



Regular Meeting Agenda

Diamondhead Education Center
200 W. Burnsville Parkway
Burnsville, MN 55337
October 1, 2009
6:30 PM

I. Call to Order

- A. Welcome
- B. Pledge of Allegiance
- C. Public Recognition
 - 1. Jayne Tiedemann, NAMI (National Alliance on Mental Illness of Minnesota) Educator of the Year

II. Business Meeting

- A. Approval of Agenda
- B. Consent Agenda *
 - 1. Meeting Minutes 3
 - 2. Human Resources Report 6
 - 3. Donations of \$500 from the Kopp Family Foundation to the Burnsville Senior High for the Random Acts of Kindness Fund; the following donations to Nicollet Junior High School: \$50 from Cub Foods, \$50 from the Roasted Pear, \$50 from Milios, Brunswick Bowling pack valued at \$100, Skateville passes valued at \$50, \$30 from Grand Slam, area rug valued at \$1,000 from Nassif Flooring, school supplies valued at \$200 from CJ Banks and Christopher Banks, \$50 from the Burnsville Police Department; and the following donations to Gideon Pond Elementary: supplies valued at \$100 from the Fairview Ridges Hospital, school supplies valued at \$100 from the Lions Club, \$47.50 from BlueCross/Blue Shield United Way campaign and their matching gift program, dictionaries valued at \$200 from the Lions Club, and school supplies valued at \$50 from Rocco Altobelli 8
 - 4. Approve Changes to Board Policy GBAA 15
 - 5. Accept a \$5,000 Grant from the MSHSL Foundation
 - 6. Approve Community Education Advisory Council Membership

District 191 welcomes members of the public to attend Board of Education meetings, work sessions and other public gatherings. However, public participation is allowed only during listening sessions, which are held before regular board meetings. Community members who wish to share their thoughts and opinions on meeting topics should contact the Superintendent's office at 952-707-2005 to schedule a meeting with the Superintendent or member of her leadership team. 18

7. Approve rescheduling the October 15, 2009 Board meeting to October 22, 2009 at 6:30 p.m. at the Burnsville High School Senior Campus in the Diamondhead Education Center	19
8. Schedule Closed Session during the regularly scheduled board meeting on October 1, 2009	20
III. Unfinished Business	
A. Receive a report on Board Legislative Priorities for the 2010 Legislative Session	21
Speaker(s): Clegg	
IV. New Business	
A. Approve the Annual Report on Curriculum, Instruction and Student Performance	24
Speaker(s): Novak	
V. Recess to Closed Session for discussion of private student data	
VI. Reconvene to take appropriate action	
VII. Student Advisor, Superintendent and Board Member Reports	
VIII. Adjourn to Closed Session for discussion of negotiation strategies	

School Board Minutes
 INDEPENDENT SCHOOL DISTRICT 191
 September 17, 2009

<p>The meeting of the Board of Education was called to order by Chair Martin at 6:30 p.m. at the Burnsville High School Senior Campus in the Diamondhead Education Center.</p>	<p>Call to Order</p>
<p>Members present: Directors Banyard, Currier, Hill, Luth, Morrison, Sweep and Chair Martin. Others in attendance were Superintendent Randall Clegg, Student Advisor Jehan Elsagher, administrators and staff.</p>	<p>Attendance</p>
<p>Chair Martin welcomed the audience and asked Student Advisor Elsagher to lead the Pledge of Allegiance.</p>	<p>Pledge of Allegiance</p>
<p>Moved by Director Morrison, seconded by Director Sweep, to approve the agenda with the addition of a "Student Report." Motion carried unanimously (7,0).</p>	<p>Agenda</p>
<p>Moved by Director Hill, seconded by Director Currier, to approve the consent agenda as follows:</p> <ul style="list-style-type: none"> - Minutes of September 3, 2009 Board meeting and Closed Session - Personnel changes for R. Lamont, E. Wegleitner, S. DeBoer, M. Lott, L. Willis, L. Zempel, M. Carroll, A. Dugan, R. Herman, G. Meek, K. Peterson, A. Sloneker, A. Smalley, K. Swanson, S. Johnson, M. Madson, H. Scherrer, C. Burger, D. Galligan, L. Hedburg, Z. Samantar, B. Schmidt, R. Williams, Jane Buchner, J. Leskinen, J. Pollack, Y. Ruzzi, J. Ville, M. Weingartz, R. Williams, J. Brauch, B. Dove, J. Ville, D. Anderson, J. Washington, B. Kelzenberg - Donation of \$6,042.96 from the Target Corporation "Take Charge of Education" to the Burnsville High Senior High School Blaze Fund; \$8,617 from the Sky Oaks PTO to Sky Oaks Elementary; \$1,000 from the Target Corporation to Harriet Bishop Elementary to purchase art class supplies; \$100 from Residential Mortgage Group to Harriet Bishop Elementary School for their literacy library; \$28,797.70 from the Kenneth H. & Marjorie V. Fullerton Fund to the district's Kindergarten Plus Scholarship Fund - Schedule Closed Sessions following the regularly scheduled board meetings on October 1, November 5 and December 3, 2009 at the Burnsville High School Senior Campus for the discussion of negotiation strategies 	<p>Consent Agenda Minutes Human Resources</p> <p>Donations</p> <p>Schedule Closed Sessions</p>

- Approve August payroll checks numbered 713380-713460, and Direct Deposit notices numbered 363810-365468, in the net amount of \$4,137,695.78. June, August & September claims to date represented by checks numbered 390813-391321, 100316-100334 and wire transfers and adjustments, totaling \$10,222,451.86. Also, that the Board accepts August receipts of \$10,292,051.95 and investments for General Operations and Alt. Facilities and OPEB of \$24,076,222.57 as of August 31, 2009.
- Approve providing the Lake Conference Official Notice of the Burnsville-Eagan-Savage School District's intent to join the Bloomington School District, Lakeville School District, Rosemount-Apple Valley-Eagan District, and Prior Lake School District and form a new conference arrangement effective for the 2010-11 school year
- Schedule construction walk-throughs at the Burnsville Senior High School and Metcalf Junior High School at 3:00 p.m. on Wednesday, October 7, 2009

August Payroll, Claims, Receipts

Change Athletic Conference Arrangement

Construction Walk-throughs

Chair Martin made special mention of donations to the District. Motion carried unanimously (7,0).

Moved by Director Currier, seconded by Director Luth, to certify the proposed property tax levy for taxes payable in 2010 and authorize the Clerk to execute the levy certification forms in the "Maximum Amount" and estimated as follows:

Property Tax Levy

General RMV Voter Approval	\$17,811,205.15
General RMV Other	1,287,723.88
General NTC Other	5,050,451.56
Community Services	981,070.33
General Debt Voter Approved	4,338,632.82
General Debt Other	2,572,329.51
OPEB/Pension Other	<u>1,651,283.00</u>
Total	<u>\$33,692,696.25</u>

Motion carried unanimously (7,0).

Moved by Director Morrison, seconded by Director Banyard, to approve the proposed revisions and re-adopt the unchanged language in the 2008-2010 employment agreement with Information Technology Specialists. Motion carried unanimously (7,0).

Info Tech Specialists Agreement

Moved by Director Hill, seconded by Director Sweep, to approve the job description and position for a 25-28 hour per week Senior Campus Café Manager and sufficient, part-time server positions to cover up to 14.5 hours of business Monday through Thursday and 7 hours of business on Fridays. Motion carried unanimously (7,0).

Job Description & Positions

Moved by Director Morrison, seconded by Director Carrier, to approve a budget amendment for the 2008-2009 fiscal year that includes revenues and expenditures resulting from the issuance of OPEB Bonds. Motion carried unanimously (7,0).

Budget
Amendment

Moved by Director Sweep, seconded by Director Luth, to approve, on a first reading basis, revisions to Board Policy GBAA, Disability-Nondiscrimination. Motion carried unanimously (7,0).

Policy GBAA

Student Advisor Elsagher reported on activities scheduled during Homecoming Week including a pepfest, bonfire, coronation, football game and Homecoming dance.

Student
Report

The meeting adjourned to a board workshop at 7:12 p.m.

Adjourn

Daniel W. Luth, Clerk

**Burnsville-Eagan-Savage Public Schools
Independent School District 191
Human Resources Office**

TO: Members, Board of Education
Randall Clegg, Superintendent

FROM: Susan J. Grissom, Executive Director Human Resources

DATE: October 1, 2009

RE: Recommended Personnel Changes

**Certified
Appointment**

Sean Acker *Replacement-Long term substitute, FEST, MJH, 1.0 FTE, effective 9/28/09 – 12/22/09

Erin Kosmalski -Replacement-ProPay Reserve Teacher, High School, Districtwide, 7 hrs/5 days, effective 9/21/09

Barbara Odenwald *Replacement-ProPay Reserve Teacher, Elementary, Districtwide, 7 hrs/5 days, effective 9/21/09

Jami Smith *New-Spec. Ed. Resource Teacher, NJH, .75 FTE, effective 10/5/09

Change in Assignment

Megan Anderson -Kindergarten Teacher, HB, assignment increases to 1.052 FTE, effective 9/8/09 for the remainder of 2009/10 school year

Greg Sylvester *Band Teacher, assignment increases with the addition of 5 hrs/wk at GP and 8 hrs/wk at HB, effective 9/28/09

Elizabeth Weilandgruber -Art Teacher, Byrne, assignment increases to 1.0 FTE, effective 9/16/09 for the remainder of 1st semester. On 01/26/10 her assignment will return to .8 FTE for 2nd semester of 2009/10 school year

Leave of Absence

Nicole Happe *Teacher (currently on leave), requests to extend her parental leave through 1/3/10

**Classified
Appointment**

Keshia Gaddy -Replacement-Long term sub. Health Assistant, Byrne, 26.75 hrs/wk, effective 8/26/09

Sandra Toeller -Replacement-Assistant Cook Mgr., HV, 3.75 hrs/5 days/week, effective 9/23/09

*added to original report
Burnsville-Eagan-Savage #191
Board Meeting – 10/01/2009

Resignation

Kim Lyons

-MEA, ERJH, effective 9/25/09

John Warren

-MEA, Vale, effective 8/20/09

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*added to original report
Burnsville-Eagan-Savage #191
Board Meeting – 10/01/2009



III.A

TO: Dr. Clegg
FROM: Dave Helke
DATE: September 21, 2009
RE: Donations

Please accept the following donation of \$500 to Burnsville Senior High School from:

The Kopp Family Foundation for Random Acts of Kindness fund
Ms. Lindsey Lang, Administrator
Kopp Family Foundation
Kopp Investment Advisors' Corporate Giving Program
7701 France Avenue South, Suite 500
Edina, MN 55435

To: Dr. Clegg

II.B.3

From : Renee Brandner

Date: 9-15-2009

Re: Donations to Nicollet Junior High School

I would like to recommend that ISD 191 accept the following donations to NJH:

Cub Foods \$50
1750 W. Co. Rd. 42
Burnsville, MN 55337

Roasted Pear \$50
14200 Nicollet Avenue
Burnsville, MN 55337

Milios \$50
258 E. Travelers Trail
Burnsville, MN 55337

Brunswick \$100 value bowling pack
11129 162nd St. W.
Lakeville, MN 55044

Skateville free passes for free admission, skates and rental \$50
201 S. River Ridge Circle
Burnsville, MN 55337

Grand Slam \$30
12425 River Ridge Blvd.
Burnsville, MN 55337

Nassif Flooring
Area Rug valued at \$1000
212 Co. Rd. 1
Dundas, MN 55019

CJ Banks and Christopher Banks donated school supplies \$200
915 Co. Rd. 42 West
Burnsville, MN 55337

Burnsville Police Department \$50
100 Civic center Parkway
Burnsville, MN 55337

DATE: September 28, 2009
TO: Superintendent Clegg
Board of Education
FROM: Laura Pierce, Principal
RE: Fairview Ridges Hospital

II.B.3

I recommend the Board of Education recognize and accept the school supplies donation received from Fairview Ridges Hospital. The approximate value of the supplies is \$100.00. The donation will be used to ensure learning opportunities for our students.

I am grateful for the generous support from Fairview Ridges Hospital and their employee donation program.

DATE: September 28, 2009

II.B.3

TO: Superintendent Clegg
Board of Education

FROM: Laura Pierce, Principal

RE: Lions Club

I recommend the Board of Education recognize and accept the school supplies donation received from the Lions Club. The approximate value of the supplies is \$100.00. The donation will be used to ensure learning opportunities for our students.

I am grateful for the generous support from the Lions Club.

DATE: September 28, 2009 II.B.3
TO: Superintendent Clegg
Board of Education
FROM: Laura Pierce, Principal
RE: Blue Cross/Blue Shield United Way contribution

I recommend the Board of Education recognize and accept the cash donation of \$47.50 received from the Blue Cross/Blue Shield United Way campaign and their matching gift program. The donation will be used to enhance the learning opportunities for our students.

I am grateful for the generous support from the Blue Cross/Blue Shield United Way program.

DATE: September 28, 2009
TO: Superintendent Clegg
Board of Education
FROM: Laura Pierce, Principal
RE: Lions Club

II.B.3

I recommend the Board of Education recognize and accept the student dictionaries donated to the third grade classrooms from the Lions Club. The approximate value of the dictionaries is \$200.00. The donation will be used to ensure learning opportunities for our students.

I am grateful for the generous support from The Lions Club of Burnsville.

DATE: September 28, 2009 II.B.3
TO: Superintendent Clegg
Board of Education
FROM: Laura Pierce, Principal
RE: Rocco Altobelli

I recommend the Board of Education recognize and accept the school supplies donation received from Rocco Altobelli Salons and Day Spas. The approximate value of the supplies is \$50.00. The donation will be used to ensure learning opportunities for our students.

I am grateful for the generous support from Rocco Altobelli Salons and their clients donation program.

TO: Members, Board of Education Agenda II.B.4
October 1, 2009
FROM: Sue Grissom, Executive Director
DATE: September 22, 2009
RE: Policy GBAA, *Disability-Nondiscrimination*

Recommendation: That the Board of Education approve, on a second reading basis, revisions to Policy GBAA, Disability-Nondiscrimination.

Descriptor Term:

Disability-Nondiscrimination Policy

Descriptor Code:

GBAA

Rescinds:

GBAA (5/01)

Page 1 of 1

Date Issued:

~~5/01~~

DRAFT 9/09

Issued:

I. PURPOSE

The purpose of this policy is to provide a fair employment setting for all persons in Independent School District 191 in compliance with state and federal law.

II. GENERAL STATEMENT OF POLICY

- A. Independent School District 191 shall not discriminate against qualified individuals with disabilities, because of the disabilities, ~~with~~ in regard to job application procedures, hiring, advancement, discharge, compensation, job training, ~~or any and~~ other terms, conditions and ~~or~~ privileges of employment.
- B. Independent School District 191 shall not engage in contractual or other arrangements that have the effect of subjecting its qualified applicants or employees with disabilities to discrimination on the basis of disability. Independent School District 191 shall not exclude or otherwise deny equal jobs or job benefits to a qualified individual because of the known disability of an individual with whom the qualified individual is known to have a relationship or association.
- C. Independent School District 191 shall make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or employee, unless the accommodation would impose undue hardship on the operation of the business of the school district.
- D. Any job applicant or employee wishing to discuss the need for a reasonable accommodation, or other matters related to a disability or the enforcement and application of this policy, should contact the Executive Director of Human Resources. This individual is the school districts appointed ADA/Section 504 coordinator for all employees.

Legal References:

29 U.S.C. 794 et seq. (504 of Rehabilitation Act of 1973)
 42 U.S.C., Ch.126 12112 (American with Disabilities)
 39 C.F.R Part 32
 34 C.F.R Part 104

Cross References:

MSBA Model Policy 521 (Student Disability Nondiscrimination)



TO: Members, Board of Education Agenda Item II.B.5
October 1, 2009

FROM: Randy Clegg, Superintendent

DATE: September 22, 2009

RE: MSHSL Fall Grant

Recommendation: That the Board of Education adopt the following Resolution:

BE IT RESOLVED, by the School Board of Independent School District 191, to accept a grant in the amount of \$5,000 to provide support for high school youth to participate in athletics and fine arts from the Minnesota State High School League Foundation.



TO: Members, Board of Education Agenda Item II.B.8
October 1, 2009

FROM: Randy Clegg, Superintendent

DATE: October 1, 2009

RE: Schedule Closed Session

Recommendation: That the Board of Education schedule a Closed Session, pursuant to Minnesota Statute 13.D.05, Subdivision 2, 4b, during the regularly scheduled board meeting on October 1, 2009, for the discussion of private student data.

Discussion: Closed sessions of the School Board must be called by a majority vote of those in attendance at a duly called Board meeting.

Typically, School Board members are to be given a three-day notice of all meetings. Since the October 1 Closed Session cannot be called until that very evening, the motion indicates that the three-day notice is waived. Any member who is unable to attend the meeting will be asked to waive their right to the three-day notice as well.



TO: Members, Board of Education Agenda Item III.A
October 1, 2009

FROM: Randy Clegg, Superintendent

DATE: October 1, 2009

RE: Board Legislative Priorities for the 2010 Legislative Session

Legislative advocacy is an important activity that Boards of Education engage in on a regular basis. Through their advocacy, Boards of Education help inform the legislative process. The Burnsville-Eagan-Savage Board of Education has developed a set of legislative priorities for the 2010 Legislative session to help focus and communicate areas of greatest concern and importance to ISD 191.

**ISD 191 Board of Education
Draft 2010 Legislative Priorities
(10/1/2009)**

Restore the state's financial cuts to public education.

- For the 2012-13 biennium fully restore the 27 percent school aid funding shift and the property tax recognition shift imposed by the governor in July 2009.
- For the 2012-13 biennium fully restore school aid funding supplanted by American Recovery and Reinvestment Act (ARRA) stimulus funds.

Maintain the state's financial commitment to public education.

- Maintain funding for existing programs such as Q-Comp, Integration, and Alternative Facilities by linking per pupil allotment to the basic formula. The financial benefit received by ISD 191 for these programs is:
 - Q-Comp. - \$2.6 million
 - Integration - \$1.4 million
 - Alternative Facilities - \$17-18 million depending on the 10-year facilities plan submitted by the district.
- Adopt legislation that prohibits the legislature from claiming unrestricted assets (rainy day funds) held by local school districts to offset the state's budget deficit.
- Allow local school boards the option, similar to other governmental bodies, of renewing existing levies through a public hearing process.

Support an increase in the state's financial commitment to public education.

- Establish an increase in funding which reflects actual cost increases experienced by Minnesota public school districts.
- Fully fund the state's share of special education costs. For FY09, ISD 191's cross subsidy exceeded \$7.7 million.
- Increase and maintain basic LEP funding and LEP concentration funding until students achieve proficiency in reading on the MCA. LEP funding has not increased since FY2004 and the cost of providing LEP services in ISD 191 exceeds LEP revenues by \$1,400,000.
- Increase funding to ensure that all five year old children have access to full-day kindergarten.
 - 57 percent of all children in ISD 191 are currently enrolled in all-day kindergarten.
 - It costs parents \$3,010 to enroll one child in all-day kindergarten.
 - A 2005 U of M study of full-day kindergarten students in ISD 191 found that full-day kindergarten students had higher scores than their half-day counterparts.
 - Nationwide, 60 percent of kindergartners are enrolled in full-day kindergarten.
 - Twenty-nine states provide additional funding for full-day kindergarten programs.
- Adequately fund the Minnesota Department of Education so the agency is capable of meeting all of its statutory responsibilities in an efficient and timely manner.
 - Reduction in staffing at the Minnesota Department of Education is causing significant delays in the review and approval of grants, applications, maintenance plans, etc.
 - Insufficient staffing at the Department of Education is resulting in significant accounting errors that result in lost productivity as local staff must continuously seek corrections.
- Provide funding to bring instructional contact days up to no less than 180 days for all Minnesota school districts. The current state average is 171 days compared to a national average of 180 days. Minnesota is the only state that doesn't require a set number of days or instructional hours for schools. Over the course of 13 years, a student in Minnesota receives on average 117 fewer days of instruction than his/her national counterpart.
- Provide local school districts flexibility in developing calendar options that meet the academic learning needs of its students.

Reduce public education costs through increased efficiency and policy changes.

- Eliminate duplication in data reporting systems required by the Minnesota Department of Education
 - The Department of Education currently collects data through six major electronic reporting systems including UFARS (Uniform Financial Accounting and Reporting System, which collects revenue and expenditure data); EDRS (Electronic Data Reporting System, which collects salary and pupil projection data); STAR (Staff Automated Reporting System, which collects data on licensed and unlicensed

- staff); MARSS (Minnesota Automated Reporting Student System, which collects enrollment and demographic data); EMAP (Electronic Minnesota Accountability Plan, which collects data for the NCLB/ESEA consolidated application process); and Career and Technical, (which collects budget and expenditure data for the Career and Technical program).
- There is significant duplication and overlap among the systems listed particularly between UFARS, EDRS and STARS.
 - The inefficient data reporting system requires local school districts to invest limited resources in meeting all the required data entry.
 - Reclassify licensed staff as essential public employees and eliminate the January 15 deadline and financial penalty for not reaching a teacher contract settlement.
 - The current bargaining statutes result in a system that can be adversarial and places unbearable pressures on school district budgets.
 - Nearly 40 other states already have legislation in place that allows public school employees and school boards to settle labor disputes using an arbitration process.
 - Require the Department of Education to provide all students who have failed the computerized version of the GRAD Reading test the option of retaking the test in the original paper/pencil format.
 - If a Minnesota high school student fails the paper/pencil version of the MCA-II reading test, the only retake option available is a computerized version of the GRAD Reading test.
 - Current Minnesota high school students have not received comprehensive reading instruction in applying strategies when reading electronic texts.
 - Online assessments hold a bias which negatively effect students of poverty. Students in lower socioeconomic situations seldom have access to the Internet at home and do not have active practice in using online formats.
 - Eliminate unnecessarily restrictive mandates that increase administrative expenses and limit the ability of local school districts to make decisions based on student needs.
 - Examples of unnecessary and restrictive mandates include:
 - Maintenance of 18 reserve funds ranging in purpose from parental involvement to gifted and talented programs.
 - Approval process for health and safety projects, which has grown increasingly detailed.
 - Pay equity analysis.
 - The January 15 deadline and financial penalty for not reaching a teacher contract settlement.
 - Federal and state mandates to provide comprehensive special education services, without the funding necessary to do so.
 - The prohibition of starting the school year before Labor Day.
 - Report on allocation of revenue to each school building in district.
 - Structural balance reporting.
 - Redundant reporting among the UFARS, EDRS, EMAP, MARSS and STARS systems.



**Assistant Superintendent
of Teaching & Learning**

TO: Members, Board of Education
Superintendent, Dr. Clegg

Agenda IV.A
October 1, 2009

FROM: Sandi Novak, Assistant Superintendent

DATE: October 1, 2009

RE: Annual Report on Curriculum, Instruction and Student Achievement

Recommendation: That the Board of Education approve the Annual Report on Curriculum, Instruction and Student Performance.

As required in MN Statute, districts are expected to publish a summary of an annual report on curriculum, instruction and student achievement. This report needs to be approved by the Board of Education by October 1 of each year. District and student accomplishments during the 2008-2009 school year are highlighted.

The annual report will be available to the public on the district website at www.isd191.org.

Topics in this year's report include:

- District goals on student achievement and professional development
- MCAII reading, math and science, MTELL, GRAD and MAP results
- ACT and AP testing
- Curriculum Committee



Innovative Schools,
Extraordinary Opportunities

Annual Report on Curriculum, Instruction and Student Achievement

October 2009

www.isd191.org

952-707-2000

About this annual report:

All school districts are required to produce an annual report on curriculum, instruction and student achievement and make it available to residents on the district website. This report includes achievements of students, test results, and goals for improvement.

In This Issue:

District goals

Curriculum committee

ACT and AP success

Results of tests: MCA-II, GRAD, MAP, MTELL

Some achievements of students during past school year

Here are some examples of the extraordinary accomplishments of students in Burnsville-Eagan-Savage School District 191 during the 2009-09 school year. To view more achievements, go to the district's website at www.isd191.org.

Matt Dorow, a student at Sky Oaks Elementary School, was among 300 students from across the country named as semifinalists in the Society for Science & the Public's 2008 Middle School Program — the premiere science competition for students in grades 5-8.

For the 15th time since 1992, students from Burnsville High School qualified to participate in the Intel International Science and Engineering Fair (ISEF) — the premiere science competition in the world for students in grades 9-12.

Joseph Lane, Nicholas NaSal, Ashley Santilli and **Emily Bostrom** were among students from 40 countries who participated.

Laura Garbe, this year's

spelling bee champion in School District 191, was the runner-up in the 2009 Minnesota Seven County Metro Area Regional Spelling Bee.

A book produced by **Nancy Mosher's** first-grade students at Sioux Trail Elementary received an Honorable Mention in a nation-wide contest sponsored by Scholastic Books.

Burnsville High School's **Corey Babcock** and **Emma Martin** were among finalists in an essay contest sponsored by the Federal Reserve Bank of Minneapolis.

Burnsville High School senior **Lara Farhat** was one of two students from Minnesota and among 100 in the nation selected to receive a \$1,000 Principal's Leadership Award Scholarship.

Burnsville High School's **Sharmila Ahmed** was one of two Minnesota high school juniors selected to participate in the American Junior Academy of Science in San Diego, CA, in 2010.

Burnsville High School student **Michael Pickett-Leonard**, was one of two students in the state selected to participate in the 2009 Research & Engineering Apprenticeship Program (REAP) Program.

Burnsville High School's **Brendan Kurvers** was among 20 youth from around the nation selected to receive Gamechanger awards from Nike Stores and HandsOn Network.

Burnsville High School's **Raediance Koonce** is one of nine teenage girls from around the country selected to participate in the 2009 Girls on Ice Expedition.

Alex Wheeler and **Erica Hett** of Burnsville High School were selected as the two students from Minnesota to move on to sectional consideration for a Student Athlete Scholars Awards from the National Interscholastic Athletic Administrators' Association (NIAAA).



Parents and staff serve on district's curriculum committee

Parents and teachers serve on the Instruction and Curriculum Advisory Committee (ICAC) in Burnsville-Eagan-Savage School District 191. They are involved in developing and improving curriculum and instruction in the schools. One of the goals in determining membership is to reflect the diversity of the district and its schools. Sandi Novak, assistant superintendent for teaching and learning is an on-going member of the group.

Term expires in 2009:

Sue Anderson, staff
Peggy Sears, staff
Melpomeni Murdakes, parent
Shari Hawkinson, staff
Paul Wallenta, staff
Lynn Lassonde, parent
Tamara Greenwood, parent
Bob VandenBoom, parent
Greg Wendorf, parent
Roxann Evans, parent
Michelle Nelson, parent
Andi Eknes, parent

Monika Burkhead, parent

Term expires in 2010

Jon Bonneville, staff
Mike Hamilton, parent
Alicia Atwater, parent
Tamara Trulson, parent
Chris Bellmont, staff
Tamara Greenwood, parent
Misty Ziegler, parent
Cynthia Tucker, parent
Robin Knight, parent
Maria Lopez, parent

BURNSVILLE EAGAN SAVAGE SCHOOL DISTRICT 191 GOALS FOR 2009 - 2010

District student achievement goal: In 2014 and beyond, all students will be reading at grade level by third grade and thereafter all students will make, at minimum, one or more year's growth as measured on the MAP, MCA-II and individual assessments.

Professional development goal: (1) Educators in District 191 will support and extend the comprehension development of students by explicitly teaching and modeling the process of using strategic thinking and problem solving to construct meaning from texts and ideas. By 2014, 100% of students in grades 3-10 will be proficient in reading as measured on the MCA tests. (2) No math goal for this year. (3) Educators will participate in collaboration and reflective practice.

Alternate tests are an option for students with severe disabilities

Students with disabilities participate in statewide assessments in areas of reading, mathematics and science using the Minnesota Comprehensive Assessment (MCA-11) or an alternate test designed for students who receive special education services. The Minnesota Test of Academic Skills (MTAS) is the alternate assessment that is used in Minnesota to meet federal requirements of the Individuals with Disabilities Education Act (IDEA) 2004 and the No Child Left Behind Act (NCLB).

The MTAS is part of the statewide assessment program and measures the extent to which students with significant cognitive disabilities are making progress in the general education curriculum. The MTAS is aligned with Minnesota's academic content standards established for all students.

Determination about how an individual student with a disability will participate in statewide testing is made by the

Individual Education Program (IEP) team. The decisions are documented on the student's IEP and address a variety of test purposes such as accountability, requirements for granting a diploma, and as needed, English Language Learner assessments.

During the 2008-09 school year, 79 MTAS were taken by ISD191 students in grades 3-11.

Grade three – 11 students (math and reading)

Grade four – 7 students (math and reading)

Grade five – 7 students (math and reading), 6 students (science)

Grade six - 11 students math and 12 students reading

Grade seven – 2 students (math and reading)

Grade eight – 7 students (math, reading, and science)

Grade ten – 7 (reading only)

Grade eleven – 8 (math only)



BHS students score above state & national averages on ACT

Burnsville High School (BHS) students continued to score above both the state and national averages on the ACT college admissions test, according to data released on Aug. 19 by the nonprofit organization that oversees the test.

“These results are an important indication that our students will have continued success as they go to colleges and universities after they leave Burnsville High School,” said Dr. Randy Clegg, superintendent in Burnsville-Eagan-Savage School District 191.

With an average composite score of 23.5, BHS students were above the state average (22.7) and the national average (21.1). Overall, Minnesota placed first in the nation based on its students’ ACT scores. A perfect score is 36.

BHS students scored above the state average in all areas of the test which includes English, math, reading and science. BHS students were highest above state averages in math with a composite score of 23.9 compared to 22.7 statewide.

The average composite score for BHS students increased slightly from 23.4 in 2008 to 23.5 in 2009. Scores have continued to increase for at least the past five years and are up a full point since 2005. .

Minnesota has led the nation in average ACT scores for five consecutive years and the average score has increased each of the last three years, according to the Minnesota Office of Higher Education.

The ACT Research Department says it is the rigor of the high school coursework that has the greatest impact on ACT performance and college readiness. Fifteen rigorous college-level courses are offered at Burnsville High School through the Advanced Placement (AP) and College in the Schools programs. Also an AP Human Geography course is offered at the district’s three junior high schools. Not only do these courses prepare students for college, but they also allow high school and junior high school students to earn college credits and save thousands of dollars in tuition.

BHS students recognized for scores on rigorous AP exams

Ten students achieved recognition based on their scores on rigorous Advanced Placement (AP) exams they took last spring after completing challenging college-level courses at Burnsville High School.

Tyler Hanson was named an AP Scholar of Distinction -- the highest honor -- for earning an average grade of at least 3.5 on all AP exams taken and grades of 3 or higher on five or more of the exams. Joseph Connelly and Dustin Milne were named AP Scholars With Honor for receiving a grade of at least 3.25 on all AP exams taken and grades of 3 or higher on four or more of these exams.

Students who earned AP Scholar Awards are Thomas Eling, Allison Flickinger, Caleb Hoover, Zachary O’Connor, Michael Pickett-Leonard, Thomas VandenBoom and Cierra Walker. To qualify, they earned an average grade of 3 or higher on three or more AP exams.

“To score as well as these students have in several different subject areas is extremely impressive, especially when you consider that they also are excelling in other college-level classes and extracurricular activities,” said Chuck Croatt, an AP instructor at Burnsville High School. “These students leave our school prepared to thrive in the rigorous classes with which they will begin their college careers.”

About 18 percent of the nearly 1.7 million students worldwide who took AP exams performed at a sufficiently high level to earn the AP recognition that these 10 students did. The AP awards are academic distinctions that students cite among their credentials on applications, resumes, etc. In addition, students who earn a 3 or more on the exams (out of a possible 5) may be eligible for credits, advanced placement, or both, at the colleges and universities they will attend.



Burnsville-Eagan-Savage School District 191 TEST RESULTS REPORT for 2008-09 school year

Minnesota Comprehensive Assessments--Series II (MCA-II)

During the period of April 14 through May 22, 2009, the Minnesota Comprehensive Assessments--Series II (MCA-II) were given to Burnsville-Eagan-Savage School District 191 students in grades 3-8, 10, and 11. MCA-II assessments serve as part of the No Child Left Behind accountability framework used in Minnesota as required by state law. Reading and mathematics tests are used to determine whether schools and districts have made Adequate Yearly Progress (AYP) toward the NCLB goal of all students reaching proficiency by 2014.

Students in grades 3 through 8 were administered the reading and mathematics tests. Students in grade 10 took the MCA-II/GRAD reading test and students in grade 11 took the MCA-II/GRAD mathematics test. Students in grades 5, 8, and 10 were administered the MCA-II science test.

Math results:

ISD 191 students in grades 3 through 11 exceed the State by 3.12%. This represents an increase of 4.5% proficiency district wide over the 2007-08 school year. Elementary sites increased, on average, 5% over the 2008 MCA-II test. The elementary sites ranged in score proficiency by nearly a 1% drop to 15% increase over the previous year. Elementary sites also exceeded State performance by nearly 8%. Elementary proficiency in comparison to State proficiency ranges from grade 5 above the State by 11% and grade 4 above the State by .33%.

All junior high sites increased by nearly 4% over the previous year, but remain approximately 2% behind the State average. Junior highs, grades 7 and 8, however, both remain approximately 1% below the State average.

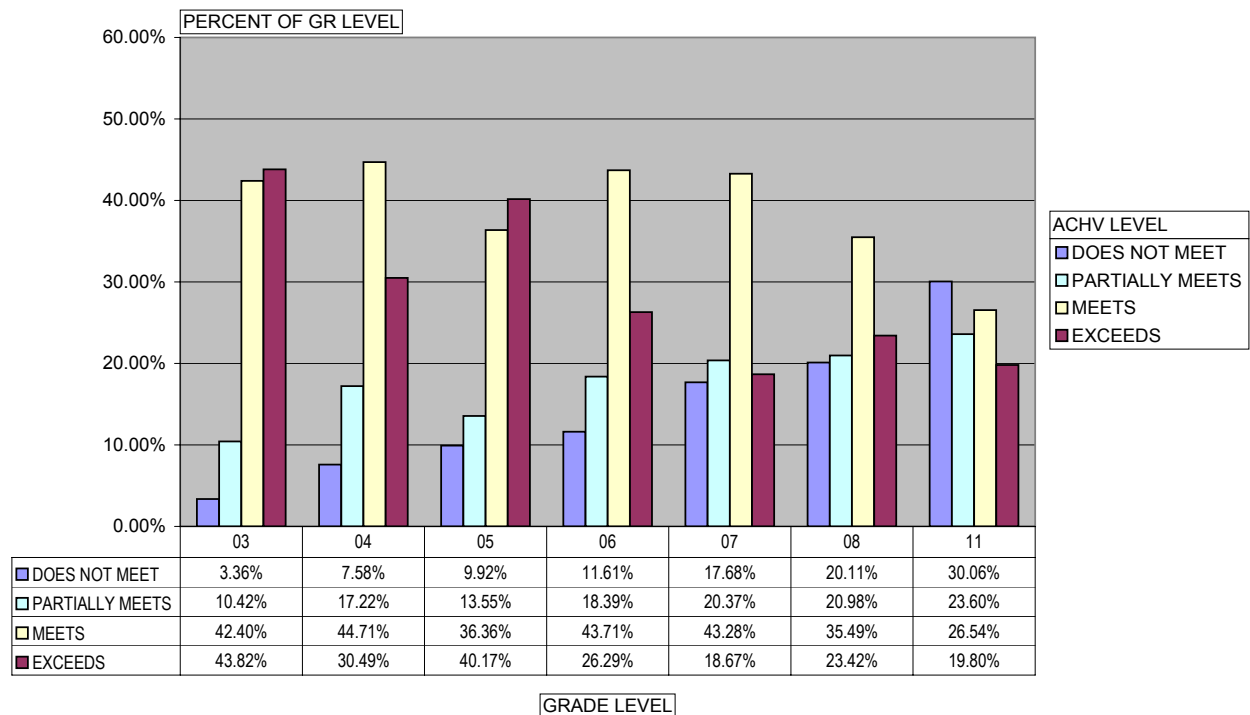
High school proficiency levels increased by over 6% from proficiency levels on the 2008 MCA-II. District high schools also exceed the State performance by over 5%. The increases could be partly explained by the new requirement of all grade 11 high school students to reach proficiency on the MCA-II/GRAD mathematics test in order to be eligible for graduation in Minnesota.

Subgroup performance increased in mathematics proficiency with the exception of special education students. Students across all ethnic groups increased, with the exception of a slight decrease of students in the Native American subgroup. This increase could be attributed to many of the English Language Learners taking the Minnesota Mathematics Test for English Language Learners (MTELL) in lieu of the MCA-II Mathematics test (refer to MTELL test section).

Math strand analysis for district elementary students shows grade 3 students higher than the State on both the Patterns, Functions and Algebra strand as well as the Spatial Sense, Geometry and Measurement strand. The Data, Statistics and Probability strand is lower than the State for grade 3. This strand improves, however, for grades 5 and 6. Constructed Response falls below the State in grade 4, but exceeds the State levels in grades 5 and 6. Math strand analysis at the junior high level shows grade 7 students in ISD 191 performed lower in all areas from the State with the exception of Number Sense. Gridded Response in grade 7 was particularly challenging. Grade 8 students made slight gains to remain at State levels. 191 high school students remain above State average in all areas. The Mathematical Reasoning strand is stronger than others and Constructed Response remained above State levels.



2009 MATH MCA-II ACHIEVEMENT LEVELS



Reading results:

ISD 191 students in grades 3-10 are behind the State by .06%. This represents nearly a 1.5% drop in reading proficiency district wide from the 2007-08 school year.

Elementary sites, on average, remain unchanged when compared to average performance on the 2008 MCA-II test. The elementary sites ranged in score proficiency by nearly a 6% drop to 7% increase over the previous year. Elementary sites also exceeded State performance by just over 3%. Elementary proficiency in comparison to State proficiency ranges from grade 5 and 6 each scoring approximately 4% above the State to grade 3 at 1.4% below the State.

All junior high sites decreased by 5% over the previous year. The junior high sites ranged in proficiency from 3% below the previous year to 7% below the previous year. District junior highs also remain nearly 8% below the State in grade 7 and approximately 1% below the State in grade 8.

High school sites decreased approximately 1.4% on average from the 2008 MCA-II/GRAD. District high schools did exceed the State performance by approximately 3.4%.

Subgroup performance decreased in reading proficiency with the exception of Black students. Decreases among other

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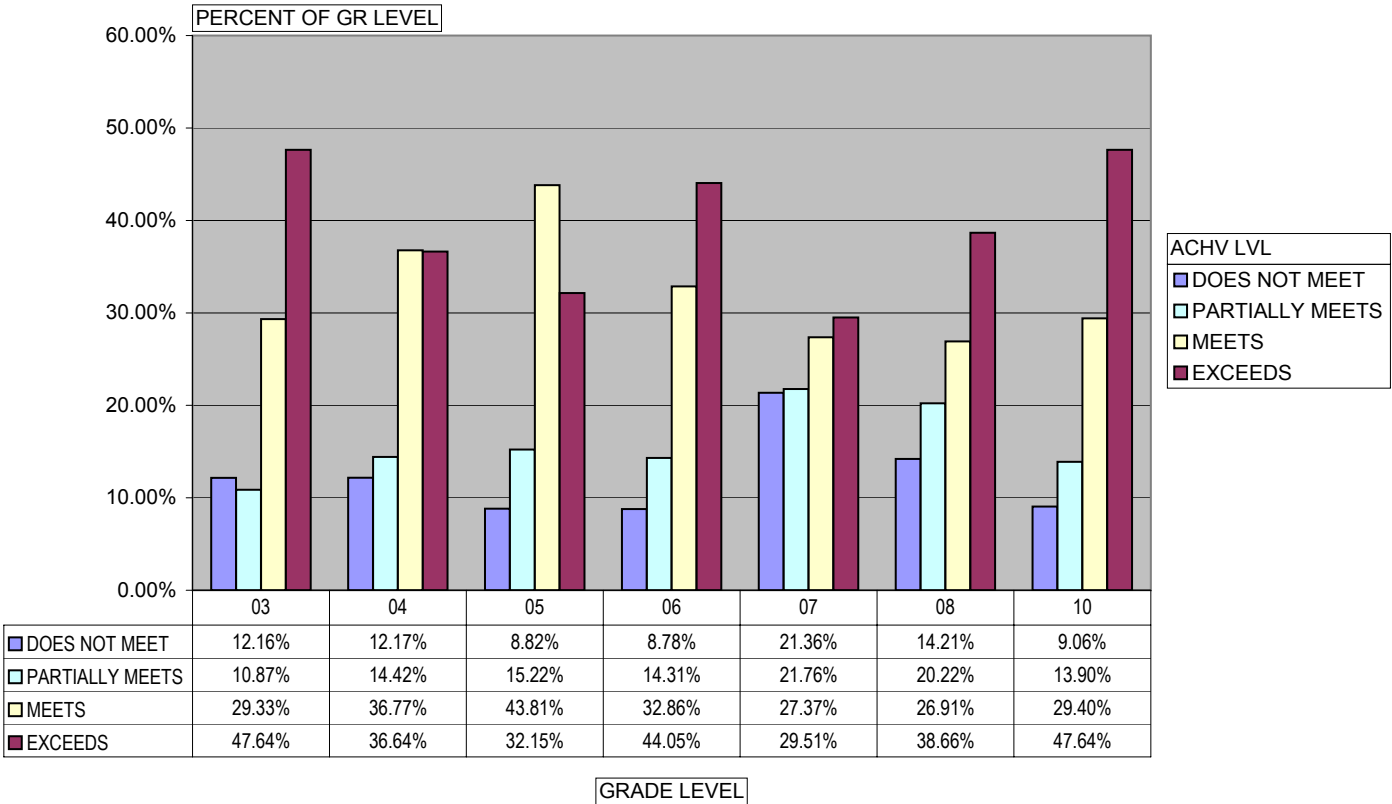


Reading results, continued

subgroups range from approximately .5% to nearly 7% below proficiency rates on the 2008 MCA-II. Reading strand analysis for the elementary grades shows the Nonfiction strand as an area of strength in grades 5 and 6. Conversely, all strands in grade 3 fall below the State. In grades 4-6, Constructed Response items showed improvement and grew above the State average.

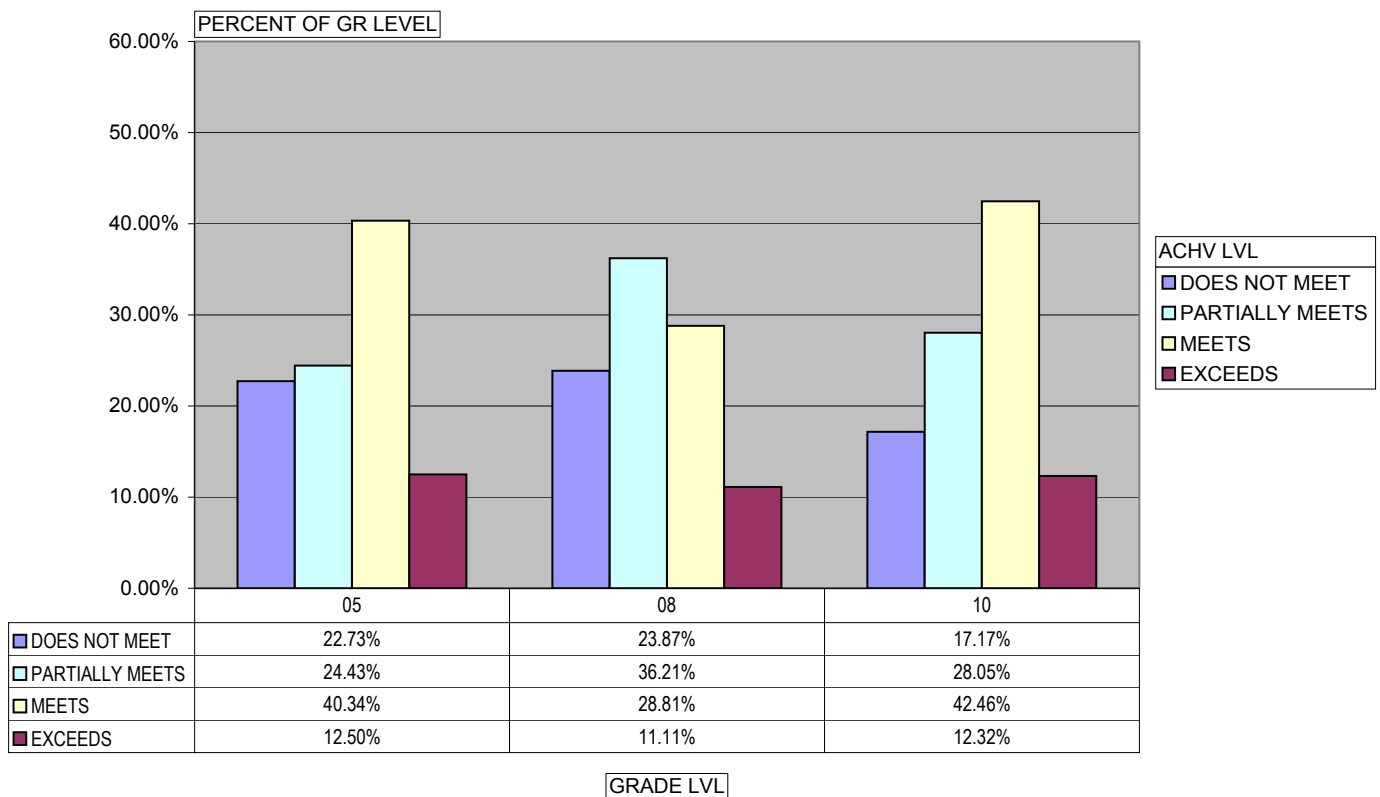
At the junior high level, grade 7 students performed below the State in all strands. By grade 8, students begin gaining on the State in the area of Nonfiction Passages as well as Constructed Response. For students in grade 10, Constructed Response and Comprehension were both noticeably stronger than the State. (However, anecdotally, on the GRAD retest, Comprehension is low for those who must retest.)

2009 READING MCA-II ACHIEVEMENT LEVELS





2009 SCIENCE MCA-II ACHIEVEMENT LEVELS



Science results:

ISD 191 students in grades 5-10 exceed the State by an average of 3.43%. This represents an increase of 1% proficiency district wide over the 2007-08 school year. Grade 5 proficiency was nearly 8% above the State, grade 8 proficiency was nearly 3% below the State, and grade 10 proficiency was just over 5% above the State.

Elementary science strand analysis shows that the district performed higher than the State and shows grade 5 performed highest in the Earth and Space strand. In Science, Constructed Response remains a struggle across all levels. Performance by 191 junior high students remains comparable to the State with greatest proficiency in the Physical Science strand. At the high school level, the Life Science strand was the strongest content area.



Mathematics Test for English Language Learners (MTELL)

The MTELL is a computer-delivered mathematics test in grades 3-8 and 11 with simplified English that reduces the confounding effects of language on mathematics performance. Students may listen to test items as well as read them. Pictures and diagrams help students understand the language in the test items. The MTELL assesses the same grade level academic standards as the MCA-IIs.

ISD 191 students participating in the MTELL test (Minnesota Test for English Language Learners) had a proficiency rate nearly 4% higher than that of the State overall. Grade 3 student proficiency was 11% higher than the State, grade 5 proficiency was 9% higher than the State, while grade 11 proficiency was nearly 6.5% lower than the State.

When comparing overall performance of similarly-matched ELL student proficiency rates of the 2008 MCA-II mathematics tests to 2009 MTELL tests, there was an increase among all grade levels with the exception of grade 11 students who decreased in proficiency by 8.5% among similar student groups. Achievement highlights for difference between State and district proficiency for 2008 and 2009 within similar student groupings include a grade 4 proficiency increase of 10.5%, grade 3 proficiency increase of 9%, and grade 8 proficiency of nearly 7%.

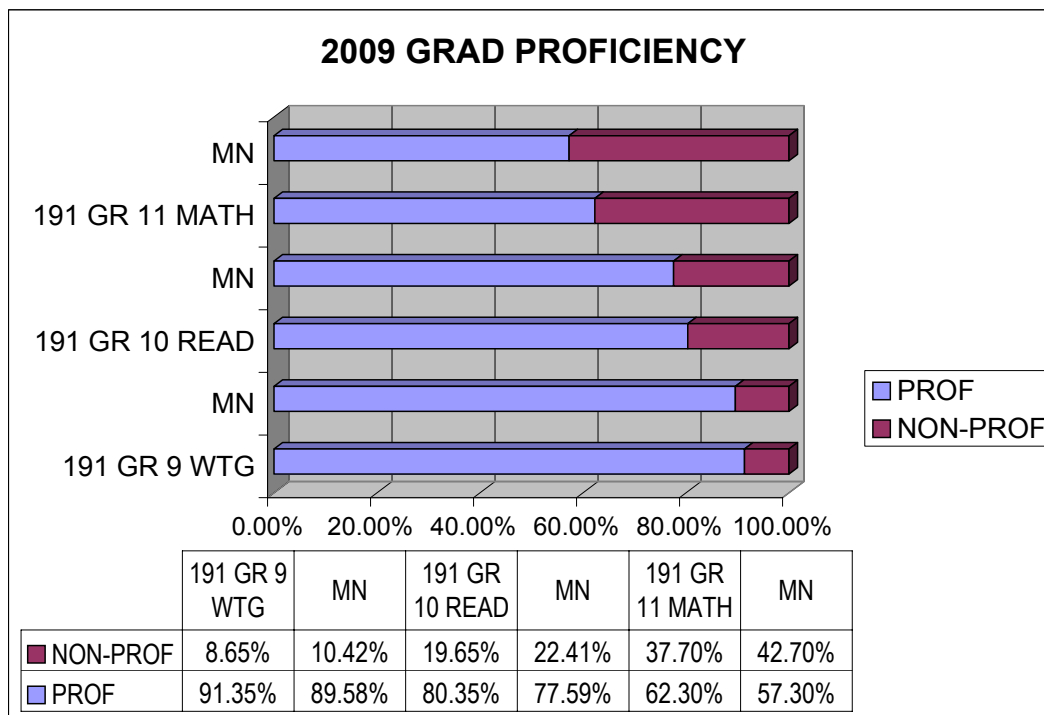


Graduation Required Assessment for Diploma (GRAD)

Each spring students in grades 9-11 take the Minnesota Comprehensive Assessment, Series II (MCA-II)/GRAD tests--ninth graders in writing, tenth graders in reading and eleventh graders in math. These tests serve as part of the No Child Left Behind accountability framework used in Minnesota. The Graduation-Required Assessments for Diploma (GRAD) are the state tests that fulfill Minnesota's high school graduation requirement and are embedded within the MCA-II. Beginning with the class of 2010, students in Minnesota are required to score proficiently on the GRAD in order to receive a diploma from a public high school.

ISD 191 students continue to perform strong in the MN GRAD (Graduation Required Assessment for Diploma) tests. Although there was a slight drop from the 2008 results to the 2009 results, the drop also occurred in the State writing results (albeit a smaller margin).

Students participating in the grade 9 GRAD Writing test scored nearly 2% above the State average. Students participating in the grade 10 GRAD Reading test scored nearly 3% above the State average. The largest margin above the State average was from students participating in the grade 11 GRAD Math test, who scored 5% above the State average. The increase in grade 11 may be partly explained by the new requirement of Class of 2010 students to reach proficiency on the MCA-II/GRAD mathematics test in order to be eligible for graduation in Minnesota.





Measures of Academic Progress (MAP)

Measures of Academic Progress (MAP) compute adaptive tests that reflect the instructional level of each student and measure growth over time. They are aligned to Minnesota State Academic Standards and provide accurate results for teachers to enhance their ability to:

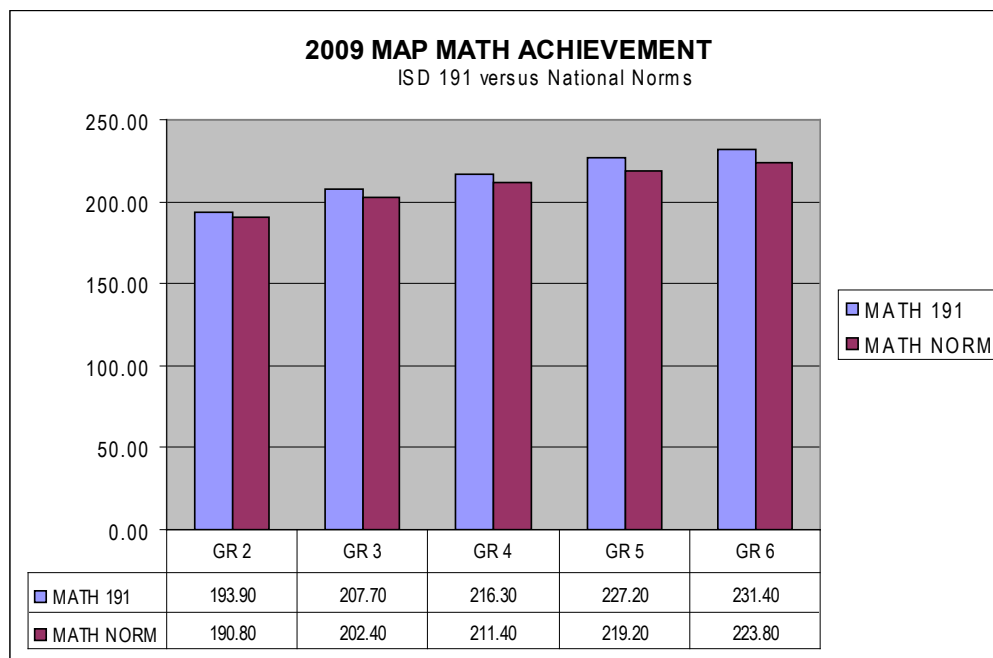
- Monitor academic growth over time
- More accurately place students into instructional programming
- Identify specific skills individual students have solidified
- More accurately make decisions about student groupings
- Make data rich decisions at the classroom, school and system level

Student scores are expressed in terms of RIT scores, which stands for Rasch UnIT. The RIT measurement is on an equal-interval scale developed to simplify test score interpretation. It will measure students' academic growth over time; much like a ruler will measure physical growth in feet and inches. The RIT scores range from approximately 150 to 300. RIT scores allow school districts to follow a student's academic growth from year to year.

Math MAP results:

ISD 191 students scored above the national norm group throughout all of the elementary grades. Elementary scores remained an average of 6 RIT points above the national norms. The grade level with the greatest achievement was grade 5 at 8 points above the national norms.

The strand showing greatest strength is in Statistics and Probability in grade 6.





Reading MAP results:

In reading, district students scored above the national norm throughout all elementary grades. Scores ranged an average of 2.3 points above the national norms, a lower margin than that of math. Greatest achievement occurred in grades 5 and 6, both approximately 4 RIT points above the national norms.

In comparing 191 students in both math and reading to the MAP national norms, one can easily see those grade levels which scored dramatically higher or lower than national norms on the following bar chart:

National Norm is equal to zero above.

