

Work Session

Tuesday, August 22, 2023 5:00 PM

ECC 350, 5701 Normandale Road, Edina, MN 55424

I. **Determination of Quorum and Call to Order**

II. **Approval of Agenda**



School Board Work Session
Tuesday, August 22, 2023; 5:00 PM
ECC Room 350

I. Determination of Quorum and Call to Order

II. Approval of Agenda

III. Discussion

A. Resident Enrollment Forecast

Description: Strategic Priority D.5 of the Edina Public Schools Strategic Plan directs administration to provide strategy and direction for predicted enrollment and demographic trends while retaining current students. In partnership with the City of Edina the district administration has contracted Hazel H. Reinhardt, Demographer, to conduct an analysis of resident and overall enrollment patterns and provide a forecast of resident enrollment through 2032-2033.

Presenter(s): Dr. Stacie Stanley, Superintendent; and Hazel Reinhardt, Demographer

B. District Capacity Study – 2023

Description: Due to changes to the District's class size philosophy, programmatic changes, changes in administration, building construction and reconfiguration, and other factors, the *functional capacity* of the District's facilities have changed over time. In the Spring of 2023, the District engaged its appointed architectural firm to conduct a renewed capacity study for each of the District's buildings. The study is the first step in aiding the School Board, the administration, and District stakeholders to understand the current utilization, limitations, and possible future improvements to District facilities.

Presenter(s): Mert Woodard, Director, Finance & Operations; and Wold Architects & Engineers

C. Administrative Recommendation for Strategic Plan Revisions

Description: The Edina Public Schools strategic plan was approved by the school board in June 2020. The strategic plan is reviewed yearly by a group of 40+ community stakeholders including students, parents, business partners, teachers, school, program and district administrators, and school board members. The review is facilitated by an outside agency. During the 2022-2023 school year, the strategic plan was reviewed in March 2023. The review team met for a day and a half to receive reports that highlighted elements of work directly related to each Strategic Plan Priority. The review team also received an executive summary of additional training, activities and programming related to each Strategic Priority. The team provided their feedback using the (Strengths –Opportunities-Aspirations-Results (SOAR) analysis model. A comprehensive analysis report of the stakeholder feedback and recommendations was presented to the school board in June 2023. In addition, during its July 2023 school board retreat, board members collectively analyzed the strategic plan and provided its feedback to administration for review. Based on community stakeholder feedback and the school board review, the administration is making a recommendation for revisions.

Presenter(s): Dr. Stacie Stanley, Superintendent

D. 2023-2024 Superintendent Goals

Description: Superintendent goals are aligned with key Edina Public Schools strategic plan priorities and MSBA performance standards.

Presenter(s): Dr. Stacie Stanley, Superintendent

IV. Leadership and Committee Updates

V. Superintendent Updates

VI. Adjournment

III. Discussion

III.A. Resident Enrollment Forecast

Speaker (s) : Dr.
Stacie Stanley,
Superintendent; and
Hazel Reinhardt,
Demographer



Board Meeting Date: 8/22/2023

Title: Resident Enrollment Forecast

Type: Discussion

Presenter(s): Dr. Stacie Stanley, Superintendent; and Hazel Reinhardt, Demographer

Description: Strategic Priority D.5 of the Edina Public Schools Strategic Plan directs administration to provide strategy and direction for predicted enrollment and demographic trends while retaining current students.

In partnership with the City of Edina the district administration has contracted Hazel H. Reinhardt, Demographer, to conduct an analysis of resident and overall enrollment patterns and provide a forecast of resident enrollment through 2032-2033.

Recommendation: Receive report from Hazel H. Reinhardt

Desired Outcomes from the Board: School Board members will review presentation materials and come with any questions that you might have.

Attachment(s):

Hazel H. Reinhardt Presentation Overview

EDINA PUBLIC SCHOOLS

ISD#273

RESIDENT ENROLLMENT PROJECTIONS

Hazel H. Reinhardt

August 22, 2023

COVID-19 AFFECTS

- Minnesota public school enrollment in 2020-21
 - Kindergarten classes smaller as students were homeschooled, attended nonpublic schools or were “redshirted,” that is attended no school
 - Other elementary grades also lost students to home schools or nonpublic schools
 - Middle school and high school enrollment less affected
- 2022-23 marks the third year that Minnesota (and U.S.) public school enrollment is below pre-Pandemic numbers

COVID-19 AFFECTS

- Edina Public Schools
 - 2020-21 resident kindergarten slightly smaller than its “expected” size. However, since the Pandemic, kindergarten is at its “expected” size
 - Students shifted to other education options
 - Pandemic stimulated a substantial increase in residents attending nonpublic schools
 - Resident nonpublic enrollment has been increasing for some time
 - Since Pandemic, resident nonpublic enrollment has continued to increase
 - There is a substantial increase in nonresidents; however, may not be Pandemic related

PROJECTION ENVIRONMENT

- Low fertility
 - Number of births decreasing in U.S. and Minnesota
 - Consensus among demographers that Pandemic will result in fewer births
 - 2020 U.S. births lowest since 1979 but births up 1% in 2021; flat in 2022
 - Fertility varies by race/ethnicity
- Population aging
 - Housing mix different; more apartments, condos, and townhomes
 - Smaller percentage of households have children
- Population growing very slowly

PROJECTION ENVIRONMENT

- Less mobility
 - U.S. fewer than 10 percent (8.4 percent) moved last year
 - Was 20 per cent per year since WWII
- Immigration from abroad slowed
- Minnesota population back to pattern of net out migration
- Competition for students increasing

RESIDENT ENROLLMENT HISTORY

- From 2012-13 to 2022-23—Resident enrollment decline; more competition
 - Resident enrollment (excluding Early Childhood) decreased by 476 students or -6.8%
 - **Estimated school-age population in district increased by 295 students or 3.5% (overstated)**
 - Total enrollment (excluding Early Childhood) increased by 188 students or 2.3%
 - Nonresidents make up 22.5% of enrollment in 2022-23
 - Excluding tuition agreement students, the Edina Public Schools had a net gain of 1,395 students from other public options in 2022-23
 - Market share is 75.3%
 - Competition for students increased since the Pandemic

EDUCATION CHOICES

2021-22

	Minnesota	Edina Public Schools
Nonpublic settings	10.1%	19.1%
Traditional schools	7.2%	18.7%
Home schools	2.9%	0.4%
Public Options		
Open enrollment	9.0%	
In		22.0%
Out		2.2%
Charter schools	6.9%	1.6%
Capture Rate	74.0%	75.3%

CHANGES SINCE 2012-13

ESTIMATED ENROLLED SCHOOL AGE POPULATION IN DISTRICT #191

Year	Number
2012-13*	8,433
2022-23	8,728
2012-13 understated	

ENROLLMENT

Year	Total	Resident	Nonresident
2012-13	8,290	7,047	1,243
2013-14	8,342	7,081	1,261
2014-15	8,404	7,082	1,322
2015-16	8,249	6,983	1,266
2016-17	8,474	7,195	1,279
2017-18	8,477	7,218	1,259
2018-19	8,390	7,085	1,305
2019-20	8,329	6,938	1,391
2020-21	8,244	6,639	1,605
2021-22	8,376	6,537	1,839
2022-23	8,478	6,571	1,907

Excludes Early Childhood

COMPONENTS OF RESIDENT ENROLLMENT CHANGE

Fall to Fall	Total		Natural Increase/Decrease	Net Migration
	#	%		
2012 to 2013	34	0.5	-2	36
2013 to 2014	1	0.0	-31	32
2014 to 2015	-99	-1.4	-123	24
2015 to 2016	212	3.0	30	182
2016 to 2017	23	0.3	-14	37
2017 to 2018	-133	-1.8	-46	-87
2018 to 2019	-147	-2.1	-78	-69
2019 to 2020	-299	-4.3	-76	-223
2020 to 2021	-102	-1.5	-71	-31
2021 to 2022	34	0.5	-9	43
Total	-476	---	-420	-56

Excludes Early Childhood

RESIDENT ENROLLMENT

Grade	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
K	476	516	490	415	524	523	505	500	469	478	504
1	482	501	549	499	481	553	525	523	495	488	504
2	557	505	511	573	527	497	551	527	494	509	508
3	548	574	517	526	588	528	507	545	503	500	510
4	579	550	587	523	529	598	537	499	520	502	502
5	557	592	559	591	534	529	589	550	477	534	508
6	570	559	589	576	593	536	542	570	523	468	533
7	584	571	567	609	575	579	515	523	541	502	458
8	550	577	572	568	599	581	565	516	504	529	512
9	548	540	550	577	576	585	542	551	500	495	524
10	558	538	529	523	577	580	582	535	534	496	494
11	520	537	524	509	555	578	547	554	530	523	495
12	518	521	538	494	537	551	578	545	549	513	519
Total	7,047	7,081	7,082	6,983	7,195	7,218	7,085	6,938	6,639	6,537	6,571

Excludes Early Childhood

ENROLLMENT PROJECTIONS

- Both simple and complex
- Cohort Survival Method
 - Students added
 - Incoming kindergarten
 - Students moving into the district or district residents transferring from other education options to the district's schools
 - Students subtracted
 - Graduating seniors
 - Students leaving the district's schools either by moving out of the district or opting for a different education option

COHORT SURVIVAL METHOD PROJECTIONS

- Ages each grade by moving it to the next higher grade in the following year
- Must make kindergarten projections
 - Resident births are a proxy
- Must make assumptions about net migration
 - Survival rates

PROJECTIONS

- Assumptions underlying these projections
 - The decline in resident births in Minnesota and Suburban Hennepin County will result in smaller kindergartens in the next several years
 - Suburban Hennepin County's share of Minnesota resident births likely to remain at current level or increase
 - Edina Public Schools' resident share of Suburban Hennepin County resident births will remain near its current level or decrease in the next five years
 - Competition likely to increase

RESIDENT LIVE BIRTHS

Year	Minnesota	Hennepin County	Suburban Hennepin County
2006	73,515	16,780	10,223
2007	73,675	16,848	10,532
2008	72,382	16,566	10,212
2009	70,617	16,334	10,017
2010	68,407	15,955	9,854
2011	68,416	15,943	9,894
2012	68,783	16,345	10,294
2013	69,183	16,584	10,468
2014	69,916	16,770	10,536
2015	69,835	16,829	10,626
2016	69,746	16,485	10,400
2017	68,603	16,333	10,451
2018	67,348	15,844	10,152
2019	66,033	15,430	9,908
2020	63,451	14,835	9,541
2021	64,398	n.a.	n.a.

DECLINE IN RESIDENT LIVE BIRTHS

- 2006-2020
 - -13.7% Minnesota
 - -11.6% Hennepin County
 - -6.7% Suburban Hennepin County
- 2021 U.S. up 1%. Minnesota up to 64,398 resident live births, no county data to date
- 2022 U.S. births flat; Minnesota likely to follow this pattern
- WHY?
 - Decline in fertility rates
 - Aging of the population

PROJECTED MINNESOTA 0-YEAR OLDS

Year	Projected Number	Adjusted Number
2017	70,312	
2017 Actual	68,603	
2018	70,395	
2018 Actual	67,348	
2019	70,373	
2019 Actual	66,033	
2020	70,325	65,965
2020 Actual	63,451	
2021	70,274	65,917
2021 Actual	64,398	
2022	70,227	65,873
2023	70,191	65,814
2024	70,164	65,811
2025	70,161	65,811

Adjusted number is 93.8 percent of projected number

KINDERGARTEN AS A PERCENTAGE OF THE SUBURBAN HENNIPEN COUNTY KINDERGARTEN POOL

Birth Years	Pool	Percentage	Kindergarten Year
2006; 2007	10,430	4.56%	2012-13
2007; 2008	10,318	5.00%	2013-14
2008; 2009	10,081	4.86%	2014-15
2009; 2010	9,908	4.19%	2015-16
2010; 2011	9,881	5.30%	2016-17
2011; 2012	10,162	5.15%	2017-18
2012; 2013	10,411	4.85%	2018-19
2013; 2014	10,513	4.76%	2019-20
2014; 2015	10,596	4.43%	2020-21
2015; 2016	10,475	4.56%	2021-22
2016; 2017	10,534	4.78%	2022-23
2017; 2018	10,251		2023-24
2018; 2019	10,037		2024-25
2019; 2020	9,662		2025-26

RESIDENT KINDERGARTEN/BIRTH RATIOS

- Resident kindergarten assumptions
 - Resident kindergarten/birth ratios
 - Low is 4.77% (average of the past eleven years)
 - High is 4.80% (average of the past eleven years omitting the Pandemic year)
 - Longer-term—2026-27 through 2032-33
 - In past 15 years, Suburban Hennepin County resident births fluctuated but increased from 13.91% to 15.04% of Minnesota resident births. Assumed Suburban Hennepin County's share would be 15.04 percent (average of past three years) in the next five years

RESIDENT KINDERGARTEN PROJECTIONS

Year	@4.77%	@4.80%
2022-23	504	504
2023-24	489	492
2024-25	479	482
2025-26	461	464
2026-27	467	470
2027-28	473	476
2028-29	472	475
2029-30	472	475
2030-31	472	475
2031-32	472	475
2032-33	472	475
Total	4,729	4,759

Past ten years 4,989 resident kindergarten students

RESIDENT NET MIGRATION

- Resident net migration
 - Positive pre-2017-18 and again this past year
 - Most years a large inflow between K and Grade 1 and Grade 1 and Grade 2
 - No consistent net inflow at the beginning of middle school or high school. Atypical in Minnesota
 - Beginning in 2016-17, net out migration between Grade 6 and Grade 7 and Grade 7 and Grade 8

RESIDENT NET MIGRATION

YEAR TO YEAR

Grade	12 to 13	13 to 12	14 to 15	15 to 16	16 to 17	17 to 18	18 to 19	19 to 20	20 to 21	21 to 22
K to 1	25	33	9	66	29	2	18	-5	19	26
1 to 2	23	10	24	28	16	-2	2	-29	14	20
2 to 3	17	12	15	15	1	10	-6	-24	6	1
3 to 4	2	13	6	3	10	9	-8	-25	-1	2
4 to 5	13	9	4	11	0	-9	13	-22	14	6
5 to 6	2	-3	17	2	2	13	-19	-27	-9	-1
6 to 7	1	8	20	-1	-14	-21	-19	-29	-21	-10
7 to 8	-7	1	1	-10	6	-14	1	-19	-12	10
8 to 9	-10	-27	5	8	-14	-39	-14	-16	-9	-5
9 to 10	-10	-11	-27	0	4	-3	-7	-17	-4	-1
10 to 11	-21	-14	-20	32	1	-33	-28	-5	-11	-1
11 to 12	1	1	-30	28	-4	0	-2	-5	-17	-4
Total	36	32	24	182	37	-87	-69	-223	-31	43

PROJECTED RESIDENT SURVIVAL RATES

Grade	Low (Past 5 Years Omitting Pandemic Year)	High (Past 4 Years Omitting Pandemic Year)
K to 1	1.034	1.044
1 to 2	1.017	1.024
2 to 3	1.006	1.001
3 to 4	1.001	0.995
4 to 5	1.012	1.021
5 to 6	0.993	0.982
6 to 7	0.966	0.968
7 to 8	0.994	1.000
8 to 9	0.970	0.983
9 to 10	0.993	0.992
10 to 11	0.968	0.976
11 to 12	0.989	0.985

EFFECT OF SURVIVAL RATES IN TEN YEARS WITH LOW K ASSUMPTION

Survival Rates	Total	K-5	6-8	9-12
Past 5 Years Omitting Pandemic Year	6,325	2,962	1,460	1,900
Past 4 Years Omitting Pandemic Year	6,401	2,991	1,470	1,940

RESIDENT ENROLLMENT PROJECTIONS

- In ten years (2032-33)
 - Resident enrollment projected to decrease
 - 2022-23 6,571
 - 2032-33
 - 6,323 to 6,432 or -3.8% to -2.1%
 - Resident kindergarten projected to be larger than the previous year's Grade 12 (natural increase). Projected natural increase a change from the recent past
 - Resident net out migration projected to continue. Less than in the recent past

RESIDENT ENROLLMENT PROJECTIONS

Year	Low K Low Mig	High K Low Mig	Low K High Mig	High K High Mig
2022-23	6,571	6,571	6,571	6,571
2023-24	6,512	6,515	6,525	6,528
2024-25	6,473	6,479	6,503	6,509
2025-26	6,433	6,442	6,473	6,483
2026-27	6,374	6,387	6,426	6,438
2027-28	6,347	6,362	6,404	6,419
2028-29	6,370	6,389	6,431	6,450
2029-30	6,341	6,363	6,403	6,425
2030-31	6,337	6,362	6,406	6,432
2031-32	6,333	6,362	6,406	6,434
2032-33	6,323	6,354	6,401	6,432

RESIDENT ENROLLMENT PROJECTIONS

	K-5	6-8	9-12	Total
2022-23	3,036	1,503	2,032	6,571
2027-28				
Low K/Low Mig	3,005	1,508	1,833	6,347
High K/Low Mig	3,021	1,508	1,833	6,362
Low K/ High Mig	3,035	1,499	1,870	6,404
High K/High Mig	3,050	1,499	1,870	6,419
2032-33				
Low K/Low Mig	2,962	1,460	1,900	6,323
High K/Low Mig	2,981	1,470	1,903	6,354
Low K/ High Mig	2,991	1,470	1,940	6,401
High K/High Mig	3,010	1,479	1,943	6,432

Excludes Early Childhood

ENROLLMENT PROJECTIONS

What could make these projections

- Too high
 - Projected kindergarten is too high
 - More students opt for nonpublic schools
- Too low
 - Projected kindergarten is too low

RESIDENT K-5 PROJECTIONS BY SCHOOL

- Background
 - From 2017-18 to 2022-23, resident K-5 decreased by 192 students or -5.9 percent
 - Dual Spanish Immersion at Countryside
 - Two sections of resident kindergarten added in 2022-23. Will ramp up to Grade 5
 - Increases enrollment at Countryside
 - Normandale resident kindergarten not held at a constant number

COHORT SURVIVAL METHOD PROJECTIONS RESIDENT K-5

High Kindergarten/High Migration

School	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Concord	558	546	531	518	513	509
Cornelia	453	444	439	430	419	411
Countryside	431	470	512	543	582	621
Creek Valley	505	525	535	540	527	534
Highlands	437	431	428	416	420	413
Normandale	636	631	623	612	593	566
Edina Virtual Pathways	16					
Sum	3,036	3,047	3,068	3,059	3,054	3,054
District-wide	3,036	3,063	3,075	3,063	3,058	3,050
Difference	0	-16	-7	-4	-4	4

NEW HOUSING

- Relationship between housing and K-12 enrollment is complex
 - **Unit type** affects school age child per unit yield
 - Newer single-family detached units yield more students per unit than older single-family detached units
 - As single-family detached units sell, student yield usually increases in the new units. In older units, yield is likely to decrease
 - Market value of single-family detached units affect yield. Moderately to higher priced units have higher per unit yield
 - Senior units—no students

YIELD PER UNIT TYPE

- Results of studies in four states—Minnesota, Wisconsin, Illinois, and Colorado
 - **Single family detached K-12 yield varies by school district and by attendance area within school districts**
 - Townhome yield is very consistent across all school districts across states—0.22
 - Apartments yield is very consistent across all school districts across states—0.11 to 0.15
 - Condominiums yield almost no school age children—0.02 to 0.05

III.B. District Capacity Study – 2023

Speaker (s) : Mert Woodard, Director of Finance and Operations; and Wold Architects & Engineers



Board Meeting Date: 8/22/2023

Title: District Capacity Study – 2023

Type: Discussion

Presenter(s): Mert Woodard, Director, Finance & Operations; Wold Architects & Engineers

Description: Due to changes to the District's class size philosophy, programmatic changes, changes in administration, building construction and reconfiguration, and other factors, the *functional capacity* of the District's facilities have changed over time. In the Spring of 2023, the District engaged its appointed architectural firm to conduct a renewed capacity study for each of the District's buildings. The study is the first step in aiding the School Board, the administration, and District stakeholders to understand the current utilization, limitations, and possible future improvements to District facilities.

Recommendation: There is no recommended action.

Desired Outcomes from the Board: Review the enclosed capacity study presentation and prepare for discussion.

Attachments:

1. Capacity Study – 2023-2024



BOARD WORK SESSION
August 22, 2023

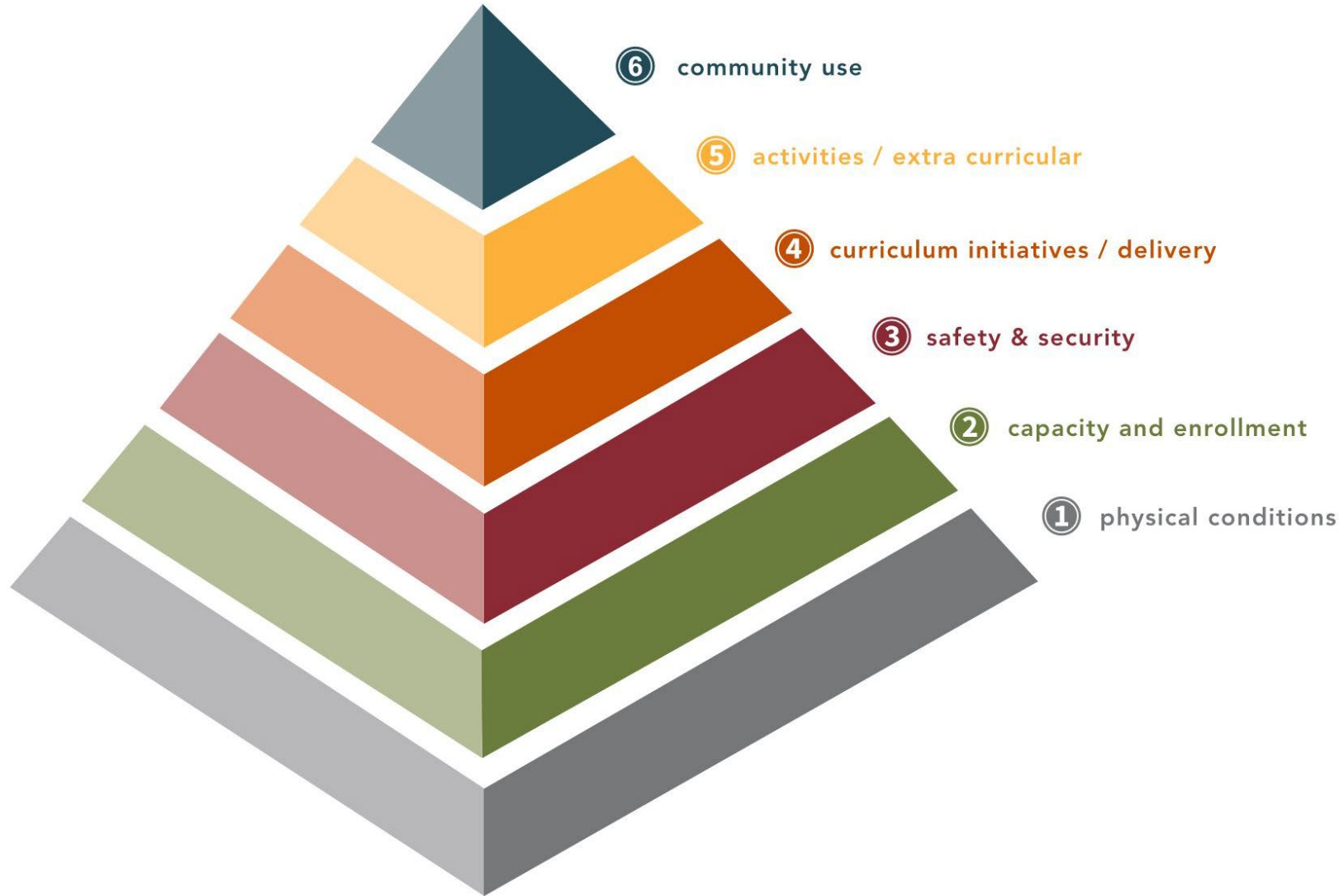
ISD 273

Capacity Study

2023-2024

CAPACITY ANALYSIS

WHY STUDY CAPACITY?



Capacity is the ability of a school facility to house K-12 student programs.

- *Capacity Analysis attempts to quantify the amount of building capacity.*
- *Useful when compared to “Head Count” or number of students.*
- *Sets a standard for a fully functioning school that accommodates anticipated programs.*

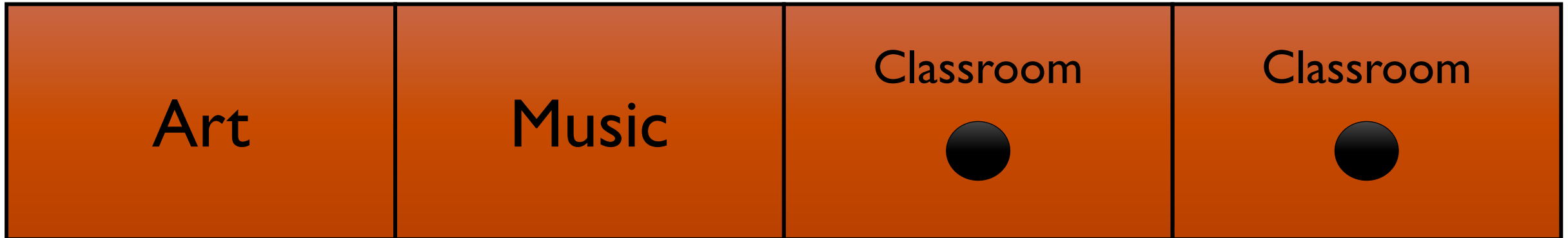
Capacity Overview

- *A change in space use can change capacity.*
- *Assigning additional rooms to Computer Labs, Special Education, and Small Group spaces reduces the building capacity.*
- *Room assignments vary from year to year, and therefore capacity changes every year.*
- *Average number of seats per room is a fundamental component and has a large impact on building capacity.*

District Class Sizes

- *Kindergarten: 20 students (20-24)*
- *1st Grade: 21 students (21-24)*
- *2nd Grade: 21 students (21-25)*
- *3rd Grade: 23 students (23-26)*
- *4th Grade: 24 students (24-27)*
- *5th Grade: 24 students (24-27)*
- *6th to 8th Grades: 28.15 students (28.15 per fte, 336 per grade level)*
- *9th to 12th Grades: 30.9 students (30.9 per fte, 680 per grade level)*

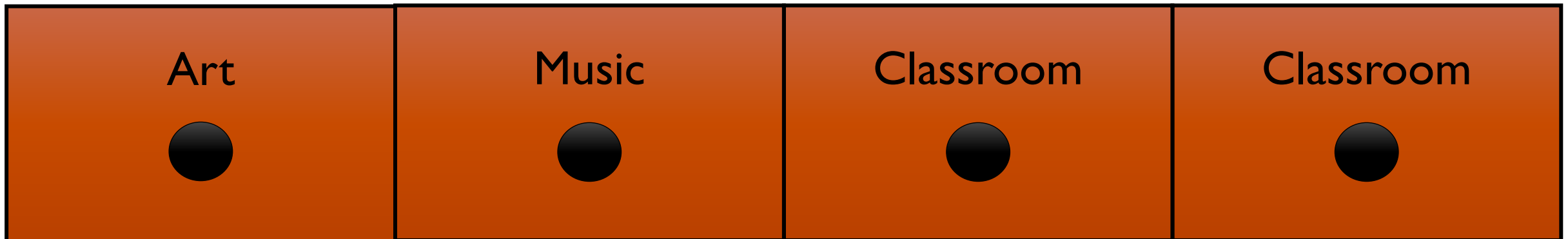
Four Room Schoolhouse: **Elementary School**



Elementary Capacity

2 Classrooms x 24 Students/Classroom = **48** Student Capacity

Four Room Schoolhouse: **Middle School**



Secondary School Capacity

4 Classrooms x 28.15 Students/Classroom = 112.6 Gross Capacity
x 75% Efficiency Factor = **84** Students Net Capacity



CAPACITY ANALYSIS

2019 CAPACITY VS. 2024 CAPACITY

2019 Capacity Class Sizes

<u>Grade</u>	<u>Class Size</u>
Kindergarten	24
1 st Grade	24
2 nd Grade	25
3 rd Grade	26
4 th Grade	27
5 th Grade	27
CP	28
6 th – 12 th	27.2
9 th – 12 th	30.9

2024 Capacity Class Sizes

<u>Grade</u>	<u>Class Size</u>
Kindergarten	20
1 st Grade	21
2 nd Grade	21
3 rd Grade	23
4 th Grade	24
5 th Grade	24
CP	28
6 th – 12 th	28.15
9 th – 12 th	30.9

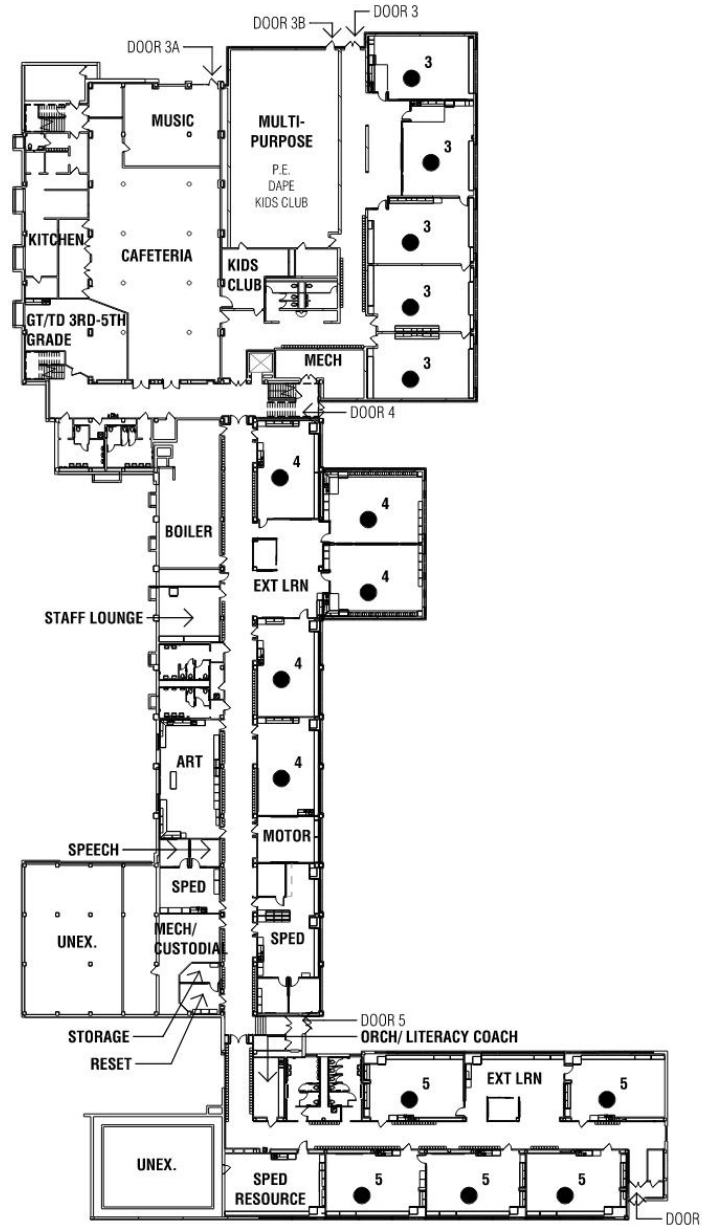
CONCORD ELEMENTARY SCHOOL CAPACITY

Kindergarten	(5) x 20 =	100
1 st Grade	(5) x 21 =	105
2 nd Grade	(5) x 21 =	105
3 rd Grade	(5) x 23 =	115
4 th Grade	(5) x 24 =	120
5 th Grade	(5) x 24 =	120

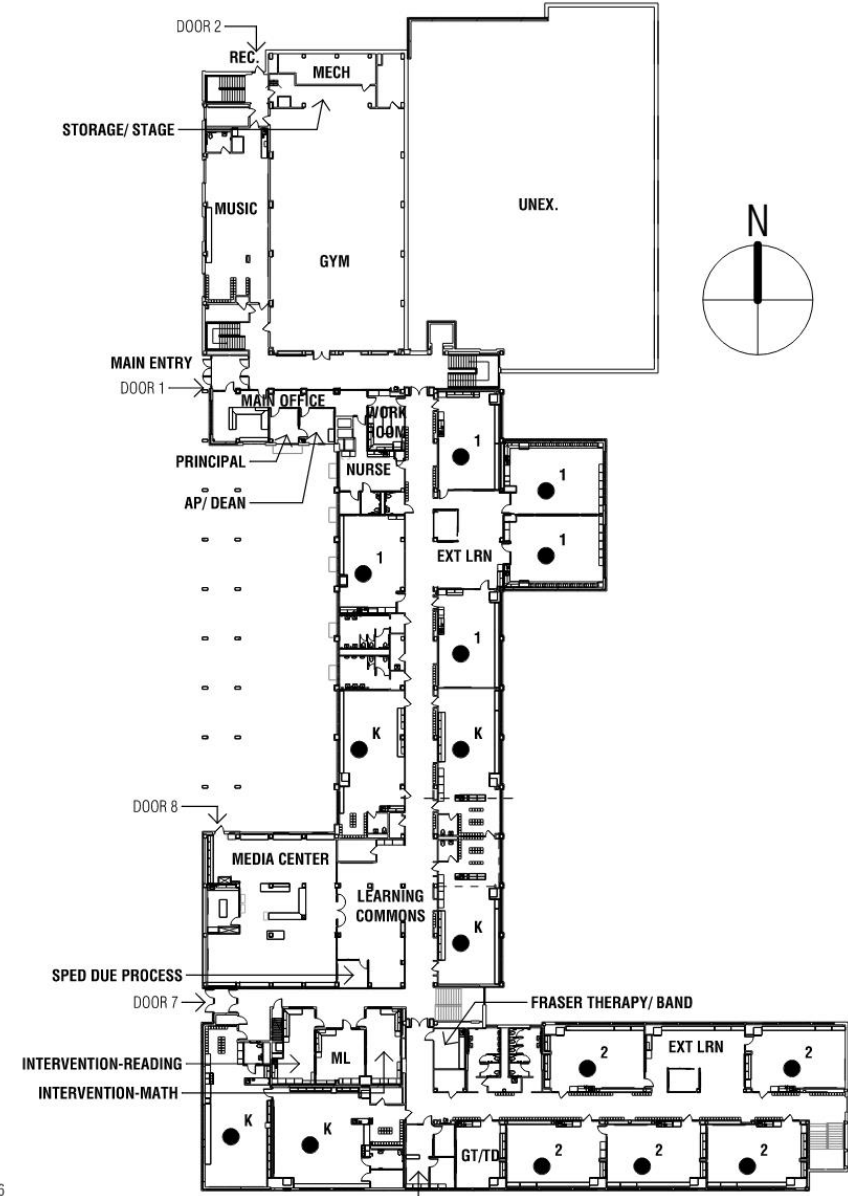
Building Capacity **665**
Potential Capacity **665*

2019 Capacity 765

* Calculated at a higher student per classroom number



LOWER LEVEL



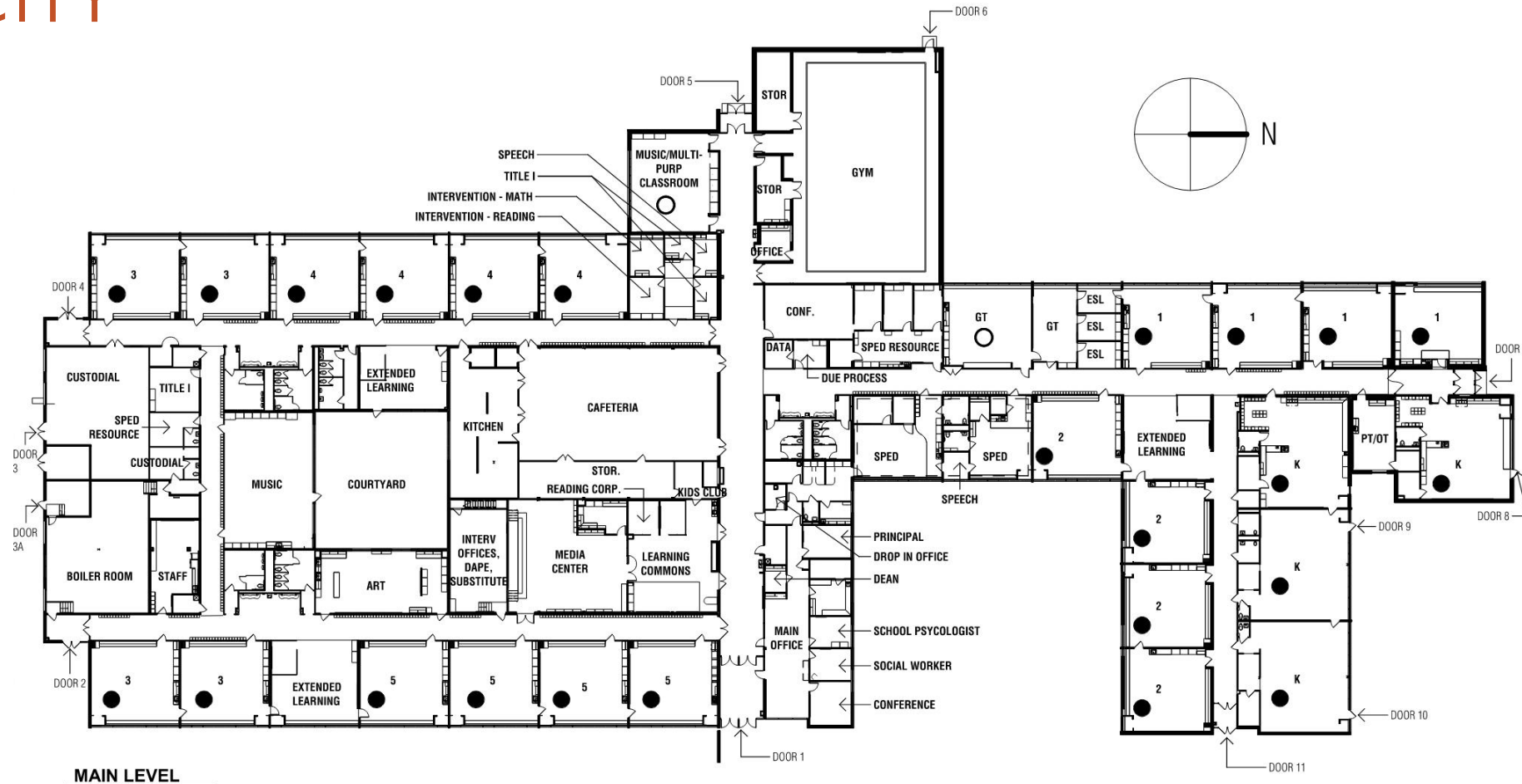
**SOCIAL WORKER/
PSYCH OFFICE**

UPPER LEVEL

CORNELIA ELEMENTARY SCHOOL CAPACITY

Kindergarten	(4) x 20 =	80
1 st Grade	(4) x 21 =	84
2 nd Grade	(4) x 21 =	84
3 rd Grade	(4) x 23 =	92
4 th Grade	(4) x 24 =	96
5 th Grade	(4) x 24 =	96

Building Capacity **532***
Potential Capacity **582*



2019 Capacity 612

* Calculated at a higher student per classroom number

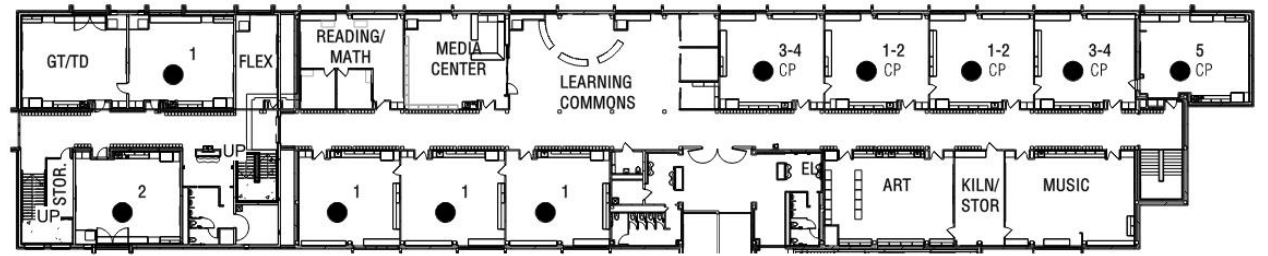
COUNTRYSIDE ELEMENTARY SCHOOL CAPACITY

Kindergarten	(5) x 20 =	100
1 st Grade	(4) x 21 =	84
2 nd Grade	(4) x 21 =	84
3 rd Grade	(4) x 23 =	92
4 th Grade	(4) x 24 =	96
5 th Grade	(4) x 24 =	96
CP	(5) x 28 =	140

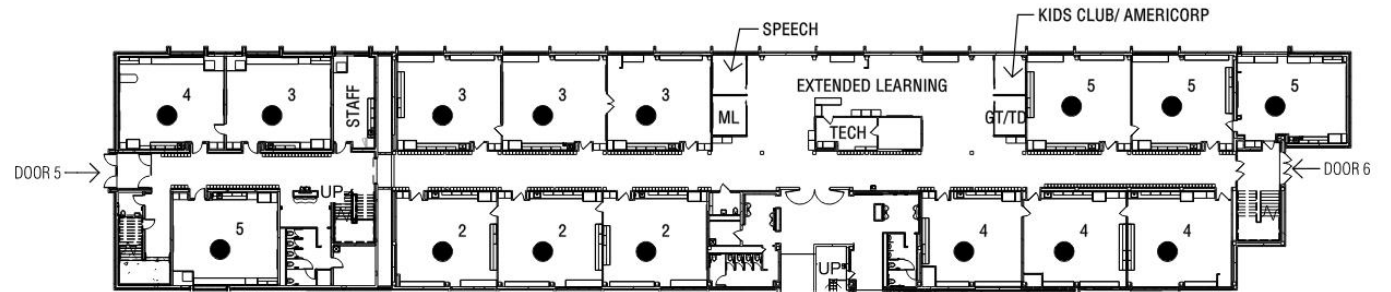
Building Capacity **692**
Potential Capacity *692

2019 Capacity 594

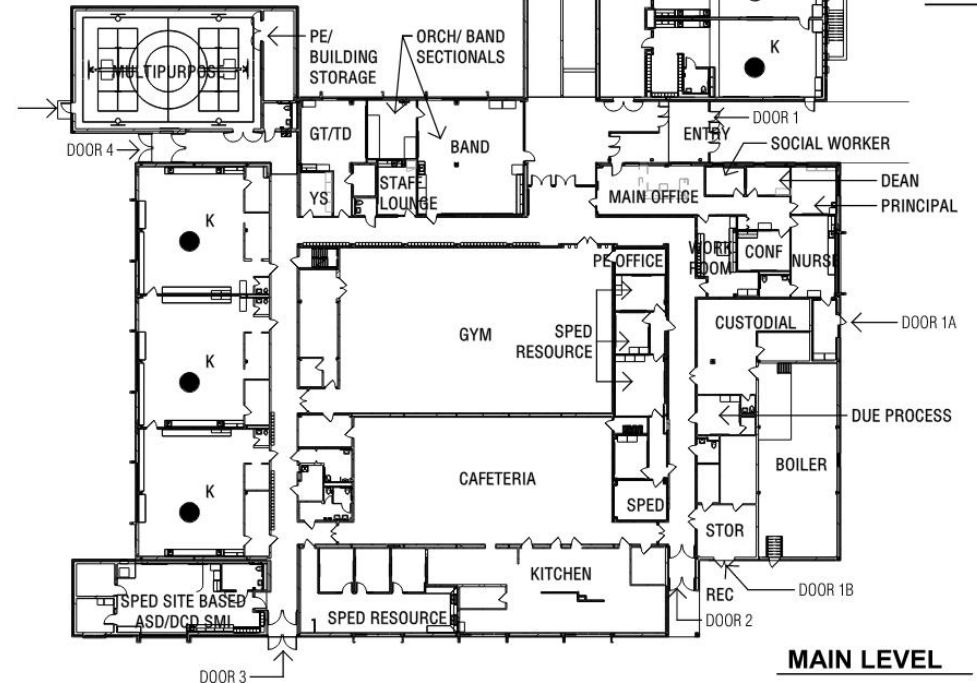
* Calculated at a higher student per classroom number



UPPER LEVEL



LOWER LEVEL

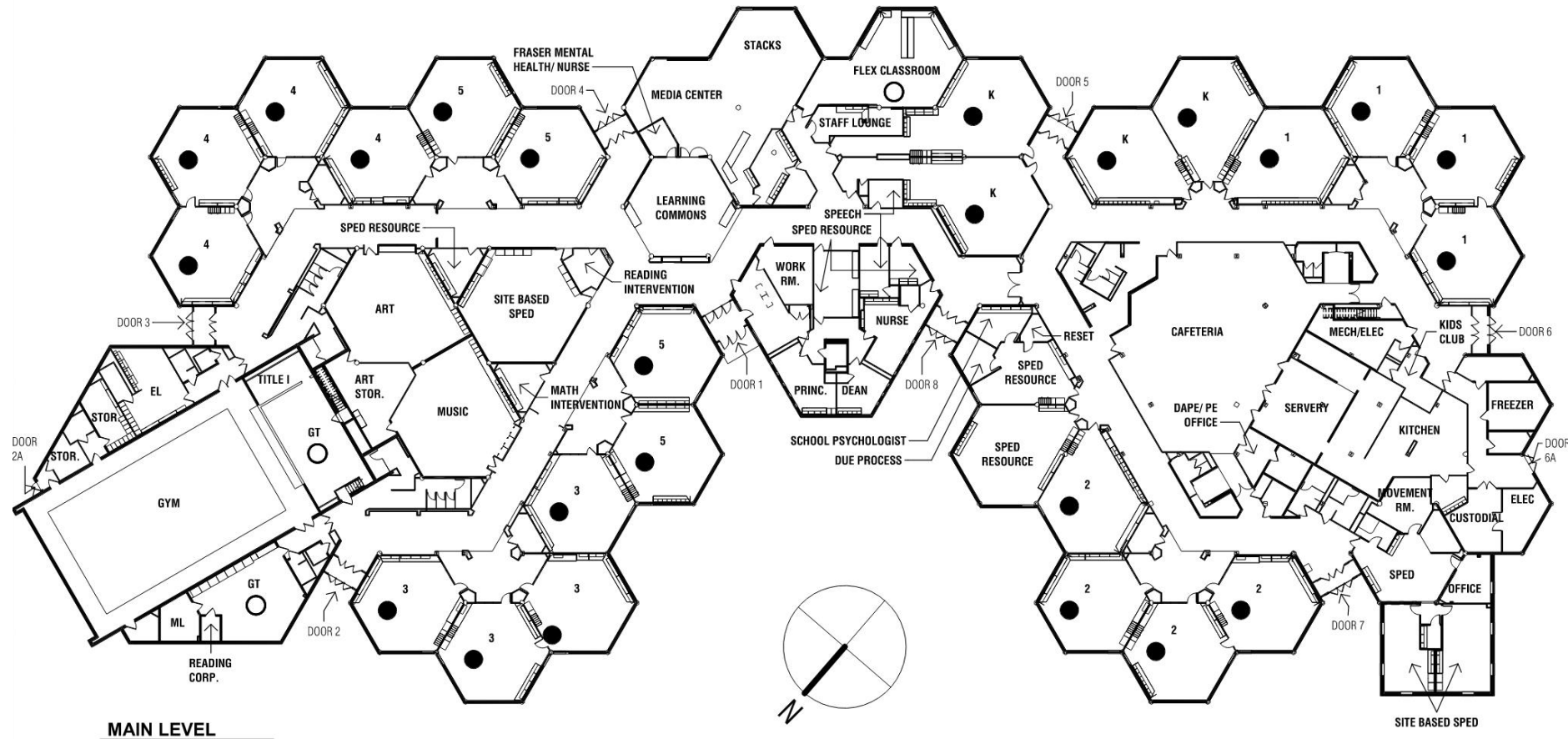


MAIN LEVEL

CREEK VALLEY ELEMENTARY SCHOOL CAPACITY

Kindergarten	(4) x 20 =	80
1 st Grade	(4) x 21 =	84
2 nd Grade	(4) x 21 =	84
3 rd Grade	(4) x 23 =	92
4 th Grade	(4) x 24 =	96
5 th Grade	(4) x 24 =	96

Building Capacity **532***
Potential Capacity ***607**

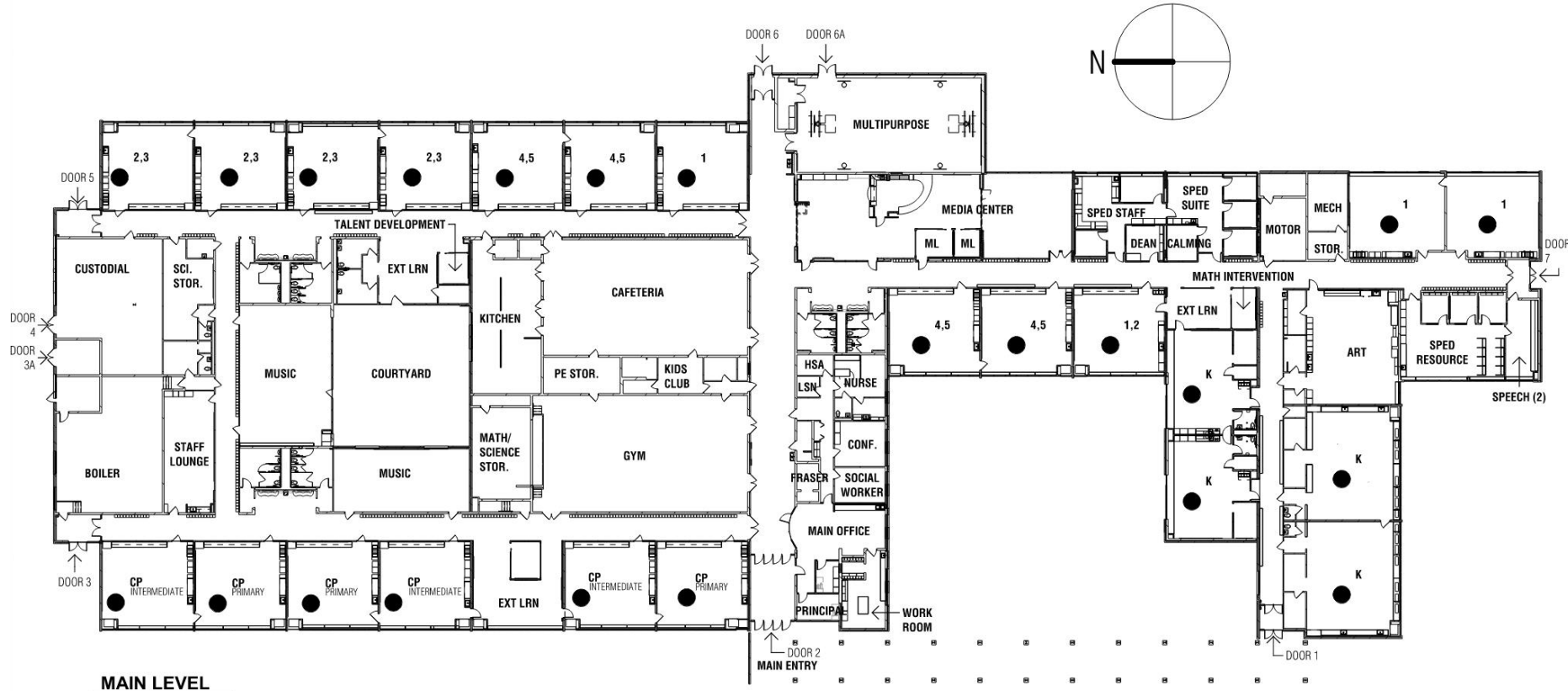


2019 Capacity 612

* Calculated at a higher student per classroom number

HIGHLANDS ELEMENTARY SCHOOL CAPACITY

Kindergarten	(4) x 20 =	80
1 st Grade	(3) x 21 =	63
1 st - 2 nd Grade	(1) x 21 =	21
2 nd - 3 rd Grade	(4) x 23 =	92
4 th - 5 th Grade	(4) x 24 =	96
CP	(6) X 28 =	168
Building Capacity		520
<i>Potential Capacity</i>		<i>*520</i>

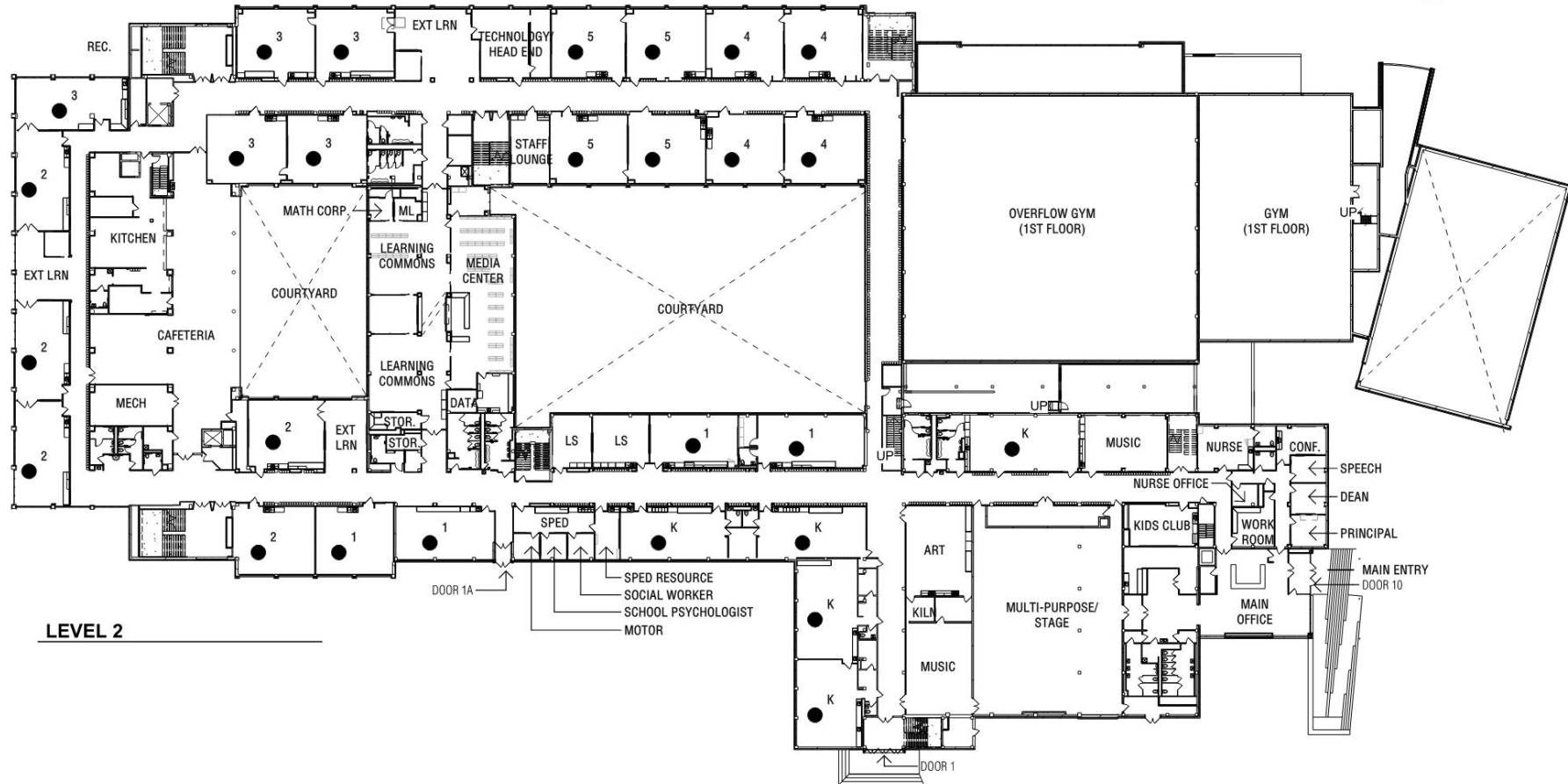
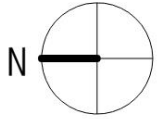
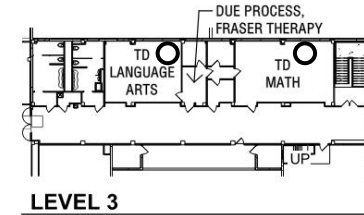


2019 Capacity 606

* Calculated at a higher student per classroom number

NORMANDALE ELEMENTARY SCHOOL CAPACITY

Kindergarten	(5) x 20 =	100
1 st Grade	(4) x 21 =	84
2 nd Grade	(5) x 21 =	105
3 rd Grade	(5) x 23 =	115
4 th Grade	(4) x 24 =	96
5 th Grade	(4) x 24 =	96
Building Capacity		596
<i>Potential Capacity</i>		<i>*644</i>



2019 Capacity 660

* Calculated at a higher student per classroom number

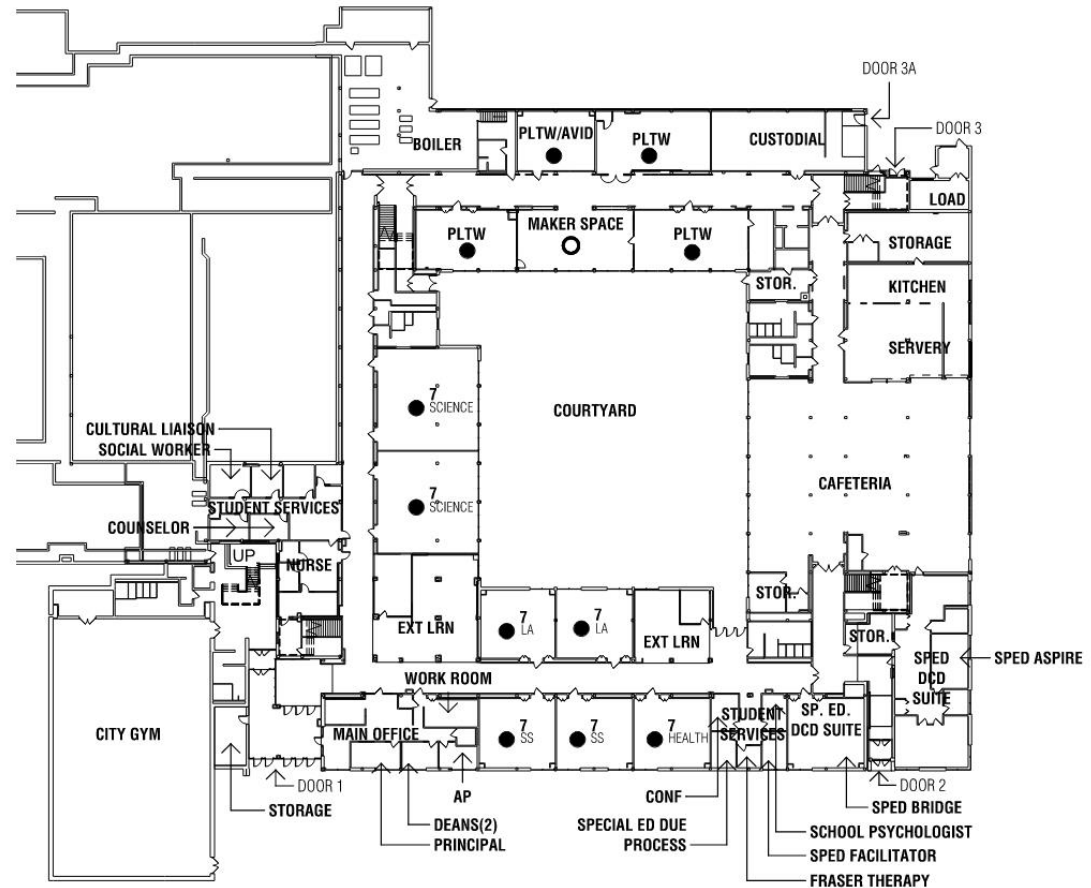
SOUTH VIEW MIDDLE SCHOOL CAPACITY

Current Schedule / Utilization

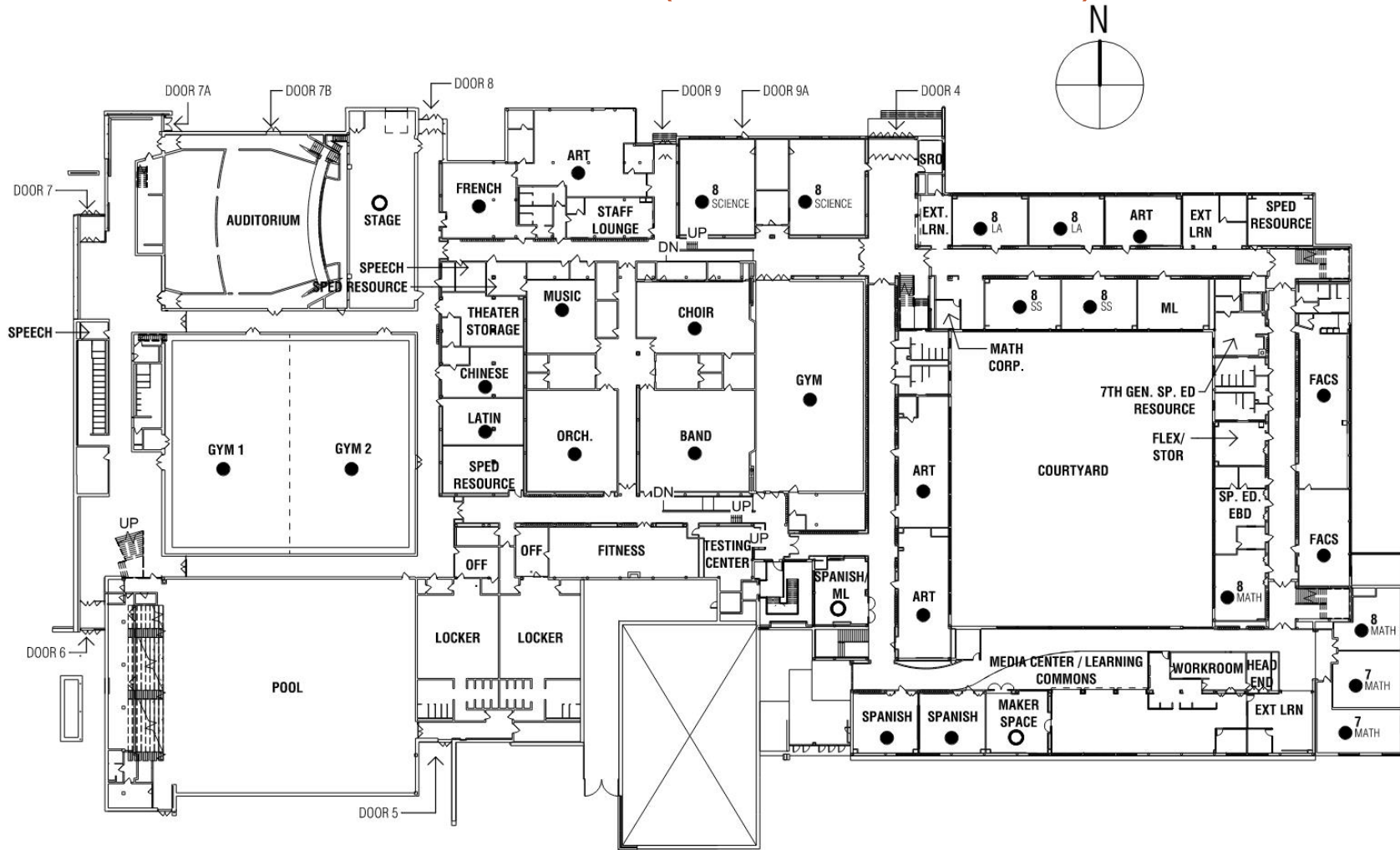
Teaching Stations	49
Potential Teaching Stations	4
Total Teaching Stations	53
x Students / Station	28.15
x % Utilization	75%
Building Capacity =	1,119

Alternate Utilization

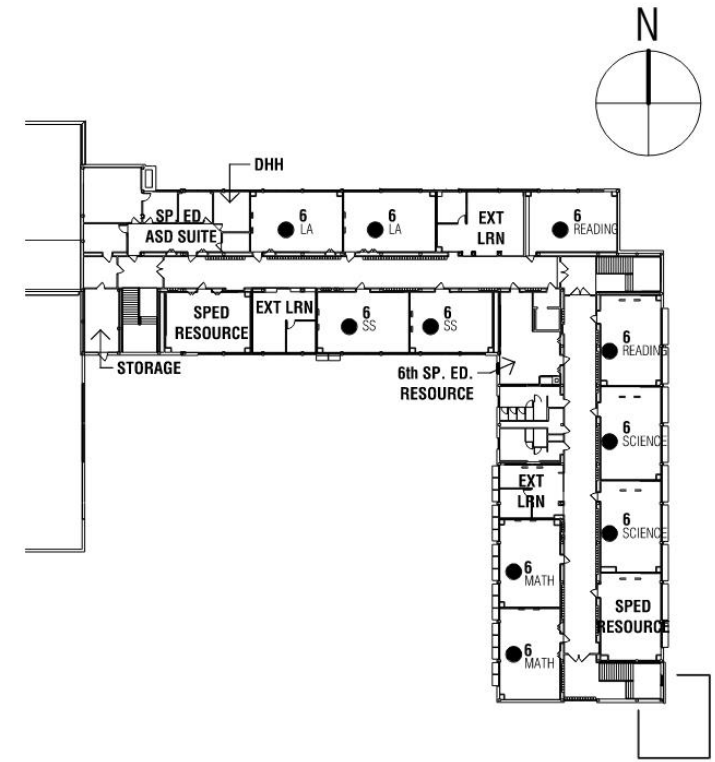
Teaching Stations	49
Potential Teaching Stations	4
Total Teaching Stations	53
x Students / Station	28.15
x % Utilization	85%
Building Capacity =	1,268



SOUTH VIEW MIDDLE SCHOOL CAPACITY (CONTINUED)



MAIN LEVEL



UPPER LEVEL

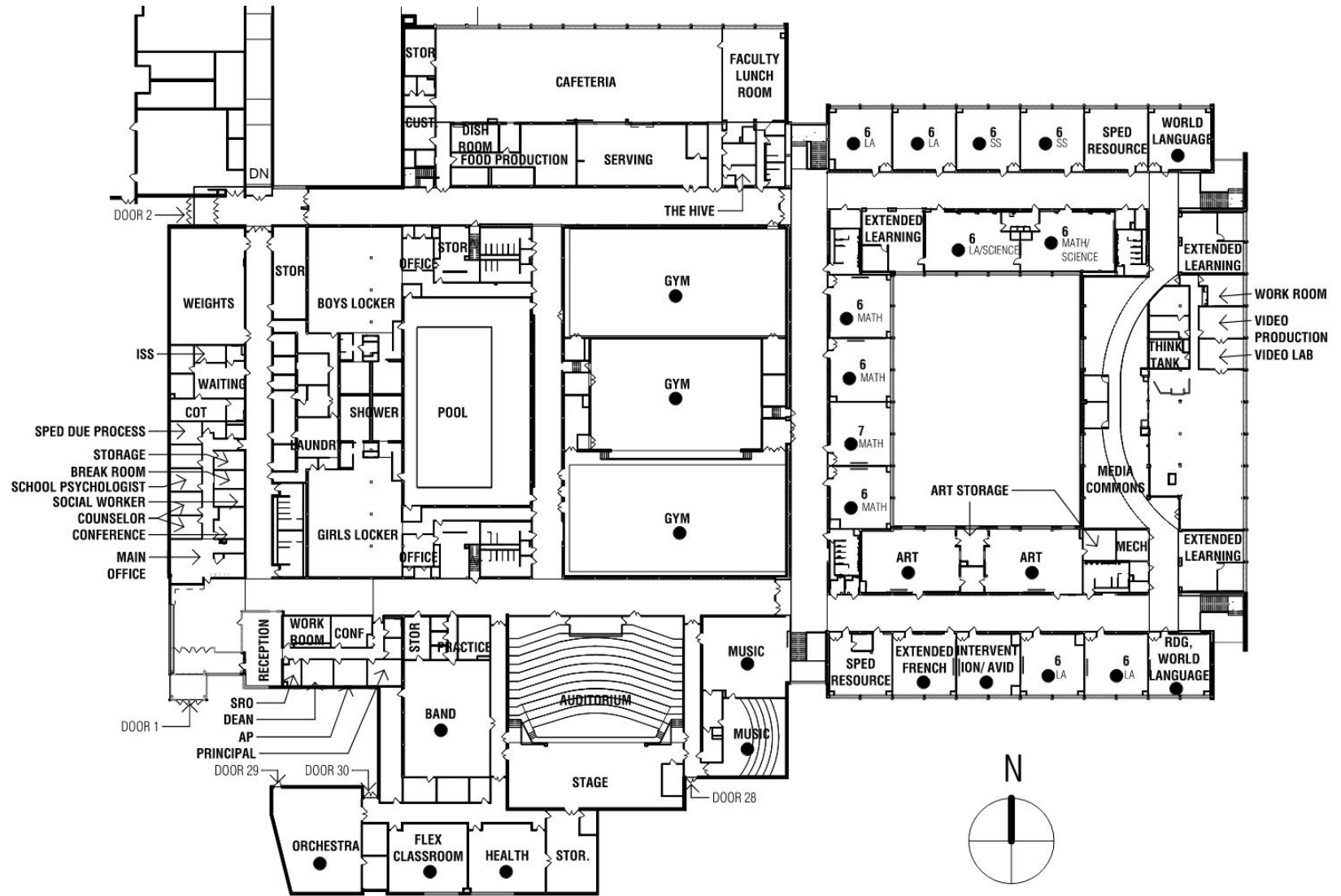
VALLEY VIEW MIDDLE SCHOOL CAPACITY

Current Schedule / Utilization

Teaching Stations	53
Potential Teaching Stations	2
Total Teaching Stations	55
x Students / Station	28.15
x % Utilization	75%
Building Capacity =	1,161

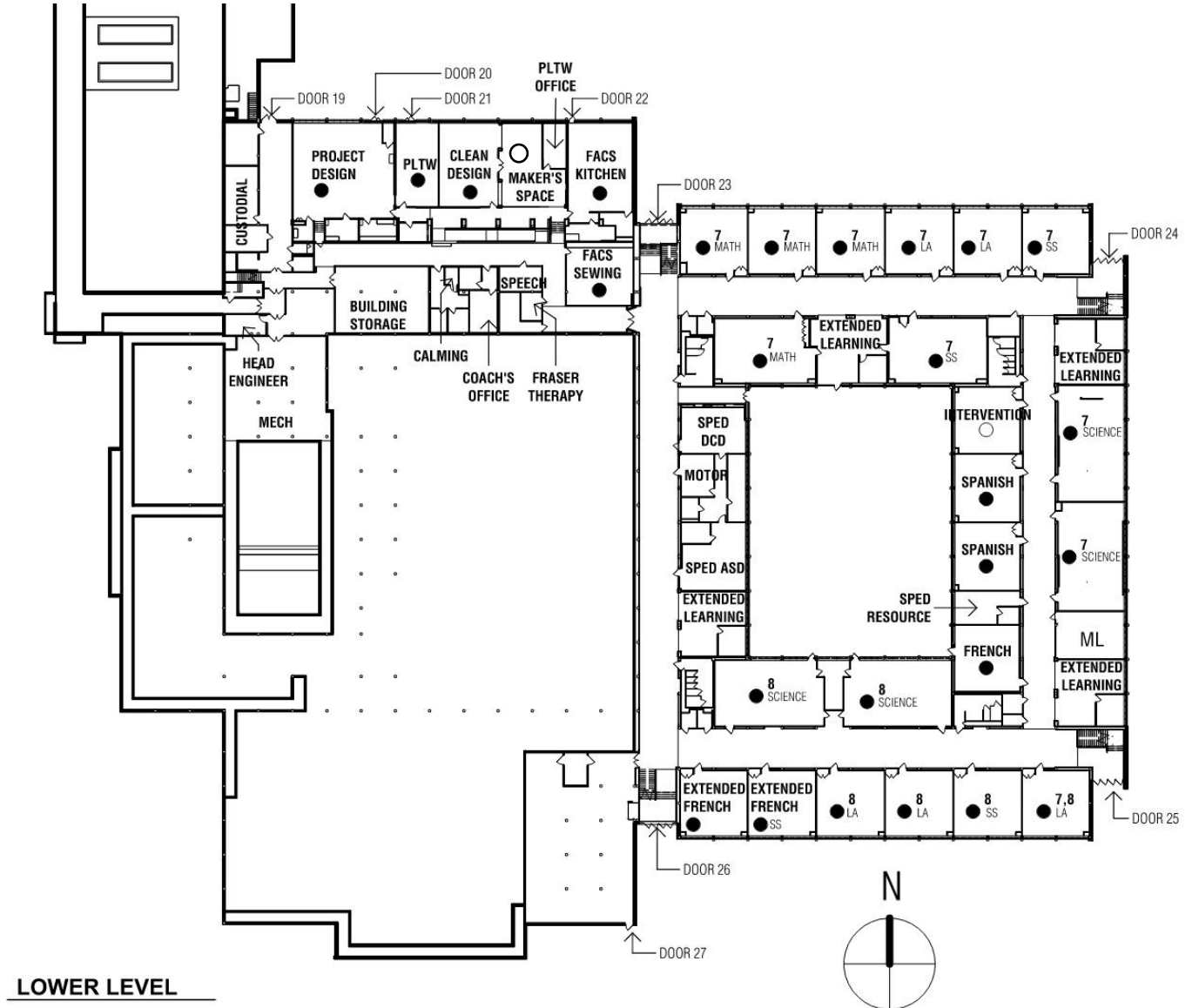
Alternate Utilization

Teaching Stations	53
Potential Teaching Stations	2
Total Teaching Stations	55
x Students / Station	28.15
x % Utilization	85%
Building Capacity =	1,316



UPPER LEVEL

VALLEY VIEW MIDDLE SCHOOL CAPACITY (CONTINUED)



LOWER LEVEL

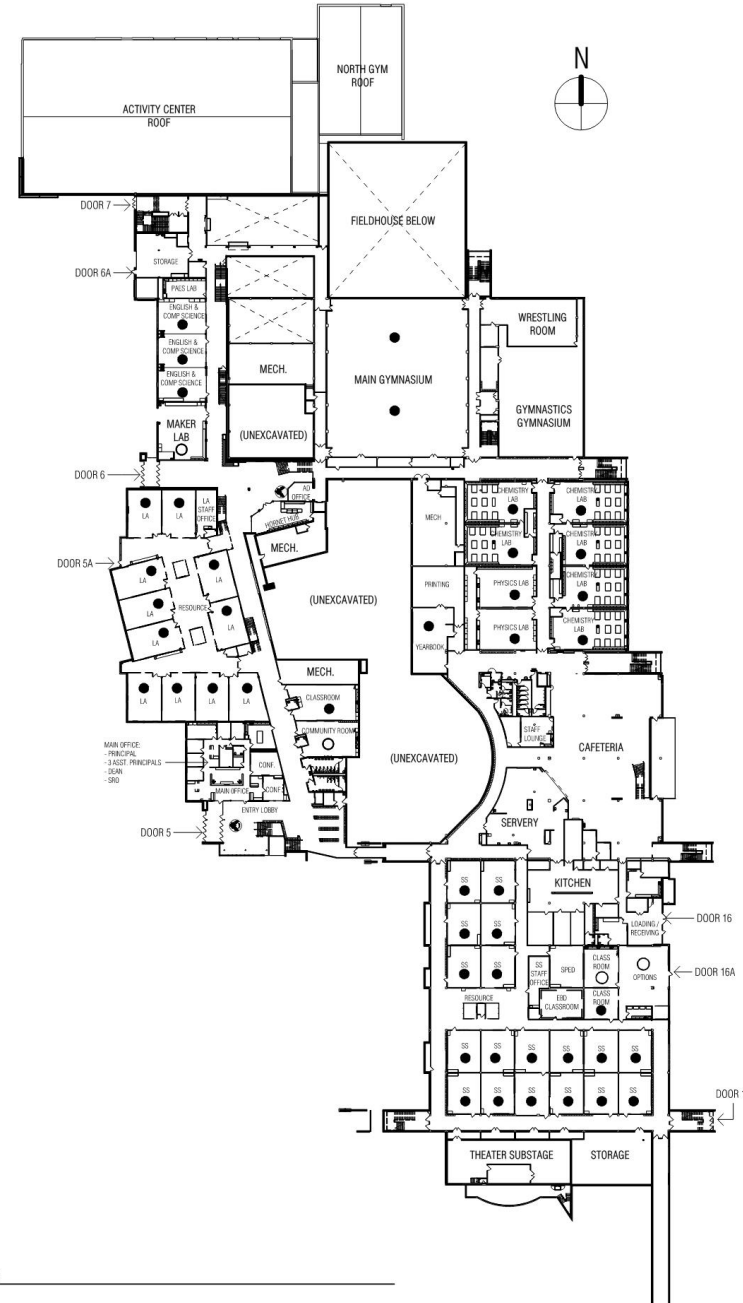
EDINA HIGH SCHOOL CAPACITY

Current Schedule / Utilization

Teaching Stations	108
Potential Teaching Stations	8
Total Teaching Stations	116
x Students / Station	30.9
x % Utilization	85%
Building Capacity =	3,047

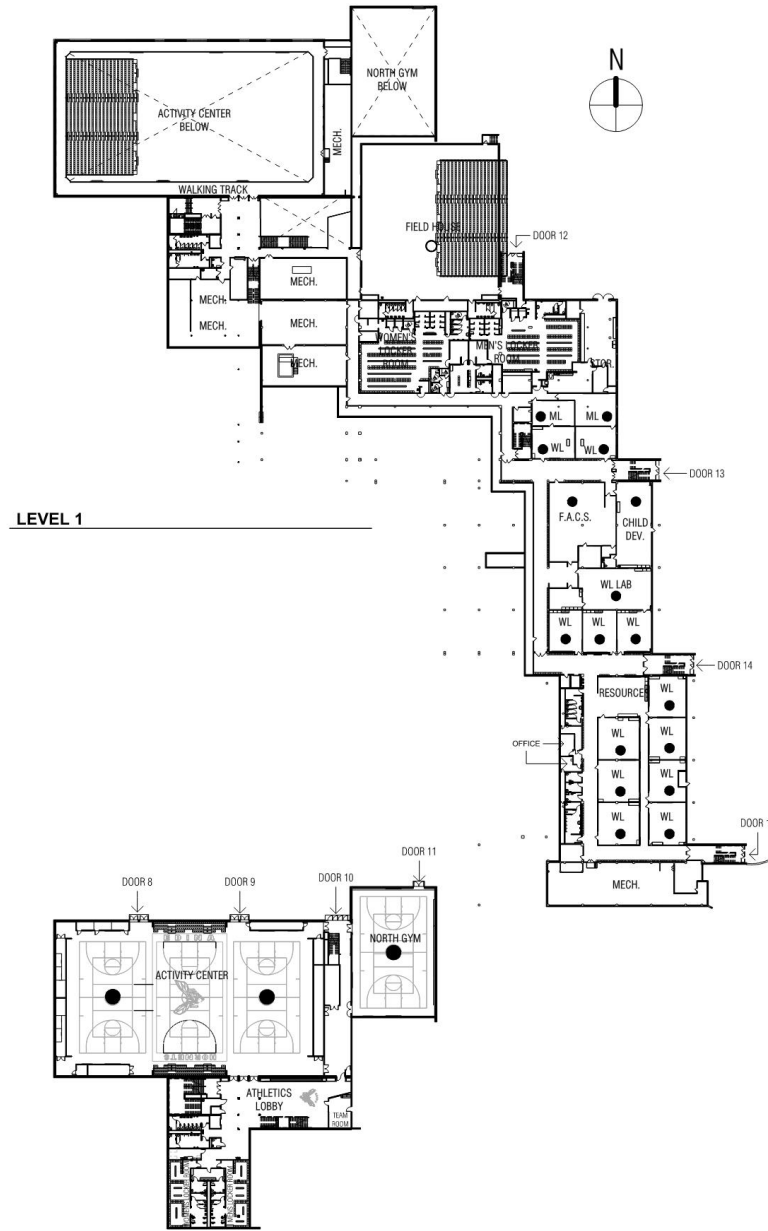
Alternate Utilization

Teaching Stations	108
Potential Teaching Stations	8
Total Teaching Stations	116
x Students / Station	30.9
x % Utilization	90%
Building Capacity =	3,226

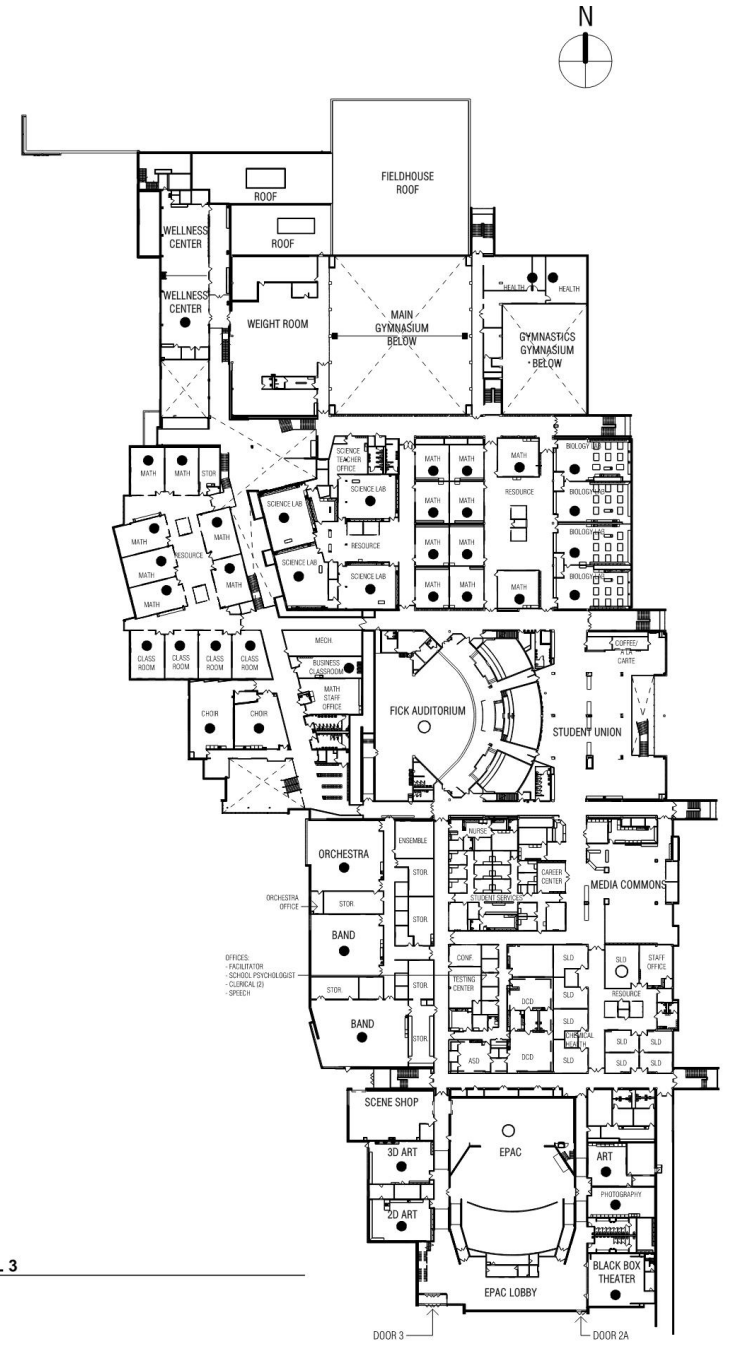
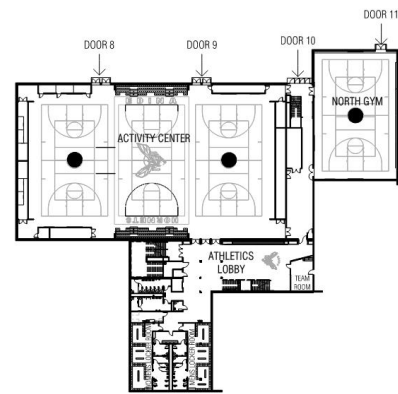


LEVEL 2

EDINA HIGH SCHOOL CAPACITY (CONTINUED)



ATHLETICS LEVEL



- **Concord:**

- No conference space
- Music is a pinch point – not enough space for practice or instruments
- No ramp on east side of building near SpEd spaces
- No loading dock / downstairs kitchen creates challenges

- **Cornelia:**

- Space pressures mean GT and/or ESL might need to operate out of flex space
- Added SpEd resource space is far from others
- Music uses conference for lessons
- DCD space too small for group size
- Main office – poorly laid out work room, using vault as office

- **Countryside:**

- Breakout / conference rooms around learning commons used as offices due to need
- Building organization / labels still being determined as addition is underway (note: addition is shown on these graphics and assumed in the above math)

- **Creek Valley:**

- Staff lounge used for student programming at times
- No building conference room or 2nd music space/flex due to SpEd space growth
- Storage is a challenge
- Acoustics challenge in one of the SpEd spaces

- **Highlands**

- Multipurpose too small for older grades
- SpEd space pressures – 8 case managers, not all spaces appropriate
- Parking is a big challenge

- **Normandale**

- Staff count makes lounge space tough (use 3rd floor too)
- SpEd space size difficult for group sizes needing to be served
- Bathrooms difficult for gym (outside lockdown line)
- Expansion into 3rd floor relieved some space pressure (and Countryside work)

- **South View Middle School**

- Ticket office used as office
- 5 music teachers sharing 4 spaces – utilize theater stage
- 18 students per advisory – have to use spaces not designed to accommodate
- New art programming (visual media arts) doesn't have dedicated art room to be scheduled into

- **Valley View Middle School**

- 18 students per advisory – have to use spaces not designed to accommodate
- New art programming (visual media arts) doesn't have dedicated art room to be scheduled into
- Fabric design room layout difficult to fit 28 students
- Underutilized Hive space next to cafeteria
- Narrow hallway between SpEd rooms – want to change
- Raised center gym / operable walls can be challenging



CAPACITY ANALYSIS

TOP SPACE NEEDS – HIGH SCHOOL LEVEL

- **Edina High School**
 - Need additional science space – potentially underutilized yearbook room to be converted
 - FACS space does not meet current demand – may expand into VWL Lab in future
 - Options to increase teaching use of Fick still interesting
 - Office space is at a premium (+5 counselors / social workers)

Elementary School Summary

- Limited Conference Room Space
- Inconsistent staff spaces throughout all elementary schools
- No Orchestra and Band rehearsal space
- Not enough, or inadequately sized SPED spaces

Middle Schools and High School Summary

- Limited office and conference space
- New art programming does not have a dedicated space



NEXT STEPS

III.C. Administrative Recommendation for
Strategic Plan Revisions

Speaker (s): Dr.
Stacie Stanley,
Superintendent



Board Meeting Date: 8/22/2023

Title: Administrative Recommendation for Strategic Plan Revisions

Type: Discussion

Presenter(s): Dr. Stacie Stanley, Superintendent

Description: The Edina Public Schools strategic plan was approved by the school board in June 2020.

- The strategic plan is reviewed yearly by a group of 40+ community stakeholders including students, parents, business partners, teachers, school, program and district administrators, and school board members. The review is facilitated by an outside agency. During the 2022-2023 school year, the strategic plan was reviewed in March 2023. The review team met for a day and a half to receive reports that highlighted elements of work directly related to each Strategic Plan Priority. The review team also received an executive summary of additional training, activities and programming related to each Strategic Priority. The team provided their feedback using the (Strengths – Opportunities-Aspirations-Results (SOAR) analysis model.
- A comprehensive analysis report of the stakeholder feedback and recommendations was presented to the school board in June 2023.
- In addition, during its July 2023 school board retreat, board members collectively analyzed the strategic plan and provided its feedback to administration for review.
- Based on community stakeholder feedback and the school board review, the administration is making a recommendation for revisions.

Recommendation: Review and accept recommendations for strategic plan revisions.

Desired Outcomes from the Board: School Board members will review documents and recommendations thoroughly and come to the board meeting with prepared questions to guide discussion.

Attachments:

1. [Revision Recommendations](#)
2. [6.12.23 Strategic Plan Monitoring Report](#)
3. [2023 Core Planning Slides](#)
4. [2023 Executive Summary](#)

III.D. 2023-2024 Superintendent Goals

Speaker (s) : Dr.
Stacie Stanley,
Superintendent



Board Meeting Date: 8/22/2023

Title: 2023-2024 Superintendent Goals

Type: Discussion

Presenter(s): Dr. Stacie Stanley, Superintendent

Description: Superintendent goals are aligned with key Edina Public Schools strategic plan priorities and MSBA performance standards.

Recommendation: Review goals

Desired Outcome(s) from the Board: Review proposed goals, standards and strategic plan priorities and bring any questions you might have.

Attachments:

1. 2023-2024 Superintendent Goals
2. [Minnesota School Board Association Standards](#)
3. [Edina Public Schools Strategic Plan](#)

**Superintendent Stacie Stanley
2023-2024 Goals**

FORM ONE (1) : ESTABLISH GOALS AND STANDARDS

Standard 6.a-e and Strategic Priorities A.1-5; D.1, D.2, D.4, E.4			
<p>Goal 1: Provide leadership to improve and enhance student learning in Edina Public Schools.</p>	<p>Evidence of Performance 1: Superintendent will work with EPS administration to enhance continuous school improvement plan</p> <ul style="list-style-type: none"> - August 2023, continue with leadership efforts to ensure strong inculcation of change management models throughout the EPS organization. - By mid-September, establish a plan for executive coaching on I-R-O-D for Cabinet and the new secondary principal team to support successful transition at the 6-12 level. - Frequent check-ins with Assistant Superintendent to monitor implementation of Continuous School Improvement Plans, & meet with lead principals on a quarterly basis. - October 2023 & February 2024, updates to the board on Continuous School Improvement processes. - January 2024, provide the school board with an update on ML program delivery and student learning. 		
	<p>Evidence of Performance 2: Superintendent will ensure benchmarks of the CLP are implemented in alignment with the strategic plan Gantt chart.</p> <ul style="list-style-type: none"> - August 2023 recommendation provided to the school board for strategic plan updates. - In September 2023, the school board will receive a recommendation for Data Metrics Plan Two Year Goals, which were developed from baseline performance data collected during the 222-2023 school year. - In October 2023, the data metrics performance report will be presented to the school board. - Monitor science of reading implementation efforts during monthly DILT meetings. - Secondary ELA Course recommendations finalized - During the spring of 2024, the superintendent will continue to engage a variety of stakeholders to garner feedback about strategic plan implementation efforts 		
	<p>Evidence of Performance 3: Superintendent will monitor the launch of SDL pathway & STEAM program development Monitor implementation during monthly 1:1's and cabinet meetings.</p> <ul style="list-style-type: none"> - Frequent 1:1's with the Director of Achievement Equity & MLL programming to monitor development of SDL program model. - October 2023 Business Partnership Update - November 2023 - school board will receive SDLI program report. - November 2023 - Implementation progress report on STEAM programming 		
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
Ensures school	Ensures school	School improvement	School improvement

<p>improvement plans are in place at all buildings and align with school district-wide goals; assures plans and strategies are in place and used for implementing improvement efforts and monitoring progress; demonstrates knowledge and comfort with current instructional programs and seeks to communicate how the school district is implementing best practices and new initiatives; prioritizes and focuses on increasing student achievement, including reporting on student achievement metrics.</p>	<p>improvement plans are in place at all buildings and align with school district-wide goals; demonstrates knowledge with current instructional programs and is able to discuss them; student achievement metrics are reported.</p>	<p>plans are in place at building level, but lack district-wide coordination; is somewhat knowledgeable of current instructional practices; relies on others for information/data.</p>	<p>efforts are limited; no comprehensive plan in place; is uninvolved in current instructional programs; is unaware of current instructional issues.</p>
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FORM ONE (1) : ESTABLISH GOALS AND STANDARDS

<p>Goal 2: Provides oversight of leadership for student and staff support to improve and enhance district culture and climate</p>	<p>Evidence of Performance 1: Superintendent will work with cabinet and community partners to review, update and enhance school safety and security efforts.</p> <ul style="list-style-type: none"> - Provide direction for the development of a comprehensive project plan that includes a timeline for the review, update and enhancement of school safety and security efforts. - Provide direction for training using a common well vetted program that will include all executive, senior, middle management and those who report directly to each of them. - Provide direction for a plan to conduct a reunification exercise in 2024. - Provide direction in the review, update and enhancement of board policy. - Continue to build strong partnerships with EPD and EFD through partnership meetings and exercises. - August 2023 report to School board of comprehensive overview of safety and security efforts of both public and confidential elements of plan. <p>Evidence of Performance 2: Superintendent will provide direction, coaching and consult to administrator project managers in the execution and monitoring of social emotional</p>

	<p>support for students and staff.</p> <ul style="list-style-type: none"> - Staff culture & climate goals are established and monitored throughout the school year. - Select Kick-off keynote speaker to provide motivational address to staff. - Monitor Employee Wellness Committee efforts - Monitor Secondary advisory efforts - Recommendation to school board to add focus on staff to strategy C.
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Standard 6.e, 7.f, 7.g and Strategic Plan Priorities C.1, C.5 & E.4

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
<p>Ensures system-wide plan has been developed and implemented to assure healthy school and/or work environment; collaborates with local health and social service agencies, to provide supports for students and/or staff; monitors implementation of policies prohibiting bullying and harassment to ensure they are used as intended.</p>	<p>Ensures system-wide plan has been developed and implemented to assure healthy school and/or work environment; collaborates with local health and social service agencies, to provide supports for students and/or staff; ensures policies prohibiting bullying and harassment are developed.</p>	<p>Ensures system-wide plan has been developed and implemented to assure healthy school and/or work environment; collaborates with local health and social service agencies, to provide supports for students and/or staff; but plan is not followe completely; ensures policies prohibiting bullying and harassment are developed.</p>	<p>No plan has been developed and implemented to assure healthy school and/or work environment; no plan has been developed for social emotional supports or options for students; policies prohibiting bullying and harassment do not exist.</p>
<p>Ensures systems wide school safety & security plan is developed & implemented to assure all school district buildings and grounds are safe and secure; collaborates with local enforcement and fire prevention agencies; ensures effective crisis management and techniques; monitors for effectiveness; ensures drills are conducted to ensure parties know roles and responsibilities.</p>	<p>Ensures systems wide school safety & security plan is developed & implemented to assure all school district buildings and grounds are safe and secure; collaborates with local enforcement and practices safety drills.</p>	<p>Ensures plan has been developed to assure school district building and grounds are safe and secure, including some of the required safety drills.</p>	<p>No plan has been developed to ensure school district building and grounds are safe and secure.</p>

Consults with and guides the EPS leadership team to develop and support open, productive, caring & trusting relationships among and between staff.	Encourages open, productive, caring & trusting environment among staff.	Haphazardly supports open, productive, caring & trusting environment among staff.	Culture of trust does not exist
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FORM ONE (1) : ESTABLISH GOALS AND STANDARDS

<p>Goal 3: Provide oversight of long-term district fiscal health position through monitoring of resident enrollment management, advocacy with local and state officials on behalf of students and, collective bargaining</p>	<p>Evidence of Performance 1: Superintendent will provide direction, coaching and consultation to administrator project managers to conduct a longitudinal review of enrollment data and patterns.</p> <ul style="list-style-type: none"> - In conjunction with city of Edina partners, coordinate August 2023 report on enrollment trends from local demographer - August 2023 capacity study from architects 		
	<p>Evidence of Performance 2: Superintendent will provide direction, coaching and consultation to administrator project managers who will implement & monitor marketing efforts to support retention of resident students.</p> <ul style="list-style-type: none"> - November marketing plan monitor report from the director of marketing and communication. 		
	<p>Evidence of Performance 3: Superintendent will provide direction, coaching and consultation to administrator project managers who oversee contract negotiations.</p> <ul style="list-style-type: none"> - Ensures governance committee and school board receive timely updates on negotiations - Ongoing guidance and direction for administrator project managers. 		
	<p>Evidence of Performance 4: Superintendent will engage in advocacy efforts at the local and state levels.</p> <ul style="list-style-type: none"> - Partner with Edina LAC, MASA & AMSD to advocate for the needs of Edina Students 		

Standard 2.e, 3.d, 5.f and Strategic Plan Priorities D.5 & E.4, E.5

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
Protects school district's fiscal health by continually monitoring student enrollment, seeking efficiencies and	Provides some oversight of school district resource allocations and decisions, including fiscal investments,	Provides limited oversight of school district resources, including fiscal investments, grant funding opportunities,	Does not provide oversight of school district resources, including fiscal investments, grant funding opportunities,

<p>identifying new sources of funding such as grants; consistently follows policies, bases recommendations and decisions on school district approved priorities and needs.</p>	<p>grant funding opportunities, fixed assets, and external resources; usually follows policies; ensures alignment between school district assets and priorities to support improved instructions and other key goals</p>	<p>and fixed assets; does not consistently follow policies; some alignment exists between school district assets and priorities</p>	<p>and fixed assets; has not developed policies to guide asset-related decisions; makes fiscal decisions that do not align with school district priorities and/or are wasteful</p>
<p>Works with school board & community to build relationships with government officials to promote students interests and influence appropriate responses to government actions</p>	<p>Assumes leadership role through numerous contacts with government officials to protect and promote student's interests.</p>	<p>Engages with government officials to protect student's interests.</p>	<p>Does not engage with government officials to protect student's interests.</p>
<p>Provides consultation and guidance to district leaders and school board in preparing for and executing negotiations.</p>	<p>Is proactive in preparing for collective bargaining by sharing appropriate information.</p>	<p>Accepts that collective bargaining is necessary and may be challenging.</p>	<p>Does not seek to understand and/or improve collective bargaining.</p>

IV. **Leadership and Committee Updates**

V. **Superintendent Updates**

VI. **Adjournment**