal is to provide a seamless transition for students moving from one level to the next.

ACT Reading Test

Minnetonka students reached their highest levels on the Reading Test last year and reached the highest levels compared to any other subtest and any other year and posted an historic high score of **28.7**. This marks a three year increase in Reading for Minnetonka students.

The ACT Reading Test is comprised of four sections, each containing one long or two shorter prose passages that are representative of the level and type of reading required in first-year college courses. Passages on topics in social studies, natural sciences, prose fiction, and the humanities are included. Due to the cross-content nature of these passages, all content areas can support student success in this area by focusing on rich content-specific vocabulary and by engaging students with challenging and complex texts.

The significant high achievement reported on the Reading Test shows the impact of a school-wide focus on academic rigor. The results of the Reading Test demonstrate the willingness of all departments to introduce more rigorous coursework and to challenge students on a daily basis to stretch academically.

In addition to critical teachers' role in this area, support staff and guidance staff have also contributed. The collective efforts of all staff members including building leadership

contributed to the excellent results on the Reading Test and also reflect outstanding work in Kindergarten through Tenth Grade over those eleven years.

ACT Science Test

Minnetonka's Science Test scores made a significant jump of **0.3** points in 2014-15 and a slight decline of **0.2** points in 2015-16. Science scores remained steady between 2008 and 2012, with a slight decline in 2012. The most recent score of **27.7** is the highest score in Science and reflects major improvement in our Science staff and program. Staff should be commended for their accomplishments.

The Science Test includes an emphasis on the comprehension of scientific graphs and charts. On the test, students need to be able to interpret data to be successful. The Science Department will need to continue to look carefully at how problem-solving skills can be better integrated into the Science curriculum and continue to study course options for all students. With the implementation of the 2019 Minnesota Science Standards, Science teachers will engage their students in real-world phenomena, crosscutting concepts, and principles of science and engineering that will enhance their problem-solving skills.

ACT Mean For Top 100, 200, and 400 Graduates

Minnetonka maintains statistical comparisons of the Top 100, 200, and 400 test-taking students as a means of benchmarking against Metro private schools with carefully selected populations of about 100 Seniors. The comparison of the Top 400 has been an internal measure of the High School's progress over the years. It started with the total number of students taking the ACT in Minnetonka of slightly less than 400 in 2001-02 to the present where the Top 400 are still compared. As shown in the table below, analysis of each statistical group shows significantly high performances.

In the Top 100, an increase of **0.3** points in 2014-15 marked the third largest increase since 2007 (2009 increase of **1.4** points was the largest increase and reflects an incredible increase for such high performance). Such large increases in this group is challenging based on the exemplary performance that has already existed, because the maximum score is 36. In 2014-15, Minnetonka had 15 students who missed a perfect score by one point with two students earning a perfect score. These results are stellar, and they indicate a push toward higher levels of excellence for the top tier of students in Minnetonka. The Class of 2020 had **16** students with perfect scores and the Class of 2021 has **3** perfect scores to date. At this time, there only 309 scores reported of the 822 seniors.

The averages discussed in this section have historically been well above the elite private schools' carefully selected classes of about 100. The Class of 2020 saw another remarkable performance in the Top 100 with students averaging a score of **34.7** points, a solid increase of **0.4** points compared to last year. With a top score of 36, it becomes

more and more difficult to make dramatic increases toward the top of the scoring scale, and Minnetonka students continue to reach all-time high levels.

In the Top 200, an increase of **0.4** points was reported in 2014-15 and **0.5** points last year. At a score of **33.3**, the Top 200 in 2019-20 had surpassed the Top 100 in 2014-15 and are also well above the private schools' 100. A score of **33.3** in 2020 marks the highest score in the Top 200 category.

The Top 400 have had steady progress toward higher averages over the years and reported a significant increase of **0.7** points in 2014-15 and another increase of **0.2** points in 2016-17 with a near historic increase in 2018 of **1.1** points to reach an average score of **30.9**. There was a slight decrease of **0.3** points for the Class of 2019, however, the class reached their second highest results with a score of **30.6** points and the Class of 2020 surpassed that mark with a score of **30.8** for the second all-time highest average Composite score. The collective performance of this group stands as a strong benchmark for comparison, showing that the positive impact of Minnetonka's rigorous academic program yields rewards for a large percentage of graduates. Minnetonka's Top 400 continues to out-perform the private schools' 100 and has surpassed Minnetonka's Top 200 performance in 2011-12.

ACT Mean For Top 100, 200, and 400 Graduates

ACT Mean for Top Grads			
Year	Mean for Top 100	Mean for Top 200	Mean for Top 400
2020	34.7	33.3	30.8
2019	34.3	32.9	30.6
2018	34.4	33.2	30.9
2017	33.8	32.4	29.8
2016	33.3	31.9	29.6
2015	33.2	31.8	29.6
2014	32.9	31.4	28.9
2013	32.7	31.3	29.0
2012	31.7	30.1	27.6
2011	31.9	30.3	27.8
2010	32.1	30.5	28.0
2009	32.0	30.4	27.9
2008	30.6	29.2	26.0
2007	31.1	29.2	26.2

Minnetonka Students Ready for College Level Coursework

This table illustrates highly important and useful information for the staff, Board and community. In association with the ACT subtest and composite results, schools are able to calculate the percentage of students who are deemed ready for college level coursework. These results are broken out by four strands (English Composition, Algebra, Social Science, and Biology), and there is also a composite score based on the percentage of students who meet the readiness standard in all four strands. Minnetonka

experienced slight decreases in English (English Composition), Math (Algebra), Reading (Social Science) and Science (Biology). The meets all four category showed a strong performance with students reaching their fourth highest level in this category at **70 percent**. Cut-scores have not changed for four years for English (18), Math (22), Reading (22), or Science (23). With cut-scores remaining steady, Minnetonka students should continue to show that a high percentage are ready for college level coursework in future years.

According to Minnesota ACT representative April Hansen, the embargo date for state ACT results continue to be later compared to previous years, so the Minnesota state data will be available on their web site in late September or shortly thereafter. The Minnetonka ACT summary report will have state comparative data included and will be delivered soon after the embargo is lifted.

Minnetonka and Minnesota Students Ready for College Level Coursework
Students Ready for College Level Coursework

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

Grad Year	Eng. Comp.		Algebra		Social Sci.		Biology		Meets all Four	
	Mtka (%)	State (%)	Mtka (%)	State (%)	Mtka (%)	State (%)	Mtka (%)	State (%)	Mtka (%)	State (%)
2020	92	-	81	-	84	-	82	-	70	-
2019	93	61	83	48	86	47	84	42	73	30
2018	90	60	84	47	82	48	74	42	69	30
2017	91	63	79	48	83	50	80	42	70	31
2016	91	61	78	46	77	45	72	40	68	29
2015	90	74	77	58	78	57	76	53	76	39
2014	91	77	77	61	75	56	73	53	61	39
2013	95	78	82	62	84	57	80	52	80	39
2012	93	78	77	62	81	64	65	42	59	36
2011	94	78	77	62	80	64	65	43	58	36
2010	95	79	76	61	82	65	62	42	56	35
2009	95	78	77	57	84	65	60	39	54	32
2008	91	77	72	56	76	64	53	40	47	32
2007	94	78	74	56	79	62	54	38	48	31
2006	89	76	66	52	77	62	49	37	40	28

ACT EXAM: ETHNICITY AND GENDER DATA

Students in ethnic subgroups demonstrated strong results. In the ACT Composite, studying both male and female data, subgroups increased their score in five out of nine measurable areas according to the table below. It needs to be kept in mind that the numbers of American Indian students, African-American students and Hispanic students are all small, and that can contribute to wide swings in the results. When one examines the factors involved in the high Composite of **27.7**, it is clear that students in the Top 400 drove the high performance levels, as they maintained significantly high performance two years in a row. However, it is also clear from the table below that the entire increase was not due to Caucasian students. Caucasian students slightly increased with male students scoring **27.6** and females averaging **27.0**, so the entire lofty Composite score could not have been driven by just those students.

According to the ACT Composite results, African-American Males (with 14 students) increased by **0.8** points; African-American Females (with 12 students) increased by **2.8** points with a score of **24.4**, and Asian Females (with 15 students) decreased by **0.2** points. Among the Hispanic population, Hispanic Males (with 7 students) increased by **2.3** points, and Hispanic Females (with 6 students) decreased by **2.7** points. In Math and Science, African American Males and Females both showed increases, as well as Hispanic Males. However, Hispanic Females showed a fairly sharp decrease in both Math and Science. Most tests showed strong gains and increases within the ethnic subgroup categories. The High School staff was instrumental in helping all of these students prepare for the ACT.

ACT Composite Comparison by Ethnicity and Gender

ACT Composite Comparison by Ethnicity and Gender (Bold indicates an increase from the previous year and <i>italics</i> indicates a decrease)										
Grad Yr	American Indian		Asian		African American		Hispanic		Caucasian	
	M	F	M	F	M	F	M	F	M	F
2020	NA	26.0	28.4	28.5	21.0	24.4	29.0	24.3	27.6	27.0
2019	28.0	NA	30.4	28.7	20.2	21.6	26.7	27.0	27.2	27.0
2018	26.0	NA	28.7	27.2	24.8	21.7	23.0	25.2	26.9	27.0
2017	23.6	17.8	27.9	28.7	20.4	22.1	18.4	24.2	26.5	26.9
2016	NA	24.8	30.9	25.1	18.7	22.1	25.5	26.0	26.4	26.3
2015	21.0	20.0	27.9	27.1	19.8	19.2	22.9	25.5	26.1	26.3
2014	NA	NA	27.9	27.4	24.3	24.1	22.4	21.2	26.3	26.2
2013	NA	32.0	28.4	24.9	22.3	17.0	27.0	31.0	26.3	26.6
2012	NA	20.1	NA	NA	21.0	22.1	23.0	25.8	26.0	26.0
2011	27.0	NA	27.3	23.3	20.4	24.2	25.8	15.7	25.5	25.7
2010	NA	NA	29.3	25.1	21.5	20.5	25.5	21.3	25.6	25.7
2009	28.0	20.5	27.0	23.0	17.0	22.0	23.7	19.0	25.7	25.6
2008	15.0	NA	27.2	24.1	21.1	26.0	17.0	22.7	24.8	24.6
2007	NA	28.0	26.0	25.2	20.0	27.0	23.5	21.0	24.6	25.0

ACT English Comparison by Ethnicity and Gender

ACT English Comparison by Ethnicity and Gender										
(Bold indicates an increase from the previous year and <i>italics</i> indicates a decrease)										
Grad Yr	American Indian		Asian		African American		Hispanic		Caucasian	
	M	F	M	F	M	F	M	F	M	F
2020	NA	25.0	27.6	28.5	19.4	25.7	28.9	23.3	26.6	27.2
2019	23.0	NA	29.6	29.6	18.4	20.8	27.0	27.6	26.1	27.5
2018	24.5	NA	27.3	26.6	24.3	20.5	22.2	25.4	25.8	27.3
2017	23.0	18.0	27.4	29.7	18.7	22.3	18.3	24.3	25.8	27.5
2016	NA	27.0	30.3	24.5	16.6	22.9	24.4	25.2	25.8	27.0
2015	17.0	20.7	27.8	28.2	18.3	19.5	22.9	27.3	25.4	26.6
2014	NA	NA	27.3	26.9	20.5	21.5	21.8	22.6	25.0	26.4
2013	NA	33.0	27.9	24.0	20.1	15.7	27.3	30.1	25.6	27.1
2012	NA	23.0	NA	NA	20.0	23.1	23.4	24.2	25.0	26.0
2011	30.0	NA	25.0	23.3	19.8	25.4	23.8	14.3	24.9	26.5
2010	NA	NA	29.4	24.9	21.0	20.0	26.3	21.0	25.3	26.6
2009	29.5	23.0	27.3	23.3	16.4	20.7	24.3	20.3	25.3	26.3
2008	15.0	NA	26.0	24.3	20.1	22.0	16.5	23.7	24.3	25.2
2007	NA	29.0	23.5	24.5	20.3	30.0	24.0	21.0	23.4	25.2

ACT Math Comparison by Ethnicity and Gender

ACT Math Comparison by Ethnicity and Gender										
(Bold indicates an increase from the previous year and <i>italics</i> indicates a decrease)										
Grad Yr	American Indian		Asian		African American		Hispanic		Caucasian	
	M	F	M	F	M	F	M	F	M	F
2020	NA	31.0	28.5	27.7	21.5	23.5	26.9	23.9	27.2	25.4
2019	27.5	NA	30.1	27.4	19.8	20.7	25.3	24.6	26.8	25.4
2018	26.5	NA	29.3	25.8	24.1	21.3	23.7	23.6	26.8	25.7
2017	21.0	17.0	28.8	27.7	20.8	20.0	18.3	22.0	26.3	25.6
2016	NA	21.0	31.9	24.9	18.5	19.8	26.2	24.7	26.0	25.2
2015	23.0	20.3	29.0	26.6	17.6	19.3	24.3	24.0	26.0	25.2
2014	NA	NA	27.5	25.4	22.6	21.2	23.4	20.6	25.2	24.5
2013	NA	33.0	29.0	24.3	20.1	16.7	25.3	28.6	25.8	25.4
2012	NA	17.0	NA	NA	20.4	21.3	23.4	25.5	25.7	25.0
2011	28.0	NA	27.5	23.8	20.8	23.6	25.8	16.3	25.6	24.5
2010	NA	NA	28.6	25.2	20.2	19.5	25.3	20.8	25.5	24.6
2009	29.5	16.0	27.1	23.3	17.0	19.7	22.3	17.7	25.6	24.8
2008	14.0	NA	28.0	23.7	20.9	24.0	16.5	23.0	25.1	24.1
2007	NA	26.5	26.4	24.0	18.8	23.0	21.5	18.0	25.3	24.5

ACT Reading Comparison by Ethnicity and Gender

ACT Reading Comparison by Ethnicity and Gender										
(Bold indicates an increase from the previous year and <i>italics</i> indicates a decrease)										
Grad Yr	American Indian		Asian		African American		Hispanic		Caucasian	
	M	F	M	F	M	F	M	F	M	F
2020	NA	19.0	28.8	<i>29.1</i>	21.9	24.6	30.4	24.3	28.2	28.2
2019	30.0	NA	30.7	29.3	21.6	22.9	27.8	28.8	27.6	28.1
2018	26.0	NA	28.1	29.3	24.9	23.3	22.2	26.4	27.3	28.0
2017	26.3	14.0	26.9	29.4	20.4	23.3	17.9	26.1	26.9	28.0
2016	NA	29.0	31.3	25.8	18.8	23.8	25.5	27.5	27.0	27.0
2015	22.0	19.0	27.0	27.8	21.9	20.8	22.0	27.3	26.4	27.2
2014	NA	NA	27.9	27.7	21.0	22.9	20.7	21.2	25.6	26.4
2013	N/A	32.0	27.7	26.3	24.2	16.0	28.0	34.3	26.5	27.1
2012	N/A	19.0	NA	NA	22.1	25.3	24.4	28.0	25.0	27.0
2011	24.0	NA	27.4	22.5	19.5	23.2	27.0	14.3	24.8	26.0
2010	NA	NA	28.3	25.0	22.7	20.5	24.8	21.0	25.5	26.5
2009	26.5	23.5	26.8	22.7	15.8	25.0	26.3	18.7	26.0	26.2
2008	14.0	NA	27.8	25.1	21.1	30.0	18.0	22.7	24.8	25.1
2007	NA	27.0	27.5	26.8	19.5	27.0	24.5	28.0	24.4	25.6

ACT Science Comparison by Ethnicity and Gender

ACT Science Comparison by Ethnicity and Gender										
(Bold indicates an increase from the previous year and <i>italics</i> indicates a decrease)										
Grad Yr	American Indian		Asian		African American		Hispanic		Caucasian	
	M	F	M	F	M	F	M	F	M	F
2020	NA	27.0	28.4	28.2	21.3	23.6	29.0	25.6	28.1	26.5
2019	30.5	NA	30.7	27.9	20.9	21.8	26.6	26.4	27.6	26.4
2018	26.0	NA	29.5	26.4	25.3	21.5	23.3	24.8	27.2	26.5
2017	24.0	22.0	28.4	27.9	21.9	22.9	19.0	24.5	27.0	26.3
2016	NA	22.0	30.1	25.1	20.6	21.9	25.9	26.5	26.8	25.8
2015	23.0	21.0	29.0	26.8	21.8	19.0	23.0	25.8	26.6	26.2
2014	NA	NA	28.1	25.9	23.7	20.9	22.0	22.2	26.2	25.6
2013	NA	32.0	28.2	24.3	22.3	19.0	26.1	29.8	26.9	26.0
2012	NA	19.0	N/A	N/A	21.3	22.4	23.0	26.0	27.1	25.1
2011	25.0	NA	28.3	23.0	21.3	24.0	25.5	17.3	25.8	25.1
2010	NA	NA	29.8	24.4	21.5	20.0	25.8	20.5	25.6	24.6
2009	26.0	19.5	26.5	23.0	18.2	20.7	21.0	18.3	25.4	24.7
2008	15.0	NA	26.4	22.9	21.9	26.0	17.5	20.7	24.5	23.6
2007	NA	28.5	26.1	25.0	21.0	29.0	22.5	18.0	24.7	24.1

SAT EXAM RESULTS

SAT Composite Score Counts

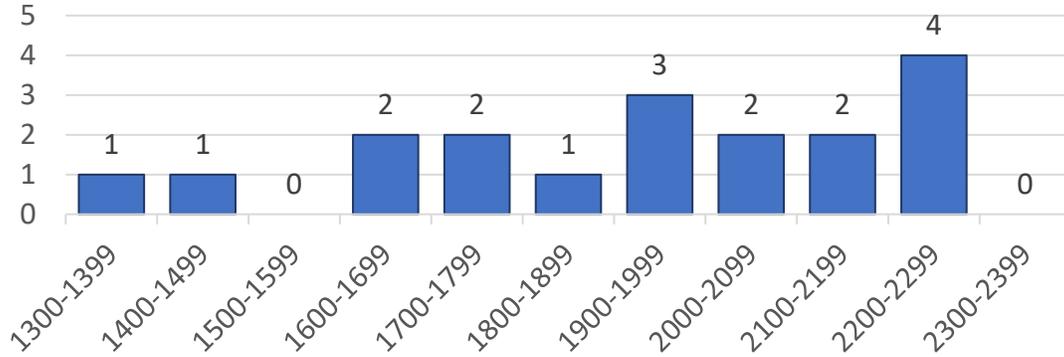
Minnetonka student data in this section reflects results from the former version of the SAT taken prior to March 2016, and the current version of the SAT, taken after March 2016. Although there are only four years' worth of historical data with the new test, the results are encouraging. Colleges and universities accept either the ACT or the SAT, so there is no need for students interested in East Coast or West Coast schools to take the SAT. There are important differences between the former SAT and the ACT Tests. For example, the SAT featured more extensive subject-area tests whereas the ACT combines all subtests into one exam. Also, the SAT was recognized as an exam that requires more abstract thinking and questions are phrased in ways that intentionally challenge students' vocabulary. Students who took the SAT before March 2016 took the former version of the test. Beginning after March 2016, the new test was administered and has a scoring scale of 1600. **87** Minnetonka students took the newer version of the test last year, and in the third year of the current version, **100** students took test, surpassing the total number of students taking the SAT the prior year, increasing from **87** to **100**. Last year, **8 percent** of students scored in the 1500-1599 range of the test compared to **26 percent** in the previous year. **72 percent** of students scored 1200 or higher last year compared to **82 percent** from a year ago. There was a shift in overall score ranges, moving from 1200-1299 to 1100-1199. A score of 1500 on the SAT is comparable to a score of 33 on the ACT, with a score of 1300 translating to an ACT Composite score of 27. No matter how the data are analyzed, Minnetonka students continue to reach high levels on the new version of the SAT. However, with the decrease in SAT Composite scores for Minnetonka as a whole group, it will be important to understand individual student results to better support all students. The ACT and the current, newer version of the SAT structures questions in a more straight-forward manner, yet still holds high expectations for problem solving and abstract thought. A key change with the current SAT, other than the total score and updated subtest names, is that the new test focuses on the knowledge, skills, and understandings that research has identified as most important for college and career readiness success. This measurement is what Minnetonka students and families have grown accustomed to with the ACT.

SAT scores will be continue to be analyzed with multiple-years of data, helping to bring context to the student scores. Subject areas measured on the new version of the SAT are Evidence-based Reading and Writing (EBRW) and Math, as seen in the table below. In 2018, there was a sharp increase of students scoring about 1300 (23 students or 1/4 of the students). The next section will focus on the various subtest results.

SAT Composite Score Counts

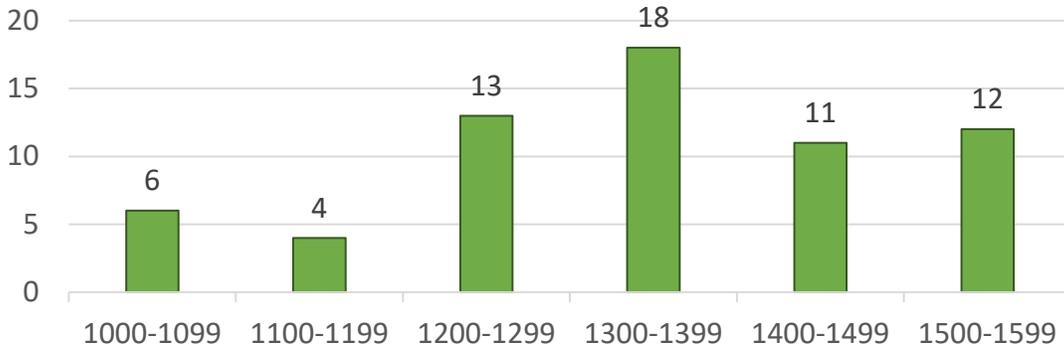
2017 SAT Composite Score Counts

Tests taken before March 2016



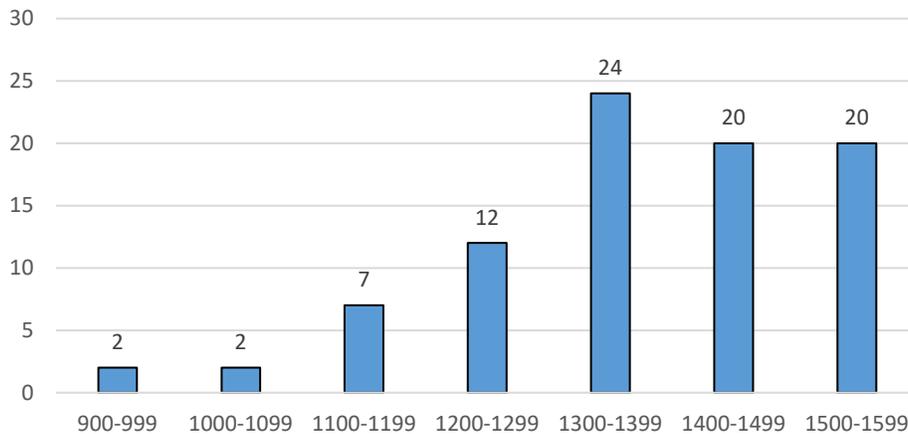
2017 SAT Composite Score Counts

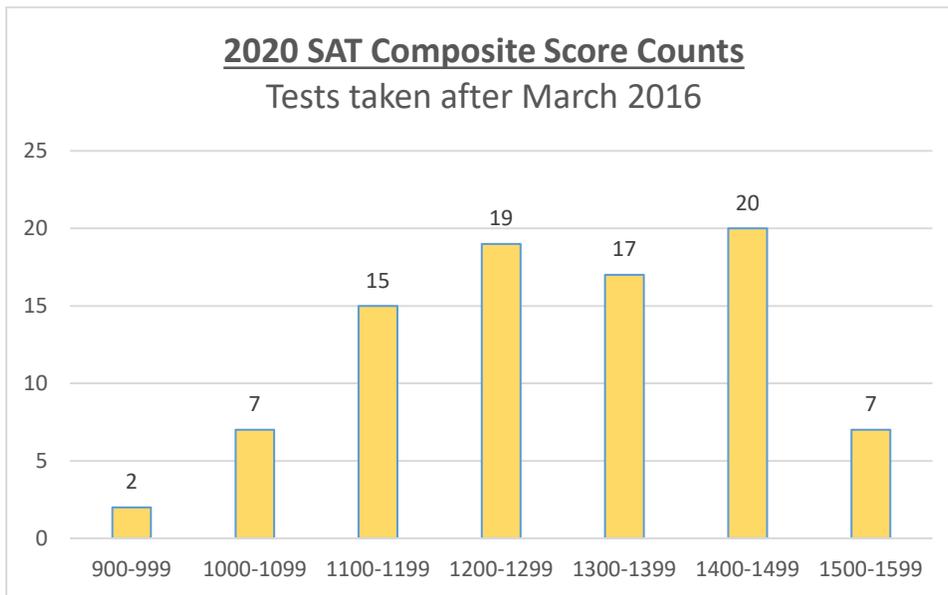
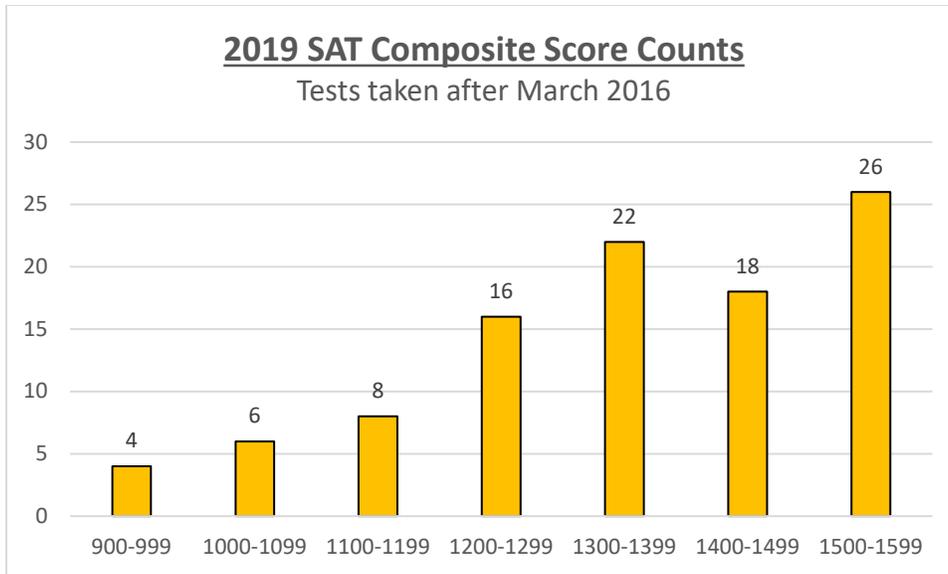
Tests taken after March 2016



2018 SAT Composite Score Counts

Tests taken after March 2016



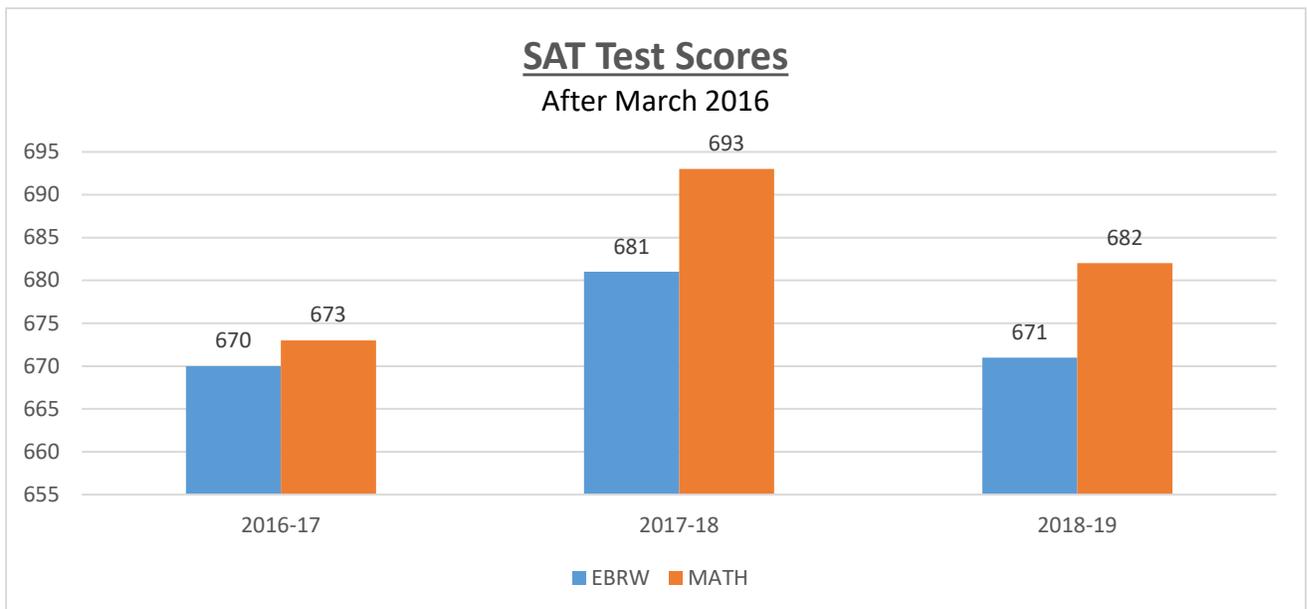
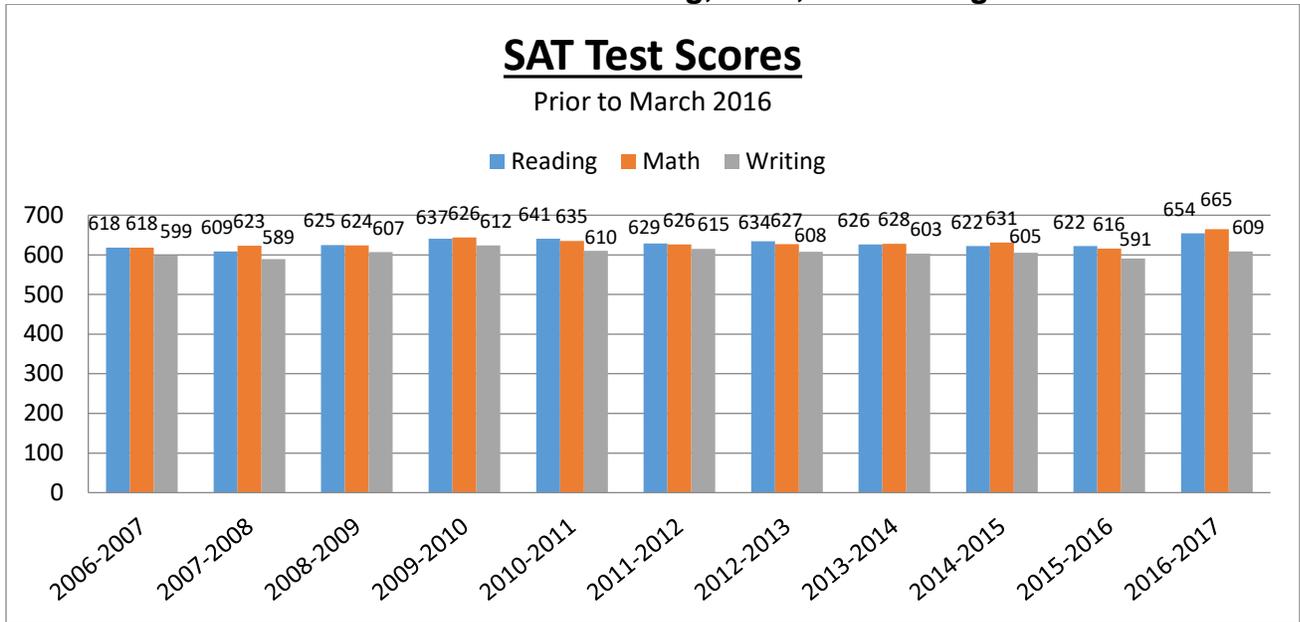


SAT Test Scores for Reading, Math, and Writing

The SAT Composite mean decreased from **1353** to **1293**, marking a two-year drop. Again, the drop in Composite mean can be attributed to the significantly lower amount of students reaching the 1500-1599 range and the increase of students scoring within the 1100-1199 range. Typically, the Reading Test offers the types of problems that can be considered typical strengths for students in Minnetonka. It focuses on *Reading Comprehension* as well as *Sentence Completion*. The latter tests students' vocabulary knowledge. With the focus on vocabulary and comprehension, students in Minnetonka should perform at high levels on the section. The levels on the SAT are similar to those levels from two years ago when the new version of the test was administered. Historically, students have posted high scores on the NWEA and MCA Reading Tests that also measure these types of skills. The SAT Writing Test includes an *Essay* in which the

students are given 25 minutes to respond to the question by writing an essay in longhand. The next section is multiple choice with questions focused on *Improving Sentences*, *Identifying Sentence Errors* and *Improving Paragraphs*. The new version of the SAT offers an optional essay section. Students saw a dramatic decrease in their Math performance by 34 points, dropping from **682** to **648**, with a 26-point drop in Reading (**671** to **645**). It will be important to review these results and study the new SAT to help students best prepare for this test in the future.

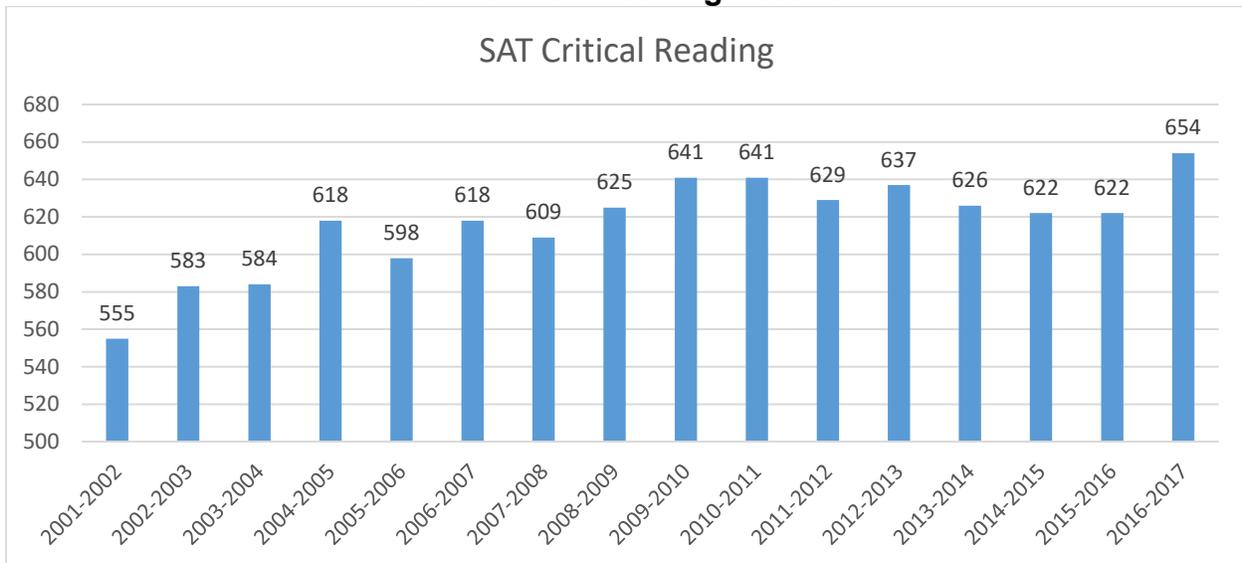
SAT Test Scores for Reading, Math, and Writing



SAT Critical Reading Results

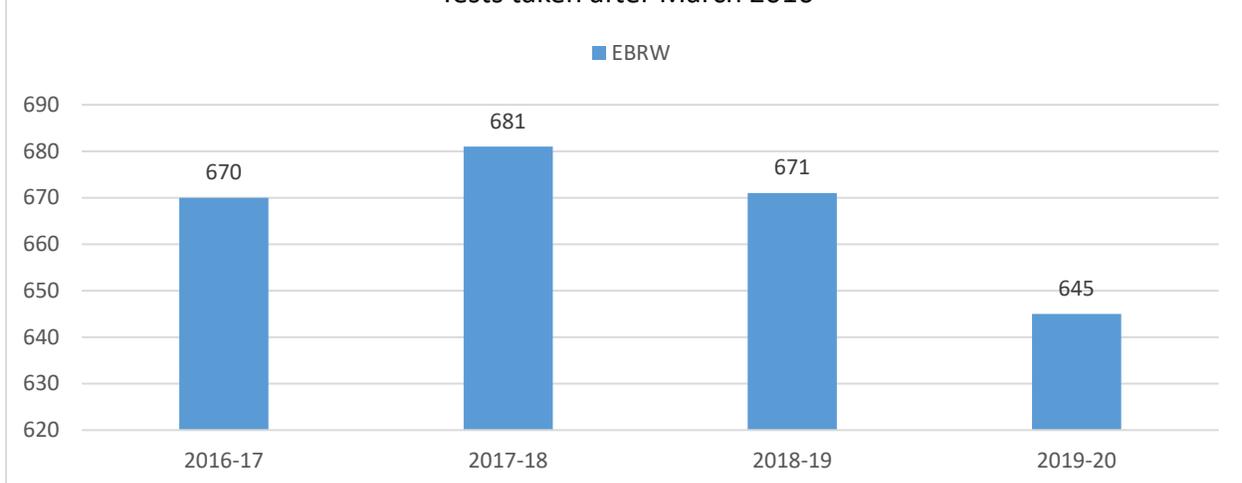
With the focus on vocabulary and comprehension, students in Minnetonka should perform at high levels on the section. Historically, students have posted high scores on the NWEA and MCA reading tests that also measure these types of skills. With a mean score of **645**, student results to this point appear to be dropping, which will require additional analysis by school staff and building leadership.

SAT Critical Reading Results



SAT Evidence-Based Reading & Writing

Tests taken after March 2016

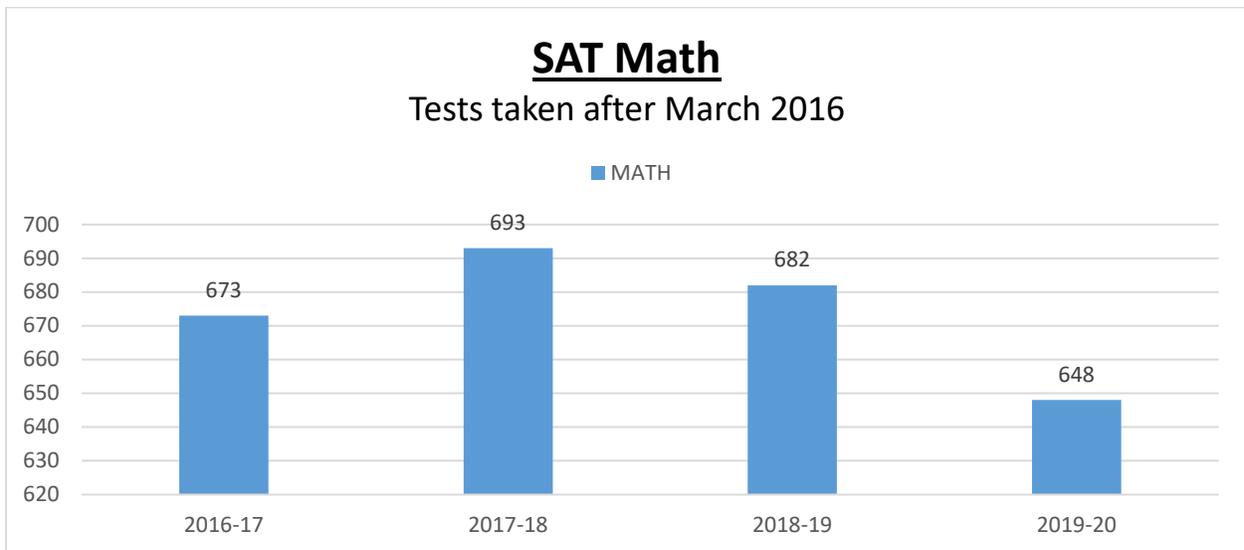
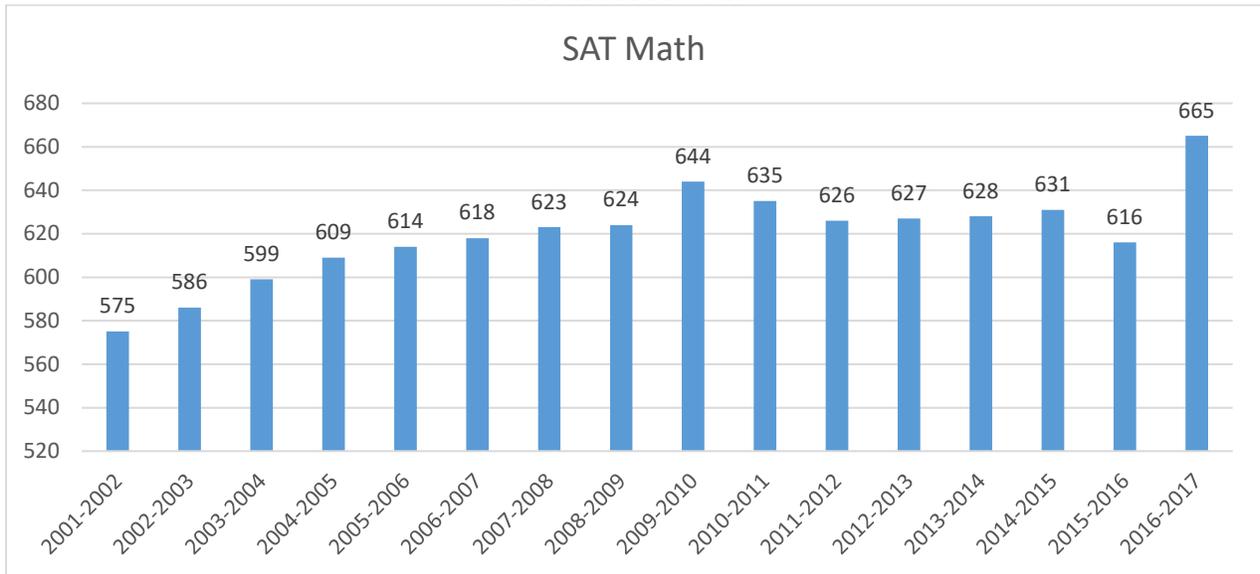


SAT Math Results

Math scores on the SAT decreased significantly after reaching all-time high levels in 2009-10 and 2010-11 and then increasing slightly the past few years after a sharp decline. The performance on the SAT has improved significantly compared to the years between

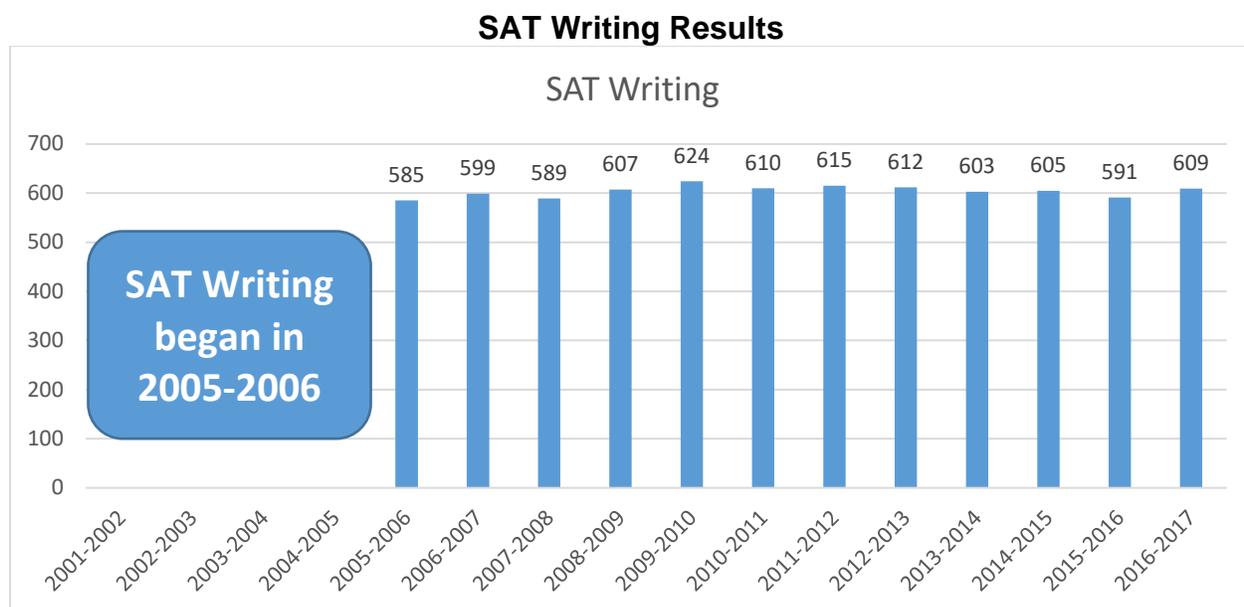
2001 and 2006, with a sharp decline in 2015-16. More students are taking higher level Math classes and are exposed to the type of problems the SAT poses which should prove to be beneficial for students. For example, students in Minnetonka are expected to answer questions related to word problems, percent, divisibility, graphing, and elementary number theory. Because students excel in these areas in Minnetonka, it is evident that students who take both the SAT and ACT should be predicted to have success on both Math assessments. The new SAT Math Test is designed to mirror the problem solving and modeling students will do in College Math, Science, and Social Sciences courses and in everyday life. The 34 point decrease compared to last year will need to be studied as levels of performance are similar lows observed on the former version of the test.

SAT Math Results



SAT Writing Results

Below are the former SAT Writing results which remained steady in recent years until the conclusion of this test. Writing was a central focus of the English Language Arts Curriculum Review. As a result, new curriculum resources were introduced at the elementary level last year, and a number of revisions were made to the Writing curriculum at the secondary level. The former SAT focused on the Fundamentals of Writing in addition to Writing Composition. The academic program involves a lot of exposure to technical writing beginning in First Grade when students begin writing to an unknown prompt using the Six Traits of Writing. In addition, students take a writing assessment prior to middle school to help with placement into language arts classes. With the new SAT Writing Test, students will be expected to provide substantive arguments and critically analyze passages, along with expressing ideas using proper conventions. These are all skills Minnetonka students have been developing for years and should align to what students need to be successful in future years when taking the SAT Writing Test. This test is combined with the Evidence-based Reading Test. More research needs to be conducted by teachers to ensure Minnetonka students will have the greatest success possible on this test.



SAT RESULTS

Minnetonka College Bound Seniors Compared to Nation

It is very likely that the new direction of colleges that previously required an SAT score and are now accepting an ACT or SAT has changed the need for our top students to take the SAT.

Overall, Minnetonka SAT results are at lower levels and are typically stronger compared to the nation. Until this year, the former SAT had not seen improvement at the ACT level

most likely because of the changing dynamics. Now that Minnetonka students will all be taking the new version of the SAT, it is necessary to analyze the results to make meaning from them and to put the results into perspective understanding the one year does not make a trend. National comparisons are not available at this time as seen in the table below.

Minnetonka College Bound Seniors Compared to Nation

College Bound Senior Comparisons								
Tests taken before March 2017								
Grad Yr	Critical Reading		Math		Writing		Composite	
	Mtka	Nation	Mtka	Nation	Mtka	Nation	Mtka	Nation
2017	654	495	665	512	609	485	1929	1492
2016	622	495	616	511	591	484	1829	1490
2015	622	494	631	514	605	486	1858	1494
2014	626	495	628	513	603	486	1857	1494
2013	637	496	626	514	612	488	1875	1498
2012	629	498	626	512	615	490	1871	1503
2011	641	497	635	514	610	489	1886	1500
2010	641	500	644	515	624	491	1909	1506
2009	625	501	624	515	607	493	1856	1509
2008	612	502	632	515	596	494	1840	1511
College Bound Senior Comparisons								
Tests taken after March 2017								
Grad Yr	EBRW		Math		Composite			
	Mtka	Nation	Mtka	Nation	Mtka	Nation		
2020	645	-	648	-	1293	-		
2019	671	531	682	528	1353	1059		
2018	681	536	693	531	1374	1068		
2017	670	480	673	530	1343	1010		

INTERNATIONAL BACCALAUREATE (IB) EXAM RESULTS

Students Tested in IB and IB Diploma Results

Again, IB averages were calculated with a combination of teacher input submitted to IB with IB's predicted student performance calculation, should students have been able to complete the IB exams.

There was a decrease in the number of students taking IB courses, and a slight increase in the number of exams. Minnetonka also saw a decrease in students obtaining an IB Diploma (44), and the pass rate for earning the diploma increased to **91 percent** (up from **85 percent**). The international rate of diploma attainment varies, but it usually rests between **78 percent** and **80 percent** each year.

Typically, approximately **20 percent** of students drop from the full diploma program over time, but Minnetonka staff has been able to stem that rate and saw **10 percent (11 percent)** for the Class of 2019) of students drop the diploma between their junior and senior years in recent years. Last year there were **48** diploma candidates and **44** students who earned the diploma, which is a very encouraging rate of diploma attainment. The average score for students earning a diploma was **4.83** out of **7**. The 2016-2017 school year welcomed the largest class with **84** junior students beginning the year as anticipated IB Diploma Candidates, and **79** completed the full IB Diploma Program according to Laura Herbst, IB/AP Coordinator. The 2018-2019 school year graduated the second largest class with **69** seniors. Of the **69** IB Diploma candidates, **30** of them were eligible for the Bilingual IB Diploma, **25** of those **30** obtained the Bilingual IB Diploma. Of the **48** 2020 Diploma Candidates, **20** were eligible for the Bilingual IB Diploma and all **20** earned it. The Theory of Knowledge course is now taught in the junior year, and it has provided a cohort experience that may be attractive for students to remain in the program. In addition, the Extended Essay (EE) is overseen by the Theory of Knowledge (ToK) teacher, and the consistent work with the students over the junior year and through the following Summer has meant that most diploma students do not see the Extended Essay as an insurmountable hurdle, as they complete it late in the Summer or early in the Fall. With the addition of the IB Core Support Team, there has been improvement in how students perform on both the EE and ToK essay, both of which impact how many bonus points students earn towards their diploma points, in addition to being a unique opportunity for diploma candidates. The percentage of students who earned a “D” on the EE decreased from **21 percent** in 2017 to **17 percent** in 2018, and increased slightly to **18 percent** in 2019, while the percentage who earned an “A” increased from **0** in 2017 to **8 percent** in 2018, **11 percent** in 2019, and **10 percent** in 2020. There was improvement in how students scored on the ToK essay, with the percentage of students earning a “D” decreasing from **13 percent** in 2017 to **3 percent** in 2018, increasing to **17 percent** in 2019, and decreasing to **10 percent** in 2020, while the percentage earning a “B” improved from **33 percent** in 2017 to **40 percent** in 2018 and **68 percent** in 2019.

Last year, there were **31** possible IB Tests administered compared to **28** two years ago, and Minnetonka students surpassed or met the world-wide average on **14** out of the **31 (45 percent)** compared to **10** out of **31** opportunities (**32 percent**) the previous year which was similar to the **44 percent** pass rate from three years ago. The percentage of Minnetonka students surpassing world-wide averages has increased while the number of IB courses and enrollment continues to remain at high levels. With an increase in test takers, it is likely that scores will drop and rebound again once the enrollment begins to level off.

44 of **48** Diploma Programme (DP) candidates earned the full IB Diploma and **90 percent** (which is up from **84 percent** the previous year) of all the IB exams completed earned a four or higher, which means these students are eligible for college credit at most universities.

**Number of Students Who Reported an IB Score
and Number of Students Earning IB Diploma**

IB Summary		
Year	Students Tested in IB	IB Diploma
2020	679	44
2019	668	59
2018	736	65
2017	660	23
2016	587	24
2015	578	41
2014	493	48
2013	453	28
2012	369	30
2011	270	29
2010	234	32
2009	218	36
2008	144	27
2007	94	27
2006	48	6

Number of Students Completing Multiple IB Courses

There was a decrease of **21** students completing IB courses. The number of students who have taken multiple IB courses has decreased as well reaching second all-time high levels, which could be explained by the many intriguing course options available to students, according AP/IB Coordinator, Laura Herbst.

According to IB staff, more students view an SL course as something that is attainable and thus a viable option. The newer SL English classes have experienced fluctuating numbers of sections, increasing from zero to seven sections since 2016. Last year the number of courses increased to nine and now it is down to four. The number of sections of Biology SL has also increased over the last five years, increasing to **121** students in 2020. Overall, the increase in SL classes, which are one year long, seem attainable for students to complete. Teachers have made a focused effort to encourage students to take SL courses as their entry into more rigorous upper level courses.

Number of Students Completing Multiple IB Courses

Students Completing IB Courses		
Year	Number of Students	Number of Students who took multiple courses (subset of previous column)
2020	<i>700</i>	<i>215</i>
2019	721	305
2018	822	364
2017	714	269
2016	571	198
2015	656	258
2014	552	250
2013	505	245
2012	436	118
2011	323	100
2010	269	73
2009	293	82
2008	218	43

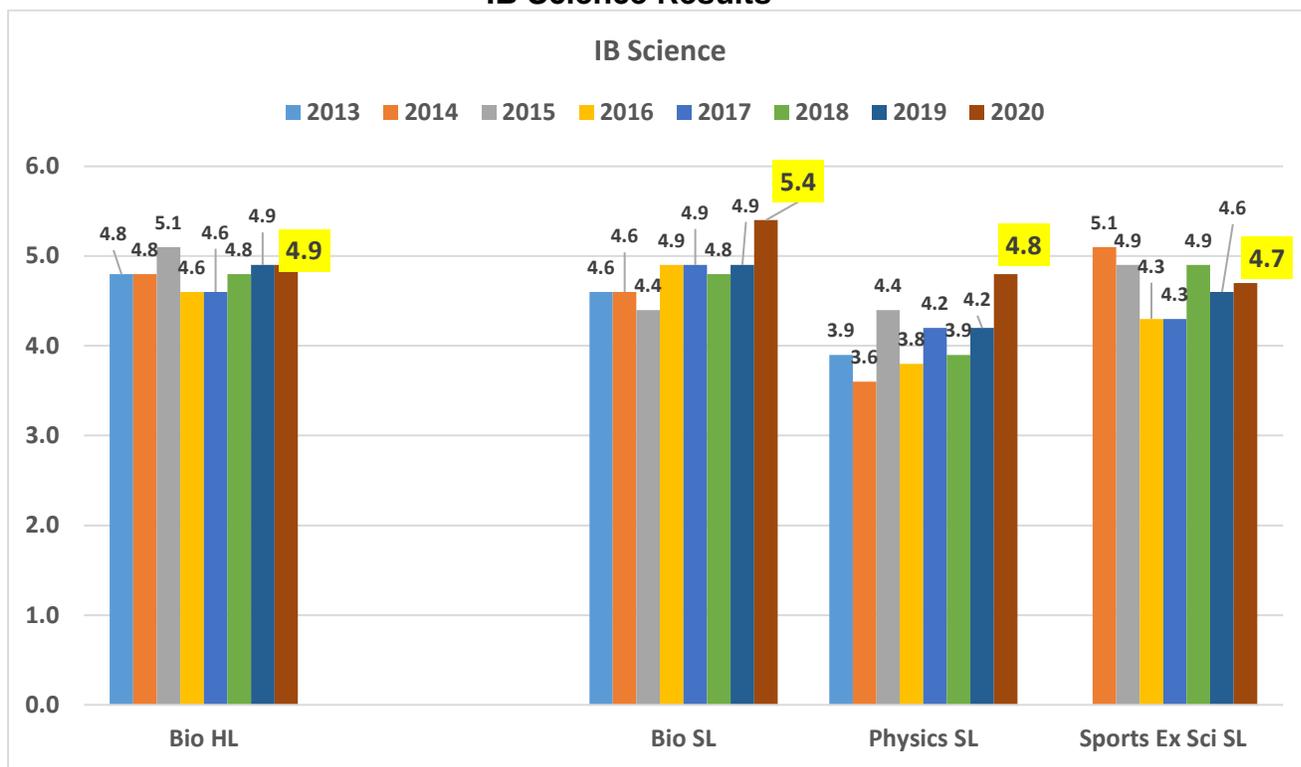
IB Science Results

Overall, IB Science test results have improved since last year with the exception of a one year drop for Biology HL. Biology SL had the highest number of scores reported of the four courses (121). This number is a slight decrease from **135** a year ago. The average score of **5.42** is significantly above the world-wide average **4.25** and an increase of **0.5** from a year ago. The IB Science teachers have adjusted and improved their internal assessments. They are more aligned to the IB standards. For the last nine years in the IB Sciences, the teachers have focused their efforts on internal assessments: the lab work that students complete that makes up part of the students' IB grade. Their focus has been on standardizing their grading with respect to the IB rubric so that students receive accurate formative and summative feedback. This work has helped to improve Biology HL scores as well as assist teachers in Biology SL and Physics SL to encourage strong performance throughout the year's course. Specific staffing assignments have helped to strengthen the SL program in these areas. The Biology HL average is solid given the overall lower enrollment compared a course the size of Biology SL. Students in 2020 scored beyond the world-wide average of **4.37** with an average score of **4.89**. Physics SL scores fluctuate each year due to the low number of students taking the test with a score **4.76**, significantly above the world-wide average of **4.13**. Both Biology SL and Physics SL saw students reach all-time high levels.

Six years ago, the high school added the new IB course—Sports, Exercise, and Health Science (SEHS) SL, and first year scores were very strong and the second and third year

score of **4.27** eclipsed the world-wide average of **3.92** for the second year in a row. With an average score of **4.90** in 2018, the students well surpassed the world-wide average of **3.95** matching the highest average score from 2015. In 2020, there is a slight increase in the average score (**4.67**), Minnetonka students continue to out-pace the world-wide average of **3.89**. Enrollment in IB Biology HL has fluctuated over time, which may be a result of more students seeing Biology SL as a preferred, less time-intensive course as well as IB Diploma students having more options for their third or fourth HL course. As in previous years, IB Biology teachers have consistently focused on the internal assessments in order to give students accurate formative and summative feedback, and the scores on those exams remained steady this year. The IB Physics SL scores increased, most likely due to the teacher spending time during the summer making adjustments to the course in order to align more closely to the IB outcomes. IB Biology and Physics courses had new exams beginning in May 2016, and staff has continued the teacher re-training process.

IB Science Results



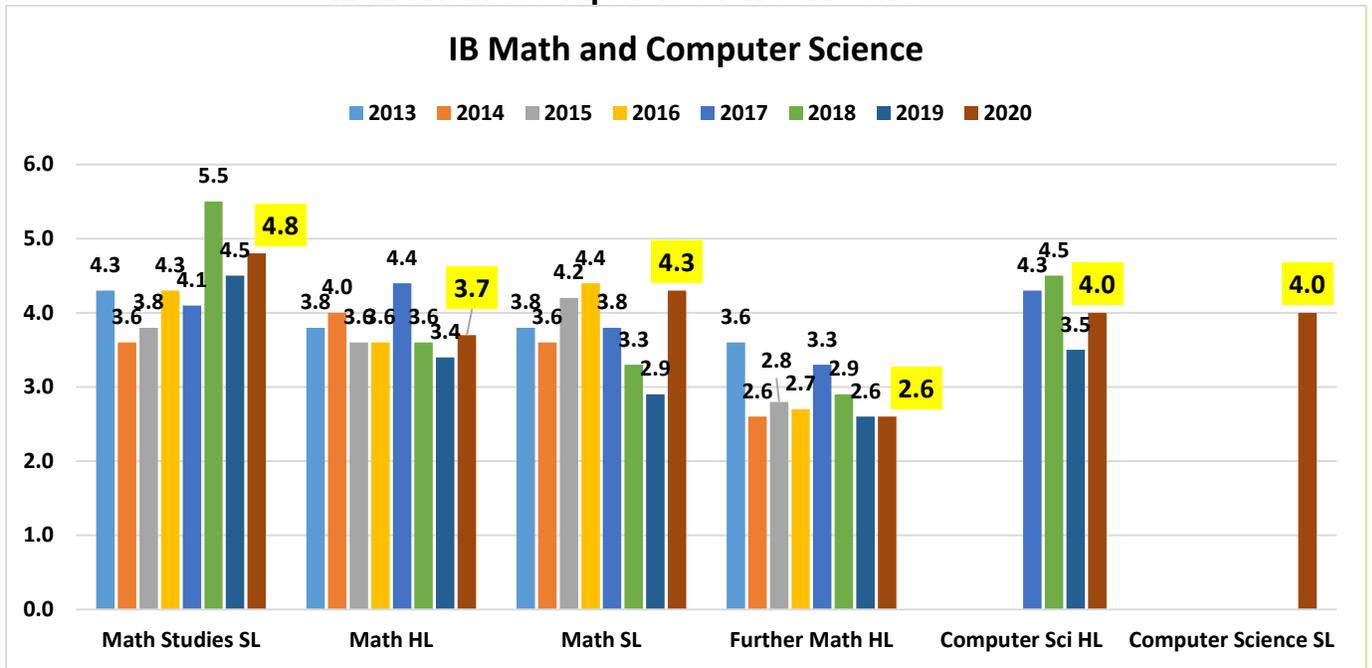
IB Science Number of Scores Reported

Year	Bio HL	Bio SL	Physics SL	SEHS SL
2020	9	121	66	19
2019	18	135	35	16
2018	20	138	57	40
2017	13	117	33	26
2016	11	89	12	28
2015	20	92	14	39
2014	27	77	19	23
2013	44	64	15	N/A
2012	34	100	10	N/A
2011	33	80	12	N/A
2010	36	58	11	N/A
2009	47	29	14	N/A

IB Math Results

IB Mathematics courses were revised for exams beginning in May 2014. The IB Math Studies students' scores rebounded compared to last year by increasing **0.3** points to **4.50** points, matching their second highest results. With a score of **4.80**, the score surpasses the world-wide average of **4.19**. With a mean score of **2.55**, a slight decrease, the Further Math average still falls short of the world-wide average of **4.93**. Beginning with the exams in May 2014, the course was re-designated as an HL course that requires 192 teaching hours in order to cover the course's four topics, with additional time needed to review the two topics taught in the Math HL sequence. This is a pre-requisite to the Further Math HL course. In addition, with the low number of student scores reported (**11**), that likely impacted the results as well. Math SL (**4.26**) saw a significant increase of **1.39** points surpassing the world-wide average of **4.24**, and Math HL (**3.74**) saw scores slightly improving but falling off the pace of the **4.76** world-wide average score. The Math SL course saw a significant decrease in enrollment, dropping from **38** to **19** students in 2020, most likely impacting average score. Math HL also saw a significant shift in enrollment, dropping from **61** to **35** students. Fluctuating enrollment over time typically causes results to fluctuate as well, which is reflected in the results below.

IB Math and Computer Science Results

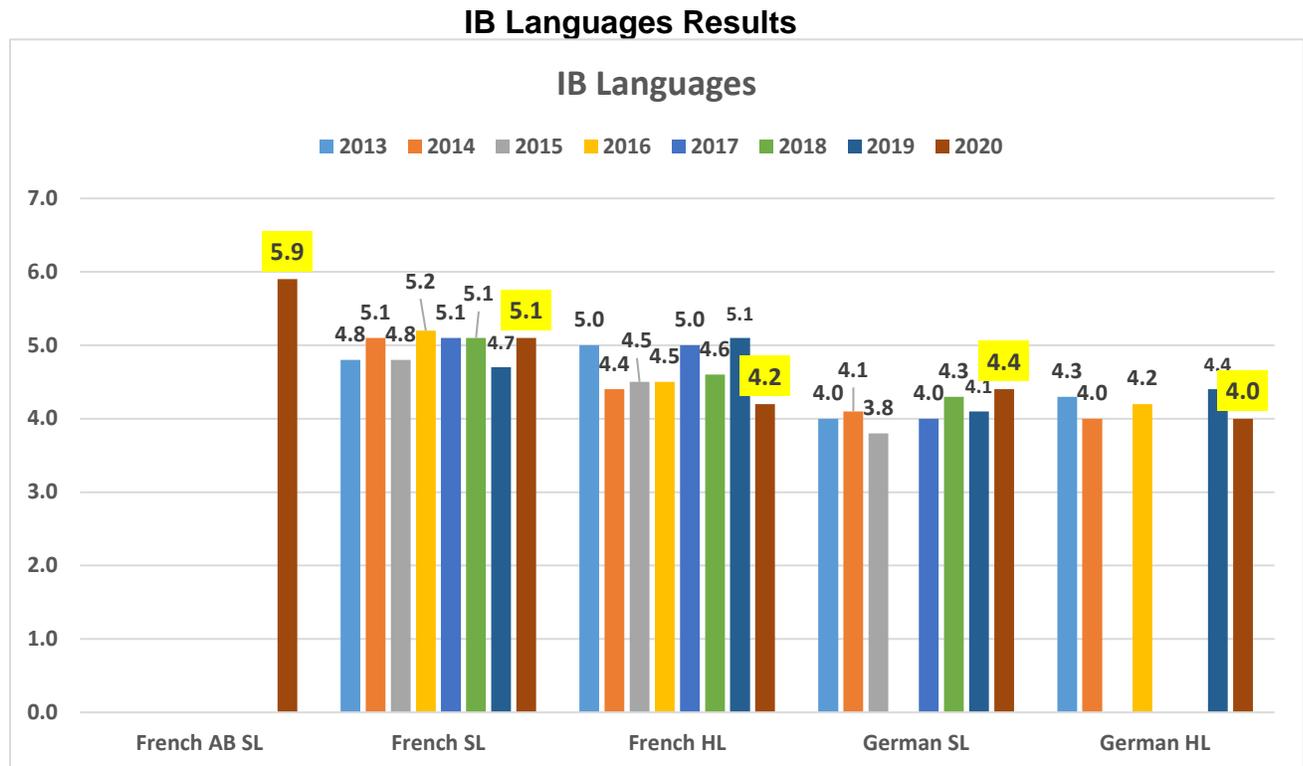


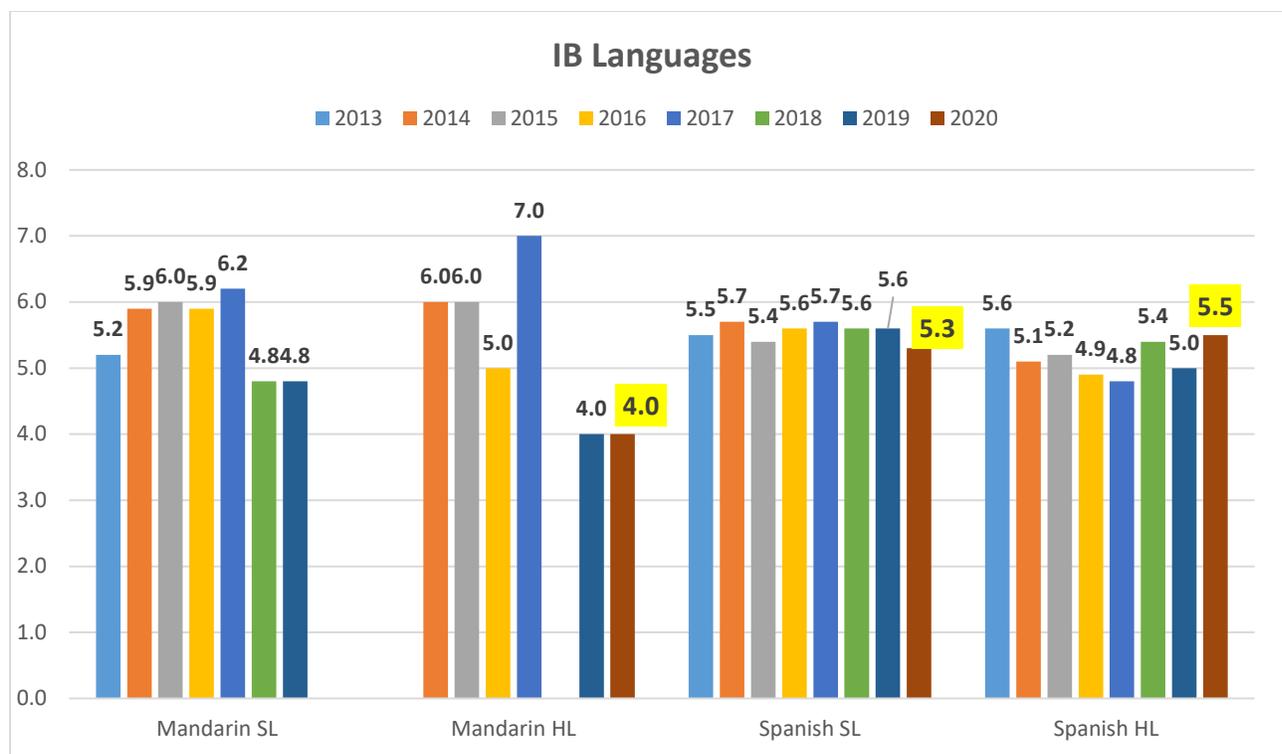
IB Math and Computer Science Number of Scores Reported

Year	Math Studies SL	Math HL	Math SL	Further Math HL	Computer Science HL	Computer Science SL
2020	5	35	19	11	7	2
2019	10	61	38	18	4	NA
2018	2	88	52	29	4	NA
2017	13	61	23	8	3	NA
2016	40	38	19	22	N/A	N/A
2015	14	42	23	24	N/A	N/A
2014	20	28	32	11	N/A	N/A
2013	12	42	18	11	N/A	N/A
2012	8	43	19	14	N/A	N/A
2011	16	37	19	N/A	N/A	N/A
2010	19	45	19	N/A	N/A	N/A
2009	19	23	20	N/A	N/A	N/A
2008	31	19	23	N/A	N/A	N/A

IB Languages Results

The next two sections highlight IB Languages. This sections displays results for students in the World Language program and the next section highlights student results within the Immersion program. IB World Languages continue to show solid results with a few exceptions. With a score of **5.09**, the French SL mean surpassed the world-wide average of **5.03**. However, the French HL mean of **4.24**, decreased by **.82** points, and fell behind the world-wide average of **5.2**. The Spanish SL course (5.26) yielded scores beyond the world-wide average (**5.01**), with Spanish HL (**5.50**), also surpassing the world-wide average of **5.35** points. With with an average score of **4.00** for Chinese HL, Minnetonka students fell short of the world-wide average of **6.26** points. Again, results tend to fluctuate with low numbers of students assessed. Based on the mean scores and the number of students assessed, there were no statistically significant increases or decreases among the IB Languages. The teachers continue to focus energy and resources on the written assessments, which substantively changed with exams in May 2013, and continue to hold as their goal a school average that matches or exceeds the world-wide average in their course. The 2020 exams will reflected a curriculum redesign that IB, and thus the MHS IB world languages courses have undergone, including updated IB internal and external assessments.



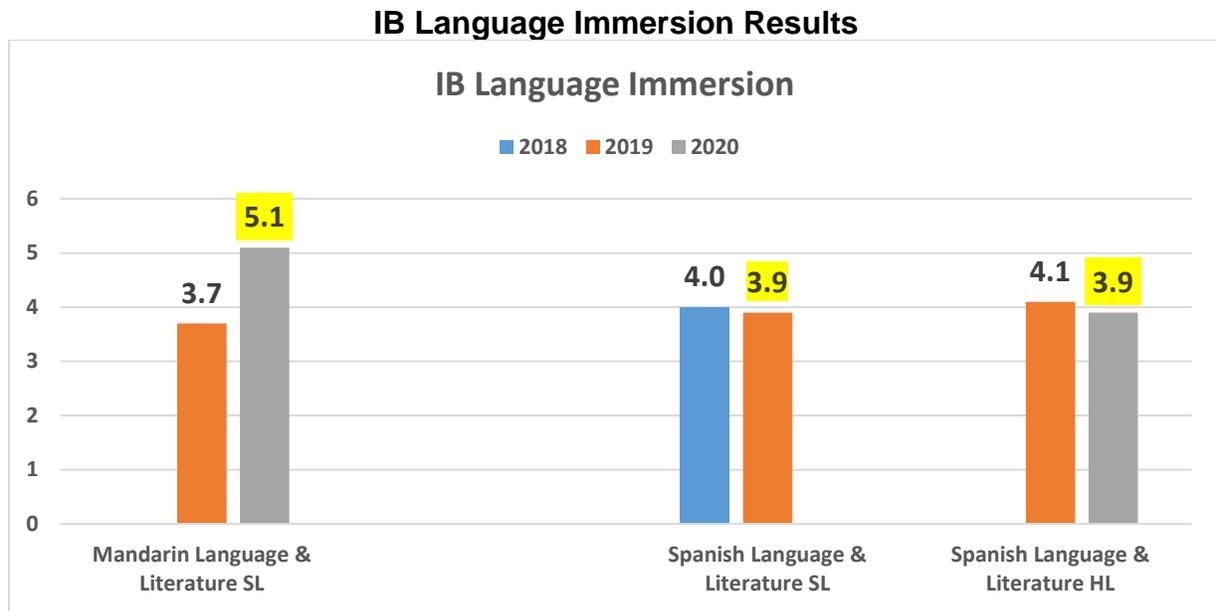


IB Languages Number of Scores Reported

Year	French AB SL	French SL	French HL	German SL	German HL	Mandarin SL	Mandarin HL	Spanish SL	Spanish HL
2020	7	35	21	17	3	N/A	1	38	34
2019	N/A	26	18	21	11	5	2	52	25
2018	N/A	33	22	22	N/A	8	N/A	82	32
2017	N/A	33	13	23	N/A	6	4	81	54
2016	N/A	20	17	0	6	7	1	83	44
2015	N/A	28	10	16	2	2	1	95	47
2014	N/A	30	22	14	2	10	2	96	44
2013	N/A	40	10	9	4	12	N/A	74	47
2012	N/A	17	5	18	3	6	N/A	57	21
2011	N/A	13	14	9	3	15	N/A	35	13
2010	N/A	13	13	10	5	3	2	23	15
2009	N/A	40	N/A	25	N/A	7	N/A	40	N/A

IB Language Immersion Results

Results in this section indicate how Immersion students performed in IB Language and Literature compared to students internationally. These scores are mainly results of students world-wide whose primary language is being assessed compared to Immersion students who are mainly assessed in their second language in Language and Literature. For Mandarin Language and Literature, Minnetonka earned an average score of **5.1** points compared to the world-wide average of **5.82** points. For Spanish Language and Literature SL, Minnetonka students averaged a score of **3.9** points compared to the world-wide average of **4.99** points. The Spanish Language and Literature HL also yielded an average score of **3.9** points for Minnetonka students and **5.35** points for the world-wide average. Tracking these results over time will be important in measuring the ability of Minnetonka students to close the gap in their second language compared to older students internationally being assessed in their primary languages.

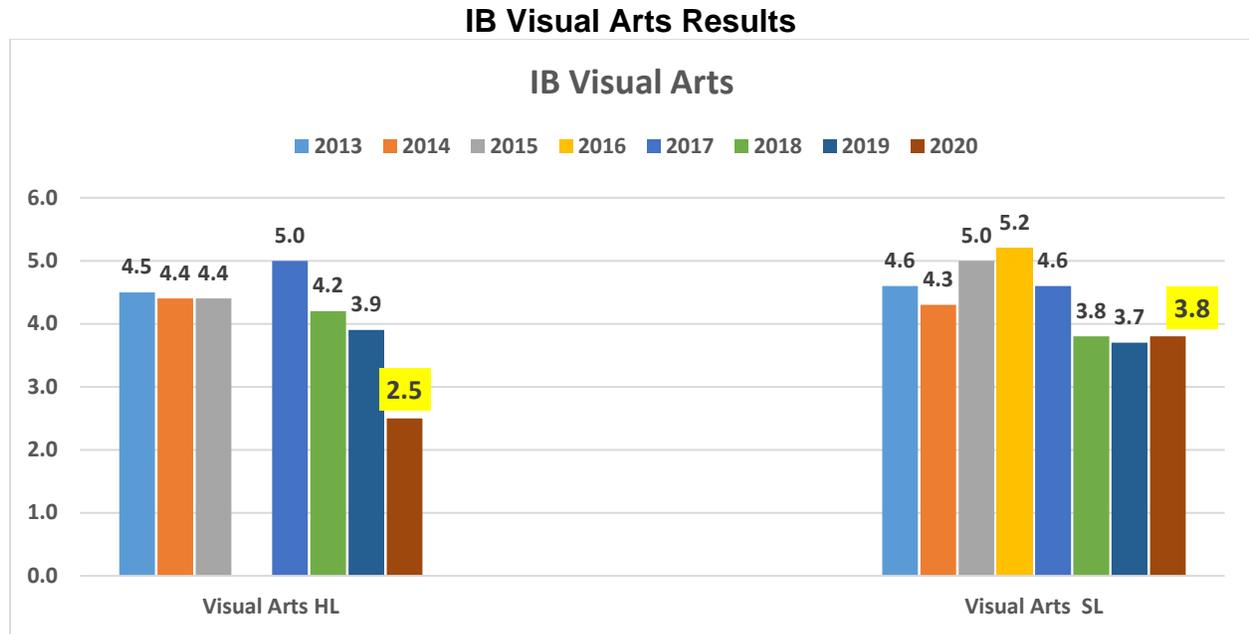


IB Language Immersion Number of Scores Reported

Year	Mandarin Language & Literature SL	Spanish Language & Literature SL	Spanish Language & Literature HL
2020	11	N/A	14
2019	13	56	16
2018	N/A	50	N/A

IB Visual Arts Results

IB Visual Arts has experienced a decrease in the number of students at the HL level, now having two reported scores for this course compared to nine from a year ago. In addition, the SL enrollment has fluctuated over the years, and the average score of **3.80** increased slightly behind the world-wide average of **3.86**. IB Visual Arts HL scores also fell below the world-wide average of **4.21** with an average score of **2.50**.



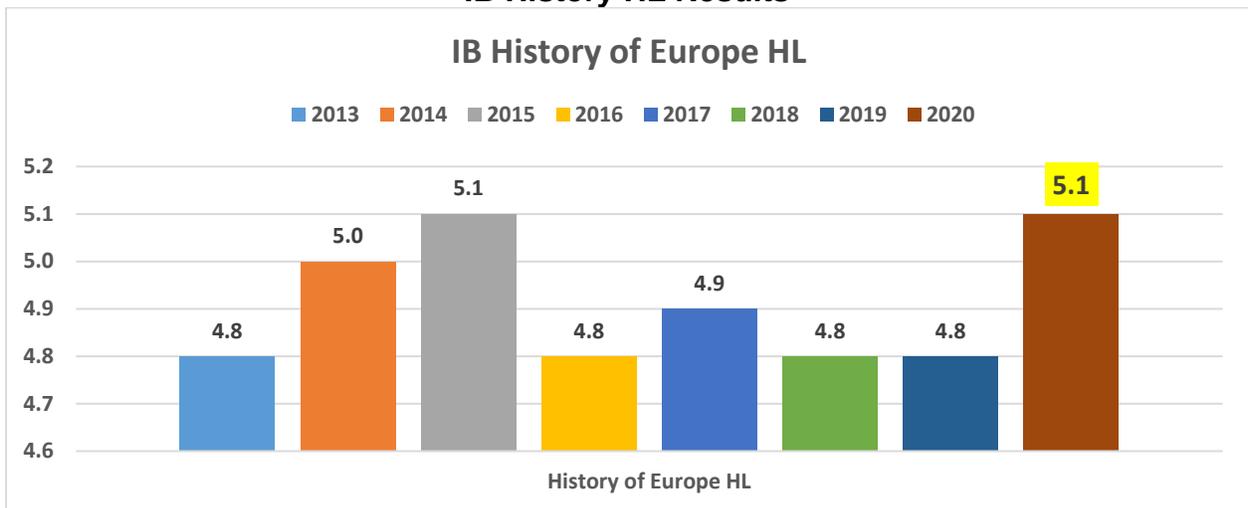
IB Visual Arts Number of Scores Reported

Year	Vis Art HL	Vis Art SL
2020	2	5
2019	9	18
2018	6	13
2017	1	7
2016	0	5
2015	10	17
2014	17	7
2013	4	16
2012	12	6
2011	10	18
2010	9	9
2009	15	11

IB History Results

The IB History HL (since the redesign it's less Europe-centric so they are removing the "Europe" in the name) course experienced a slight increase in the number of scores reported, and the average score remained the same three of the past four years. After three years of improving results between 2013 and 2015, the trend had leveled off, although the scores remain strong. The world-wide average is **4.84** with Minnetonka surpassing those averages by **.29** with an average score of **5.13**. Related to staffing, there has been consistency in the staffing of this course with the same teachers instructing the history courses since a new teacher was added to teach the increased number of junior year courses in 2017.

IB History HL Results



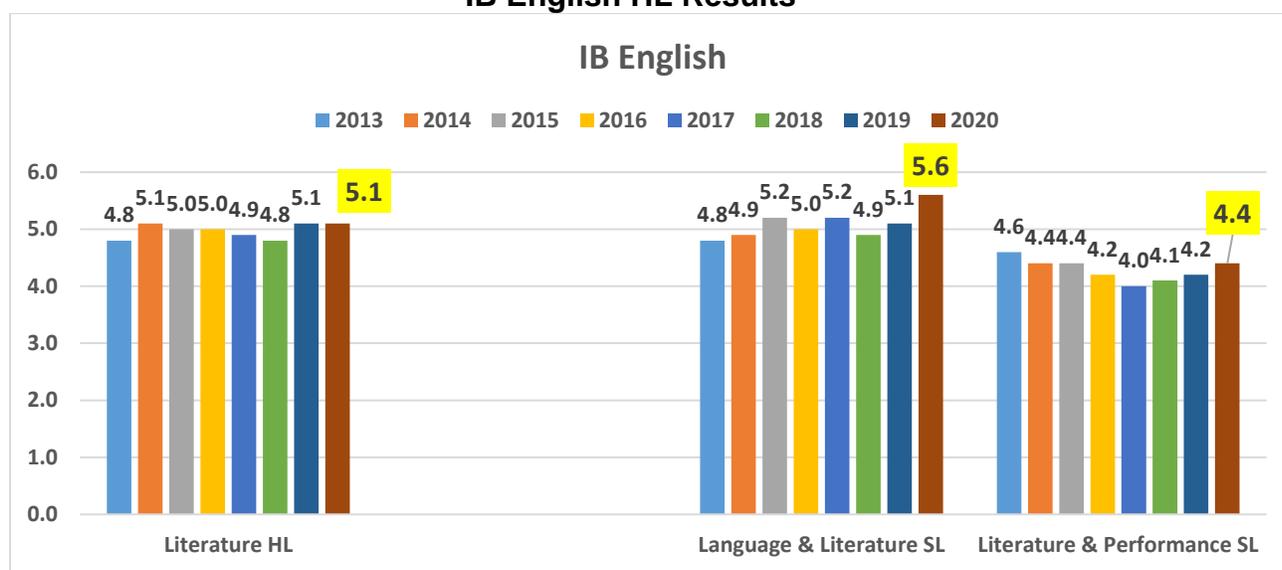
IB History Europe HL Number of Scores Reported

Year	Hist Europe HL
2020	60
2019	90
2018	86
2017	39
2016	37
2015	67
2014	78
2013	69
2012	58
2011	51
2010	57
2009	60

IB English Results

As has been the case for a number of years, the English Literature HL students scored above the world-wide average by **0.3** points even with the fluctuation in enrollment. With a score of **5.59**, Language and Literature SL scored just above the world-wide average of **5.08**, an increase over last year, with Literature and Performance average scores missing the world-wide average by **0.18** points with a score of **4.44**. The world-wide average for this course was **4.62** points. IB advises that both of these courses should be taught over two years as opposed to over just one year. Overall, IB English results are strong, and the English Department should be commended for their efforts. These results mean that our students are scoring comparable to students who have more than twice the amount of time to master the material.

IB English HL Results



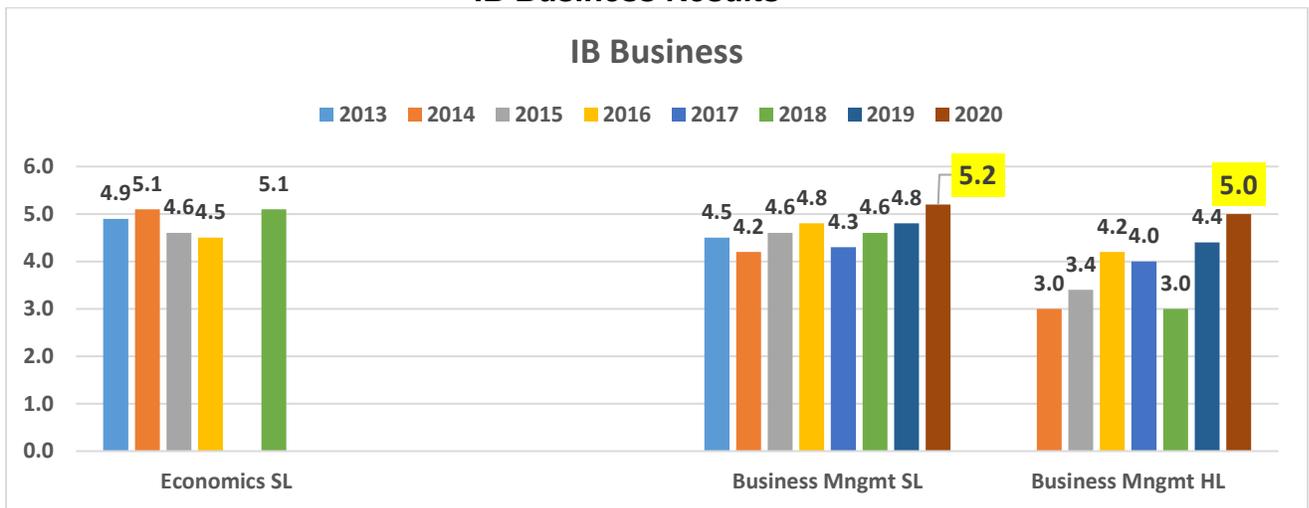
IB English Number of Scores Reported

Year	Literature HL	Language & Literature SL	Literature & Performance SL
2020	55	158	66
2019	86	137	54
2018	96	209	63
2017	47	196	69
2016	34	187	27
2015	67	189	52
2014	70	66	54
2013	63	83	28
2012	59	N/A	N/A
2011	57	N/A	N/A
2010	63	N/A	N/A
2009	71	N/A	N/A

IB Business Results

For the second year in a row, no students' scores were reported for the IB Economics course, and both business exams offered last year increased in the average results for Minnetonka students with a high fluctuation in the number of students taking Business Management SL and HL. The number of students for SL increased by **26** students and HL saw an increase of **23** students. The Business Management SL course results surpassed the world-wide average by **.43** points. In addition, the Business Management HL results eclipsed the world-wide average by **0.20** points. With only 30 students taking Business Management HL, it is difficult to draw conclusions about the data, however it is encouraging to see the averages for both courses surpassing the world-wide averages.

IB Business Results



IB Business Number of Scores Reported

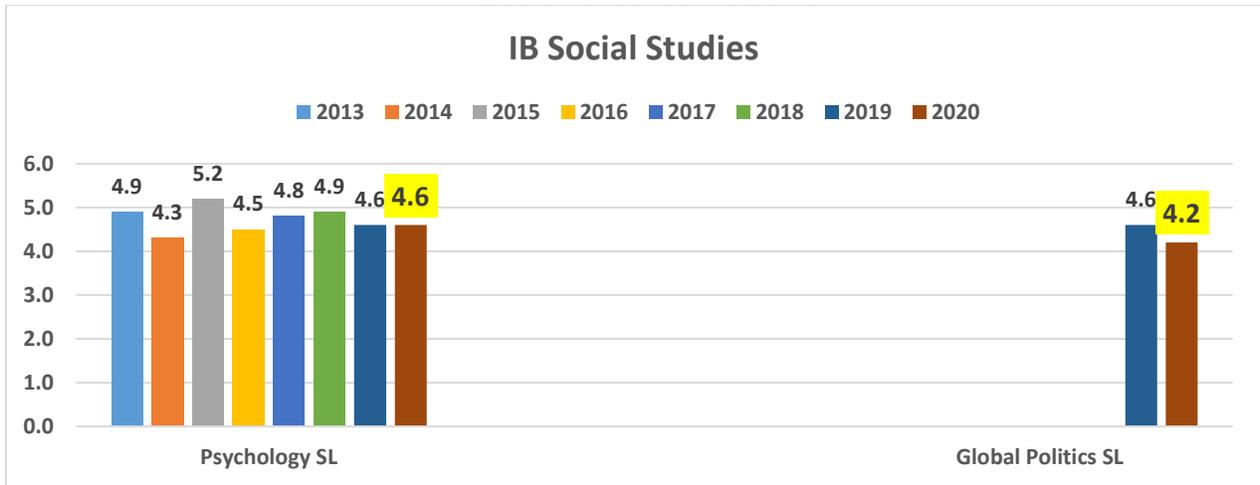
Year	Economics SL	Business Management SL	Business Management HL
2020	N/A	120	30
2019	N/A	94	7
2018	7	63	6
2017	N/A	47	2
2016	8	82	11
2015	18	55	5
2014	29	46	3
2013	42	34	N/A
2012	20	46	N/A
2011	N/A	12	N/A
2010	9	8	N/A
2009	15	N/A	N/A

IB Social Studies Results

There has been a lot of internal assessment work done within the Psychology SL course causing an implementation dip in 2012 but an increase in 2013. The change in internal assessments is necessary to ensure alignment with the IB standards. The Psychology SL course experienced increased results in 2013 and again in 2018. IB Psychology students continue to score well, with the average score of **4.62** and above the world-wide average of **4.40**, despite teachers noticing a cultural shift in the student body of the Psych classes and a significant decrease in the number of students tested, dropping from **22** students in 2019 to **13** students in 2020.

The Global Politics SL exam was new last year, and the Spanish Immersion students who took this test performed below the world-wide average of **4.74**.

IB Social Studies Results



IB Social Studies Number of Scores Reported

Year	Psychology SL	IB Global Politics SL (Spanish Immersion)
2020	13	44
2019	22	22
2018	36	N/A
2017	22	N/A
2016	20	N/A
2015	13	N/A
2014	12	N/A
2013	14	N/A
2012	14	N/A
2011	24	N/A
2010	13	N/A
2009	20	N/A

ADVANCED PLACEMENT (AP) TEST RESULTS

AP Testing Summary District and State

As shared previously, students taking AP exams completed a reduced version of the test that was 45 minutes in length and allowed for open notes. The exam consisted of short answer responses. Below is a statement from College Board regarding 2020 AP exams:

Because creating a good testing environment at home is a challenge for some students, the exam is much shorter this year. In a year when the exam provides you with fewer questions than usual to show the extent of what you learned this year, we want to ensure you have a fair opportunity to show what you know and earn college credit. So AP teachers will have the chance to review your score and your exam responses this summer. If you don't receive a score of 3 or higher and your teacher is convinced you should have, your teacher will be able to engage with the AP Program's college faculty partners to review and confirm your score, ensuring it's fair and appropriate.

Of the 34 possible types of AP Tests taken, Minnetonka students met or surpassed the *Global* mean score on **27 out of 34 tests (79.4 percent)**, which is a decrease compared to last year's percentage of **84.8 percent**, and from two years ago with **90.1 percent** of students beating the *Global* mean. There is an increase in the participation of all students, and an increase in the number of exams taken, moving from **2,595** to **2,829**. Also, students included, based on the support and encouragement of staff members, are choosing more rigorous coursework. High school staff are very positive about the high number of students taking these courses and tests. Enrollment in AP has more than doubled since 2007. **85.2 percent** of Minnetonka AP students scored a three or higher. College Board no longer provides the percentage of Minnesota students scoring three or higher. The Minnetonka mean dropped to an average percentage of **83.2 percent** scoring a three or higher last year and has now improved to their highest levels since 2016. This average has continued to be very strong since 2005.

There are many IB students who take AP exams, as well as several students who self-study for an AP exam without taking the course, and those results are included in the overall averages listed in the tables below. Explanation is provided in the narratives of the AP section to add perspective to the results that have significant numbers of both IB and AP students taking the AP Exams.

In addition, it is encouraging to see more students take the courses and the exams, and although this may cause scores to decrease slightly, overall, these courses and exams offer opportunities for all students pursuing a post-secondary education.

AP Percentage Scoring 3 or Higher in District and State

AP Testing Summary				
Year	MTKA % scoring 3 or higher	MN % scoring 3 or higher	MTKA # tests	MTKA# students
2020	85.2	-	2829	1639
2019	83.2	-	2595	1475
2018	84.0	66.7	2779	1554
2017	84.9	66.4	2538	1418
2016	86.2	66.3	2390	1324
2015	84.4	66.6	2565	1285
2014	82.9	65.9	2378	1174
2013	83.9	65.4	2163	1097
2012	87.7	66.3	1793	835
2011	88.2	65.8	1431	718
2010	86.1	64.7	1398	693
2009	85.8	64.5	1359	691
2008	83.0	64.2	1041	568
2007	84.9	63.3	1034	518
2006	80.1	NA	965	505
2005	83.8	NA	917	467

AP Sciences Test Results

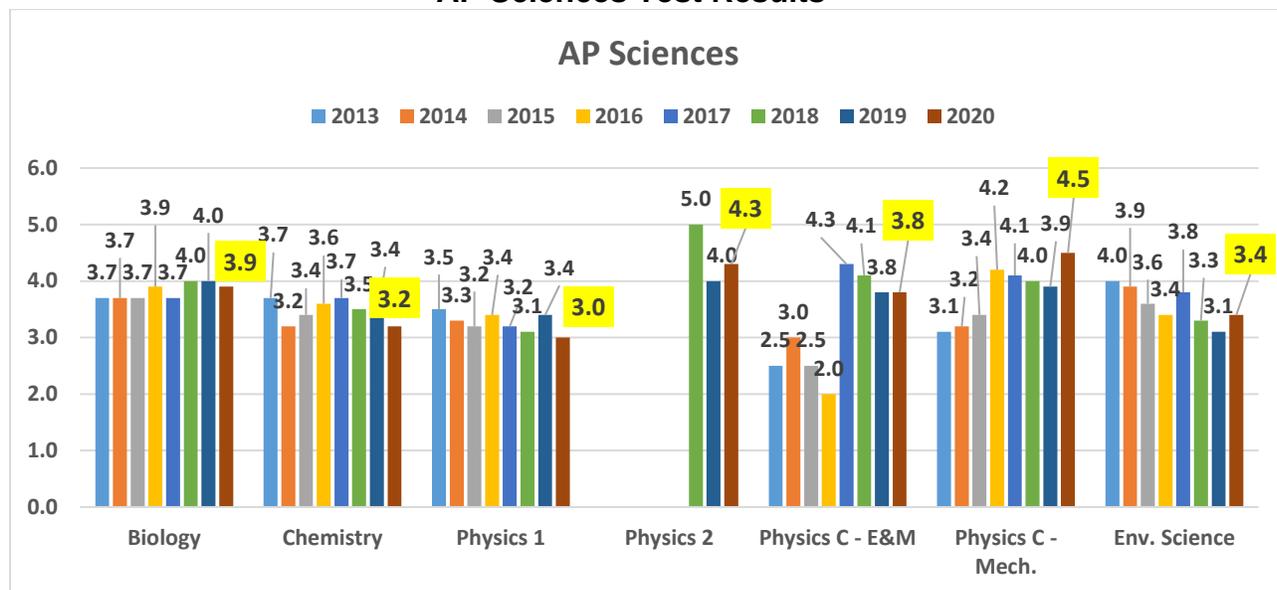
Of the seven AP science tests, Minnetonka means remained the same or improved on four of them with Physics 2 having its third results this year (**4.3**) scoring well above the Global mean of **3.2**. The number of students scoring at least a three or higher was **108 (94.6 percent)** in Biology, an important statistic to note, as the College Board modified grading guidelines beginning with new exams in May 2020, along with students taking modified exams online due to COVID. The mean score for AP Biology was **3.88** in 2020, down from the 2019 mean of **3.97**. MN mean scores stayed roughly the same as 2019, while global scores increased slightly. The number of students taking the exam this year in MN and globally dropped substantially, likely due to last minute changes in the exam format due to COVID. **32 percent** of students at MHS scored a **5** compared to **9 percent** in MN and globally. **30 percent** scored a **4** compared to **24 percent** in MN and **23 percent** globally. **33 percent** scored a **3** compared to **39 percent** in MN and **37 percent** globally. Only **5 percent** at MHS scored **2**, likely due to technical issues and changes in exam format taken online. This is compared to **23 percent** in MN and **24 percent** globally. No students at MHS received a score of **1**.

AP Chemistry scores decreased in the face of the change four years ago and decreased each of the past three years dropping to their lowest levels with an average score of **2.8**. AP Chemistry teachers attended AP training several summers ago and instituted changes in the course for the 2014-2015 school year. Biology means surpassed the Global average by **0.84** for the fourth year in a row with Chemistry means surpassing the Global average by **0.44** points.

The AP Physics C Electricity and Magnetism Exam remained the same from a year ago. Minnetonka students surpassed the Global mean of **3.68** with an average score of **3.8** points. The Physics C Mechanics test scores showed significant improvement, increasing from **3.9** to **4.5** points, also eclipsing the Global mean of **3.88**.

AP Environmental Science has been an exam that a small number of students take through Tonka Online. Enrollment increased to **55** students as the course ran through the Vantage Global Food Sustainability strand, with the District mean increasing to **4.1** points. **19** of the students took the course through Tonka Online. This score well surpassed the Global mean of **2.9**.

AP Sciences Test Results



AP Sciences Number of Tests Taken

AP Sciences Number of Tests Taken							
Year	Biology	Chemistry	Physics 1	Physics 2	Physics C E & M	Physics C Mech	Envir Sci
2020	114	122	168	3	17	13	55
2019	110	98	164	1	8	13	43
2018	93	106	167	1	15	11	42
2017	123	62	167	N/A	3	21	21
2016	98	80	146	N/A	2	16	22
2015	92	69	167	N/A	75	90	36
2014	121	57	106	N/A	36	43	15
2013	94	68	99	N/A	48	47	7
2012	78	46	80	N/A	39	41	9
2011	63	43	76	N/A	23	22	2
2010	62	36	47	N/A	34	40	2
2009	87	12	29	N/A	12	19	N/A

AP Math Test Results

Calculus AB, BC, Computer Science A, and Stats saw a similar amount of exams taken while the Computer Science Principles course saw a significant increase of 44 exams taken. The mean AP scores for Calculus AB and BC scores slightly increased remained the same as last year. The AB course had seen two years in a row of increases, while the BC averages rebounded after decreasing by 0.2 points two years ago, now posting an average score of **3.8** points. The BC scores have tied their all-time highest levels.

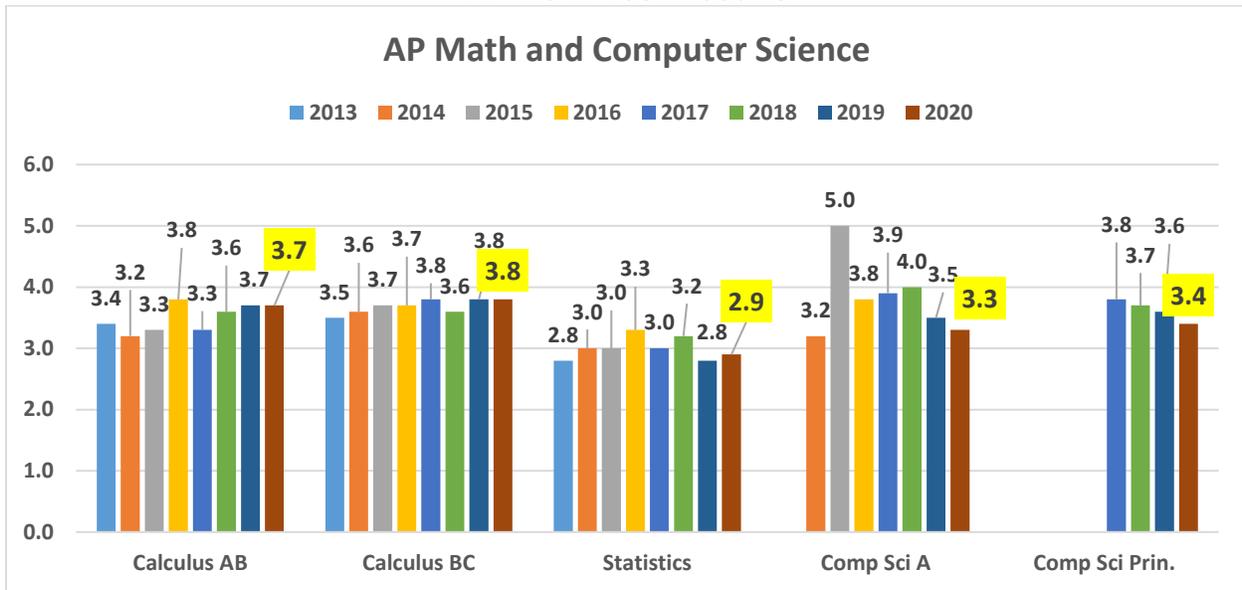
The **3.8** average score for Calculus BC is comprised of both AP and IB students taking the exam. Of the **149** students who completed the Calculus BC exam, **28** were IB students and **121** were AP students. The average score for the IB students was **3.14**, while the average for the AP students was **3.98**. The Calculus BC Global mean was **3.84**. The pass rate for Minnetonka students was **87 percent** compared to the Global pass rate of **82 percent**. The Calculus BC Global mean increased slightly moving to **3.8**, which was the same for Minnetonka students. Minnetonka students surpassed the Global mean of **3.1** points with an average score of **3.7** points on the Calculus AB Exam.

AP Statistics mean scores increased by **0.1** points, rebounding slightly after reaching their lowest levels in 8 years and falling below the Global average of **2.95** points with an average of **2.89** points for Minnetonka students. The College Board report is unclear on the specific breakdown between AP and IB students taking the AP Stats exam, but the overall group consisted of AP Stats students, IB students, VANTAGE (**63**) and Tonka Online (**22**). The VANTAGE students scored an average of **2.63**, while Tonka Online students averaged **3.23** and the rest of the testing group averaged a **2.93**. The pass rate for Minnetonka students was **61 percent**, compared to the Global pass rate of **59 percent**.

With Global mean scores for Calculus AB at **3.07** points, and the Minnetonka mean at **3.7** points, it is reason for celebration. The pass rate Globally was **61 percent**, while Minnetonka's pass rate was **84 percent**.

The new IB Math curriculum still continues to be closely aligned with the Calculus AB and BC exams, so students are likely to continue to take these exams in the future.

AP Math Test Results



AP Math Number of Tests Taken

AP Math Number of Tests Taken

Year	Calc AB	Calc BC	Stats	Comp Sci A	Comp Sci Prin
2020	233	148	230	46	62
2019	225	162	235	49	18
2018	261	161	235	37	24
2017	265	163	243	24	12
2016	254	156	214	23	N/A
2015	257	206	217	2	N/A
2014	312	155	235	5	N/A
2013	263	138	238	N/A	N/A
2012	229	95	197	N/A	N/A
2011	157	77	104	N/A	N/A
2010	162	67	91	N/A	N/A
2009	128	58	144	N/A	N/A

AP Languages Test Results

Scores have increased on two of the five AP language exams. All tested areas surpassed the Global mean with the exception of the Chinese Language and Culture Test. However, the Global mean decreased from **4.19** to **4.09** on this exam while the Minnetonka mean increased from **3.43** to **3.52**.

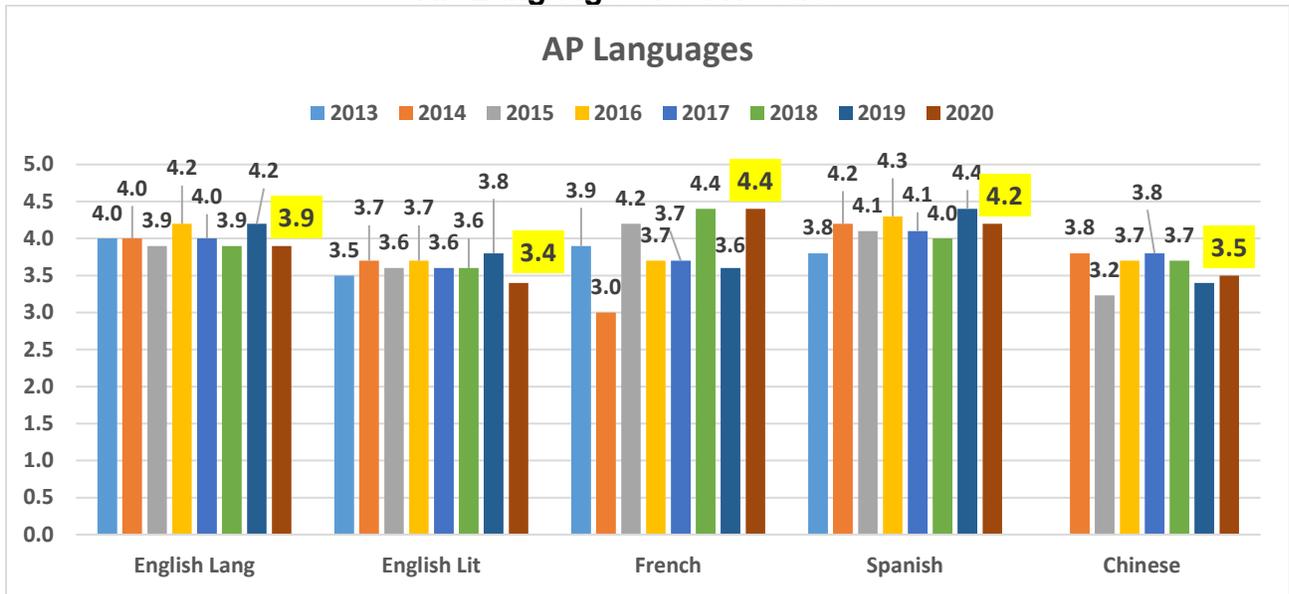
Overall, AP teachers are pleased with the performances, and they continue to focus on studying the exams carefully to ensure student success each year. Teachers attend AP training regularly in order to maintain their focus on the end result. Teachers work backward from what they learn to plan lessons and assessments accordingly. AP Spanish saw a dramatic decrease in enrollment, and the mean scores predictably saw a slight fluctuation, dropping by **0.2** points. Literature saw a significant decrease in exams after a significant increase the previous year. A reason for the drop was most likely because students can take these tests in a variety of years and may have chosen not to test in 2019-20. Overall results remain steady and Minnetonka has significantly out-paced Global means in English and Language Literature by **0.56** points.

The Chinese and Spanish Immersion students moved to the high school five years ago and had an opportunity to take the AP Chinese Language and Culture Exam or Spanish Language and Culture Exam. The Global mean for the Chinese Language and Culture Exam was **4.09** with the Minnetonka mean score of **3.5**, and the Global mean for the Spanish Language and Culture Exam was **3.86** with a Minnetonka mean of **4.23**. On the Chinese Exam, among the **83** Chinese Immersion students, **32** students scored a **3**, **25** students scored a **4**, and **16** students scored a **5**. The Chinese Immersion mean was **3.56**, which is up from **3.4** in 2019. **70** of the Chinese Immersion students were Ninth Graders with an average score of **3.6** points, and **13** were Tenth Graders averaging **3.08** points. The remaining students were labeled as IB or Miscellaneous.

On the Spanish Exam among the Spanish Immersion population, **22** students scored a **3**, **104** students scored a **4**, and **86** students scored a **5** (up from **77**). The Spanish Immersion mean was **4.27**, similar to **4.23** for all students tested.

Ninth Grade Spanish Immersion students averaged a score of **4.36** points, and Tenth Graders averaged **3.98** points. English or non-Immersion students (**20 students**) averaged **3.80** points.

AP Languages Test Results



AP Languages Number of Tests Taken

AP Languages Number of Tests Taken					
Year	Eng Lang	Eng Lit	French	Spanish	Chinese
2020	32	60	7	235	89
2019	37	89	5	155	53
2018	58	71	8	226	58
2017	36	95	15	132	45
2016	56	112	12	101	31
2015	98	86	12	30	5
2014	102	134	1	35	6
2013	106	131	8	36	N/A
2012	141	129	10	32	N/A
2011	109	117	15	36	N/A
2010	95	103	11	58	N/A
2009	87	190	6	3	N/A

AP Government and History Test Results

The five tests listed in were taken by AP students last year. Of the five tests taken, the mean scores showed an increase among two of the five with a significant increase for World History, improving from **3.1** to **3.5** points, rebounding after a drop of **0.6** points a year ago. The Global mean was **2.88** points. A significant decrease was observed on the Comparative Government Test, with average scores dropping from **4.1** to **3.6** points. The Global mean was **3.34** points. There was a small number of Comparative

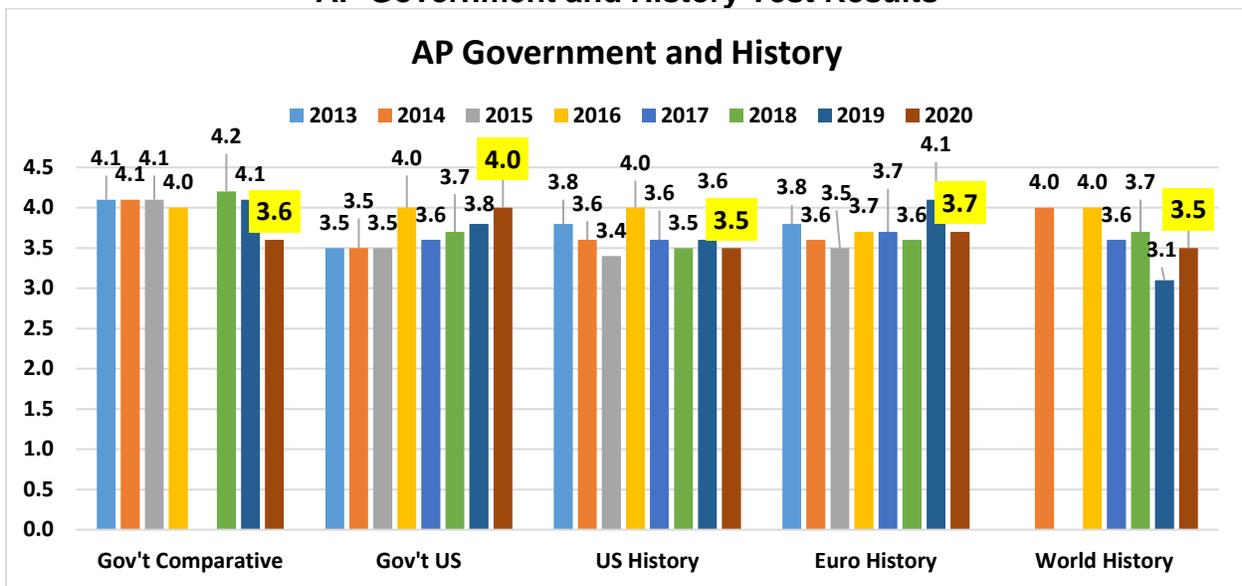
Government Tests taken, thus providing a probable reason for the significant decrease in the average score. There were only 23 tests taken last year.

There are some students who take the AP Government courses to fulfill their Social Studies Civics requirement if they missed this during their Ninth Grade year, thus there are some students who have not typically taken Honors level classes that are taking the course.

AP US History enrollment has decreased in recent years, with a significant decrease last year of 24 students. The number of students taking AP Euro in their junior year fluctuates based on the number of students who choose IB instead or choose to take upper level Science and Math coursework. Two of the five courses experienced an increase in enrollment with World History increasing to its highest levels for the second straight year.

With an average score of **3.7** on the European History exam, Minnetonka surpassed the Global average of **2.95**. The Global average for U.S. Government was **2.84**, compared to Minnetonka's score of **4.0**, while the Minnetonka mean for U.S. History was **3.5** compared to the Global mean of **2.83**. Finally, the World History Global average was **2.88** compared to the Minnetonka mean of **3.5**, and the Comparative Government Global average was **3.34** compared to the Minnetonka mean of **3.6**. Minnetonka well-surpassed the Global mean on all government and history tests.

AP Government and History Test Results



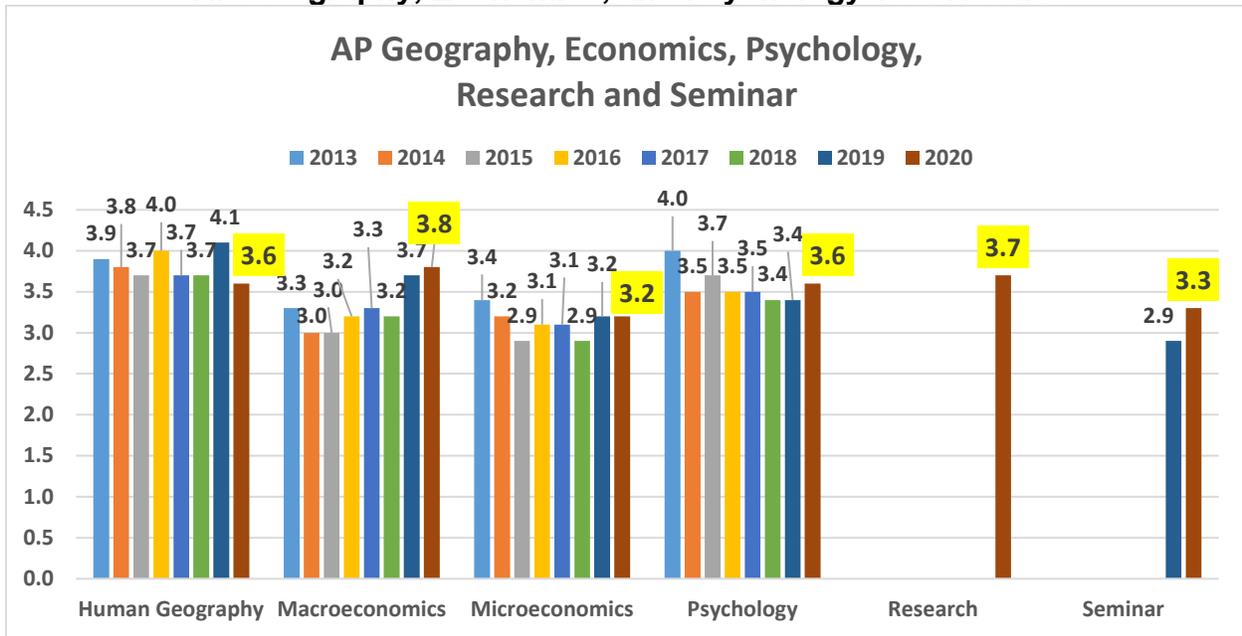
AP Government and History Number of Tests Taken

AP Government and History Number of Tests Taken					
Year	Gov: Comp	Gov: US	US History	European History	World History
2020	23	15	159	87	86
2019	14	29	183	101	79
2018	18	53	152	119	37
2017	N/A	47	159	144	26
2016	23	31	167	121	1
2015	19	15	102	116	N/A
2014	16	22	137	152	2
2013	18	26	128	136	N/A
2012	32	17	154	171	N/A
2011	29	33	140	136	N/A
2010	23	20	132	131	N/A
2009	24	22	126	167	N/A

AP Geography, Economics, and Psychology Test Results

Out of the five tests listed in this section, Minnetonka mean scores remained strong with only a decrease in average score in one area, Human Geography. Human Geography experienced a significant decrease in the average score by 0.5 points, dropping to its lowest levels. However, the Global mean was **2.75**, well below the Minnetonka average for this exam. The Minnetonka mean for Psychology was **3.6** compared to the Global mean of **3.22**. Psychology exam test takers were made of **15** Tonka Online students (**3.53** points), **73** VANTAGE students (**3.75** points), and **198** general AP students (**3.51** points). The Minnetonka mean for Macroeconomics was **3.8** compared to the Global mean of **3.07**. There were **87** VANTAGE students who took the Microeconomics test, averaging **3.10** points, compared to the **3** self-study students who averaged **4.33** points. The Seminar course was newly added in 2019, with Minnetonka students averaging **3.3** points compared to the Global average of **3.06** points. Overall, there were very strong results for the exams listed in the table below. The Minnetonka Research mean was **3.7** with the Global mean of **3.2** points.

AP Geography, Economics, and Psychology Test Results



AP Geography, Economics, Psychology, and Seminar Number of Tests Taken

AP Geography, Economics, Psychology, Research and Seminar Number of Tests Taken						
Year	Human Geography	Macroeconomics	Microeconomics	Psychology	Research	Seminar
2020	276	60	88	279	13	89
2019	268	39	68	251	N/A	68
2018	327	111	55	300	N/A	N/A
2017	296	89	44	294	N/A	N/A
2016	306	98	62	244	N/A	N/A
2015	367	92	68	326	N/A	N/A
2014	283	83	66	245	N/A	N/A
2013	258	82	48	182	N/A	N/A
2012	44	43	21	159	N/A	N/A
2011	40	42	12	153	N/A	N/A
2010	59	47	12	123	N/A	N/A
2009	45	54	18	98	N/A	N/A

Number of AP Scholars

The number of students earning various AP honors has continued to maintain high levels each year. All of this reflects the commitment and knowledge of students and quality of teachers. The AP Scholar with Distinction level has more than quadrupled since 2009. In addition, the AP Scholar level has been reached by **679** students in 2020 compared to **608** last school year, which made 2020 the highest all-time. It is challenging

to have more AP scholars while simultaneously trying to increase the number of students earning an IB Diploma. The table below shows the number of students reaching each level of AP Scholar distinction. Students are only counted once for each category. For example, although an AP Scholar with Distinction meets the AP Scholar criteria, he or she is only counted once in the AP Scholar with Distinction category. With regard to the number of students taking AP exams, in Eleventh and Twelfth Grades, students need to take IB courses that do not align with AP coursework, so the students are not naturally able to take as many AP exams. Consequently, students have self-studied for the AP exams. This demonstrates the hard work and perseverance that is apparent with so many Minnetonka students. College Board has made and is making changes to the various AP Scholar designations, most notably is that May 2020 exams are the last that will be included in any National AP Scholar awards, moving forward that will no longer be a designation. There will also no longer be International AP Scholar awards.

Number of AP Scholars

AP Scholars				
Year	National AP Scholar	AP Scholar with Distinction	AP Scholar with Honor	AP Scholar
2020	66	278	128	207
2019	62	231	127	188
2018	73	269	119	212
2017	58	227	85	201
2016	37	212	94	144
2015	43	192	99	169
2014	42	133	64	165
2013	36	145	78	137
2012	37	76	67	125
2011	27	76	51	86
2010	25	81	55	98
2009	23	60	49	90
2008	8	51	41	65

AP Scholar Key

National AP Scholar -Mean of 4.0 on all exams and grades of 4 or higher on 8 or more exams
AP Scholar with Distinction -Mean of 3.5 on all exams and grades of 3 or higher on 5 or more exams
AP scholar with Honor -mean of 3.25 on all exams and grades of 3 or higher on 4 or more AP exams
AP Scholar -3 or higher on 3 or more exams

Total Number of Students Taking IB/AP Exams

The total number of students taking both IB and AP exams has continued to increase over the years with a slight drop-off in 2019 and rebounding in 2020. The number of IB students taking exams is more than five times higher since 2008, while the number of students taking AP exams has more than doubled since 2008 to **1,639**. The increase in exams taken can be attributed to the newer Ninth Grade Human Geography course and the general trend of students taking more rigorous courses, including IB and AP courses. The trend increase comes from students challenging themselves and the fact that both students and parents have become more educated about the benefits of taking these higher level courses as they plan for college. It can be hypothesized that the high enrollment in IB and AP courses will lead to higher ACT and SAT scores because of the increased academic preparation.

Total Number of Students Taking IB/AP Exams

Total Number of Students Taking IB/AP Exams			
Year	Number of IB Students	Number of AP Students	Total Number of Students
2020	679	1639	2318
2019	668	1475	2143
2018	736	1554	2290
2017	714	1418	2132
2016	587	1324	1911
2015	578	1285	1863
2014	493	1174	1726
2013	453	1093	1546
2012	359	813	1172
2011	257	793	1050
2010	232	684	916
2009	282	688	970
2008	135	568	703

Total Number of IB and AP Courses Offered

The number of IB courses offered continues to remain at high levels. The number of AP courses remained high at **31**, and overall has trended upward during the past seven years. This increase along with the increase to the number of IB courses, has dramatically increased the total course offerings by **25** since 2015. In conjunction with the District's emphasis on academic rigor, staff members continue to research adding courses as deemed appropriate. For example, for the 2013 school year, the additional two IB English classes were offered to deepen the coursework possibilities for Eleventh and Twelfth Grade students. The IB Literature and Performance course was created to meet this need for Twelfth Grade students as well as the Language and Literature course

offered to Eleventh and Twelfth Grade students. In addition, IB Sports Exercise and Health Science courses were added for the 2013-14 school year.

Total Number of IB and AP Courses Offered

Total Number of IB/AP Courses Offered			
Year	Number of IB Courses	Number of AP Courses	Total Number of Courses
2020	56	31	87
2019	51	31	82
2018	50	30	80
2017	49	31	80
2016	49	31	80
2015	37	25	62
2014	37	24	61
2013	32	20	52
2012	28	25	53
2011	29	23	52
2010	26	22	48
2009	21	21	42
2008	22	19	41

VANTAGE Program

Total Number of VANTAGE and Non-VANTAGE Students taking IB and AP Tests with ACT and Grade Point Average (GPA) by Gender

The analysis in this section is designed to provide historical perspective for the VANTAGE program with discussion beginning from the 2013-14 school year and ending with the 2019-20 school year. In 2019, some VANTAGE offerings changed, such as AP Macroeconomics and IB Sports Exercise Science. In addition, AP Environmental Science was added as a VANTAGE strand. In order to illustrate more clear and meaningful data, the 2019 tables displayed one test per table, and the other data points only reflect students tested, as opposed to students who were both enrolled in the course and not tested. Only exam results with both VANTAGE and non-VANTAGE student comparisons are displayed in the tables below with the exception of AP Psychology and Stats, as these two courses have been offered since 2015 and data can be displayed consecutively each of the years. Data not reflected in the tables below are reflected earlier in the AP or IB sections of this report.

2013-14 Summary

VANTAGE was in its first year of existence in 2013-14, and test results for VANTAGE and non-VANTAGE students were as expected considering the profile of the students. The academic profile of a student in the VANTAGE Program in 2013-14 was significantly

different than the profile of a student not enrolled in the VANTAGE Program taking IB and AP coursework. The average VANTAGE students' Grade Point Average (GPA) was **3.32** compared to the average non-VANTAGE student GPA of **3.81**. The average ACT Composite for VANTAGE students in 2013-14 was **25.8**, and for non-VANTAGE students, the average ACT Composite was **29.4**, which was closer to the top 400 level of ACT scores. Again, this shows a significant difference in the profile of students. Of the **21** VANTAGE students in 2013-14, **15** were Male and **6** were Female. The average scores for Male VANTAGE students on the AP Macro and Microeconomics Test were higher than Females, with Female VANTAGE students out-performing Males on the IB Business SL Test. For non-VANTAGE students, the Male versus Female IB and AP Test performance was much less disparate.

For non-VANTAGE students taking IB and AP coursework, there was a significant difference in the number of Males compared to Females. **44** Males took the AP Macroeconomics Test compared to **9** Females. **26** Males took the AP Microeconomics Test compared to **7** Females and **11** Males took the IB Business SL Test compared to **6** Females. Regardless, all metrics in 2014 indicated higher achievement among non-VANTAGE students compared to VANTAGE students.

As stated previously, the VANTAGE instructors have modified their curriculum and assignments for students in order to support students and address the difference in results, because the AP Economics Exam does not accurately align with the Economics work that VANTAGE students have done in their projects. Last year Macroeconomics was dropped from the VANTAGE Business Analytics strand. The course is now comprised of AP Stats and IB Business SL.

2014-15 Summary

2015 results show similar results to 2014 regarding the profile of the VANTAGE student. The VANTAGE and non-VANTAGE results for mean overall GPA, mean ACT Composite, and mean exam results for AP Macroeconomics and AP Microeconomics. There were no non-VANTAGE students enrolled in the IB Business SL course. The overall mean GPA for a VANTAGE student taking the two AP course listed in the table below was a **3.48** versus a **3.91** GPA for non-VANTAGE students. The mean AP exam scores were slightly lower for the VANTAGE students, which comes as no surprise, in addition to the lower mean ACT Composite score of **27.7** versus **30.9** for non-VANTAGE students. Clearly, the profile of the VANTAGE student in the first two years of program implementation is different than the profile of the non-VANTAGE student taking the same courses. With a mean score of **27.7** on the ACT, the VANTAGE student surpassed the overall ACT Composite by **0.8** points, and the non-VANTAGE also surpassed the overall Composite of **26.9** with a **30.9** mean score.

2015-16 Summary

The tables below show the additional VANTAGE course in which students were enrolled in 2016; AP Psychology, AP Statistics, and IB Sports Exercise Science. The gap between

the overall GPA and between the ACT Composite score was not as great compared to students who were enrolled in the AP Macro and Microeconomics courses originally. In 2015, The ACT Composite score difference between these students was only **0.8** with VANTAGE students reaching a mean ACT score of **27.2** and non-VANTAGE students earning a mean score of **28.0**, while the mean GPA difference was **.25** points with VANTAGE students earning an overall mean GPA of **3.39** and non-VANTAGE students averaging a **3.64** GPA.

In 2016, the performance for VANTAGE students in AP Macro, AP Micro, and IB Business SL continued an upward trend. This is the first time mean scores reached at least three for the Economics courses, and the IB Business SL course saw scores soar to an average of **4.75**, which is **.65** points higher than 2014. ACT levels have risen from **25.8** on average in 2014 to **28.6** in 2016, and GPA increased from **3.24** in 2014 to **3.48** in 2016. This evidence of the changing profile of the VANTAGE business student. The gap between AP/IB scores, GPA, and ACT has continued to shrink between the VANTAGE and non-VANTAGE students among the students taking business courses.

2016 results showed a slight increase in GPA among VANTAGE students moving from a mean score of **3.39** to **3.51**, with a slight decrease in mean AP Psych score of **.10** points and an increase in the mean AP Stats score moving from **2.85** to **3.08**. Non-VANTAGE students also saw a decrease in the mean for AP Psych, dropping from **3.69** to **3.54**, mirroring the decrease VANTAGE students experienced. Non-VANTAGE students saw an increase in AP Stats, similar to the increase VANTAGE students saw moving from **3.05** to **3.36**. Lastly, the IB Sports Exercise Science mean for VANTAGE students in 2015 was **4.84**, and the score declined in 2016 to **4.25**.

2016-17 Summary

In 2017, The VANTAGE students continued to close the gap between their non-VANTAGE counterparts. The average ACT score for VANTAGE students was **28.7** compared to the ACT average for non-VANTAGE students of **29.3**. The non-VANTAGE students are still out-pacing the VANTAGE students in AP Macro and AP Micro, however, the gap in performance within the AP Macro class has become smaller with just a **0.9** point difference in average score compared to a **.35** point difference a year ago. The IB Business SL course saw an overall decline in average score from a year ago, however the gap between the non-VANTAGE and VANTAGE students decreased from **.45** points to **.08** points.

According to the combined tables below, the GPAs of VANTAGE and non-VANTAGE students taking AP Psych, AP Stats, and IB Sports Exercise Science were virtually the same. The average scores on the AP Psych test were within **.07** points of each other compared to a **.06** point difference a year ago. AP Stats saw an overall decrease in average score on the exam and non-VANTAGE students out-performed VANTAGE students by **.20** points in 2017 and in 2016. This difference in performance mirrors the results from a year ago, and it should be noted that the difference in ACT and GPA is

comparable to the differences from a year ago, thus making the AP Exam scores somewhat predictable.

2017-18 Summary

The results show the comparisons from 2017 to 2018 among VANTAGE and non-VANTAGE students in the areas of AP Macroeconomics, with only comparisons for VANTAGE students in AP Microeconomics and IB Business SL. According to the tables below, 82 VANTAGE students had an average GPA of **3.54** compared to the 63 non-VANTAGE students with an average GPA of **3.77**. The VANTAGE students' average AP Macroeconomics score is lower (**2.69** points) than the non-VANTAGE students' average score (**3.55**). This was a decrease for VANTAGE compared to the previous year dropping from **3.23** points. In addition, compared to 2017, the VANTAGE average dropped in AP Microeconomics from **3.05** to **2.78** and in IB Business SL, VANTAGE student performance increased from **4.25** points to **4.60** points. The areas where there were drops in performance are similar to the results in 2015 and similar to the average GPA of a VANTAGE student from 2015 as well. It appears that the profile of the VANTAGE business student in 2018 is similar to the profile of the VANTAGE business student from 2015 for students taking business courses.

According to the 2017-2018 results, there was a wider gap in average GPA between VANTAGE and non-VANTAGE students taking AP Psychology and AP Stats Exams. The average GPA for VANTAGE students in 2017 was **3.45** compared to non-VANTAGE students with a **3.50** GPA. In 2018, the VANTAGE student average GPA was **3.23** compared to the non-VANTAGE student GPA of **3.40**. However, VANTAGE students out-performed non-VANTAGE students in AP Psychology with an average exam score of **3.6** compared to **3.37**. VANTAGE students also out-performed non-VANTAGE students on the AP Stats Exam with an average score of **3.37** compared to an average score of **3.18** for non-VANTAGE students. Interestingly enough, the difference in average GPA appears to be an indicator of the differences in ACT scores with VANTAGE students earning an average ACT score of **25.9** compared to non-VANTAGE students earning an average ACT score of **27.8**. Lastly, VANTAGE students in 2018 out-performed their counterparts on the IB Sports Exercise Science Exam, improving from an average score of **4.27** to an average score of **4.56**. With a lower GPA and a lower average ACT score, 2018 VANTAGE students out-paced 2017 VANTAGE students on all three AP Exams listed on the tables below.

2018-19 Summary

In order to enhance the reporting of VANTAGE results for staff, the 2019 tables indicate one test per table. The GPA and ACT results reflect the performance of students only taking the IB or AP exams, rather than students who took the courses and did not take the exams. In addition, in 2019 the IB Sports Exercise Science and AP Macroeconomics courses were dropped from VANTAGE, and AP Environmental Science was added. The data in the 2019 tables below are updated accordingly.

In 2019, the average score on the AP Stats Test for VANTAGE students was **2.70**, which was a drop in performance compared to 2018, when the mean score for this test was **3.37**. With only **23** students tested, scores are expected to fluctuate. Two years ago, VANTAGE students taking the AP Stats Test earned an average score of **2.91**, and a **3.09** mean score three years ago. The Global mean for the AP Stats Test in 2019 was **2.87**. Non-VANTAGE (**N=212**) also scored below the Global mean on the AP Stats Exam, earning an average score of **2.78**. An important note regarding the VANTAGE student taking the AP Stats Test compared to the non-VANTAGE student taking the same test, is that the average GPA for the VANTAGE student was **3.27** compared to **3.52** for the non-VANTAGE student. In addition, the average ACT Composite for the VANTAGE student was **27.5** compared to **28.2** for the non-VANTAGE student. One can conclude that the VANTAGE student compared favorably to the non-VANTAGE student on the AP Stats Exam due to the differing nature of the academic profile of the two student groups. However, it will be important for Math teachers to study the results in order to understand the drop in performance on the AP Stats Test when compared to the Global mean.

In 2019, the IB Business SL VANTAGE strand showed that students earned an average IB test score of **4.76**. Non-VANTAGE students earned an average score of **4.64**. The profile of the VANTAGE student last year taking this exam indicates that they earned an average ACT Composite score of **26.8** and an average GPA of **3.32**. The non-VANTAGE student earned an average ACT Composite score of **27.8** and had an average GPA of **3.38**. VANTAGE students (**N=80**) earned a higher average score despite the lower GPA and ACT Composite. It is also important to note that there were only **14** non-VANTAGE students who took this exam, which could have also impacted the overall averages.

The VANTAGE and non-VANTAGE student profile regarding the AP Psychology Exam results are similar. The VANTAGE student taking this test had an average GPA slightly higher than the non-VANTAGE student (**3.53** vs **3.44**), yet the average ACT Composite score for the VANTAGE student was slightly lower compared to the non-VANTAGE student (**27.3** vs **27.8**). Lastly, the VANTAGE student earned an average score of **3.56** on the AP Psych Exam, while the non-VANTAGE student earned a **3.32**.

Overall, it is clear that VANTAGE students are making great strides on important metrics while gaining an experience that will prove to be valuable for them as they move to the next level beyond high school.

2019-20 Summary

Over the years, the profile of the VANTAGE student has evolved. For example, by 2019-20 the profile of the VANTAGE versus non-VANTAGE student was virtually the same when comparing the GPA of students taking IB Business SL. However, during that year, students who took the IB Business SL class in a VANTAGE setting had higher average AP Exam scores yet lower average ACT test scores. By 2020, the AP exam scores for this course increased for VANTAGE students from **4.78** to **5.20**, the highest score on record for VANTAGE students taking the IB Business SL exam. This was the first time the average AP Exam score eclipsed the 5 point mark. Interestingly, this particular group of students had a lower average ACT score and a higher GPA. The GPA has fluctuated

for students taking this particular exam over the years, and it has been lower for Males specifically compared to Females.

Regarding AP Psych and AP Stats, the AP exam scores for the AP Psych student is relatively predictable, in that students who take this course in the VANTAGE setting typically have a lower average GPA and lower average ACT Composite score. As a result, one could have predicted that the AP exam scores for this course would be lower for VANTAGE students compared to non-VANTAGE students. In 2020, VANTAGE students earned higher AP Stats Exam scores compared to non-VANTAGE students. However, VANTAGE students in this cohort had a lower average ACT score and a lower GPA as well. One could conclude that the VANTAGE experience for this cohort is a success for these particular students.

Although, there are only data for the VANTAGE versus non-VANTAGE students taking Environmental Science Exams in 2019 and 2020, it is interesting to note that the two groups of students had similar profiles in 2019 and 2020 making their average exam scores predictable. In 2019, the lower ACT Composite mean and the lower the average GPA, indicated that students would score slightly lower on the AP exam. With similar GPAs in 2020, so too were the average AP exam scores for the AP Environmental Science exam for the two student groups.

The AP Computer Science Principles Exam indicated that VANTAGE students out-paced non-VANTAGE students, despite the profile of the VANTAGE student showing them having a lower GPA. However, the VANTAGE students had a higher ACT Composite. It will be interesting to note the trend in future years.

2014 Total Number of VANTAGE and Non-VANTAGE Students taking IB Business SL Tests with ACT and Grade Point Average (GPA) by Gender by Gender

	2014 GPA (weighted)		IB BUS SL		HIGHEST ACT	
	<i>Mean</i>	<i>Median</i>	<i>N</i>	<i>Mean</i>	<i>Mean</i>	<i>Median</i>
VANTAGE	3.24	3.32	29	4.10	25.8	26
MALE	3.23	3.36	18	3.94	26.0	27
FEMALE	3.27	3.16	11	4.36	25.5	25
NON-VANTAGE	3.73	3.81	17	4.35	29.4	31
MALE	3.70	3.81	11	4.27	29.6	31
FEMALE	3.82	3.83	6	4.50	28.8	30

2015 Total Number of VANTAGE and Non-VANTAGE Students taking IB Business SL Tests with ACT and Grade Point Average (GPA) by Gender by Gender

	2015 GPA (weighted)			IB BUS SL		HIGHEST ACT	
	<i>N</i>	<i>Mean</i>	<i>Median</i>	<i>N</i>	<i>Mean</i>	<i>Mean</i>	<i>Median</i>
VANTAGE	68	3.48	3.51	53	4.55	27.7	28
MALE	53	3.45	3.45	42	4.50	28.0	28
FEMALE	15	3.60	3.63	11	4.73	29.5	30
NON-VANTAGE	45	3.91	3.96	-	-	30.9	31
MALE	32	3.81	3.83	-	-	30.8	31
FEMALE	13	4.17	4.26	-	-	31.1	32

2016 Total Number of VANTAGE and Non-VANTAGE Students taking IB Business SL Tests with ACT and Grade Point Average (GPA) by Gender

	2016 GPA (weighted)			IB BUS SL		HIGHEST ACT	
	<i>N</i>	<i>Mean</i>	<i>Median</i>	<i>N</i>	<i>Mean</i>	<i>Mean</i>	<i>Median</i>
VANTAGE	79	3.52	3.58	69	4.75	28.6	29.0
MALE	48	3.38	3.45	43	4.60	28.5	29.5
FEMALE	31	3.72	3.85	26	5.00	28.9	29.0
NON-VANTAGE	54	3.77	3.89	13	5.15	30.6	31.3
MALE	37	3.68	3.79	4	4.75	30.7	31.3
FEMALE	17	3.98	4.01	9	5.33	30.4	31.5

2017 Total Number of VANTAGE and Non-VANTAGE Students taking IB Business SL Tests with ACT and Grade Point Average (GPA) by Gender

	2017 GPA (weighted)			IB BUS SL		HIGHEST ACT	
	<i>N</i>	<i>Mean</i>	<i>Median</i>	<i>N</i>	<i>Mean</i>	<i>Mean</i>	<i>Median</i>
VANTAGE	82	3.54	3.58	46	4.25	28.7	28.9
MALE	52	3.41	3.47	28	4.18	28.6	28.9
FEMALE	30	3.68	3.83	18	4.32	28.8	28.7
NON-VANTAGE	63	3.77	3.89	20	4.32	29.3	30.1
MALE	42	3.68	3.79	9	4.13	29.2	30.0
FEMALE	21	3.98	4.01	11	4.51	29.4	30.2

2018 Total Number of VANTAGE and Non-VANTAGE Students taking IB Business SL with ACT and Grade Point Average (GPA) by Gender

	2018 GPA (weighted)			IB BUS SL		HIGHEST ACT	
	<i>N</i>	<i>Mean</i>	<i>Median</i>	<i>N</i>	Mean	Mean	Median
VANTAGE	70	3.24	3.23	68	4.60	26.1	26.0
MALE	52	3.18	3.20	50	4.60	26.3	26.5
FEMALE	18	3.40	3.44	18	4.63	25.6	25.0
NON-VANTAGE	51	3.39	3.48	-	-	29.7	30.0
MALE	35	3.31	3.42	-	-	29.0	30.0
FEMALE	16	3.55	3.65	-	-	31.4	33.0

2019 Total Number of VANTAGE and Non-VANTAGE Students taking IB and AP Tests with ACT and Grade Point Average (GPA) by Gender

	2019 GPA (weighted)			IB BUS SL		HIGHEST ACT	
	<i>N</i>	<i>Mean</i>	<i>Median</i>	<i>N</i>	Mean	Mean	Median
VANTAGE	80	3.32	3.42	80	4.78	26.8	26.5
MALE	60	3.26	3.36	60	4.70	26.9	27.0
FEMALE	20	3.51	3.57	20	5.00	26.6	26.0
NON-VANTAGE	14	3.38	3.44	14	4.64	27.8	29.0
MALE	6	3.04	3.13	6	4.17	25.0	26.0
FEMALE	8	3.64	3.82	8	5.00	29.5	30.0

**2020 Total Number of VANTAGE and Non-VANTAGE Students taking IB and AP Tests with ACT and Grade Point Average (GPA) by Gender
(Including new courses)**

	2020 GPA (weighted)			IB BUS SL		HIGHEST ACT	
	<i>N</i>	<i>Mean</i>	<i>Median</i>	<i>N</i>	Mean	Mean	Median
VANTAGE	123	3.41	3.57	120	5.20	26.3	26.0
MALE	73	3.29	3.41	70	5.01	26.2	26.0
FEMALE	50	3.59	3.72	50	5.46	26.5	26.0
NON-VANTAGE	-	-	-	-	-	-	-
MALE	-	-	-	-	-	-	-
FEMALE	-	-	-	-	-	-	-

2015 Total Number of VANTAGE and Non-VANTAGE Students taking IB and AP Tests with ACT and Grade Point Average (GPA) by Gender

	2015 GPA (weighted)			AP PSYCH		AP STATS		HIGHEST ACT	
	<i>N</i>	<i>Mean</i>	<i>Median</i>	<i>N</i>	<i>Mean</i>	<i>N</i>	<i>Mean</i>	<i>Mean</i>	<i>Median</i>
VANTAGE	58	3.39	3.41	31	3.58	33	2.85	27.2	27
MALE	29	3.26	3.15	9	3.56	20	2.85	26.8	27
FEMALE	29	3.53	3.63	22	3.59	13	2.85	27.6	28
NON-VANTAGE	423	3.64	3.71	295	3.69	180	3.05	28.0	28
MALE	179	3.55	3.63	110	3.59	89	3.09	28.0	28
FEMALE	244	3.70	3.75	185	3.75	91	3.01	28.0	28

2016 Total Number of VANTAGE and Non-VANTAGE Students taking IB and AP Tests with ACT and Grade Point Average (GPA) by Gender (Including new courses)

	2016 GPA (weighted)			AP PSYCH		AP STATS		HIGHEST ACT	
	<i>N</i>	<i>Mean</i>	<i>Median</i>	<i>N</i>	<i>Mean</i>	<i>N</i>	<i>Mean</i>	<i>Mean</i>	<i>Median</i>
VANTAGE	104	3.51	3.55	62	3.48	49	3.08	27.3	27.9
MALE	47	3.32	3.41	22	3.18	28	2.79	27.8	28.3
FEMALE	57	3.66	3.76	40	3.65	21	3.48	27.0	27.3
NON-VANTAGE	282	3.55	3.63	181	3.54	108	3.36	28.0	28.0
MALE	134	3.43	3.45	74	3.62	63	3.27	28.6	28.8
FEMALE	148	3.66	3.74	108	3.50	47	3.48	27.4	27.5

2017 Total Number of VANTAGE and Non-VANTAGE Students taking IB and AP Tests with ACT and Grade Point Average (GPA) by Gender

	2017 GPA (weighted)			AP PSYCH		AP STATS		HIGHEST ACT	
	<i>N</i>	<i>Mean</i>	<i>Median</i>	<i>N</i>	<i>Mean</i>	<i>N</i>	<i>Mean</i>	<i>Mean</i>	<i>Median</i>
VANTAGE	68	3.45	3.54	32	3.49	19	2.91	27.6	27.5
MALE	32	3.33	3.38	15	3.26	12	2.76	27.7	27.8
FEMALE	36	3.57	3.69	17	3.72	7	3.06	27.5	27.3
NON-VANTAGE	302	3.50	3.53	153	3.56	159	3.09	28.4	28.0
MALE	145	3.41	3.39	60	3.64	95	3.01	28.8	28.6
FEMALE	157	3.59	3.66	93	3.48	64	3.17	28.0	27.4

2018 Total Number of VANTAGE and Non-VANTAGE Students taking IB and AP Tests with ACT and Grade Point Average (GPA) by Gender (Including new courses)

	2018 GPA (weighted)		AP PSYCH		AP STATS		HIGHEST ACT		
	<i>N</i>	<i>Mean</i>	<i>N</i>	<i>Mean</i>	<i>Median</i>	<i>N</i>	<i>Mean</i>	<i>Mean</i>	<i>Median</i>
VANTAGE	88	3.23	19	3.37	3.21	15	3.60	25.9	26.0
MALE	59	3.19	15	3.33	3.18	4	3.50	26.2	26.0
FEMALE	29	3.33	4	3.5	3.41	11	3.64	25.1	24.0
NON-VANTAGE	439	3.40	215	3.18	3.48	278	3.37	27.8	28.0
MALE	216	3.31	122	3.17	3.34	120	3.26	28.1	28.0
FEMALE	223	3.49	93	3.18	3.59	158	3.46	27.6	28.0

2019 Total Number of VANTAGE and Non-VANTAGE Students taking IB and AP Tests with ACT and Grade Point Average (GPA) by Gender

	2019 GPA (weighted)		AP PSYCH		AP STATS		HIGHEST ACT		
	<i>N</i>	<i>Mean</i>	<i>N</i>	<i>Mean</i>	<i>Median</i>	<i>N</i>	<i>Mean</i>	<i>Mean</i>	<i>Median</i>
VANTAGE	77	3.53	23	2.70	3.62	77	3.56	27.3	27.0
MALE	14	3.42	17	2.65	3.46	14	3.50	27.3	26.5
FEMALE	63	3.55	6	2.83	3.65	63	3.57	27.3	27.0
NON-VANTAGE	171	3.44	212	2.78	3.52	171	3.32	27.8	28.0
MALE	77	3.32	104	2.84	3.40	77	3.30	28.5	29.0
FEMALE	94	3.54	108	2.72	3.62	94	3.34	27.8	27.0

2020 Total Number of VANTAGE and Non-VANTAGE Students taking IB and AP Tests with ACT and Grade Point Average (GPA) by Gender (Including new courses)

	2020 GPA (weighted)		AP PSYCH		AP STATS		HIGHEST ACT		
	<i>N</i>	<i>Mean</i>	<i>N</i>	<i>Mean</i>	<i>Median</i>	<i>N</i>	<i>Mean</i>	<i>Mean</i>	<i>Median</i>
VANTAGE	80	3.36	59	2.66	3.52	71	3.77	26.8	27.0
MALE	20	3.13	41	2.76	3.20	17	3.94	28.3	29.5
FEMALE	60	3.43	18	2.44	3.57	54	3.72	26.3	26.0
NON-VANTAGE	222	3.45	165	2.97	3.55	202	3.51	28.6	29.0
MALE	96	3.32	72	3.13	3.36	86	3.47	29.4	30.0
FEMALE	126	3.54	93	2.85	3.68	116	3.55	27.9	28.0

2019 Total Number of VANTAGE and Non-VANTAGE Students taking IB and AP Tests with ACT and Grade Point Average (GPA) by Gender (Including new courses)

	2019 GPA (weighted)			AP ENV SCI		HIGHEST ACT	
	<i>N</i>	<i>Mean</i>	<i>Median</i>	<i>N</i>	Mean	Mean	Median
VANTAGE	11	3.41	3.41	11	3.00	28.0	27.0
MALE	5	3.33	3.24	5	3.20	26.6	25.0
FEMALE	6	3.48	3.76	6	2.83	29.2	28.5
NON-VANTAGE	28	3.51	3.56	28	3.04	30.1	30.0
MALE	16	3.45	3.54	16	3.31	30.8	31.0
FEMALE	12	3.59	3.61	12	2.67	29.3	28.5

2020 Total Number of VANTAGE and Non-VANTAGE Students taking IB and AP Tests with ACT and Grade Point Average (GPA) by Gender (Including new courses)

	2020 GPA (weighted)			AP ENV SCI		HIGHEST ACT	
	<i>N</i>	<i>Mean</i>	<i>Median</i>	<i>N</i>	Mean	Mean	Median
VANTAGE	30	3.53	3.59	30	3.47	28.5	29.5
MALE	8	3.30	3.34	8	3.00	29.8	30.5
FEMALE	22	3.62	3.74	22	3.64	28.1	28.0
NON-VANTAGE	31	3.53	3.60	24	3.46	29.4	30.0
MALE	8	3.31	3.34	6	3.83	30.4	33.0
FEMALE	23	3.61	3.64	18	3.33	29.0	29.5

2020 Total Number of VANTAGE and Non-VANTAGE Students taking IB and AP Tests with ACT and Grade Point Average (GPA) by Gender (Including new courses)

	2020 GPA (weighted)			AP COMP SCI PRIN		HIGHEST ACT	
	<i>N</i>	<i>Mean</i>	<i>Median</i>	<i>N</i>	Mean	Mean	Median
VANTAGE	12	3.10	3.04	11	3.82	30.2	31.0
MALE	9	3.11	3.08	8	4.0	30.2	31.0
FEMALE	3	3.07	3.00	3	3.33	-	-
NON-VANTAGE	55	3.45	3.52	49	3.39	28.1	27.0
MALE	41	3.46	3.52	36	3.28	28.1	27.0
FEMALE	14	3.44	3.59	13	3.69	27.7	25.0

SUMMARY

Student performance was at its highest levels in the District's history on the ACT Test. Students will continue to perform at high levels due to the increased rigor of the academic program at earlier grade levels and the ongoing work to improve rigor at the Junior and Senior levels. More students are coming to the High School prepared to take more challenging coursework, thus preparing them for national exams such as the ACT and SAT. There were increases on all subtests of the ACT exam with one slight decrease in English of **0.1** points.

As both the IB and AP programs grow, more students with varying academic performance may be taking those courses. This may result in dips in performance in some areas. As more students become accustomed to the rigor required in these courses, the effect should be mitigated.

RECOMMENDATIONS

English and Reading

It will be important for staff to continue to invest in staff development in order to create a stronger and more united Departmental focus on alignment with the essential learnings reflected in the ACT Test valued by colleges and universities.

Student performance improved on the SAT Test with more students taking the test compared to last year. Teachers will need to study the new SAT Test as the changes are more aligned with the Career and College Readiness Standards.

The entire English and Math Departments will need to continue to stay committed to introducing more rigorous coursework and to challenge students on a daily basis to stretch academically.

Math

Although ACT Math subtest scores are the highest they have been in 13 years, there is still room for improvement. District Math teachers will need to focus on the three areas critical for success on the ACT Math Test: Pre-Algebra/Elementary Algebra, Intermediate Algebra/Coordinate Geometry, and Plane Geometry/Trigonometry.

As the Department analyzes ACT Practice Test results, staff will need to develop strategies to reach a broader audience and will need to focus more deeply on the three elements of the Math Test noted above.

In addition, IB Math scores rebounded last year on all IB Math tests as well as AP Stats among VANTAGE and non-VANTAGE students. Overall, Math teachers will need to continue work with school leadership in order to identify important areas for growth to ensure students are able to perform at their highest levels on these exams.

Science

The Science Department will need to continue to look carefully at how problem-solving skills can be better integrated into the Science curriculum and continue to study course options for all students.

Three out of seven AP Science exams decreased while three out of four IB exams showed an increase in average score. IB teachers have spent time in the past four years making adjustments to the course in order to align more closely to the IB outcomes. This will continue to be monitored, and IB Biology and Physics courses had new exams that began in May 2016, in which staff will need to continue the teacher re-training process.

World Language

IB World Language teachers will need to continue to focus energy and resources on the written assessments, and continue to set a goal for the school average to match or exceed the World-wide average in their course.

World Language teachers will continue to focus on studying the AP Exams carefully to ensure student success each year. Teachers plan to attend AP training regularly in order to maintain their focus on the end result. Teachers will need to work backward from what they learn to plan lessons and assessments accordingly, especially as more Language Immersion students enter the program in the coming years. Staff have been trained on the Integrated Performance Assessment (IPA) model, and this form of common assessment should help to pay positive dividends for years to come for students.

VANTAGE

Overall, it is clear that VANTAGE students are making great strides on important metrics while gaining an experience that will prove to be valuable for them as they move to the next level beyond high school. The profile of the VANTAGE student shows in most cases that with a lower overall GPA or lower all ACT Composite score, VANTAGE students continue to score highly on AP and IB exams relative to their non-VANTAGE counterparts. It will be important for VANTAGE instructors to continue to ensure alignment among the courses in which they teach and the IB and AP exams.

CONCLUSIONS

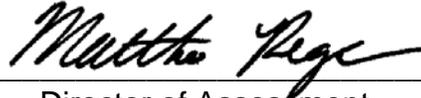
Minnetonka students are performing at high levels of achievement on a nationally or internationally competitive level and are well prepared to be successful on standardized assessments. Multiple measures of student achievement using different assessments are essential. It is important to measure IB, AP, and classroom performance to obtain a valid picture of overall achievement. Preparing students for the rigor of IB is critical as the program continues to grow. With the addition of more rigorous math courses at earlier grades, academic expectations are already raised. Continual training will be critical to helping teachers prepare for the demands of the IB and AP classrooms.

Clearly, the academic program in Minnetonka is rigorous, and members of the community should expect this culture of academic rigor and excellence to grow in the coming years.

RECOMMENDATION/FUTURE DIRECTION:

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

Submitted by:



Director of Assessment

Concurrence:



Dennis Peterson, Superintendent

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

Study Session Agenda Item #3

Title: Review of Draft of Annual Report

Date: September 17, 2020

OVERVIEW:

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

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

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

The Board is also required to hold a public meeting to discuss the World's Best Workforce Report. That public meeting will be held on October 1, 2020 in conjunction with the School Board Meeting.

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

Following the October public meeting, the 2020 Annual Report will be mailed to every District parent and resident, distributed to staff and placed in welcome packets for new families. It will also be posted as an online publication to relay for the broad public the incredible accomplishments and achievements of our students, staff and District.

RECOMMENDATION/FUTURE DIRECTION:

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



Submitted by: _____

JacQueline Getty, Executive Director of Communications



Concurrence: _____

Dennis Peterson, Superintendent

DISCUSSION

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

Study Session Agenda Item #4

**Title: Discussion on Board's Commitment
to Excellence and Belonging**

Date: September 17, 2020

EXECUTIVE SUMMARY

The Board has requested that a statement on its Commitment to Excellence and Belonging be brought forward in September.

Submitted by:



**Dennis L. Peterson
Superintendent of Schools**

DISCUSSION

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

Study Session Agenda Item #5

**Title: Discussion on Board's Action Plan,
Resource Guide and Website Relative to Goal 2**

Date: September 17, 2020

EXECUTIVE SUMMARY

The Board has requested that a statement on its Action Plan, Resource Guide and Website relative to Goal 2 be brought forward in September.

Submitted by:



**Dennis L. Peterson
Superintendent of Schools**

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

Study Session Agenda Item #6

Title: Review of Goal 2-Related Policies

Date: September 17, 2020

EXECUTIVE SUMMARY

The policies related to the Goal 2 work are being brought forward with some recommended changes. It is anticipated that there may be public input to the Board on any or all of them.

ATTACHMENTS:

- Policy 504: Student Dress and Grooming Code
- Policy 514: Bullying Prohibition
- Policy 534: Equal Educational Opportunity
- Policy 604: Inclusive Education Program
- Policy 606: Instructional Material Review, Selection and Use
- Policy 607: Controversial Topics and Materials

Submitted by:



**Dennis L. Peterson
Superintendent of Schools**

MINNETONKA PUBLIC SCHOOLS

Policy #504: STUDENT DRESS AND GROOMING CODE

I. PURPOSE

The Minnetonka School District recognizes schools as a place of learning where dress of employees and students should be attire-appropriate for a quality workplace.

II. GENERAL STATEMENT OF POLICY

A. The Minnetonka Public Schools encourage students to take pride in their attire at school. The dress and grooming of students becomes the concern of the school if it causes disruption of the educational program or is offensive or inappropriate to others. Students shall dress in a manner that takes into consideration the educational environment, safety, health and welfare of others.

III. PROCEDURES

The following guidelines apply to students during regular school hours.

A. Appropriate clothing includes, but is not limited to, the following:

1. Clothing appropriate for the weather.
2. Clothing that does not create a health or safety hazard.
3. Clothing appropriate for the activity (i.e., physical education or the classroom).

B. The following dress and grooming items are prohibited:

- ~~2.1~~ 1. Clothing that does not cover the midriff and chest, clothing that does not cover undergarments, and undergarments that are worn as outer garments are all examples of dress that creates a distracting environment.
- ~~2.2~~ 2. Clothing that includes words or pictures that are obscene, vulgar, sexually explicit, convey sexual innuendo, abuse or discrimination, or which promote or advertise alcohol, chemicals, tobacco or any other produce that is illegal for use by minors.
3. Apparel promoting products or activities that are illegal for use by minors.
- ~~2.3~~ 4. Clothing and other items or grooming in a manner that represents and/or promotes threat/hate groups or gangs.

- ~~2.4~~ 5. Objectionable emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group, evidences gang membership or affiliation, or approves, advances, or provokes any form of religious, racial, or sexual harassment and/or violence against other individuals as defined in MSBA/MASA Model Policy 413.
- ~~2.5~~ 6. Jewelry that presents a safety hazard to self and/or others.
- ~~2.6~~ 7. Hats, caps, bandanas and other head attire during the school day. Exceptions will be made for religious and medical reasons. This limitation does not apply at the high school in the hallways, commons area and cafeteria.
8. Wearing of Halloween-type masks, painted faces, disguises or grooming that limits or prevents the identification of a “student.”
9. Any apparel or footwear that would damage school property.
- C. The intention of this policy is not to abridge the rights of students to express political, religious, philosophical, or similar opinions by wearing apparel on which such messages are stated. Such messages are acceptable as long as they are not lewd, vulgar, obscene, defamatory, profane, or do not advocate violence or harassment against others.
- D. “Gang,” as defined in this policy, means any ongoing organization, association, or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of one or more criminal acts, which has an identifiable name or identifying sign or symbol, and whose members individually or collectively engage in or whose members engaged in a pattern of criminal gang activity. “Pattern of gang activity” means the commission, attempt to commit, conspiring to commit, or solicitation of two or more criminal acts, provided the criminal acts were committed on separate dates or by two or more persons who are members of or belong to the same criminal street gang.
- E. When, in the judgment of the administration, a student’s appearance, grooming, or mode of dress interferes with or disrupts the educational process or school activities, or poses a threat to the health or safety of the student or others, the student will be directed to make modifications or will be sent home for the day. Parents/guardians will be notified.
- F. The administration may recommend a form of dress considered appropriate for a specific event and communicate the recommendation to students and parents/guardians.

G. Likewise, an organized student group may recommend a form of dress for students considered appropriate for a specific event and make such recommendation to the administration for approval.

3.0. H. Consequences for Wearing Inappropriate Clothing:

K-12	1 st Offense	2 nd Offense	3 rd Offense
	<ul style="list-style-type: none"> • Record of Offense • T-shirt to cover • Student is notified 	<ul style="list-style-type: none"> • Record of offense • Letter home • T-shirt to cover or sent home 	<ul style="list-style-type: none"> • Record of Offense • Detention as assigned • T-shirt to cover or sent home

3.1. I. After the third offense within one semester, the student behavior will be considered as insubordination.

4.0. J. When situations arise that are not specifically covered in this policy, the building administrator(s) will interpret the situation in light of the spirit and/or intent of this policy.

Legal References:

U. S. Const., amend. I

Tinker v. Des Moines Indep. Sch. Dist., 393 U.S. 503, 89 S.Ct. 733, 21 L.Ed.2d 731 (1969)

B.W.A. v. Farmington R-7 Sch. Dist., 554 F.3d 734 (8th Cir. 2009)

Lowry v. Watson Chapel Sch. Dist., 540 F.3d 752 (8th Cir. 2008)

Stephenson v. Davenport Cmty. Sch. Dist., 110 F.3d 1303 (8th Cir. 1997)

B.H. ex rel. Hawk v. Easton Area School Dist., 725 F.3d 293 (3rd Cir. 2013)

D.B. ex rel. Brogdon v. Lafon, 217 Fed.Appx. 518 (6th Cir. 2007)

Hardwick v. Heyward, 711 F.3d 426 (4th Cir. 2013)

Madrid v. Anthony, 510 F.Supp.2d 425 (S.D. Tex. 2007)

McIntire v. Bethel School, Indep. Sch. Dist. No. 3, 804 F.Supp. 1415 (W.D. Okla. 1992)

Hicks v. Halifax County Bd. of Educ., 93 F.Supp.2d 649 (E.D. N.C. 1999)

Olesen v. Bd. of Educ. of Sch. Dist. No. 228, 676 F.Supp. 820 (N.D. Ill. 1987)

Cross References:

MSBA/MASA Model Policy 413 (Harassment and Violence)

MSBA/MASA Model Policy 506 (Student Discipline)

MSBA/MASA Model Policy 525 (Violence Prevention)

Approved: June 20, 2002

Reviewed: September 17, 2020

MINNETONKA PUBLIC SCHOOLS

Policy #514: BULLYING PROHIBITION POLICY

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

- A. An act of bullying, by either an individual student or a group of students, is expressly prohibited on school premises, on District property or at school-related functions or activities, or on school transportation. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the District or the safety or welfare of the student or other students, or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyber-bullying regardless of whether such act is committed on or off District property and/or with or without the use of District resources.
- B. No teacher, administrator, volunteer, contractor, or other employee of the District shall permit, condone, or tolerate bullying.
- C. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.
- D. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.

- E. False accusations or reports of bullying against another student are prohibited.
- F. A person who engages in an act of bullying, reprisal, retaliation, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with the District's policies and procedures, including the District's discipline policy. The District may take into account the following factors:
 - 1. The developmental ages and maturity levels of the parties involved;
 - 2. The levels of harm, surrounding circumstances, and nature of the behavior;
 - 3. Past incidences or past or continuing patterns of behavior;
 - 4. The relationship between the parties involved; and
 - 5. The context in which the alleged incidents occurred.

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

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

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

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

III. DEFINITIONS

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

- A. "Bullying" means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:

1. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or
2. materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

The term, "bullying," specifically includes cyber-bullying as defined in this policy.

- B. "Cyber-bullying" means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on District property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.
- C. "Immediately" means as soon as possible but in no event longer than 24 hours.
- D. "Intimidating, threatening, abusive, or harming conduct" means, but is not limited to, conduct that does the following:
 1. Causes physical harm to a student or a student's property or causes a student to be in reasonable fear of harm to person or property;
 2. Under Minnesota common law, violates a student's reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or
 3. Is directed at any student or students, including those based on a person's actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.
- E. "On school premises, on District property or at school-related functions or activities, or on school transportation" means all District buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for District purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips.

District property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, the District does not represent that it will provide supervision or assume liability at these locations and events.

- F. "Prohibited conduct" means bullying or cyber-bullying as defined in this policy or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about bullying.
- G. "Remedial response" means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of prohibited conduct.
- H. "Student" means a student legally enrolled in the Minnetonka School District.

IV. REPORTING PROCEDURE

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

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

- D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include

bullying. Any such person who witnesses, receives a report of, observes, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct shall make reasonable efforts to address and resolve the bullying or prohibited conduct and shall inform the building report taker immediately. District personnel who fail to inform the building report taker of conduct that may constitute bullying or other prohibited conduct or who fail to make reasonable efforts to address and resolve the bullying or prohibited conduct in a timely manner may be subject to disciplinary action.

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

V. DISTRICT ACTION

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

requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; the student discipline policy and other applicable District policies; and applicable regulations.

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

VI. RETALIATION OR REPRISAL

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

VII. TRAINING AND EDUCATION

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

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

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

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

1. Engage all students in creating a safe and supportive school environment;

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

VIII. NOTICE

- A. The District will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.
- B. This policy or a summary thereof must be conspicuously posted in the administrative offices of the District and the office of each school.
- C. This policy must be given to each school employee and independent contractor who regularly interacts with students at the time of initial employment with the District.
- D. Notice of the rights and responsibilities of students and their parents under this policy must be included in the student discipline policy distributed to parents at the beginning of each school year.
- E. This policy shall be available to all parents and other school community members in an electronic format in the language appearing on the District's or a school's Web site.

- F. The District shall provide an electronic copy of its most recently amended policy to the Commissioner of Education.

IX. POLICY REVIEW

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

Legal References:

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

Cross References:

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

Approved: November 5, 2009

Reviewed and Approved: August 7, 2014

Reviewed: September 17, 2020

MINNETONKA PUBLIC SCHOOLS

Policy 534: EQUAL EDUCATIONAL OPPORTUNITY

I. PURPOSE

The purpose of this policy is to ensure that equal educational opportunity is provided for all students of the District.

II. GENERAL STATEMENT OF POLICY

- A. It is the District's policy to provide equal educational opportunity for all students. The District does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation or age. The District also makes reasonable accommodations for students with disabilities.

[Note: Part of the definition of "sexual orientation" within the Minnesota Human Rights Act (MHRA) is "having or being perceived as having a self-image or identity not traditionally associated with one's biological maleness or femaleness," which is how gender identity and expression gain protection under the MHRA. Minn. Stat. § 363A.03, Subd. 44.]

- B. The District prohibits the harassment of any individual for any of the categories listed above. For information about the types of conduct that constitute violation of the District's policy on harassment and violence and the District's procedures for addressing such complaints, refer to the District's policy on harassment and violence.
- C. This policy applies to all areas of education including academics, coursework, co-curricular and extracurricular activities, or other rights or privileges of enrollment.
- D. It is the responsibility of every District employee to comply with this policy conscientiously.
- E. Any student, parent or guardian having any questions regarding this policy should contact the ~~Assistant Superintendent for~~ Executive Director of Human Resources.

Legal References:

Minn. Stat. Ch. 363 (Minnesota Human Rights Act)

Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)

42 U.S.C. § 12101 et seq. (Americans with Disabilities Act)

20 U.S.C. § 1681 et seq. (Title IX of the Education Amendments of 1972)

Cross References:

Policy 427 Harassment and Violence

Policy 521 Student Disability Nondiscrimination

Approved: September 2, 2010

Reviewed: September 17, 2020

MINNETONKA PUBLIC SCHOOLS

Policy #604: INCLUSIVE EDUCATION PROGRAM

I. PURPOSE

The purpose of this policy is to inform students, teachers and parents of the District's commitment to provide equal educational opportunities to all students attending District schools regardless of their cultural or socioeconomic background, gender, or disability. Additionally, Minnetonka Public Schools affirms the importance of multicultural, gender fair, disability sensitive curriculum and instruction.

[Note: Part of the definition of "sexual orientation" within the Minnesota Human Rights Act (MHRA) is "having or being perceived as having a self-image or identity not traditionally associated with one's biological maleness or femaleness," which is how gender identity and expression gain protection under the MHRA. Minn. Stat. § 363A.03, Subd. 44.]

II. GENERAL STATEMENT OF POLICY

The School Board of the Minnetonka Public Schools is committed to providing equal educational opportunities for all students in the District, regardless of gender, disability, cultural or socio-economic background. Further, the Board is committed to delivering an inclusive educational program which encourages understanding and nondiscriminatory treatment of people of all cultures, socioeconomic background, gender and disabilities, and the Board requires the curriculum and instructional materials to include a broad perspective of students' backgrounds and heritage. The Superintendent is directed to establish procedures for the implementation of this policy.

III. DEFINITIONS

For the purpose of the policy, the following terms have the meaning given them in this section:

- A. Inclusive educational program: one that employs a curriculum that is developed and delivered so that students and staff gain an understanding and appreciation of the cultural diversity of the United States, the historical and contemporary contributions of women and men to society, the historical and contemporary contributions to society by people with disabilities. The curriculum and instructional materials shall reflect these expectations.
- B. Instruction: a teacher-led process, which transforms well-planned curriculum into student learning. Instruction is standards-focused teaching for the purpose of providing meaningful learning experiences that enable all students to master academic content and achieve personal goals. Teachers are expected to

acknowledge the backgrounds of their students and utilize the breadth of the curriculum to be responsive to students in their class.

- C. Curriculum: a written plan including standards, benchmarks, essential questions, an assessment plan, instructional resources and strategies, and time allocations for emphasis and pacing for the content to be taught. The curriculum should be sufficiently broad to enable teachers to respond to the students in their classes.
- D. Core Instructional Materials: resources recommended through a District process, approved by the School Board, and used by teachers to provide a required common content for students to achieve intended learning.
- E. Supplementary Materials: resources determined by teachers and principals, as monitored by the Superintendent or designee, which supplement the core materials, and provide for different student needs as required to meet the intended student learning.

IV. REGULATIONS

- A. The District's Inclusive Educational Program must be in compliance with Minnesota's Multicultural, Gender-fair Curriculum Rule 3500.0550, adopted by the State in December 1988 and printed in the State Register May 30, 1989. Renamed Inclusive Educational Program, 1995.

V. EDUCATION PROCESS

- A. In an attempt to reduce and/or eliminate stereotyping, prejudice, and discrimination, the curriculum developed shall promote experiences in multicultural gender-fair activities which prepare students to live productively in a multicultural pluralistic society.
- B. Development of the District's Inclusive Educational Program will occur as part of the District curriculum review process.

Legal Reference:

Minnesota Rules Part 3500.0550 Inclusive Education Program

Cross References:

Policy # 603 Instructional and Curricular Program Review and Improvement

Policy # 606 Instructional Material and Selection

Approved February 1, 2007

Reviewed: September 17, 2020

MINNETONKA PUBLIC SCHOOLS

Policy #606: INSTRUCTIONAL MATERIAL REVIEW, SELECTION AND USE

I. PURPOSE

The purpose of this policy is to provide direction for the review, selection and use of textbooks, supplemental books, and other instructional materials.

II. GENERAL STATEMENT OF POLICY

The District's curriculum focuses instructional practices on challenging and supporting all students in the pursuit of their highest personal and academic achievement. In order to achieve world-class levels of learning, the School Board insists that appropriate and high quality instructional materials be used to deliver the adopted curriculum. All instructional materials, whether core or supplemental, must align with and advance the District's Vision and Mission, and support the District's standards and curriculum. Instructional materials shall challenge each student and prepare them to thrive in American society and the world at-large.

The School Board recognizes that selection of textbooks and instructional materials is a vital component of the District's curriculum. The Board also recognizes that it has the authority to make final decisions on selection of all textbooks and instructional materials.

III. RESPONSIBILITY OF SELECTION

A. While the Board retains its authority to make final decisions on the selection of textbooks and instructional materials, the Board recognizes the expertise of the professional staff and the vital need of such staff to be primarily involved in the recommendation of textbooks and instructional materials. Accordingly, the Board delegates to the Superintendent the responsibility to direct the professional staff in formulating recommendations to the Board on textbooks and other instructional materials.

B. In reviewing textbooks and instructional materials during the selection process, the professional staff shall select materials which:

1. support the goals and objectives of the education programs;
2. consider the needs, age, and maturity of students;
3. foster respect and appreciation for cultural diversity and varied opinion;

4. fit within the constraints of the school district budget;
5. are in the English language. Another language may be used, pursuant to Minn. Stat. § 124D.61;
6. permit grade-level instruction for students to read and study America's founding documents, including documents that contributed to the foundation or maintenance of America's representative form of limited government, the Bill of Rights, our free-market economic system, and patriotism;
7. do not censor or restrain instruction in American or Minnesota state history or heritage based on religious references in original source documents, writings, speeches, proclamations, or records; and
8. include multiple points-of-view that reflect the background of students in the District's schools.

III. IV. DEFINITIONS

Instructional materials are defined as those items that are read, listened to, viewed, manipulated, or experienced by students as part of the instructional process. They may be consumable or non-consumable and may vary greatly in the kind of student response they stimulate. Instructional materials include, but are not limited to: textbooks, supplementary books, teacher manuals, kits, games, computer software, electronic information sources, apparatus, media collections, and other print and non-print materials.

Curriculum: a written plan including standards, benchmarks, essential questions, an assessment plan, instructional resources and strategies, and time allocations for emphasis and pacing for the content to be taught.

Instruction: a teacher-led process, which transforms well-planned curriculum into student learning. Instruction is standards-focused teaching for the purpose of providing meaningful learning experiences that enable all students to master academic content and achieve personal goals, and are subject to the guidance and evaluation of the principal.

Assessments: multiple tools used to gather information about the student's performance on the standards taught.

Evaluation: the process of making judgments about the level of students' understanding or performance.

Standard: a statement of what the student will be able to know, understand and do.

Benchmark: a clear, specific description of knowledge or skills the student should acquire by a particular point in the student's schooling.

Core Instructional Materials: Resources that are part of the District's standards and curriculum adoptions which are approved by the Board for district-wide use as the primary means to assist students in attaining expected learning outcomes. These materials should be comprehensive enough to enable teachers to primarily use this resource in most instruction.

Instructional Materials Review Process: A formal process conducted on a regular schedule where District curriculum and materials are reviewed, evaluated, and proposed based upon District criteria.

Informal Review Process: A process that occurs in years where the Materials Review Process will not occur or when educational needs dictate an immediate expedited approval process.

Supplementary Materials:

- Resources that are selected to complement, enrich and/or extend the curriculum and provide enrichment opportunities to expand students' interests and contribute to their lifelong learning. Examples include local school library collections, District video collections, licensed databases, resource center collections, teacher-selected resources for individual classes, and student resource lists.
- All Supplementary Materials, however, must be selected for the purpose of supporting the standards and curriculum of the given course or class and must be compatible with the District's Vision, goals and expectations.
- Many valuable materials become available continually, and the Board recognizes that extensive processes for approval of evolving materials would be cumbersome and not in students' best interests in some cases; therefore the Board allows teachers to use materials that have not been approved by the Board but fit all of the criteria for selection of materials that have been approved by the Board. If the material is intended to be required reading for all students in the class, approval shall be required by the principal. The materials so identified and used, if intended to be used more than one time, will be subsequently submitted to the principal for submission to the Superintendent, who will inform the Board and periodically request approval of such materials.
- The Board further recognizes that many valuable resources to supplement student learning can be found on the Internet, in periodicals and pamphlets, and in other non-published formats, and permission to use such resources is extended to teachers and building administrators without seeking Board approval; however, it is fully expected that teachers using such sources of materials will use their professional judgment in their selections. It is advisable for teachers to consult with the principal if they have doubt about the appropriateness of the material.

Differentiation: the process teachers use to plan learning experiences, which intentionally respond to learner differences and backgrounds. Students would have opportunities to work at their levels of readiness (assessed levels of skills and knowledge), in preferred and varied learning modes/styles, and engage their interests in order to achieve curricular goals.

IV. V. AREAS OF RESPONSIBILITY

The Board is accountable for selection of instructional materials, and as a policy-making body, assigns responsibility to the professional staff, as follows:

- A. The Superintendent, or designee, shall be responsible for an instructional materials review process, and an informal review process, as well as submitting recommendations to the Board for adoption of materials. The Superintendent's final recommendation for materials selection shall be consistent with the District's Standards and Curriculum. This process shall comply with Board policies, as well as federal and state law and rules. Core Instructional Materials are provided in multiple copies (hard copies or electronic versions) for use by an entire class or a major segment of a class. Supplementary materials that are identified during the curriculum review process, including books and videos, should be recommended through a separate formal District process from Core materials, established by the Superintendent and approved by the Board. There is also an opportunity for teachers to use materials that have not been approved by the Board. The materials so identified and used by teachers that require subsequent approval by the Board will be submitted to the principal for forwarding to the Superintendent, who will inform the Board and periodically request approval of such materials. The Superintendent shall assure that use of materials not required to be approved by the Board are monitored for consistency with the standards and curriculum adopted and appropriateness.
- B. Principals are responsible for assuring that materials are being used in classroom instruction in accordance with the District's Standards and Curriculum. Supplementary Materials selected from the approved list at the school or classroom level must meet all criteria for selection referenced in Section V of this policy. The uses of approved Supplementary Materials are determined by teachers and administrators. As noted above, the Board allows teachers to use materials that have not been approved by the Board but require subsequent approval by the Board if intended to be used more than once. The materials so identified and used must be submitted to the principal, who will submit them to the Superintendent. The principal shall inform teachers when their materials have received Board approval. Furthermore, the Board also allows teachers to use Internet sources, periodicals, pamphlets and other non-published formats without Board approval, but it is expected that teachers will consult the respective building principal regarding the source of such materials if they are controversial or questionable. The principal shall monitor the use of such resources and relate concerns to teachers.

- C. Teachers are responsible for participating in and providing input to the Instructional Materials review and selection process. Once materials are adopted, teachers must understand the content and application of these materials and use the materials to ensure learning. The selection of Core and Supplementary materials will involve the active participation of teachers in the respective subject area being reviewed. It is expected that teachers using any Supplementary Material either approved by the Board or not approved by the Board will read the material in its entirety. The Board encourages teachers and administrators to use a rich assortment of Supplementary Materials to enable students to access current research, information about changing events and learning opportunities that cannot be fully accomplished through the use of Core Instructional Materials alone. Similar to the selection of Core materials, all Supplementary Materials must be selected for the purpose of supporting the standards and curriculum of the given course or class and must be compatible with the District's Vision, goals and expectations. The uses of approved Supplementary Materials are determined by teachers and administrators. As noted above, the Board allows teachers to use materials that have not been approved by the Board, and the teacher must submit the material to the principal for Board approval if it is intended to be used more than once. Furthermore, the Board also allows teachers to use Internet sources, periodicals, pamphlets and other non-published formats without Board approval, but it is expected that teachers will consult the respective building principal regarding the source of such materials if the teacher believes the material is controversial or questionable.
- D. Teaching and Learning staff are responsible for facilitating the entire process of the Instructional Materials review and selection and working closely with the various committees to assure that materials selected are comprehensive and flexible. They are responsible for providing opportunities to parents and students to review and give input on text/material evaluations. They assure the various steps of this policy are fulfilled. Once materials are adopted, Teaching and Learning staff are responsible for providing effective staff development so that all teachers can successfully implement and differentiate new instructional materials.

V. VI. CRITERIA FOR SELECTION

Professional staff shall evaluate instructional materials based on the Minnetonka School District Vision, state and federal requirements, Minnetonka Academic Standards, and grade-to-grade connectivity. Once materials have met these threshold criteria, then staff shall consider the materials based on the following criteria:

- A. Be appropriate for the age, social development, and maturity of the users. There should be specific designation of the grade levels and courses for which materials have been approved.
- B. Meet the interests, abilities, learning styles, and differentiated needs of the users.
- C. Consider the needs of the diversity of ethnic, political, cultural, and religious values held by the Minnetonka community and the pluralistic society at large.

- D. Support areas of lifetime success, such as academics, character, physical and mental health, leadership, and service.
- E. Recognize various points-of-view, including those considered by some to be controversial.
- F. Foster information literacy and enhance student learning through technology.
- G. Illustrate the contributions made by various groups to our national heritage and the world.
- H. Stimulate growth in factual knowledge and critical thinking.
- I. Recognize reading and writing as a foundation in all content areas.
- J. Provide support for meaningful assessment and progress measures.
- K. Strive to be free from bias, errors, and omissions.

~~VI.~~ VII. PROCESS FOR SELECTION

The Superintendent, or designee, will develop administrative guidelines to establish an orderly process for the Instructional Materials review process and selection of textbooks and instructional materials and will provide a consistent format for presentation of the recommendations to the Board. Committees established by the Superintendent, or designee, shall be representative of the content areas under consideration and include teachers from all grade levels and schools involved in implementing the eventual content, parents representing various schools using the materials, and representative administrators who will assure implementation of the materials. Such guidelines shall provide opportunity for involvement of professional staff and for input and consideration of views by parents and students. These guidelines will be coordinated with the Program Improvement Process and Cycle and with approved curriculum development. A complete recommendation must show evidence of meeting the following:

- meets local, state and federal standards,
- facilitates learning connectivity from grade to grade and subject-to-subject articulation,
- facilitates differentiation for both students and teachers,
- provides meaningful assessments and progress measures,
- facilitates development of sustainable work plans for teachers' delivery of curriculum,
- details "total cost of ownership" which includes purchase price of materials, as well as training costs, all subscriptions, enrichment materials, renewal fees, and a timeline for implementation,
- provides evidence of thorough assessment of alternatives, and

- provides research indicating effectiveness of chosen material in delivering academic results for a wide variety of students.

The District shall annually inform staff, parents, students and the public of which areas are under review and how interested parties may become involved.

The Superintendent, or designee, shall present recommendations to the ~~School~~ Board on selection of new materials after completion of the process as outlined in this policy.

Selection of materials is an on-going process. Materials will be replaced which are no longer appropriate, fail to meet the above criteria, or have been lost or damaged.

VIII. SELECTION OF TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS

- A. The Superintendent shall be responsible for keeping the Board informed of progress on the part of staff and others involved in the textbook and other instructional materials review and selection process.
- B. The Superintendent shall present a recommendation to the Board on the selection of textbooks and other instructional materials after completion of the review process as outlined in this policy.

IX. RECONSIDERATION OF TEXTBOOKS OR OTHER INSTRUCTIONAL MATERIALS

- A. The Board recognizes differences of opinion on the part of some members of the school district community relating to certain areas of the instruction program. Interested persons may request an opportunity to review materials and submit a request for reconsideration of the use of certain textbooks or instructional materials.
- B. The Superintendent shall be responsible for the development of guidelines and procedures to identify the steps to be followed to seek reconsideration of textbooks or other instructional materials.
- C. The Superintendent shall present a procedure to the Board for review and approval regarding reconsideration of textbooks or other instructional materials. When approved by the Board, such procedure shall be an addendum to this policy.

Legal References:

Minn. Stat. 123B.02, Subd. 2 (General Powers of School Districts)

Minn. Stat. 123B.09, Subd. 8 (School Board Responsibilities)

Cross References:

Policy 601: District Curriculum, Instruction and Assessment

Policy 603: Instructional and Curricular Program Review and Improvement

Policy 604: Inclusive Education Program

Policy 607: Controversial Topics and Materials—and the School Program

~~*Policy M-4 Materials Selection and Reevaluation*~~

~~*Policy C-6 Controversial Issues*~~

~~*Policy M-3 Multicultural, Gender Fair, Disability Sensitive Education*~~

Adopted: October 7, 2004

Reviewed: May 15, 2014 and June 19, 2014

Adopted: August 7, 2014

Reviewed: September 17, 2020

MINNETONKA PUBLIC SCHOOLS

Policy #607: CONTROVERSIAL TOPICS AND MATERIALS-AND THE SCHOOL PROGRAM

I. PURPOSE

A “controversial topic or material” involves a topic or material that is part of the District’s curriculum or media collection about which an individual and/or group urge the District to alter the use of said topic or material in the schools. It may deal with a topic for which society has not found a solution, and it is of sufficient significance that all proposed ways of dealing with it arouses a contrary response, or it may involve a material that contains language or treatment of topics that are objectionable to the citizen challenging the material.

II. GENERAL STATEMENT OF POLICY

The Policy of the Minnetonka School District (District) is as follows:

- A. The District has a responsibility to include, in various curriculum areas and at all grade levels, content dealing with critical topics and using materials, some of which will be controversial or raise objections within the community.
- B. Development of rational thinking and preparation for citizenship are the primary reasons for including the study of controversial topics or use of controversial materials in the curriculum.
- C. The District, as an educational institution and as individual classroom teachers have a responsibility to give the student:
 - 1. An opportunity to study controversial topics or read controversial materials which have political, economic or social significance about which they will begin to have an opinion.
 - 2. Access to all relevant information, including the materials that circulate freely in the community.
 - 3. Competent instruction balancing the various points-of-view in an atmosphere free from bias and prejudice.
 - 4. The right to form and express their own opinions on controversial topics or materials without jeopardizing their relations with teachers or the schools.

5. Deliberate effort shall be made by the teacher to achieve balance over time in the viewpoints to which students are exposed. The teacher shall not espouse a biased viewpoint that is intended to influence students' creation of their own viewpoints.
6. Any outside speaker on controversial topics shall be approved by the Principal prior to utilization of the speaker. The use of any speaker on a controversial topic shall be balanced by another speaker who espouses an opposing view.

III. GUIDELINES

Guidelines for the selection of controversial topics or materials to be studied in the classroom:

- A. The topic or material should contribute toward helping students develop techniques for examining other controversial topics or materials.
- B. The topic or material should be suitable for students of the maturity and background represented in the respective class.
- C. The topic or material should be related to the standards and course content and help achieve those standards and course objectives.
- D. The topic or material should be of continuing significance.
- E. Exceptions to the above expectations may be granted by the building principal on a case-by-case basis.

Approved: December 14, 1976

Reviewed: January 7, 1993

Reviewed: August 21, 2014

Approved: September 4, 2014

Reviewed: September 17, 2020