Edina Public
Schools
DEFINING EXCELLENCE

School Board Special Meeting
Monday, June 14, 2021; 5:00 PM
ECC Room 350

I.   Determination of Quorum and Call to Order

II.   Report and Discussion
A. Elementary EVA 2.0 and Next Steps
Description: The Spring 2021 Community Survey Data indicated that we had a high level of interest in continuing online programming for our elementary students for the 2021-2022 school year. Recognizing that the survey was not completed by all of our community members and that the survey did not ask specific questions to gauge commitment, it was critical to gather more information. Further information was then gathered in an additional survey sent to all elementary families. The communication included an overview of the design of the program and asked families to respond to a series of questions. In their responses a high level of interest in continuing with online programming for our elementary students in 2021-2022 was still evident. The online learning work group then reviewed these more detailed responses and created potential scenarios for moving forward with Elementary EVA 2.0 programming. These scenarios were presented to the board on May 18th, 2021. School Board direction was to further explore Scenario C, share the additional exploration with the Teaching and Learning Board Committee and bring a recommendation surrounding next steps back to the board.
Presenter(s): Dr. Randy Smasal, Assistant Superintendent; Jody De St Hubert, Director of Teaching and Learning; Josh Jansen, Elem. EVA Coordinator; Sean Beaverson, Elementary Digital and Personalized Learning Coach, Elementary EVA Teachers

III. Board Chair Updates

IV.   Superintendent Updates

TITLE: Elementary EVA 2.0 and Next Steps

TYPE: Action

PRESENTER(S): Dr. Randy Smasal, Assistant Superintendent; Jody De St Hubert, Director of Teaching and Learning; Josh Jansen, Elem. EVA Coordinator; Sean Beaverson, Elementary Digital and Personalized Learning Coach, Elementary EVA Teachers

BACKGROUND: The Spring 2021 Community Survey Data indicated that we had a high level of interest in continuing online programming for our elementary students for the 2021-2022 school year. Recognizing that the survey was not completed by all of our community members and that the survey did not ask specific questions to gauge commitment, it was critical to gather more information. Further information was then gathered in an additional survey sent to all elementary families. The communication included an overview of the design of the program and asked families to respond to a series of questions. In their responses a high level of interest in continuing with online programming for our elementary students in 2021-2022 was still evident. The online learning work group then reviewed these more detailed responses and created potential scenarios for moving forward with Elementary EVA 2.0 programming. These scenarios were presented to the board on May 18th, 2021. School Board direction was to further explore Scenario C, share the additional exploration with the Teaching and Learning Board Committee and bring a recommendation surrounding next steps back to the board.

RECOMMENDATION: Begin registration for Elementary EVA 2.0 as a next step in the program development and implementation process.

PRIMARY ISSUE(S) TO CONSIDER:

1. A portion of our elementary families have expressed a high level of interest in continuing to offer Elementary EVA 2.0 for the 2021-22 school year.
2. Building on the success of the 2020-21 school year, a model has been developed that ensures enriched learning experiences and fiscal responsibility.
3. The model created is based on our CP structure and offers two sections of Elementary EVA 2.0 in a 2nd/3rd grade classroom and a 4th/5th grade classroom design.
4. Offering EVA 2.0 allows for Edina to have a competitive edge, as families have indicated that they will enroll in surrounding district online programs if the online option is not offered in Edina.
   a. Edina Public Schools stands to lose $10,000.00 for each student lost to enrollment. This cost is compounded if the student does not return to the district.
   b. We project the potential enrollment loss to be between 10 to 20 students; equating to $100,000.00 to $200,000.00 loss of revenue for just the 2021-2022 school year.

Report Overview

● Next steps for Elementary EVA 2.0 programming in the 2021-2022 school year.

Appendix: Elementary EVA 2.0 Registration

Future of Elementary EVA

- Interest level in continuing in Elem. EVA (based on pandemic response design)

Based on the information you have received about the elementary school online pathway, please indicate your interest level in moving forward with this option for your student. *What grade will your student be in the 21-22 school year?*	*Based on the information you have received about the elementary school online pathway, please indicate your interest level in moving forward with this option for your student.* I am interested in moving forward with this opportunity for my student.	I am interested in moving forward, but hesitant about some aspects of the online pathway.	Grand Total
1st Grade	10	7	17
2nd Grade	10	9	19
3rd Grade	9	13	22
4th Grade	15	14	29
5th Grade	16	9	25
Kindergarten	1	2	3
Grand Total	**61**	**54**	**115**

- Status of Legislation and Impacts for the fall
    - Both of the MN house and senate bills have reference to waiving the online accreditation requirement for one more year if not longer. If this proposal passes the legislative vote, then Edina would have a choice as to whether we offer online learning as a full time option in EPS next year. If this does not pass, EPS will not be able to offer a full time online option for next year.

- Scenarios presented on 5.18.2021
    - Scenario A:
        - Not enough registrations = no offering
        - Cost: TBD-- Students leaving the district for online programming options
            - Primary Considerations
                - Deciding on this scenario - If this is the direction decided upon, determining that soon will allow for us to begin to counsel families and work with staff to provide predictability to the fall.
                - Retaining Students - Due to the fact that we are not offering an online pathway at the middle level and a limited pathway at the high school multi age families may decide to stay or go regardless of an elementary program. We may be able to provide a counter balance by highlighting predictability for the fall. All other online programs will still be relatively new and will be in a growth phase.

- ○ Long Term Impact - Ultimately an Online Pathway may become an expected option for families in any K-12 system. We would continue to explore this option in light of that and in relation to other magnet discussions.
- ○ Scenario B:
  - ■ Partnership with other online organizations being explored
  - ■ Cost: TBD
    - ● Primary Consideration
      - ○ District 287 is exploring offering an elementary virtual school for its member districts. (Revenue for students would shift to 287)
      - ○ Retaining Students: A partnership with 287 would create a revenue sharing agreement. We may have the option to provide an FTE to support the partnership which would impact any cost related to the partnership.
      - ○ Long Term Impact: NSO (Northern Star Online) is a long established online provider. They have not provided support for elementary programs in the past, but have the experience and infrastructure to support a partnership. The long-term benefit of a partnership may be our ability to focus on school-based magnet programs.
- ○ Scenario C:
  - ■ Collapse numbers to offer a multi-age section in grades 4-5, possibly in grades 2-3
  - ■ Cost: 1-2fte or $100,000-200,000
    - ● Primary Considerations
      - ○ This could lead to increased student to teacher ratio, but with flexibility provided by an online option there is potential to manage this and provide individualized attention to students. We have experienced CP teachers that can help inform the approach so that it reflects the strengths of our current CP program. We are currently offering two CP sections in Elem. EVA, one for grades 4-5 and one for grades 2-3.
      - ○ Retaining Students: Because we have an established CP program we are able to describe how this would work in an online environment. The potential student experience may lead to increased interest in CP if families are relying on the online pathway only for safety concerns related to COVID-19.
      - ○ Long Term Impact: CP is an innovative approach to personalizing instruction for students in a multi-age setting. An online pathway is a new innovation in elementary instruction. Combining our experience with CP as we explore new innovations provides a foundation of exploration that may be a benefit to an online program.
- ○ Scenario D:
  - ■ Pursue this model if directed to do so by the Governor/MDH/MDE.
    - ● Primary Consideration:

- - ○ Current EVA staff could be relied upon to provide this response. This year's EVA was constrained by attempting to organize resources across six home schools.
      - ○ Coordinating this offering with a parent elementary school may be beneficial in terms of logistics for needed student services.
      - ○ Retaining Students: Enhancing EVA for next fall based on our earned experience this year would allow for us to clearly articulate what a program would look like. This clarity is an advantage if we are required to provide this pathway.
      - ○ Long Term Impact: Another year providing a state mandated online pathway can be used to continue to explore the long-term viability of this option beyond the emergency response.
  - ○ Scenario E
    - ■ Pause offering for fall of 21 and explore as a future magnet theme (Computer Science, Coding, Animation, etc)
      - ● Primary Consideration:
        - ○ As noted - an online pathway for families may be an expected option for K-12 systems after this emergency ends. Given space and time to research and compare this option among others will allow us to make an informed choice so that we are best positioned to continue innovating as a leader in the area.
        - ○ Retaining Students: All districts will be under pressure to provide innovations in programming in order to retain and attract new students. By including the online pathway as an option for delivery may provide interesting flexibility when considering other magnet options.
        - ○ Long Term Impact: A thorough investigation of an online pathway provides us the proper understanding of advantages and challenges this method of instruction offers.

Elementary Enrollment as of 5-13-2021

Grade Level	In Person Enrollment	EVA Enrollment
K	514	79
1	465	114
2	491	98
3	473	115
4	500	122
5	483	114

Total Elem EVA = 642   *These number include CP students from two different classes

Scenario C Further Explored:

Projected Cost to have Elementary EVA 2.0 for the 2021-22 school year would be $276,600 to $326,000.

In our proposed model, our recommended next steps would be to open up registration for a 2nd and 3rd grade CP class and a 4th and 5th grade CP class. If the registration does not yield a class size minimum of 22 we would not proceed with offering the class or classes. If the registration yields a class size higher than 27 we would create a lottery process for 27 students to officially become rostered. This class size range of 22 to 27 would mirror our in person model and allow us to remain fiscally responsible.

Direct Instructional Support Cost Per Section of EVA 2.0

General Services (Homeroom and Specials) - $100,000 Section
Student Service Multipliers (AA, ML, SpEd,ADSIS) - $20,000 Section
Specialists Service (P.E., Music, & Art) - $18,300 Section
Projected Total Per Section (includes all of the above) $138,300

TOTAL for two sections (2,3 CP Class & 4,5 CP Class) $276,600

Program Management Expenses:

*The top two costs would need to come from new funding. The bottom two would come from a combination of Teaching and Learning and DMTS.

EVA Coordinator - serve under an MOU in a dual role as coordinator and building dean in an elementary building (financial benefit to the district for 2020-2021 and 2021-2022) approximately $20,000

Support Staff/Paraprofessional - 1 para/office staff- runs communication and grade level support for all EVA classes. Supports family engagement and teacher needs. approximately $30,000

Cost of Materials per student share of site materials budget with partnership with Teaching and Learning: $10,000.00

Curriculum Alignment and Development - Summer curriculum writing budget in partnership with Teaching and Learning- 60 hours for licensed staff $2080.00/staff

Projected Loss of not offering Elementary EVA 2.0 for the 2021-22 school year:

Through review of the survey information, as well as conversations with families we are projecting that 10 to 20 families would enroll in surrounding online established programs (Bloomington and Eden Prairie in particular) if we did not offer Elementary EVA 2.0 for the 2021-22 school year in Edina. The cost of losing just one student in one year is $10,000. This cost is

compounded if the student does not return to the district. With the projection of a 10 to 20 student enrollment loss this equates to losing $100,000 to $200,000 just in year one.

Measuring Program and Student Success and Benchmarks

- How will we measure the success of the program?
    - Qualitative Metrics
        - Developmental Model - Continuous Learning
        - Culturally Normed and Sustaining Survey
        - Regular and Reliable Intervals - Scheduled Feedback
        - Maximize Honesty and Critical Feedback - Partnerships
    - Quantitative
        - Formative Data
            - IXL Data
            - Lexia Data
            - Discussion Based Assessments
        - Summative Data
            - Unit Benchmark Assessments (Naiku/Schoology)
        - Standardized
            - MAP - Continued annual growth as expected when compared to representative site-based students. If % of students miss annual growth targets we would pause implementation of an online pathway.
            - MCA - Scores would be at minimum equal to similar student demographics across home schools. Small implantation dip may be tolerable; anything below a predetermined metrics would result in a pause in further implementation of an online pathway.
    - Technology Enhanced Measurements
        - End User Data (analytics including screen time)
        - Type and Access
    - Program Development
        - Increase in interest as defined by percentage of general population

Innovations in Programming

- STEAM, STEM, Community Learning (curriculum-based field trips)

Appendix A

Elementary EVA 2.0 Registration