

October 22, 2026 Board Meeting

Board Members' Questions and Staff Responses regarding BoardBook materials

(SPA Report)

Board Member Question	Staff Response
<p>1. Please provide our student count for each data point, rather than % only: Slides 6, 7, 8, 9, 10, 11.</p> <p>2. This report references A&I Plan approval in June 2026. I see the A&I Plan and Budget presented and approved in March 2026. I am not seeing the A&I Plan on either June 2026 agenda, other than the fact that the A&I Budget is rolled into our larger FY27 Budget. Please clarify.</p>	<p>Slide 6: Early Literacy (Slide Updated) BIPOC: 34% = 111 out of 325 students were proficient Latino: 14% = 17 out of 124 students were proficient Native/Indigenous: 36% = 4 out of 11 students were proficient</p> <p>Slide 7: MCA Disproportionality (Not Added to Slide) 529 out of 909 White students were proficient on the reading 725 out of 2,569 BIPOC students were proficient in reading</p> <p>Slide 8: ACT (Slide Updated) 472 11th graders took the ACT</p> <p>Slide 9: Access to Rigorous Courses (Not Added to Slide) 218 White students took rigorous courses 379 BIPOC students took rigorous courses</p> <p>Slide 10: Burnsville High School Four Year Graduation Rate (Slide Updated) 383 out of 458 12th graders graduated 75 out of 458 12th graders did not graduate</p> <p>Slide 11: A&I All Students (Not Added to Slide) 383 out of 458 12th graders graduated 75 out of 458 12th graders did not graduate 67 out of 108 Latino 12th graders graduated 41 out of 108 Latino 12th graders did not graduate</p> <p>2. The proposed 3-year A&I plan was presented to the board on March 12, 2026, before submission to MDE (slide deck link). The finalized plan was submitted to MDE prior to March 15, 2026, and is available on the district website (plan link). MDE subsequently granted official approval of the plan in June of 2026.</p>

(School Report)

Board Member Question	Staff Response
<p>The Grade K-1 eReading goal is flat compared to last year's growth. Why?</p>	<p>Our original K-1 goal emphasized sustaining last year's stronger early literacy growth while setting a larger increase in grades 2-5, where growth was lower. Last year, 72% of K-1 students made typical or aggressive growth, and the percentage at or above benchmark increased from 32% in the fall to 56% in the spring.</p> <p>Sustaining that progress requires intentional instruction each year as we welcome a new kindergarten cohort with varied foundational skills</p>

<p>The benchmark attainment for K-1 states it is for students identified as "low risk". The Grade 2 - 5 benchmark states its for "low risk and advanced". Why the difference?</p>	<p>and learning needs. After reviewing the proposed target, we increased our K–1 goal to 75%, a three-percentage-point increase over last year and consistent with our overall School Improvement Plan goal.</p> <p>We will use targeted instruction and regular progress monitoring to help more students make typical or aggressive growth and reach or exceed benchmark.</p> <p>We updated the slideshow accordingly. (Slide 4)</p> <p>The difference reflects the reporting categories for the assessments. K–1 students take earlyReading, which does not report a separate advanced benchmark category. Students meeting or exceeding its benchmark are included in the low-risk category. Grades 2–5 take aReading, which reports low-risk and advanced categories separately, so we combine those categories when reporting benchmark attainment.</p> <p>Both figures communicate the percentage of students meeting or exceeding the benchmark for their assessment. We can make this clearer by using “at or above benchmark” consistently across both slides, with the assessment categories explained in a footnote.</p>
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