



**School Board Work Session
Tuesday, October 19; 5:00 PM
ECC Room 350**

I. Determination of Quorum and Call to Order

II. Discussion/Report

A. 2021-2022 Enrollment and Class Size Report

Description: Enrollment and class size information for Edina Public Schools for the past school year, and updated with October 1, 2021, student counts.

Presenter(s): John Toop, Director of Business Services; Dr. Randy Smasal, Assistant Superintendent; and Greg Guswiler, Data Programmer and Analyst

B. Summer Extended Programming

Description: In recognition of the learning challenges faced by all students, Edina staff provided extended summer programming at each level during the summer of 2021. This report highlights what was new programming. In addition it describes what was learned and how we will respond to this learning to further enhance and improve 2022 programming.

Presenter(s): Jody De St. Hubert, Director of Teaching & Learning; Mark Deyoung, Success Center Elementary Coordinator; Molly O'Keefe and Sandra Harley, Summer Connect Middle School Coordinators; and Heidi Howard, High School Targeted Services Coordinator

C. Magnet Programming

Description: Update on the K-12 Magnet Programming Design Process including recommendations. In this report, the term "Magnet Programming" is used as a generic term to reflect programming that is attractive to residents and is a competitive option for open enrolled families.

Presenter(s): Dr. Randy Smasal, Assistant Superintendent; Jody De St. Hubert, Director of Teaching and Learning; Elementary Principal Reps; Language Immersion Design Team Reps

D. 2020-2025 EPS Strategic Plan Gantt Chart

Description: Implementation timeline to ensure objectives and benchmarks of the 2020-2025 EPS Strategic Plan are met.

Presenter(s): Dr. Stacie Stanley, Superintendent

III. Action

A. Highlands and Creek Valley Lighting Upgrades

Description: The project is funded through Long Term Facility Maintenance Funding. The District Finance and Facilities Committee, administration and architect teams are reviewing and prioritizing scope, spending and schedule of all projects in the ten year long term facility maintenance plan to ensure the district stays within budget.

Presenter(s): Eric Hamilton, Director of Buildings and Grounds

Recommendation: Approve the contract as per the attached document from Wold Architects and Engineers for the Highlands and Creek Valley Lighting Upgrades.

IV. Board Chair Updates

V. Superintendent Updates

VI. Adjournment



Board Meeting Date: 10/19/2021

TITLE: 2021-2022 Enrollment and Class Size Information Report

TYPE: Report

PRESENTER(S): Dr. Randy Smasal, Assistant Superintendent; John Toop, Director of Business Services; Greg Guswiler, Data Programmer and Analyst

BACKGROUND: This report provides enrollment and class size information for Edina Public Schools for the past school year, and was updated with October 1, 2021, student counts.

RECOMMENDATION: Accept the enrollment report for the 2021-2022 school year.

ATTACHMENTS: See attached report

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Section I

Enrollment Information

The count considered to be “official” for the 2021-2022 school year was taken on October 1, 2021.

Students attending school in Edina include students who live in Edina, students who live in the city of Edina but whose homes are actually in a surrounding school district, students attending our schools through the “Minneapolis Transportation” program, and the Open Enrollment program.

Data in Section I highlights student enrollment information for the 2021-2022 school year includes the following:

- Figure 1-1: 2021-2022 Student Enrollment by Building
- Figure 1-2: 2021-2022 Edina Public Schools Demographics History
- Figure 1-3: 2021-2022 Edina Public Schools Open Enrollment Demographic History
- Figure 1-4: New Students to EPS by Resident District Status and Prior Location
- Figure 1-5: Projected Daily Membership from 5/30/2021 vs. Actual 10/01/21
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- Figure 1-9: 2020-2021 vs. 2021-2022 Resident Enrollment
- Figure 1-10: 10 Year Resident Enrollment Trend
- Figure 1-11: 10 Year Resident Market Share Trend
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- Figure 1-14: 2020-2021 vs. 2021-2022 Home School Districts of EPS Open Enrolled Students
- Figure 1-15: 20-21* vs. 21-22** EPS Resident Students Attending Other Public Schools
- Figure 1-16: 10 Year EPS Students Attending Other Public Schools
- Figure 1-17: 20-21 vs. 21-22 EPS Resident Students Attending Non-Public Schools
- Figure 1-18: 10 Year EPS Students Attending Non-Public Schools
- Figure 1-19: Exit Survey Summary Reasons for Leaving
- Figure 1-20: Exit Survey Where the Leavers Went
- Figure 1-21: Exit Survey What Would It Take for You to Return to EPS

Figure 1-1: 2021-2022 Student Enrollment by Building

**EDINA PUBLIC SCHOOLS
OFFICIAL BUILDING ENROLLMENT**

Fall 2021-2022
(October 1, 2021)

	KG	1	2	3	4	5	6	Total
21-22 Concord	114	113	124	115	123	134	0	723
21-22 Cornelia	89	86	93	87	88	89	0	532
21-22 Countryside	90	93	103	90	94	109	0	579
21-22 Creek Valley	87	104	96	98	100	108	0	593
21-22 Highlands	93	93	90	90	82	95	0	543
21-22 Normandale	130	119	108	105	102	100	0	664
21-22 Edina Elementary Virtual Pathway	7	15	13	20	20	18	7	100
Totals								3734

	6	7	8	9	10	11	12	Total
21-22 South View	305	335	336					976
21-22 Valley View	313	329	351					993
21-22 Edina High School				675	664	698	653	2690
Totals								4659

Enrollment Comparison

	10/1/2020	10/1/2021
Grade K-5	3580	3734
Grade 6-8	1980	1969
Grade 9-12	2678	2690
Totals K-12	8238	8393

Preschool	129	145
Early Childhood Special Ed	119	131

*We enrolled an additional 155 students compared to the 20-21 school year.

Figure 1-2: 2021-2022 Edina Public Schools Demographics History

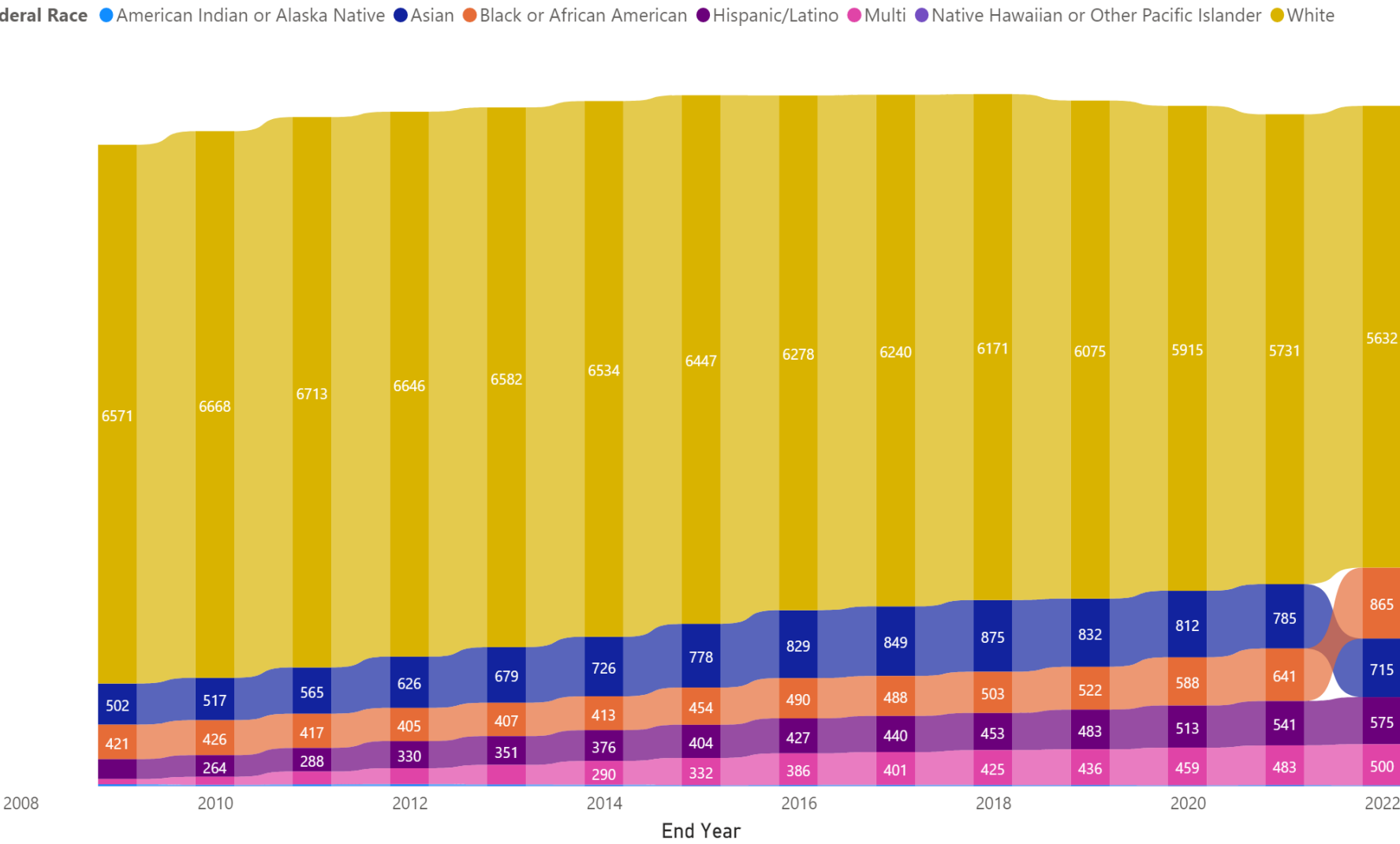


Figure 1-3: 2021-2022 Edina Public Schools Open Enrollment Demographic History

Federal Race ● American Indian or Alaska Native ● Asian ● Black or African American ● Hispanic/Latino ● Multi ● Native Hawaiian or Other Pacific Islander ● White

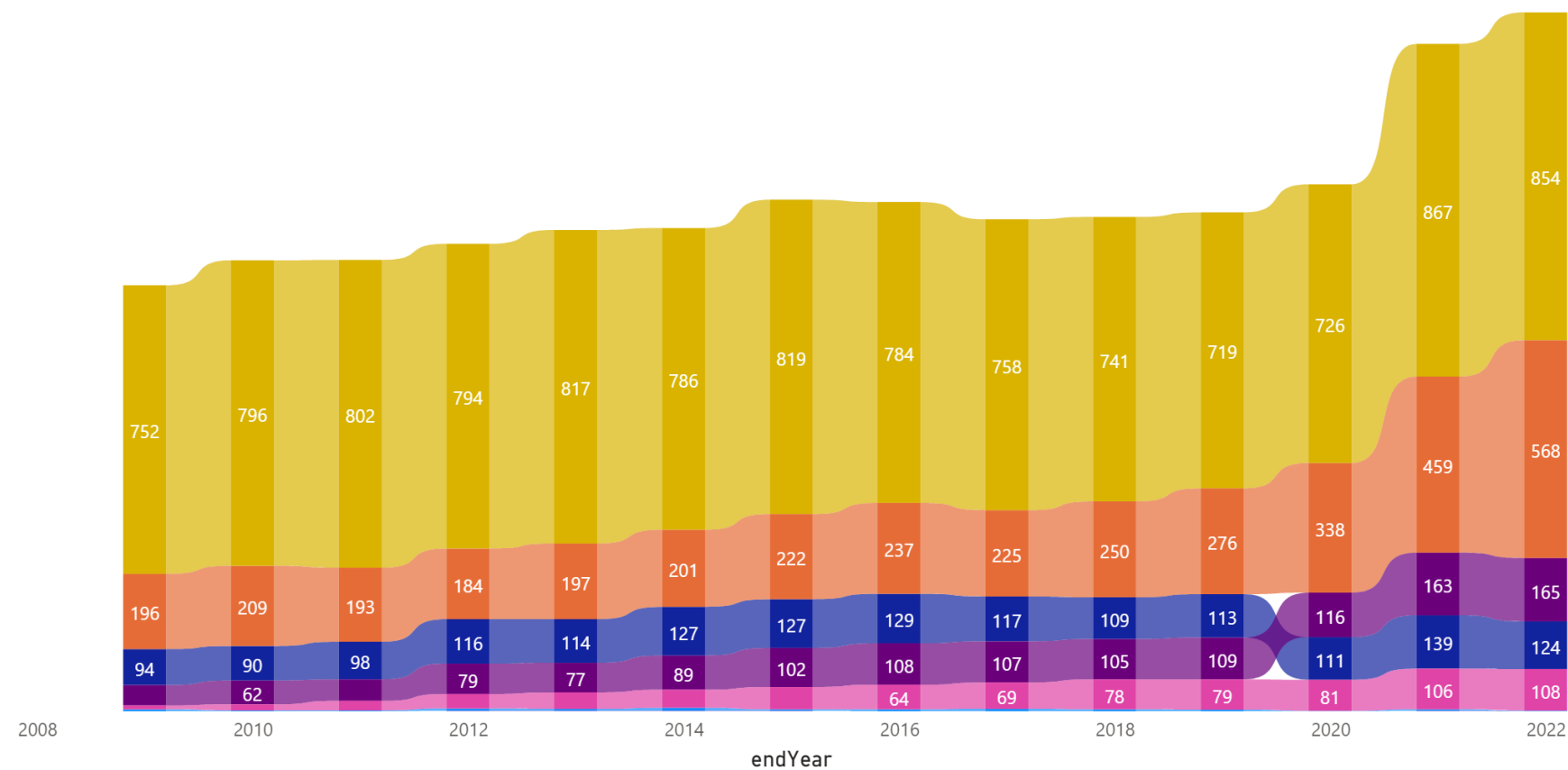
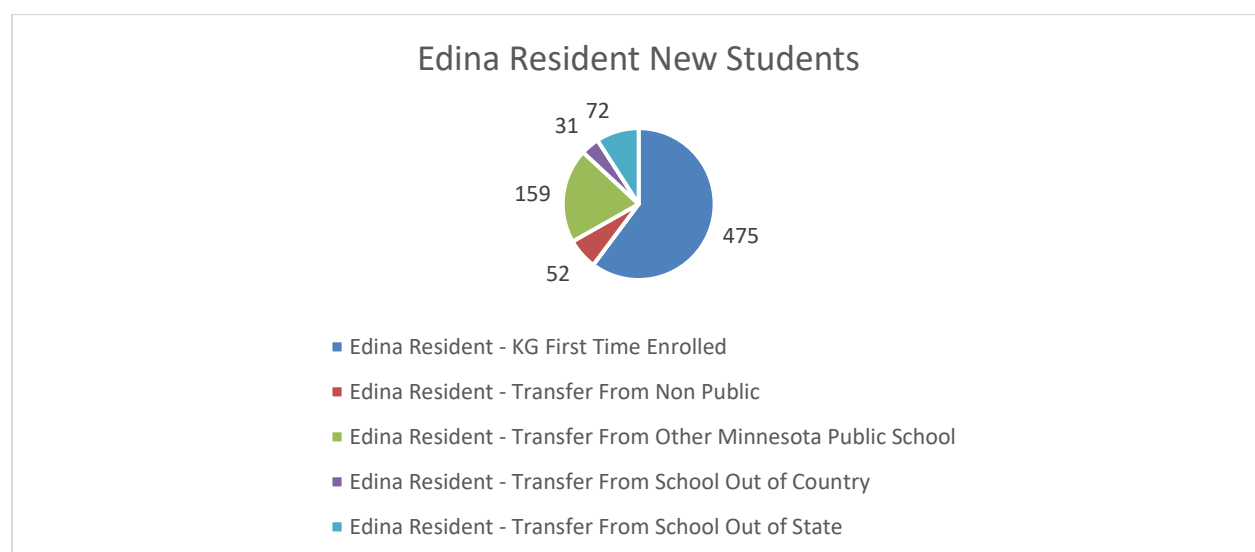


Figure 1-4: New Students to EPS by Resident District Status and Prior Location

New to EPS / Where They Came From by Resident District Status for the 21-22 Schoolyear

Resident District Status / Where They Came From	Number of Students
Edina Resident	789
KG First Time Enrolled	475
Transfer From Non Public	52
Transfer From Other Minnesota Public School	159
Transfer From School Out of Country	23
Transfer From School Out of State	72
International Students	8
Open Enrolled	469
KG First Time Enrolled	128
Transfer From Non Public	24
Transfer From Other Minnesota Public School	284
Transfer From School Out of Country	26
Transfer From School Out of State	7
Grand Total	1258

International students attending from Italy, France, Denmark, Norway and Germany



Open Enrolled New Students

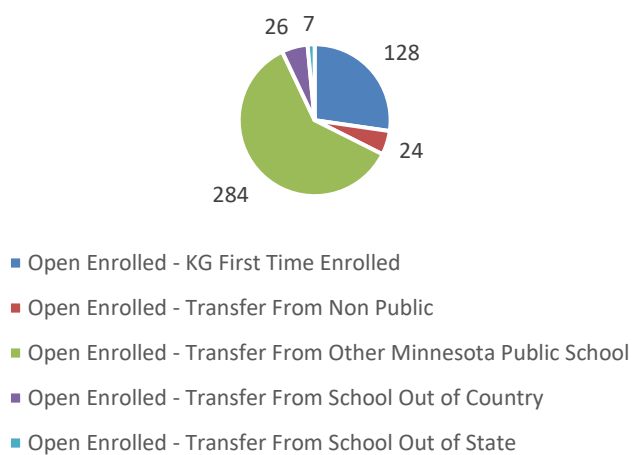


Figure 1-5: Projected Daily Membership from 5/30/2021 vs. Actual 10/01/21

Grade	Projection From 5/30/21	Actual Enrollment on 10/01/2021	Difference
KG	585	610	25
1	634	623	-11
2	624	627	3
3	614	605	-9
4	636	609	-27
5	655	653	-2
6	647	625	-22
7	676	664	-12
8	666	687	21
9	635	675	40
10	640	664	24
11	664	698	34
12	638	653	15

Projections were surpassed in grades KG, 2, and 8-12. All other grade levels came in below projections.

Figure 1-6: 2020-2021 vs. 2021-2022 Change in Enrollment by Grade Level

ACTUAL 20 vs. ACTUAL 21

Grade Level	Actual Enrollment 10/1/2020	Actual Enrollment 10/1/2021	Difference Actual FY 20 VS Actual FY 21
Kindergarten	591	610	19
Grade 1	591	623	32
Grade 2	587	627	40
Grade 3	590	605	15
Grade 4	618	609	-9
Grade 5	603	653	50
Total K-5	3580	3727	147
Grade 6	667	625	-42
Grade 7	682	664	-18
Grade 8	631	687	56
Total 6-8	1980	1976	-4
Grade 9	666	675	9
Grade 10	692	664	-28
Grade 11	666	698	32
Grade 12	654	653	-1
Total 9-12	2678	2690	12
Total K-12	8238	8393	155
20-21 Graduating Senior Class	620		
21-22 Incoming Kindergarten Class	610		

Actual year over year enrollments increased in grades K,1,2,3,5,8,9 and 11 from Oct. 2020 to Oct. 2021, while decreasing in grades 4,6,7,10 and 12. Overall all actual enrollments (Oct. 1, 2021) are +147 in elementary, -4 in middle school +12 in high school as compared to the previous year (Oct. 2020).

This graduating senior class number represents the number of graduates including summer graduates.

Figure 1-7: 2020-2021 vs. 2021-2022 Cohort Comparison

All Students Cohort Comparison

20-21 Grade	Number of Students	21-22 Grade	Number of Students	Difference
KG	591	1	623	32
1	591	2	627	36
2	587	3	605	18
3	590	4	609	19
4	618	5	653	35
5	603	6	625	22
6	667	7	664	-3
7	682	8	687	5
8	631	9	675	44
9	666	10	664	-2
10	692	11	698	6
11	666	12	653	-13
12	654	NA		NA

Figure 1-8: 2020-2021 vs. 2021-2022 Resident Cohort Comparison

Resident Students Cohort Comparison

20-21 Grade	Number of Students	21-22 Grade	Number of Students	Difference
KG	469	1	479	10
1	496	2	485	-11
2	494	3	508	14
3	504	4	498	-6
4	522	5	502	-20
5	478	6	534	56
6	523	7	469	-54
7	541	8	503	-38
8	505	9	530	25
9	500	10	497	-3
10	534	11	497	-37
11	529	12	528	-1
12	546	NA	NA	

Figure 1-9: 2020-2021 vs. 2021-2022 Resident Enrollment

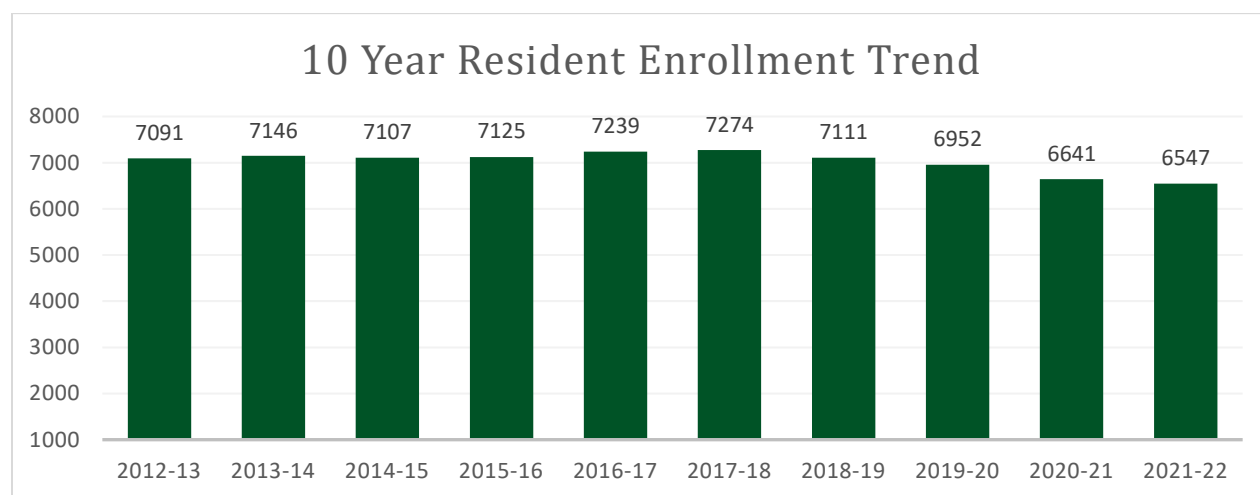
	2020-2021	2021-2022	Difference
Elementary	2963	3006	43
Middle School	1569	1502	-67
High School	2109	2039	-70
Total	6641	6547	-94

Resident enrollment decreased over the past year by 94 students.

Note:

- Resident Graduating Seniors 2020-21: 518 (74% Market Share)
 - Resident Student Pool 703
- Resident Incoming Kindergarten 2021-22: 479 (81% Market Share)
 - Resident Student Pool 594

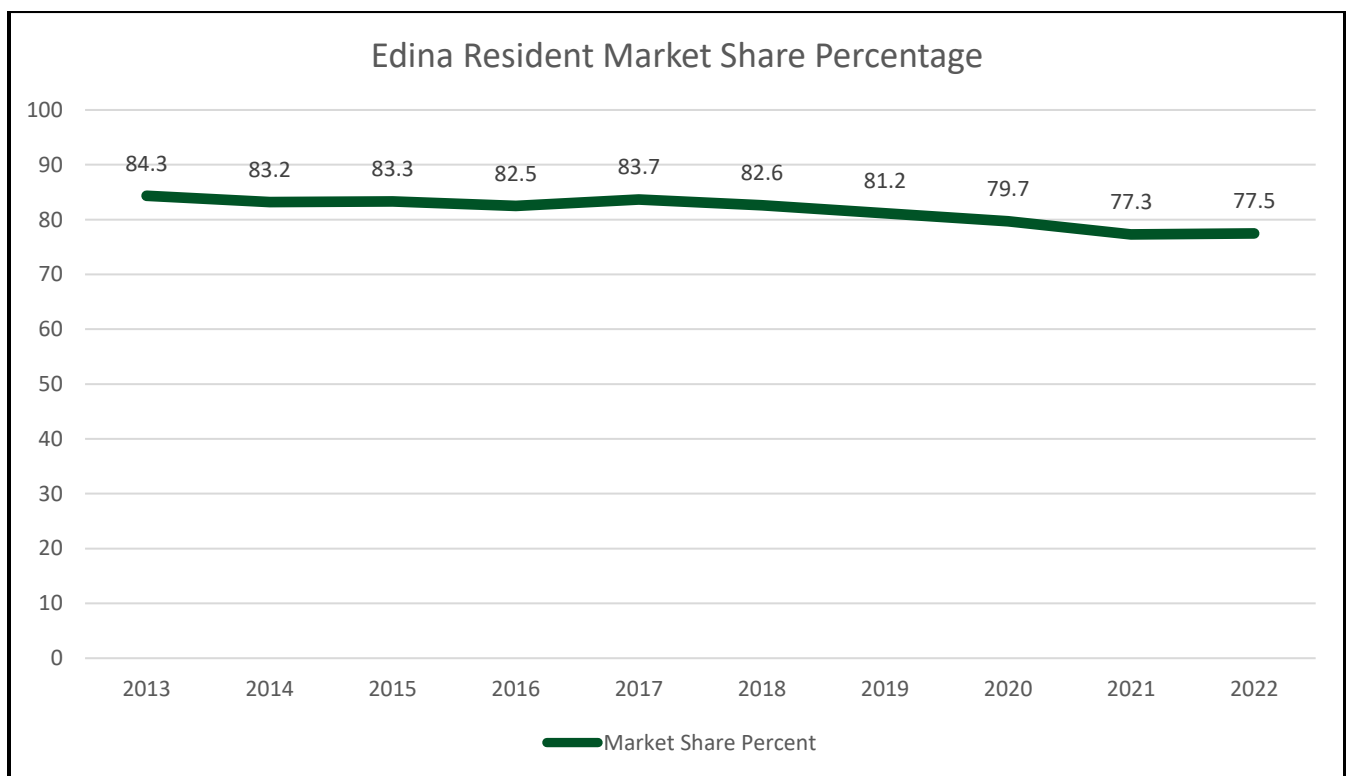
Figure 1-10: 10 Year Resident Enrollment Trend



Resident enrollment increased by 183 students between the years of 2012-13 and 2017-18 and has declined by 727 students between the 4 years of 2017-2018 and 2021-2022.

Figure 1-11: 10 Year Resident Market Share Trend

School Year	Residents Enrolled In EPS	Residents Enrolled in Non-Pub & Elsewhere	Total Resident Enrollment	Market Share Percent
2012-2013	7091	1316	8407	84.3
2013-2014	7146	1440	8586	83.2
2014-2015	7107	1421	8528	83.3
2015-2016	7125	1513	8638	82.5
2016-2017	7239	1414	8653	83.7
2017-2018	7274	1531	8805	82.6
2018-2019	7111	1649	8760	81.2
2019-2020	6952	1773	8725	79.7
2020-2021	6641	1950	8591	77.3
2021-2022	6547	1901	8448	77.5



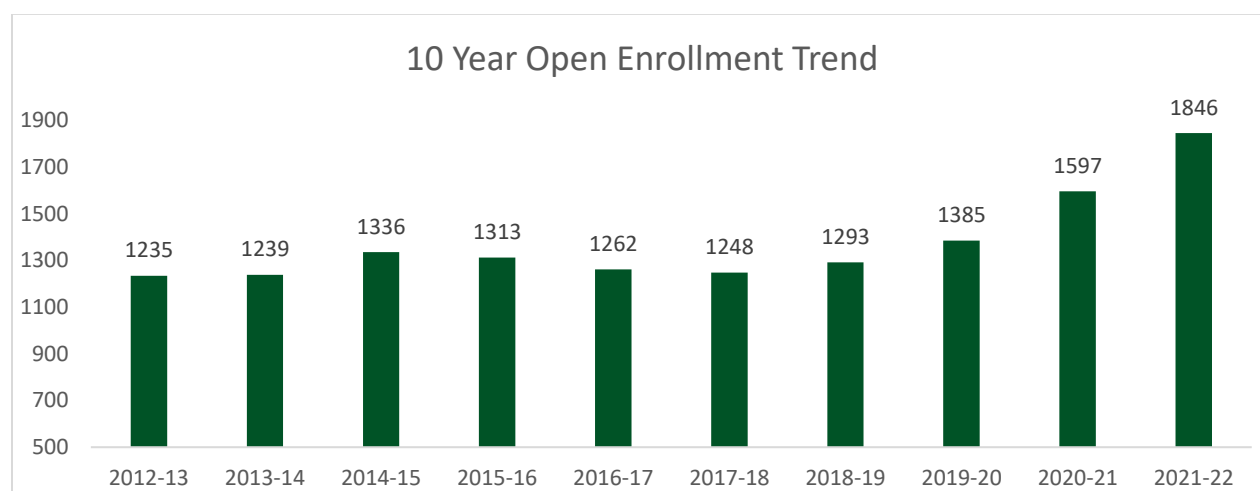
*The resident pool that Edina Public Schools draws from decreased by 357 students from 2017-2018 to 2021-2022.

Figure 1-12: 2020-2021 vs. 2021-2022 Open Enrollment

	2020-2021	2021-2022	Difference
Elementary	617	721	104
Middle School	411	474	63
High School	569	651	82
Total	1597	1846	249

Open enrollment has increased by 249 students over the previous year.

Figure 1-13: 10 Year Open Enrollment Trend



Open Enrollment increased by 611 students over the last 10 school years.

Figure 1-14: 2020-2021 vs. 2021-2022 Home School Districts of EPS Open Enrolled Students

Resident District	Open Enrollees	% of Total Open Enrollment	Open Enrollees	% of Total Open Enrollment	Difference
	2020-2021	2021-2022	2021-2022	2021-2022	
Minneapolis	632	39.57%	780	42.25%	148
Hopkins	189	11.83%	192	10.41%	3
Richfield	271	16.97%	297	16.11%	26
St. Louis Park	115	7.20%	121	6.56%	6
Bloomington	140	8.77%	154	8.35%	14
Eden Prairie	82	5.13%	89	4.83%	7
Other	168	10.52%	213	11.49%	45
Total	1597	100.00%	1846	100.00%	249

In the past two years, the largest contributors to EPS open enrollment are the Minneapolis, Richfield and Hopkins communities.

Figure 1-15: 20-21* vs. 21-22** EPS Resident Students Attending Other Public Schools

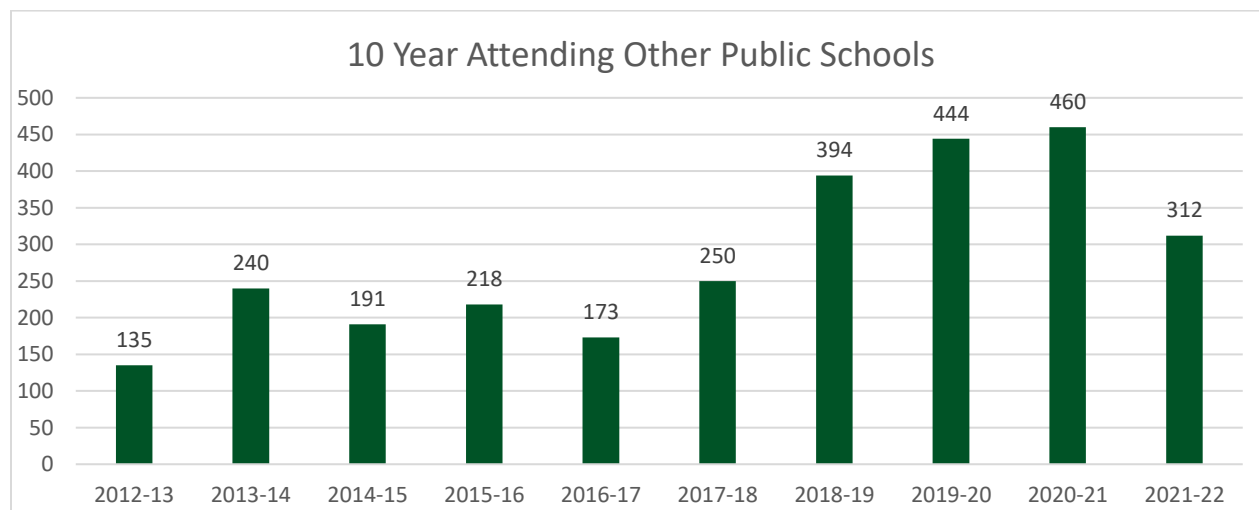
Other Public Schools	2020-2021*	2020-2021 ADM	2021-2022**
Minnetonka Public School District	51	46.17	50
Eagle Ridge Academy Charter School	43	42.29	44
Districts with 5 or Fewer Edina Residents not shown	50	38.69	43
Seven Hills Preparatory Academy	58	35.05	34
Bloomington Public School District	31	20.55	23
Hopkins Public School District	22	18.75	22
PIM Arts	11	10.57	18
Richfield Public School District	34	22.36	17
Minnesota Transitions Charter School	9	8.95	10
SciTech Academy Charter School	8	6.05	10
Intermediate School District 287	28	9.32	9
Eden Prairie Public School District	11	6.80	8
Houston Public School District	9	7.29	5
St. Louis Park Public School District	7	3.34	4
Lionsgate Academy	6	4.98	4
MN Online High School	6	3.13	4
Yinghua Academy	5	4.00	3
Orono Public School District	7	2.96	2
Rosemount/Apple Valley/Eagan	6	1.20	2
Minneapolis Public School District	44	24.32	-
Agamim Classical Academy	9	9.00	-
International Spanish Language Academy	5	4.40	15***
Total	460	330.17	327

*2020-2021 Data taken from **EOY** 2020-2021 MDE's Residents Served Elsewhere Report. Oct. 1, 2021 was 460.

**2021-2022 Data taken from Fall 2021 MDE's Residents Served Elsewhere Report
(**Note: This data is dependent upon the other district reporting.**)

***This data taken from phone interview with International Spanish Language Academy, October 2021.

Figure 1-16: 10 Year EPS Students Attending Other Public Schools

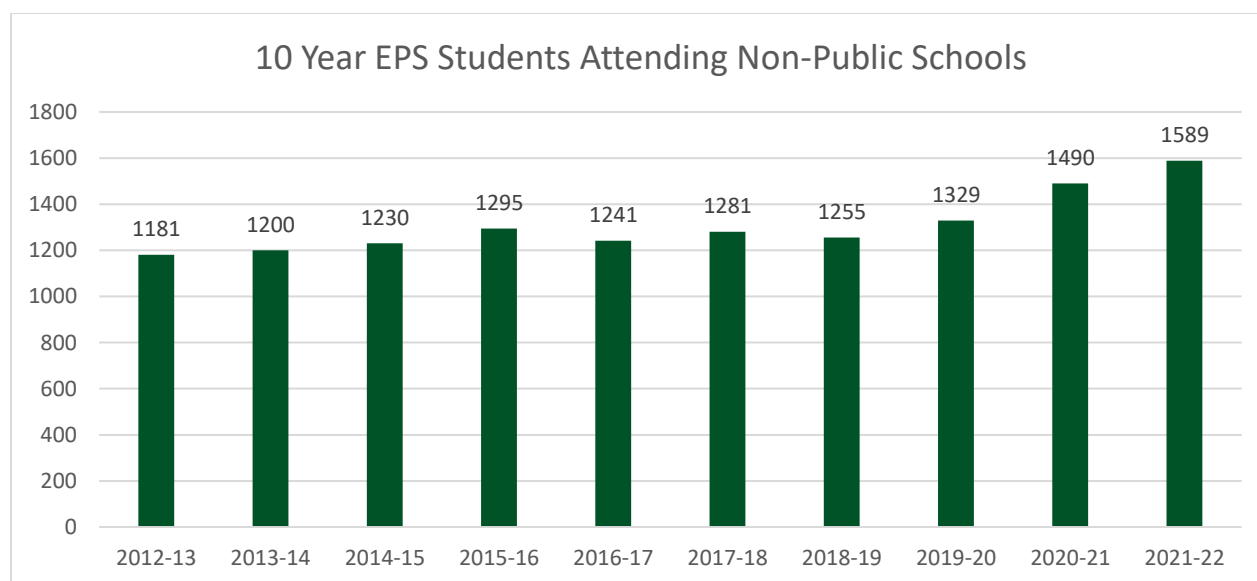


The number for 2021-22 was taken from the most recent MARSS state wide edit, to the state. Over the course of the year, this number for 2021-22 could continue to grow.

Figure 1-17: 20-21 vs. 21-22 EPS Resident Students Attending Non-Public Schools

Non-Public Schools	2020-2021	2021-2022	Difference
Our Lady of Grace	413	424	11
Blake	208	217	9
Benilde St Margaret	195	201	6
Breck	173	177	4
Avail Academy	61	64	3
St Thomas Academy	50	53	3
Carondelet	46	41	-5
Academy of Holy Angels	35	29	-6
Home School	30	32	2
Minnehaha Academy	27	24	-3
Convent of the Visitation	25	25	0
Southwest Christian HS	21	23	2
Groves	20	27	7
Holy Family Academy	18	17	-1
Providence	18	18	0
St Paul Academy & Summit	17	22	5
Breakaway Academy	16	45	29
De La Salle	8	7	-1
Ramalynn Academy	-	11	11
Int. School of MN	7	5	-2
Unknown	55	89	34
Non-Public Schools with Less than 5 Students	47	38	-9
Total	1490	1589	99

Figure 1-18: 10 Year EPS Students Attending Non-Public Schools



The number of EPS students attending non-public increased over the last 2 years.

Figure 1-19: Exit Survey Summary Reasons for Leaving

Reason For Leaving	Number of Responses	Percentage of Responses
Access to extracurricular activities was not sufficient	5	2.25%
Amount of personalized attention for my child was not sufficient	11	4.95%
COVID related reasons - insufficient face to face learning time	31	13.96%
COVID related reasons - personal health and safety reasons	7	3.15%
Curriculum did not meet our needs	21	9.46%
None of these	47	21.17%
Other	28	12.61%
School Climate / School Culture was not welcoming	17	7.66%
Specialized Programming was not sufficient	8	3.60%
We left to attend school elsewhere due to our own unique family circumstance	47	21.17%
Grand Total	222	100.00%

*141 Unique responses yielded 222 reasons for leaving. On the Exit Survey form families can select multiple reasons for why they are leaving Edina Public Schools.

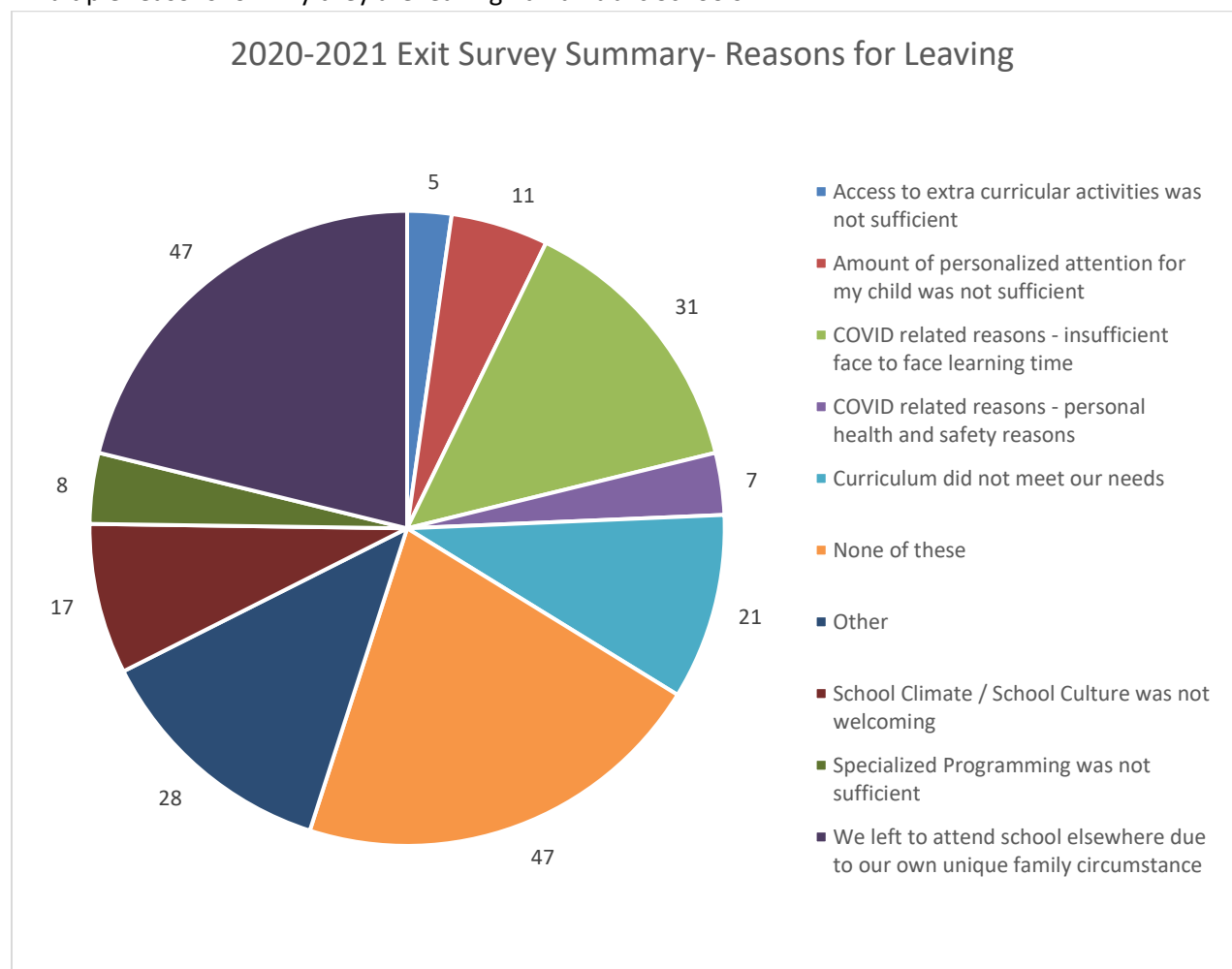


Figure 1-20: Exit Survey Where the Leavers Went

2020-2021 Exit Survey Summary- Where Did the Leavers Go		
School	Number of Students	Percentage of Students
Avail Academy	3	2.13%
Benilde St. Margaret	13	9.22%
Blake	2	1.42%
Breck	6	4.26%
Groves Academy	1	0.71%
Other	105	74.47%
Our Lady of Grace	9	6.38%
(blank)	2	1.42%
Grand Total	141	100.00%

2020-2021 Exit Survey Summary- Where Did the Leavers Go

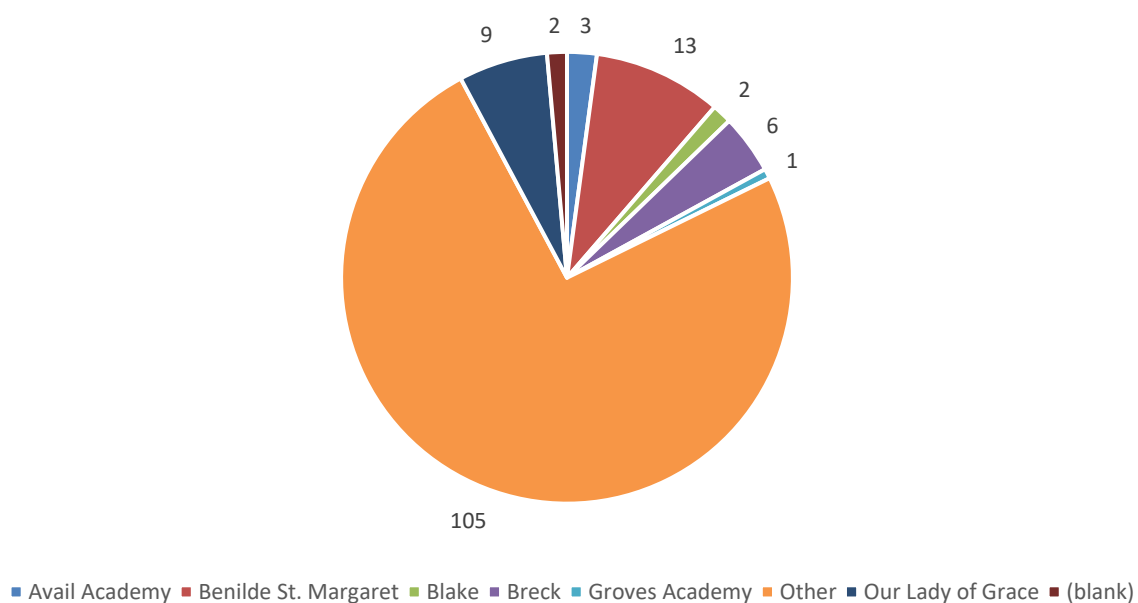
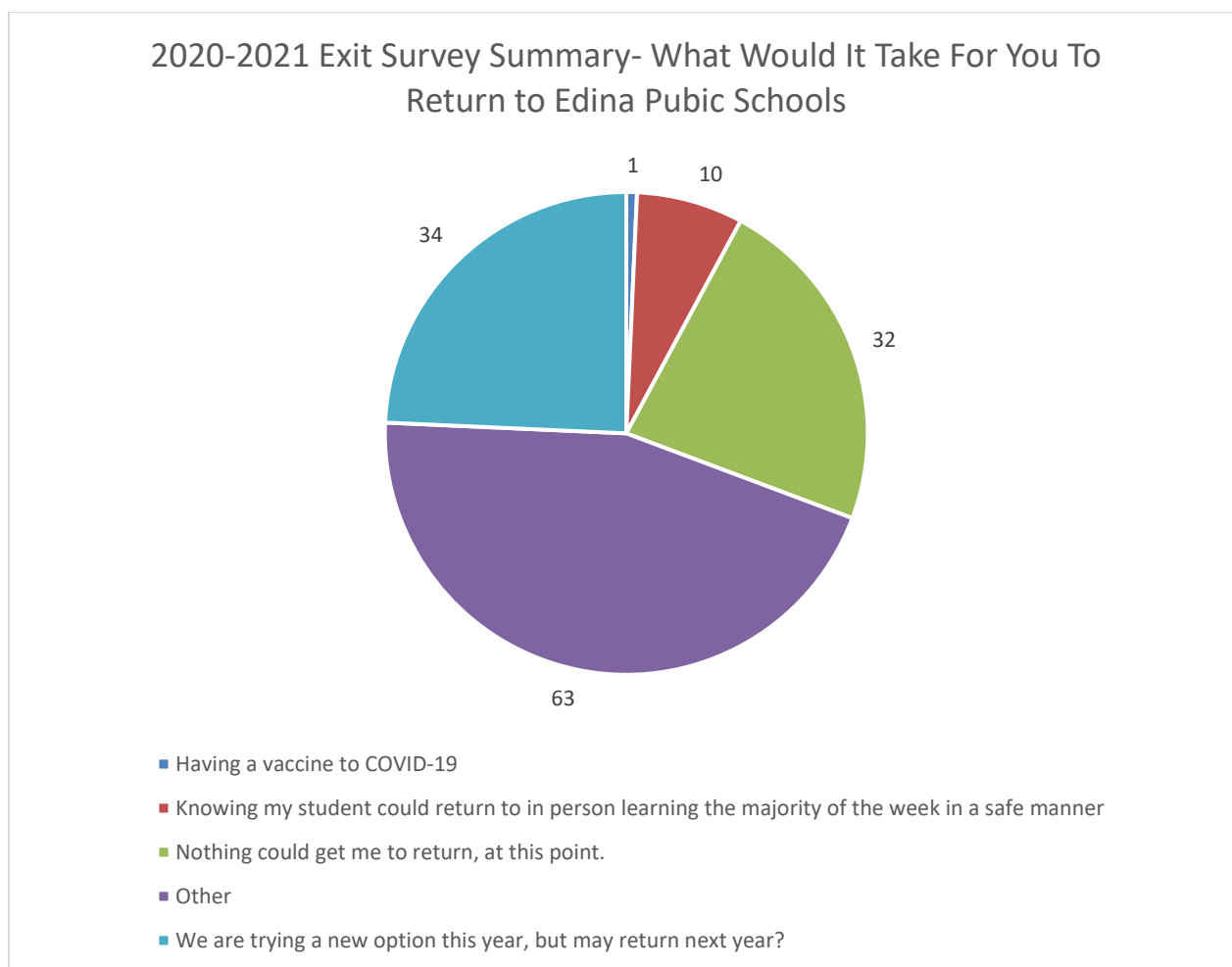


Figure 1-21: Exit Survey What Would It Take for You to Return to EPS

2020-2021 Exit Survey Summary- What Would It Take for You to Return to Edina Pubic Schools		
What Would it Take for You to Return	Number of Responses	Percentage of Responses
Having a vaccine to COVID-19	1	0.71%
Knowing my student could return to in person learning the majority of the week in a safe manner	10	7.14%
Nothing could get me to return, at this point.	32	22.86%
Other	63	45.00%
We are trying a new option this year, but may return next year?	34	24.29%
Grand Total	140	100.00%

* One family did not provide us with data as to what it would take to return



Discussion of Exiting Family Survey Results:

- 528 exiting families were sent the exit survey.
- 141 responded (26.7% response rate)
- We need to rethink the reasons families are leaving in the exit survey in a post COVID world. 33.78% of our respondents listed None of these or Other as their reason for leaving.

Section II

Class Size Information

<u>Elementary Class Size Guidelines</u>	<u>Desired Class Size Range</u>	<u>1 Hour Para Added for Three Students Over</u>
Kindergarten	20-24	22
Grade 1	21-24	26
Grade 2	21-25	28
Grade 3	23-26	29
Grades 4-5	24-27	30
Grades 1-5 (CP)	28	N/A
Grade 1-5 (FI)	27	N/A
 <u>Secondary Class Size Guidelines</u>		
Grade 6-9	27.2	
Grades 10-12	30.9	
Options Program	19-25	

Elementary Staffing Guidelines

Elementary class size guidelines for Edina are calculated strictly on the basis of teacher/student ratio within the individual classroom. Specialist teachers and support staff are not calculated into the formula for determining average class size. A desired class size range is established for each elementary grade level. Ideally, each classroom class size would fall within this range.

Secondary Staffing Guidelines

Secondary school staffing is determined by an allocation of staffing hours per building, based on an average class size of 27.2 for grades 6-8 and 30.9 for grades 9-12. The class size range for the Options Program, located at the High School, will remain at 19-25 students. Principals determine the size of individual classes based on average daily membership enrollment data and needs of the building. Class size can vary based on the type of class and the number of hours that it is taught. Secondary schools do not receive additional paraprofessional support for large classes. If the principal perceives that they have class size difficulties, she/he may discuss the matter with the assistant superintendent and, ultimately the Board of Education, for additional hours to be added to their allocation.

Summary

The instructional size for kindergarten has been established as noted above. The instructional sizes at the remaining elementary levels, secondary instructional size staffing factors, and special education/ special programs staffing ratios remained the same as the 2020-2021 school year. The Options Program will maintain a class size range of 19-25 students.

Elementary and Secondary Class Size Averages by Grade Level or Department

Figures 2-1 through 2-3 provide a summary of the average class size by grade level or department for the elementary schools and secondary schools. The average number of students in each elementary grade level reflects enrollment as of October 1, 2021. The class size averages shown for the middle schools and the high school reflect actual enrollment by section provided by the District Media and Technology Services department on October 1, 2021.

Figure 2-1 2021-2022 District Elementary Class Size Averages

Figure 2-2 2021-2022 District Middle School Class Size Averages

Figure 2-3 2021-2022 Edina High School Class Size Averages

Figure 2-1: 2021-2022 District Elementary Class Size Averages

	Total Students	Total	Average	Size
ELEMENTARY	Scheduled	Sections	Class Size	Guideline Range
Kindergarten	471	21	22	20-24
1st grade	470	20	24	21-24
2nd grade	437	18	24	21-25
3rd grade	417	18	23	23-26
4th grade	427	18	24	24-27
5th grade	462	18	26	24-27
Edina Elementary Virtual Academy	100	5	20	24-27
Normandale	664	27	25	27
CP	284	11	26	28
Total	3731*	156	23.91	

*Three students were not scheduled into a homeroom, as of the time of this report.

Figure 2-2: 2021-2022 District Middle School Class Size Averages

Middle School	Scheduled	Sections	Class Size	Guideline Range
Art	1035	40	25.88	27.2
Business	87	3	29	27.2
ELA	2874	120	23.95	27.2
FACS	667	23	29	27.2
Health	313	12	26.08	27.2
Math	2037	91	22.38	27.2
PE	1682	58	29	27.2
Science	1951	72	27.09	27.2
Social Studies	1930	71	27.18	27.2
Stem	1224	46	26.60	27.2
World Language	1773	70	25.33	27.2
Totals/Average	15573	606	25.7	
Music	1404	54	26	26

Middle schools average class size is slightly lower (25.7) as compared to the overall staffing allocation of 27.2 students per teacher.

Figure 2-3: 2021-2022 Edina High School Class Size Averages

<i>Edina High</i>	<i>Total</i>	<i>Total</i>	<i>Average</i>	<i>Size</i>
<i>School</i>	<i>Scheduled</i>	<i>Sections</i>	<i>Class Size</i>	<i>Guideline Range</i>
<i>Art</i>	422	15	28.13	30.9
<i>Business Ed</i>	363	13	27.92	30.9
<i>FACS</i>	246	9	27.33	30.9
<i>Health</i>	352	19	18.52	30.9
<i>English/Reading</i>	2565	88	29.15	30.9
<i>Mathematics</i>	2647	91	29.09	30.9
<i>Physical Education</i>	772	30	25.73	30.9
<i>Science</i>	2572	87	29.56	30.9
<i>Social Studies</i>	2745	94	29.20	30.9
<i>STEM</i>	215	9	23.89	30.9
<i>World Language</i>	2254	82	27.48	30.9
<i>Totals</i>	15153	537	28.21	
<i>**Music</i>	991	26	38.12	

The High School average class size is slightly lower (28.21) than what was allocated in staffing at 30.9 students per teacher.

Section III

Summary

- As of October 1, we are above projections for 2021-2022 by 79 students.
- We have 8 International students this year attending Edina High School.
- Resident enrollment has declined 727 students from the 2017-2018 school year to the 2021-2022 school year. The resident pool that Edina Public Schools draws from decreased by 357 students during that time.
- Open Enrollment has increased over the last two years.
- There has been an increase in the last two years of Edina resident students attending Non-Public schools.
- The exit survey will be refined to reflect more response options and an open-ended comment opportunity.
- The average class size in Edina is within the district class size guidance parameters.

Summary Data - Resident ADM and EOY Total Adjusted ADM

Edina Public Schools

Resident	Resident ADM - Edina													
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	
Served in District	6,822.86	7,024.14	7,038.67	7,057.26	7,107.18	7,085.63	7,095.36	7,177.43	7,177.66	7,096.00	6,961.78	6,615.55		From MDE School ADM Report
Annual Change		201.28	14.53	18.59	49.92	(21.55)	9.73	82.07	82.30	(81.66)	(134.22)	(346.23)		
% of Residents Served	96.95%	96.74%	96.21%	96.42%	96.37%	96.42%	96.62%	96.56%	96.26%	95.71%	95.11%	94.74%		Served in District / Total Resident
Options Elsewhere	90.81	78.86	86.38	73.46	91.37	106.69	124.46	120.18	128.45	142.02	152.37	177.92		From MDE School ADM Report
Annual Change		(11.95)	7.52	(12.92)	17.91	15.32	17.77	(4.28)	3.99	13.57	10.35	25.55		
% Options Elsewhere	1.29%	1.09%	1.18%	1.00%	1.24%	1.45%	1.69%	1.62%	1.72%	1.92%	2.08%	2.55%		Options Elsewhere / Total Resident
Charter	54.85	73.86	91.11	90.29	96.43	97.81	84.24	95.50	115.89	146.15	171.74	152.25		From MDE School ADM Report
Annual Change		19.01	17.25	(0.82)	6.14	1.38	(13.57)	11.26	31.65	30.26	25.59	(19.49)		
% Charter	0.78%	1.02%	1.25%	1.23%	1.31%	1.33%	1.15%	1.28%	1.55%	1.97%	2.35%	2.18%		
Tuition - Other MN Dist	66.88	83.04	99.56	97.17	79.01	57.72	39.47	39.79	34.14	30.24	33.71	36.05		Tuition Minus WMEP (revised 15-16)
Annual Change		16.16	16.52	(2.39)	(18.16)	(21.29)	(18.25)	0.32	(5.33)	(3.90)	3.47	2.34		
Other	1.89	0.81	-	1.05	0.62	1.00	0.24	-	0.54	-	0.12	0.87		From MDE School ADM Report
Annual Change		(1.08)	(0.81)	1.05	(0.43)	0.38	(0.76)	(1.00)	(0.46)	(0.54)	0.12	0.75		
Total Resident	7,037.29	7,260.71	7,315.72	7,319.23	7,374.61	7,348.85	7,343.77	7,432.90	7,456.68	7,414.41	7,319.72	6,982.64		From MDE School ADM Report
Annual Change		223.42	55.01	3.51	55.38	(25.76)	(5.08)	89.13	23.78	(42.27)	(94.69)	(337.08)		
Cumulative Change - Residents		223.42	278.43	281.94	337.32	311.56	306.48	395.61	419.39	377.12	282.43	(54.65)		
Non-Resident	Non-Resident ADM - Edina													
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	
Options	1,161.66	1,154.73	1,179.50	1,213.27	1,243.79	1,311.65	1,294.27	1,262.09	1,251.21	1,285.96	1,369.81	1,589.62		From MDE School ADM Report
Annual Change		(6.93)	24.77	33.77	30.52	67.86	(17.38)	(32.18)	(43.06)	34.75	83.85	219.81		
Tuition	-	-	0.76	0.49	-	-	-	-	-	-	-	-		From MDE School ADM Report
Annual Change		-	0.76	(0.27)	(0.49)	-	-	-	-	-	-	-		
Other	-	-	-	-	-	-	-	-	-	-	-	-		From MDE School ADM Report
Annual Change		-	-	-	-	-	-	-	-	-	-	-		
Total Non-Resident	1,161.66	1,154.73	1,180.26	1,213.76	1,243.79	1,311.65	1,294.27	1,262.09	1,251.21	1,285.96	1,369.81	1,589.62		Options plus Tuition plus Other
Annual Change		(6.93)	25.53	33.50	30.03	67.86	(17.38)	(32.18)	(10.88)	34.75	83.85	219.81		
% Non-Resident	14.17%	13.72%	13.89%	14.22%	14.43%	15.15%	14.98%	14.52%	14.37%	14.78%	15.76%	18.54%		Total Non-Resident divided by Total Res and Non-Res
Total Res and Non-Res	8,198.95	8,415.44	8,495.98	8,532.99	8,618.40	8,660.50	8,638.04	8,694.99	8,707.89	8,700.37	8,689.53	8,572.26		Total Resident plus Total Non-Resident
Exclusions from Adj. ADM *	(145.66)	(152.72)	(178.25)	(164.24)	(187.80)	(204.50)	(208.70)	(215.68)	(244.34)	(288.17)	(324.11)	(330.17)		Resident Options Elsewhere plus Resident Charter plus Non-Resident Tuition
Total Adjusted ADM	8,053.29	8,262.72	8,317.73	8,368.75	8,430.60	8,456.00	8,429.34	8,479.31	8,463.55	8,412.20	8,365.42	8,242.09		Total Res and Non-Res minus Exclusions from Adj. ADM
Annual Change		209.43	55.01	51.02	61.85	25.40	(26.66)	49.97	(15.76)	(51.35)	(46.78)	(123.33)		

* Note: Total Adjusted ADM is equal to the Total Resident and Non-Resident less Options Elsewhere, Charter, and Non-Resident Tuition. Private, Parochial, and Home School Students are NOT included in the above numbers.

Private, Parochial and Home School	1,186	1,190	1,174	1,223	1,264	1,341	1,348	1,254	1,381	1,339	1,372	1,590	1,471
	0.34%	-1.34%	4.17%	3.35%	6.09%	0.52%	-6.97%	10.13%	-3.04%	2.46%	15.89%	-7.48%	

**this is a changing number for the most recent year and is a static snapshot at a point in time when we move on to the next year (see current Enrollment Report for that year)



Board Meeting Date: October 19, 2021

TITLE: Extended Summer Programming

TYPE: Discussion/Report

PRESENTER(S): Jody De St. Hubert, Director of Teaching & Learning, Mark Deyoung, Success Center Elementary Coordinator, Molly O'Keefe and Sandra Harley, Summer Connect Middle School Coordinators, Heidi Howard, High School Targeted Services Coordinator

BACKGROUND: In recognition of the learning challenges faced by all students, Edina staff provided extended summer programming at each level during the summer of 2021. This report highlights what was new programming. In addition it describes what was learned and how we will respond to this learning to further enhance and improve 2022 programming.

PURPOSE: Update the board on 2021 summer programming and next steps.

RECOMMENDATION: For school board information. No decision making required at this time.

PRIMARY ISSUES TO CONSIDER: There are no primary issues to consider.

Report Overview

- Summer Learning Offerings: What was offered that was new in 2021?
- Attendance and Enrollment: Who participated?
- Continual Improvement: What was learned?
- Next Steps: How will what was learned impact future summer programming?

Overview of Summer Programming:

Edina has a long history of providing engaging and enriching summer opportunities for students and families. There are two main programs in which summer development and learning occurs. They are Community Education and Targeted Services.

Community Education offers hands-on, exploratory experiences that are fee based opportunities for all students to develop their academic, social, emotional, and physical skills. During the summer months Community Education consistently offers over 400 classes for students in Early Learning through High School.

Targeted Services provides free programming for students who are at risk of meeting state standards in the core subject areas of literacy and math (Minn. Stat. 124D.68). Targeted Services is state funded for these criteria defined students. The programming occurs on an extended day/year basis and is designed to supplement the traditional school day. The intent of targeted services is to be in addition to what students experience for academic programming during the traditional school day, not in place of. Another critical intent is to empower students to grow their assets, strengths, and protective factors to positively make academic gains while feeling connected to their school community. Edina has historically offered Targeted Services for students in grades 1-5 in the form of Summer Success and for Edina High School students in the form of Credit Recovery.

During the summer of 2021 Edina also offered programming opportunities for students and families that extended beyond Community Education and Targeted Services. With federal funding from the CARES Act, specifically ESSER funds, Edina was able to provide a boost to our previous Targeted Services programs, as well as add new programming.

Summer Learning Offerings: What was offered that was new in 2021?

Funding Source & School Level	Class Title	Class Overview
Community Education: Elementary and Middle School	Reading Camps	Created with district Media Specialists, Reading Camps provided fun ways for students to engage in books while building fluency and comprehension and most importantly an enjoyment for reading!

Targeted Services & ESSER Funding: Elementary	Additional 3 weeks of Summer Success Targeted Services programming	Session 1 of Summer Success was from June 14-July 1 and Session 2 of Summer Success was from July 19-August 5. Parents had the option of attending one or both sessions.
Targeted Services & ESSER Funding: Middle School	Summer Connect	<p>Summer Connect had three 6th grade classes, one 7th grade class and one 8th grade class in a three week session.</p> <p>Small (10-12 on average) class sizes allowed for in-depth conversations and projects surrounding a novel (chosen by the teacher).</p> <p>Math learning was personalized and monitored for each student using ixl (online math program). Mark Carlson was instrumental in putting together a scope-and-sequence for each grade level, as well as a list of online resources that teachers could use.</p> <p>SEL (social emotional learning) was a third tenet of the program. Teachers used CLRT (culturally, linguistically responsive teaching) lessons to facilitate class discussions.</p>
ESSER Funding: High School	High School Skills	High School skills provided targeted support for students that were in 8th grade and transitioning to the High School in 2021-22. The academic support was in the area of ELA and Math. Additional support was provided that focused on the transition and social and emotional well being of students. Students were invited to participate in the program if they demonstrated a need for additional time and support to master core skills.
ESSER Funding: High School	High School Algebra Boost	This new summer school experience was for students who have successfully completed either Intermediate Algebra, or Geometry. The course was designed to help reinforce algebra skills and concepts that would help students be successful in their next math course.
ESSER Funding: Elementary, Middle & High School	At Home Extended Learning	There were two at home programs for families to access. One was a Home Summer Reading Program for students in grades 4-9 and one was a Home Summer Math Program for students in grades 2-8. The summer reading program used Readworks, Tween Tribune, and Read Theory for resources to match each child's reading level to structured learning activities. The summer math program used Kahn Academy as a resource to provide each child with structured math activities. There were 13 weeks of resources and matching lessons provided. 519 students participated in math programming and 372 participated in reading

		programming.
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Enrollment & Attendance Data: Who participated?

Summer Programming Enrollment by Program

Edina Public Schools Summer Programming		
Summer Program Name	Numbe of Students	Percentage of Students
Edina High School Algebra Boost	10	1.79%
Edina High School EHS Transitions	39	6.98%
Options Summer School	193	34.53%
Targeted Service Summer School	317	56.71%
Grand Total	559	100.00%

Targeted Services Percent in Attendance Data

Percent In Attendance		
Percent In Attendance	Number of Students	Percentage of Students
89% or Less In Attendance	115	36.28%
90% or Greater In Attendance	202	63.72%
Grand Total	317	100.00%

Continual Improvement: What was learned?

The new summer school offerings provided in 2021 were an asset to our students and our families. The elementary site leads for Summer Success programming reported success in relation to student participation and engagement. 90% (75/83) of primary students reported enjoying Summer Success Centers and 92% (77/84) of upper elementary students reported enjoying Summer Success Centers. Site leads also reported the extension of the program from 3 weeks to 6 weeks was beneficial giving families more flexibility and some students extended learning opportunities. The participating students maintained connections to school and progressed in both literacy and math. Finally, a new math resource titled Moving With Math was utilized. Moving with Math has an assessment that measures student current mathematical understanding and also provides diagnostic information on what areas of learning to target. This resource allowed teachers to create quick instructional matches for students in math. In addition, teaching teams did collaborate in order to integrate progress monitoring into their

literacy instruction. There proved to be barriers to this which made it hard to fully implement. Despite the challenges with progress monitoring, teachers used both formative and summative assessments to diagnose student need in literacy to provide strong instructional literacy matches.

At the Middle School Initial student surveys showed that most (72%) students felt connected and confident with their literacy and math progress and abilities from the previous school year. Post surveys showed that figure increased to 80%. Students also demonstrated literacy and math confidence and growth directly in the classroom. An example of targeted academic growth was when teachers focused on one reading standard (broken down into 3 learning targets:

- I can use text evidence to support my ideas, inferences, and conclusions.
- I can identify the main theme of the story by summarizing the key ideas and details.
- I can analyze how a character changes through the course of a story through interactions with other characters and plot events.)

and ALL students grew based on pre and post test data on this standard.

The two new programs at the High School, as well as a higher number of students taking Options for Credit Recovery due to a wider enrollment criteria, proved to be helpful for the students participating. Out of 145 students participating in Options, 135 earned 1 or more credit. Although the participation for enrichment programming was relatively low, the students in each class reported them as helpful. Students specifically articulated an appreciation for being able to engage in learning that they feel they may have missed during the challenging transitions in 2021-22.

With almost 900 students participating in the At Home Extended Learning program the numbers reflect a strong need for this style of programming. Our Coordinator, Jennifer Johnson shared that anecdotal parent comments directly to her were positive with only one family reaching out to unenroll. A formal survey was sent home to participating families this fall. Unfortunately, it had a very small response size to be able to provide valid and reliable data from. Although the sample size was small, most families in the survey reported a high level of satisfaction and appreciation for being able to keep up academic skills in a flexible format over the summer.

Next Steps: How will what was learned impact future summer programming?

We are extremely proud of the planning and implementation of so many new offerings in Edina Summer Programming during the summer of 2021. The staff teams that worked at all levels demonstrated creativity, problem solving, and collaboration at the highest levels in order to impact student growth in all areas. Each and every additional program added yielded high impact results for a great majority of the students participating.

In general, the success of our summer programming is dependent upon obtaining and retaining quality coordinators and teachers for the program. We will need to explore possible ways to creatively incentivize Edina teachers to do this work.

Each level of programming will need additional time to ensure budget and resource alignment, as well as review effective data systems and use of resources needed. For example, exploring the option to stagger start times between programs and sites for purposes of bussing would be a more effective use of resources. In addition, each level of programming will need to create systems to continue to evaluate impact based on student growth data. For example, the elementary team recommends that data collection during Summer Success be organized in a format for instructional teams to review in the fall at all building sites.

The middle school programming will specifically need additional time to create a program that is best suited for students at this level. There is a high desire to explore the idea of additional theme based summer programming. The high school programming will specifically need additional time to address the need students are demonstrating and match offerings to the demonstrated need.

Overall, planning for 2022 Extended Offerings will begin in November. Our coordinators that are positively invested will take the lead at each of their levels and begin collaborating with staff to determine need, leverage partnerships, and design programming.



Board Meeting Date: Oct. 19th, 2021 Work Session

TITLE: Magnet Programming

TYPE: Discussion

PRESENTER(S): Dr. Randy Smasal, Assistant Superintendent; Jody De St. Hubert, Director of Teaching and Learning; Elementary Principal Reps, Language Immersion Design Team Reps

BACKGROUND: Periodic updating to programming is necessary in order to meet the needs of learners in the Edina Community. This presentation will provide an update on the K-12 Magnet Programming Design Process including recommendations. In this report, the term “Magnet Programming” is used as a generic term to reflect programming that is attractive to residents and is a competitive option for open enrolled families.

RECOMMENDATION: There is no decision needed at this time.

PRIMARY ISSUE(S) TO CONSIDER:

- The purpose of the presentation is to provide an update to the board on the current considerations and recommendations for elementary programming. The board is not being asked to make any decisions regarding magnet programming at this meeting.
- The board should come to this meeting prepared to provide feedback to the administration on the recommendations.
- Board approval on recommendations will be requested at the November 8th, 2021 school board meeting.

ATTACHMENTS:

1. Presentation slides
2. Previously approved [Guiding Change Document](#) for Elementary Programming

Overview:

The following priority strategies from the district strategic plan are being discussed and addressed in this proposed to include:

- A1: Design and deliver curriculum, instruction and assessment focused on content rigor, critical thinking, student engagement and continuous improvement to assure academic achievement and student growth.
- A2: Provide a coherent and differentiated educational experience that effectively engages, appropriately challenges every student academically.
- B1: Create learning environments and curricula that enable staff and students to learn from and reflect on their own and others' experiences; explore multiple perspectives; practice civil discourse; encourage empathy; create interpersonal connections and embrace diverse identities.
- B3: Support equity by identifying and eliminating structural barriers to success.
- C4: Create environments that are conducive to learning and facilitate constructive student interaction.
- D5: Provide strategy and direction for predicted enrollment and demographic trends while retaining current students.
- E4: Leverage partnerships with community groups, businesses, local and state government agencies and individuals to strengthen and foster relationships with EPS.

Long Term Enrollment Forecast:

The school district and the City of Edina will be partnering on a contract with Hazel Rhinehardt to provide an updated demography report to better forecast future enrollment in light of the COVID pandemic and changes to construction projects approved by the city of Edina.

One of the goals of examining magnet programming is to retain our resident students and families by offering innovative, rigorous and engaging learning experiences in our curricular programming at the elementary, middle school and high school levels. Additionally the school district will remain a competitive destination for open-enrolled families.

General Timeline:

- May 2021: Design Team established
- May 24, 2021: Research initiated
- June 21, 2021: Guiding Change (parameters) finalized
- July-August 2021: Research Magnet programs
- August-September 2021: Site Work teams define site proposals
 - Stakeholder Input

- As part of the design process and proposals mentioned previously, stakeholders will have the opportunity to provide feedback on concepts and programming ideas via survey and small focus groups. This data would be shared with stakeholders and the school board at future board meetings where proposals are being presented.
- October 11 2021: Present a board update on Elementary Magnet Programming process.
- October 19, 2021: Present recommendations for Elementary Magnet Programming
- November 8, 2021: Seeking Board Approval for Elementary Magnet Programming Recommendations
- December 2021: Prepare registration materials and complete registration for fall of 2021 for phase I
- January 2022: Begin registration process for phase I concepts.
- Jan.-Oct. 2022: Complete design process for phase II. Provide regular board updates on process.
- October 2022: Present phase II proposals to school board and community for review.
- November 2022: Board approval for phase II of proposal (fall of 2023)
- December 2022: Prepare any needed registration materials updates.
- January 2023: Begin elementary registration process.

Design Options/Ideas will:

- Advance the District Strategic Plan
- Align to Future Ready Skills development
- Provide a context to Integrate and implement new standards in Science, Language Art, Social Studies and the Arts
- Consider stakeholder feedback and research trends and patterns
- Advance the Talent Development Framework, MTSS plans and Comprehensive Literacy Plan
- Leverage staff talents and develop staff and community ownership
- Leverage and maximize the use of space, equipment and resources
- Promote vertical alignment K-12.
- Leverage community partnerships
- Be a model for other districts
- Be sustainable
- Positively support EPS enrollment patterns and trends
- Meet the needs of all learners in terms of engagement and relevance through rigorous learning experiences, and social-emotional development.

Elementary Magnet Programming Board Presentation

Oct. 19, 2021

Dr. Randy Smasal, Jody De St. Hubert, Jenn Carter, Chris Holden, Kari Dahlquist, Val Burke, Uli Rodriguez, Leah Byrd, Dr. Amy Young-MDE



Overview of Magnet Programming Design Process

- Goals
- Process
- Recommendations
 - STEAM
 - Language Immersion
 - Existing Programming
- Learner Profile Refresh

Defining Excellence to achieve our **VISION.**

**For each and every
student to discover their
possibilities and
thrive.**



Overview of Magnet Programming Goals (Strategic Plan A.1)

Explore, develop, and establish a launch plan for additional PreK-12 programming that promotes authentic and engaging learning experiences **to meet the needs of future ready learners and provide attractive educational options for families**

- Provide direction and consultation on the magnet programming design process; ensuring that student and parent voice is engaged in the process.
- Ensure quarterly detailed updates are provided to the board of directors.
- Evaluate and monitor fiscal implications to ascertain programming is implemented within proposed timelines.
- Leverage partnership with city agencies and the business community to support PreK-12 program development.

The Top 10 Job Skills for 2025: Future Ready

- Analytical Thinking and Innovation
 - Active Learning and Learning Strategies
 - Complex Problem Solving
 - Critical Thinking and Analysis
 - Creativity, Originality and Initiative
 - Leadership and Social Influence
 - Technology Use, Monitoring and Control
 - Technology Design and Programming
 - Resilience, Stress Tolerance and Flexibility
 - Reasoning, Problem Solving and Ideation
- Source: Future of Jobs Report, 2020, World Economic Forum*

Design Process

Design Teams:

- S.T.E.A.M.: Assistant Superintendent, Elementary Principals, ELC coordinator, Director of Community Education, Director of Teaching and Learning, Elementary EEVP Administrator
- Language Immersion: Assistant Superintendent, Normandale Elementary Principal, Cultural Liaison, Multilingual Program Coordinator, MDE Multi-Lingual and Immersion Consultant, HS Assistant Principal, Normandale Immersion Teacher, Early Learning Center Coordinator, Director of Community Education, EHS student

Design Team Process Steps:

1. Research
2. Align Strategy to Goals
3. Stakeholder Feedback on Design Concepts
4. Shared Findings/Recommendations with Community

Best
Practice

Magnet

Programs



ThoughtExchange Summary

October 14, 2021

“What are the most powerful ideas you have for implementing elementary S.T.E.A.M. and Language programming to prepare students for their future and advance Academic Excellence in Edina?”

Strategy E1: Provide engagement opportunities and information about Edina Public Schools to the community so that all community members feel connected and know how to contribute to our collective success.



PARTICIPATION

Breakdown of Participation



441

Participants



659

Thoughts



14,694

Ratings

What are the most powerful ideas you have for implementing elementary S.T.E.A.M. and Language programming to prepare students for their future and advance Academic Excellence in Edina?



441

Participants



659

Thoughts



14,694

Ratings



282

Participants shared thoughts



376

Participants rated thoughts



325

Participants explained thoughts





PARTICIPATION

Breakdown of Participation




What is your role in Edina Public Schools?



433

Responses

%		Answer <i>(Multi-select)</i>
47%	(206)	EPS Teacher
7%	(32)	Other EPS Staff Member
24%	(108)	EPS Parent/Guardian
3%	(13)	EPS Community Member but not a current Parent/Guardian of an EPS student
24%	(104)	EPS Student




PARTICIPATION

Breakdown of Participation



Which Edina site represents your primary work location?

%		Answer
1%	(6)	Early Learning Center
14%	(61)	Concord Elementary
7%	(30)	Cornelia Elementary
7%	(28)	Countryside Elementary
13%	(54)	Creek Valley Elementary
9%	(37)	Highlands Elementary
7%	(31)	Normandale Elementary
7%	(32)	South View Middle School
5%	(20)	Valley View Middle School
3%	(12)	Edina High School



PARTICIPATION
Breakdown of Participation




Which Edina site(s) represents where your children attend? (Check all that apply)



428

Responses

%		Answer <i>(Multi-select)</i>
2%	(10)	Early Learning Center
5%	(22)	Concord Elementary
4%	(19)	Cornelia Elementary
2%	(12)	Countryside Elementary
4%	(18)	Creek Valley Elementary
5%	(23)	Highlands Elementary
6%	(28)	Normandale Elementary
12%	(53)	South View Middle School
6%	(26)	Valley View Middle School
14%	(61)	Edina High School



PARTICIPATION

Breakdown of Participation



- To ensure our collective success and that we are hearing from a cross section of our community, please check all that apply in your household:



425
Responses

%		Answer (Multi-select)
3%	(14)	Receive Multi-lingual services
7%	(31)	Receive Specialized Education Services
7%	(32)	Participate in Talent Development Services
0%	(1)	American Indian or Alaska Native
10%	(43)	Asian
3%	(15)	Black or African American
2%	(9)	Hispanic or Latino/Latinx
0%	(0)	Native Hawaiian or Other Pacific Islander
5%	(24)	Two or More Races
58%	(247)	White
31%	(132)	My household does not contain Edina students
9%	(41)	I prefer not to respond to this question or parts of it



PARTICIPATION

Breakdown of Participation



- I would be most interested in EPS developing S.T.E.A.M. pathways aligned to (check all that apply):



418

Responses

%		Answer (Multi-select)
44%	(186)	Coding and Computer Science
45%	(190)	Engineering and Robotics
19%	(83)	Aviation/Aerospace
50%	(211)	Environmental Studies
44%	(186)	Arts and Health Sciences
27%	(115)	Graphic Arts and Animation
18%	(78)	I am not partial to any particular S.T.E.A.M. theme
6%	(27)	Other

Export



PARTICIPATION

Breakdown of Participation



– I would be most interested in the following language offerings for a trilingual program in Edina (check all that apply):



%		Answer <i>(Multi-select)</i>
66%	(280)	Spanish
28%	(118)	Chinese Mandarin
19%	(83)	French
13%	(57)	Arabic
41%	(172)	American Sign Language
39%	(164)	Coding
14%	(61)	Other

Export





THOUGHTS

Key Thoughts




Any specialized program requires careful planning, research and intense teacher training. Major projects and changes require careful and extensive preparation and buy in from everyone involved.

4.5  (34 )
Ranked #1 of 595

For either STEAM or immersion there must be funding and adequate time for Prof. Dev. (which we currently don't have enough of for reg. programming. Otherwise they will fail.

4.4  (34 )
Ranked #2 of 595

Services need to be inclusive for all learners with supports for students who cannot access the current standards. All learners need accessible, inclusive learning.

4.3  (36 )
Ranked #3 of 595



THOUGHTS

Time



Big changes take vision, time, training, and funding. Please share where this is coming from before selling to the community and staff. More information needed on how to implement in the time constraints classrooms already face. How can you fund this and train staff and start 2022 ?

4.3 ★★★★★ (30 👤)

The speed in which this would roll out really needs to be thought of in detail. Too many times we (Edina schools) try to implement too quickly.

4.2 ★★★★★ (35 👤)

Weave STEAM concepts in to the curriculum over time Teachers can learn along with students

4.1 ★★★★★ (35 👤)



THOUGHTS

Access



Services need to be inclusive for all learners with supports for students who cannot access the current standards. All learners need accessible, inclusive learning.

4.3 ★★★★★ (36 👤)

Access All students need access to these options

4.2 ★★★★★ (34 👤)

Adequate budgeting/funding to have resources to support STEAM and Language implementation. To ensure teaching staff have access to new and research based tools/resources to optimize student experiences and learning.

4.0 ★★★★★ (35 👤)



THOUGHTS

Steam



All elementary schools should have STEAM as a part of their daily programming STEAM should be accessible for all students in all schools

4.2 ★★★★★ (35 👤)

STEAM programming should be implemented across curriculum and work seamlessly into a student's day. Instead of being a separate class of the day.

4.0 ★★★★★ (34 👤)

Can STEAM be integrated into our current curriculum at all elementary schools?

4.0 ★★★★★ (29 👤)



THOUGHTS

Help People World



- All students need meaningful collaboration experiences.** It will help them be successful team members in the future. 4.1 ★★★★★ (34 👤)
- Creating future ready students** Helping students see themselves as creative thinkers and problem solvers so that they are ready for the future work force 4.1 ★★★★★ (33 👤)
- Help children become problem solvers** They need to be independent when leaving EPS to succeed in the world. 4.0 ★★★★★ (33 👤)



THOUGHTS

Know Enough Information



I don't know, there has not been enough information provided to me yet.

3.7 ★★★★★ (35 👤)

I don't know, I have not been provided enough information about it.

3.7 ★★★★★ (32 👤)

I don't know enough about the offerings and don't have background information to know the effects. Worried about my current job

3.6 ★★★★★ (32 👤)



THOUGHTS

Skills



Integration of Science, Technology, Engineering, Arts and Mathematics makes sense but will have to be developed over time. This is a more authentic way to experience the disciplines, is aligned with the world outside of school and will be engaging for kids. 3.9 ★★★★★ (31 👤)

I think that art is very important in elementary schools because art helps with creativity and innovation. Art helps students express themselves and not just work on computers all day. 3.9 ★★★★★ (14 👤)

More exposure to real life examples and problems Enhance problem solving skills 3.9 ★★★★★ (11 👤)



THOUGHTS

Unthemed



Any specialized program requires careful planning, research and intense teacher training. Major projects and changes require careful and extensive preparation and buy in from everyone involved.

4.5 ★★★★★ (34 👤)

For either STEAM or immersion there must be funding and adequate time for Prof. Dev. (which we currently don't have enough of for reg. programming. Otherwise they will fail.

4.4 ★★★★★ (34 👤)

This needs to be planful. It CANNOT be sapped together in 9 months. Seems like another case where the district is making promises, and the teachers are left to figure it out with little notice and no resources.

4.3 ★★★★★ (33 👤)



THOUGHTS

Elementary Kids One



STEAM shouldn't be a focus at just one building, but multiple elementary sites. It's important for all students, not just some lucky enough to get into the program.

4.1 ★★★★★ (30 👤)

So much of my day is spent teaching the basics of reading, writing, and math. It is hard to imagine fitting in one more thing and doing it well. We need to be reasonable in our expectations of teachers and students within the constraints of an 8 hour school day, especially at the primary levels

4.0 ★★★★★ (30 👤)

My kid's math was two years ahead of the grade level; the CP program in his elementary school provided him opportunity to learn math at a higher level The kids are learning at different pace and the school setting are flexible to fit for the kids' need. Keep them interested.

4.0 ★★★★★ (29 👤)



THOUGHTS

Language



Seems like a big idea to implement in 9 months. What will you do with all the teachers who aren't trained in STEAM or a second or third language?

4.3 ★★★★★ (34 👤)

This will require an immense amount of new hires. What will happen to current teachers who are not able to teach fluently in a language besides English.

4.2 ★★★★★ (35 👤)

My first thought is we need professional development for programing of incorporating language and STEAM into our elementary schools. It's important because we need everyone on board and feeling confident in our teaching.

4.1 ★★★★★ (31 👤)



THOUGHTS

Learning



Students need hands on learning opportunities. Students learn through doing.

4.1 ★★★★★ (34 👤)

Steam allows students to get in there and get their hands dirty. It is very active learning with a lot of hands on activities. Hands on learning opportunities that get kids ready for the current world we live in.

3.8 ★★★★★ (30 👤)

Hands-on Learning for all ages. It has to be in the hand before it is in the brain.

3.7 ★★★★★ (34 👤)



THOUGHTS

EPS Staff: Top 3 Rated Thoughts



Any specialized program requires careful planning, research and intense teacher training. Major projects and changes require careful and extensive preparation and buy in from everyone involved.

For either STEAM or immersion there must be funding and adequate time for Prof. Dev.(which we currently don't have enough of for reg. programming. Otherwise they will fail.

Services need to be inclusive for all learners with supports for students who cannot access the current standards. All learners need accessible, inclusive learning.



THOUGHTS

EPS Parents: Top 3 Rated Thoughts



How can this be implemented by next year? Seems rushed and thrown at us.

Make sure wealthy/high achieving students and families are NOT the only students participating in this programming. These programs should be focused on closing the racial achievement and accessibility gaps.

More exposure to real life examples and problems Enhance problem solving skills



THOUGHTS

EPS Students: Top 3 Rated Thoughts



Implanting more immersion languages would be extremely beneficial for our elementary age kids. America is one of the most prominent countries that doesn't teach languages to their kids starting in preschool, its overall a good skill to have.

My first thought is that STEAM sounds like a stronger idea because a lot of jobs require a lot of coding engineering and experience with technology. This is important because students can have a better chance in there future and be more successful in there day to day life.

Students focusing art and graphic design. There is a lot of kids who like to do art in different ways and this will help them express that.

Recommendation 1: Add a Spanish Language Magnet Program to an Edina Elementary School

- Spanish, Two Way Dual Language Model
- 2 sections in grade K (44-48 students), launching in fall of 2022.
- Add to K Information nights in late Nov. and Early Dec. with registration in Jan. 2022

Rationale: A two way dual language model leverages the assets of heritage speakers. Implementation of Spanish has received the most support in the ThoughtExchange stakeholder feedback and represents the 4th most popular global language. Spanish resources and qualified teaching staff are more available when compared to resources for other languages. Embedding World Language Experiences for Learners in Elementary was a recommendation from the Edina, Birth to Grade 5 Study presented to the board in 2015.

Location: Placement of Language Program

- Initial Placement, One Elementary School
- Considerations for Placement at a Site
 - Physical Space: Open Enrollment
 - Other Site Level Programming (Elem Program Distribution)
 - Population of Spanish Speaking Families
 - Demographics across the K-5 schools including Normandale Elementary
- Further Study
 - Growth in Trilingual Pathways: Opportunity and On Ramps
 - Potential Expansion to other Sites
 - Physical Space Needs
- Finalize Implementation and Success Metrics and Budget

Location: Placement of Language Program

- Top Three Recommended Locations by Language Design Team
 - Cornelia Elementary
 - Largest population of Spanish Speaking Families (33)
 - Sufficient space (17.4% Open Enrollment)
 - Feeder school to SVMS--to continue as Extended Spanish program
 - 17% of ND students come from CN (108)
 - Near being recognized as a Racially Identifiable School ([Statute 3535.0110](#))
 - New Construction Dwellings
 - Creek Valley Elementary
 - Second largest population of Spanish Speaking Families (20)
 - Sufficient space (23% Open Enrollment)
 - 19% of ND students come from CV (119)
 - New Construction Dwellings
 - Countryside Elementary
 - Largest amount of space (Largest Open Enrollment 29.64%)
 - 10 Spanish Speaking Families
 - CP Program
 - 18% of ND students come from CS (113)

Location: Placement of Language Program

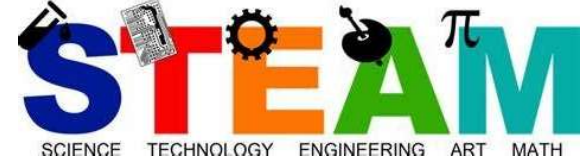
- Other Locations to Consider:
 - Concord Elementary
 - Sufficient Space (20.1% Open Enrollment)
 - No other existing programs
 - 14 Spanish Speaking Families
 - 34% of ND students come from CC (220)
 - Feeder to SVMS
 - Close Proximity to ND
 - Highlands
 - Sufficient Space (21.7% Open Enrollment)
 - Existing CP Program
 - 10 Spanish Speaking Families
 - 12% of ND students come from HL (78)
 - Feeds into both SVMS and VVMS
 - Off Site
 - Cost
 - Resources
 - Viability

Language Implementation Timeline

- Nov 8, 2021: Board Vote (and if approved, then....)
- Dec. 2021: Parent Information Nights
- Jan. 2022: Parent K Registration and Lottery application completed
- Feb. 2022: Lottery selection complete
- Spring and Summer of 2022:
 - Hiring
 - Curriculum Development
 - Materials Review and Purchase
 - Teacher Training

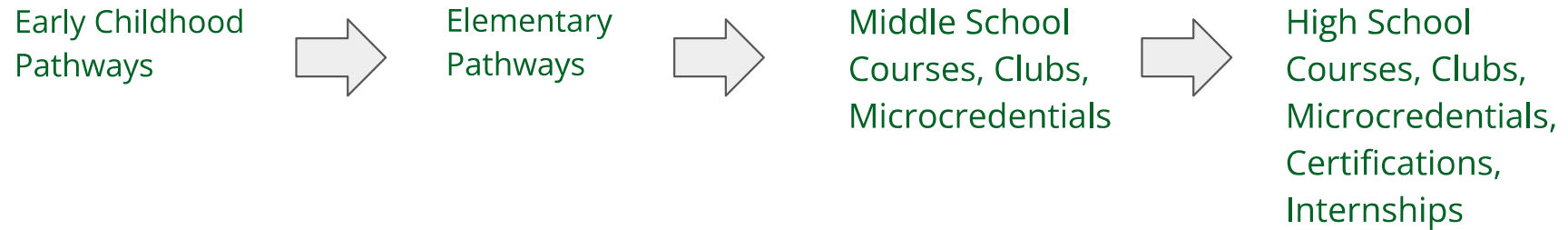


Recommendation 2: Implement S.T.E.A.M. Programming at all Elementary Sites



- Marquee S.T.E.A.M. programming established at each Edina Elementary School
 - S.T.E.A.M. Design Team #2: Classroom Teachers
 - Complete Implementation Timeline, Metrics and Budget
 - Audit current S.T.E.A.M. lessons in EPS.
 - Develop common district and/or school themes
 - Identify partner schools and organizations
 - Develop Phase I in depth S.T.E.A.M. experiences for each grade level to pilot in the 22-23 school year by Design Team #2
 - Acquire materials and resources
 - Develop staff training plan for full district wide elementary implementation
- Rationale: The priority curriculum work and staff training is dedicated to the implementation of the comprehensive literacy plan. The development of an exemplary S.T.E.A.M. program at all elementary sites needs to be thoughtful, resourced and extremely well planned in order to best achieve these two strategic plan elements:
 - A1: Design and deliver curriculum, instruction and assessment focused on content rigor, critical thinking, student engagement and continuous improvement to assure academic achievement and student growth.
 - A2: Provide a coherent and differentiated educational experience that effectively engages, appropriately challenges every student academically.

Recommendation 3: Refine PreK-12 Pathway Alignment for Language and S.T.E.A.M.



Rationale: Thoughtful alignment of experiences in developmental pathways is driven by strategic plan element A2: Provide a coherent and differentiated educational experience that effectively engages, appropriately challenges every student academically.

Recommendation 4: Continue Existing CP and EEVP programming

- Continue Multi-age/Continuous Progress at Highlands and Countryside
- Continue to offer Elementary Edina Virtual Pathway

Rationale: Current programming options for families should be continued unless family demand diminishes which would impact future viability.

Refreshing our Profile of an Edina Learner (2.0)



Strategy E4: Leverage partnerships with community groups, businesses, local and state government agencies and individuals to strengthen and foster relationships with EPS.

Thank you!

What questions do you have?





Board Meeting Date: 10/19/2021

TITLE: Timeline for Execution of 2020-2025 Strategic Plan

TYPE: Discussion

PRESENTER(S): Dr. Stacie Stanley

BACKGROUND: The EPS 2020-2025 Strategic Plan was approved in June 2020. To ensure the Objectives and Benchmarks are meant the board of directors has requested an implementation timeline.

RECOMMENDATION: Review and Feedback

PRIMARY ISSUE(S) TO CONSIDER: Is the timeline provided realistic and attainable? Will the timeline ensure that the robust EPS Strategic Plan is executed in a timely manner that keeps the district on its charted course for Each and Every student to discover their possibilities and thrive?

ATTACHMENTS:

Strategic Plan Gantt Chart

Strategies	2020-21	2021-22	2022-23	2023-24	2024-25
Strategy A: Advance Academic Excellence, Growth and Readiness					
Edina Public Schools provides our students with access to a comprehensive curriculum that develops critical thinking skills and dispositions, and assures students are ready for their next level and the challenges and opportunities in the next phase of life.					
A1. Design and deliver curriculum, instruction and assessment focused on content rigor, critical thinking, student engagement and continuous improvement to assure academic achievement and student growth.	○	◎	●	●	
A2. Provide a coherent and differentiated educational experience that effectively engages, appropriately challenges every student academically.	○	◎/●	◎/●	●	●
A3. Provide expanded, timely and effective interventions for students based on data and individual needs, through all school phases, Pre-K- 12 and throughout the school year.	○/◎	●	●	●	
A4. Implement a review of all literacy programs at EPS.	○	◎	●	●	
A5. Provide robust early childhood education.		○	◎	◎/●	●
	○ = Planning Phase ◎ = Development Phase ● = Implementation Phase				
Strategy B: Ensure an Equitable and Inclusive School Culture					
EPS welcomes, respects, supports and values everyone so students can learn effectively, develop a deeper understanding of complex issues and become empowered to contribute to the school community.					
B1. Create learning environments and curricula that enable staff and students to learn from and reflect on their own and others' experiences; explore multiple perspectives; practice civil discourse; encourage empathy; create interpersonal connections and embrace diverse identities.	○	○	◎	●	●
B2. Create a school culture that enhances learning and fosters a sense of belonging for all students through our values of Integrity, Compassion, Courage, Commitment, Appreciation and Responsibility.	○	◎	●	●	
B3. Support equity by identifying and eliminating structural barriers to success.	○	◎	◎/●	◎/●	●
B4. Support and retain quality, culturally competent staff with increasingly diverse backgrounds, experiences and perspectives.	○	○	◎	◎	●
	○ = Planning Phase ◎ = Development Phase ● = Implementation Phase				
Strategy C: Foster Positive Learning Environments and Whole Student Support					
EPS fosters a caring school environment where students feel safe physically and emotionally, in order to be fully engaged in their academic, personal and social growth.					
C1. Ensure students acquire and apply the social emotional competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making to promote student wellness.	○	○/◎	●	●	
C2. Assure students have the opportunity to participate in robust extracurricular and co curricular opportunities.	○	○/◎	◎/●	●	
C3. Provide students with skills for healthy lifestyles including living effectively with technology and ensure access to participate in K -12 wellness programs.	○	○	◎	●	●
C4. Create environments that are conducive to learning and facilitate constructive student interaction.	○	○/◎	●	●	
C5. Increase the mental health support provided by caring adults.	○	◎/●	●	●	
C6. Complete a comprehensive review of technology used by students and staff.	○	○	◎	●	●
	○ = Planning Phase ◎ = Development Phase ● = Implementation Phase				

Strategies	2020-21	2021-22	2022-23	2023-24	2024-25
Strategy D: Develop Leadership Throughout the District					
Edina Public Schools continuously develops innovative, committed and exemplary leadership at all levels and from all constituencies, student and adult.					
D1. Identify, develop and recognize adult leaders throughout the district.	○	○/◎	●	●	
D2. Provide robust and balanced professional development.	○	○/◎	●	●	
D3. Develop students as leaders, encourage student voice and promote civic engagement.		○/◎	○/◎	●	●
D4. Develop and maintain a culture of continuous improvement based on evidence.		◎/●	◎/●	●	●
D5. Provide strategy and direction for predicted enrollment and demographic trends while retaining current students.		○	◎	●	●
	○ = Planning Phase ◎ = Development Phase ● = Implementation Phase				
Strategy E: Engage Parents, Schools and Community					
Edina Public Schools works in partnership with parents, students, staff, alumni and community to serve as a reflection of Edina's strong commitment to education.					
E1. Provide engagement opportunities and information about Edina Public Schools to the community so that all community members feel connected and know how to contribute to our collective success.	○	◎/●	●	●	
E2. Build upon the robust community education opportunities and offerings for all learners(Prek-Adult).		○	○/◎	◎	●
E3. Ensure all students and their families are engaged and well-served by the communications and all other interactions with EPS.		◎/●	●	●	
E4. Leverage partnerships with community groups, businesses, local and state government agencies and individuals to strengthen and foster relationships with EPS.		○/◎	◎/●	●	
E5. Ensure strong financial stewardship and provide information that is accessible to all members of our community and demonstrates and promotes the value of an Edina education.		○/◎	●	●	
E6. Create assessment data dashboard.	○	◎/●	●	●	
	○ = Planning Phase ◎ = Development Phase ● = Implementation Phase				



Board Meeting Date: 10/19/2021

TITLE: Highlands and Creek Valley Lighting Upgrades

TYPE: Action

BACKGROUND: Attached is a list of contractors and their respective bids submitted on October 12th, 2021. Wold Architects and Engineers recommend the following low bidder base bid for the Highlands and Creek Valley Lighting Upgrades project. The project is funded through Long Term Facility Maintenance Funding. The District Finance and Facilities Committee, administration and architect teams are reviewing and prioritizing scope, spending and schedule of all projects in the ten year long term facility maintenance plan to ensure the district stays within budget.

Apadana from Golden Valley

\$247,777

RECOMMENDATION: Approve the contract as per the attached document from Wold Architects and Engineers for the Highlands and Creek Valley Lighting Upgrades.

PRIMARY ISSUE(S) TO CONSIDER: Approve the Highlands and Creek Valley Lighting Upgrades as described above.

ATTACHMENTS:

1. Recommendation (Wold letter)
2. Bid tab



October 14, 2021

John Toop
Independent School District #273
5701 Normandale Road
Edina, Minnesota 55424

Re: Independent School District #273
Highlands and Creek Valley Lighting Upgrades
Commission No. 212020 / 212021

Dear John:

We recommend the following be presented to the Independent School District #273 Edina Board of Education.

On Tuesday, October 12, 2021 at 2:00 p.m., twelve (12) competitive bids were received from Electrical Contractors for lighting upgrades at Highlands and Creek Valley Elementary Schools. A bid tabulation is attached for your review. Apadana from Golden Valley, Minnesota submitted the lowest base bid in the amount of \$247,777, which is well within the overall project budget. We have confirmed Apadana is confident in their bid number, and recommend awarding them this project.

Sincerely,

Wold Architects and Engineers

Maria Kennedy
Associate

Enclosures

cc: Dr. Stacie Stanley, ISD #273 Superintendent
Eric Hamilton, ISD #273 Director of Building and Grounds
Ben Beery, Wold Architects and Engineers
Vaughn Dierks, Wold Architects and Engineers
Makayla Lakeman, Wold Architects and Engineers

TD/ISD_273/212020/crsp/oct21

Wold Architects and Engineers
332 Minnesota Street, Suite W2000
Saint Paul, MN 55101
woldae.com | 651 227 7773

**PLANNERS
ARCHITECTS
ENGINEERS**



Project Name: Highlands and Creek Valley Lighting Upgrades

BID TABULATION

Commission No.: 212020 / 212021
Date: 12-Oct-21
Time: 2:00pm

Wold Architects and Engineers
332 Minnesota Street, Suite W2000
Saint Paul, Minnesota 55101
651.227.7773 Fax: 651.223.5646

Bidders Name	Addendum Numbers	Bid Security	MN Responsible Contractor	Base Bid		Remarks
Witzel Electric	x	x	x	\$ 588,000.00		
Erickson Electric Company	x	x	x	\$ 593,700.00		
Phason Electric Company	x	x	x	\$ 359,400.00		
NAC Mechanical and Electrical	x	x	x	\$ 368,000.00		
Manor Electric	x	x	x	\$ 397,300.00		
Gunnar Electric	x	x	x	\$ 395,557.00		

Laketown Electric	x	x	x	\$ 351,500.00		Second Lowest Aparent Bid
Ogni Inc	x	x	x	\$ 643,875.00		
A.J. Moore Electric	x	x	x	\$ 420,500.00		
Apadana 2360 Nevada Ave N Golden Valley, MN, 55427 612-547-9980	x	x	x	\$ 247,777.00		Lowest Aparent Bid
Fabbe Electric	x	x	x	\$ 417,700.00		
Choice Electric, Inc	x	x	x	\$ 368,500.00		

