

Burnsville-Eagan-Savage School District 191

Superintendent Search

Public Engagement Superintendent Search Survey

Overview: On March 31, 2025, the “Burnsville-Eagan-Savage School District 191 Superintendent Search Survey” was made available to the public both online and in hard copy. The survey remained open for respondents until April 14, 2025, and a total of 489 people completed the survey (481 English, 0 Somali, 8 Spanish).

Although this survey was opt-in (meaning individuals must actively choose to participate), MSBA’s analysis of the results do indicate a cross-section of people who are invested in the district were reached through the survey process. Knowing it took time and effort to do so, the school board and MSBA deeply appreciate each and every respondent who participated in the survey. The information these individuals shared through their responses will provide valuable input for the school board to consider as they move forward in selecting the next superintendent to lead ISD 191.

The results of all quantitative survey responses are summarized in the first six pages of this report, beginning below with those from across the district who participated in the survey.

Self-identifiers: Survey takers were first asked to identify the role that best reflected the basis for their responses. The categories selected by the survey takers are as follows:

- 44.95% of respondents selected “Staff Member”
- 30.31% of respondents selected “Parent/Guardian/Caregiver”
- 17.53% of respondents selected “Student”
- 4.74% of respondents selected “Community Member”
- 1.24% of respondents selected “Other”
- 1.24% of respondents selected “Business Owner/District Partner”

Race: Those who responded to the survey were also asked how they would identify their race:

- 62.79% of respondents selected “White”
- 14.76% of respondents selected “I prefer not to disclose”
- 7.07% of respondents selected “Black or African American”
- 6.44% of respondents selected “Hispanic/Latino”
- 3.53% of respondents selected “Asian”
- 3.12% of respondents selected Multiracial (two or more)
- 1.66% of respondents selected “Other”
- 0.62% of respondents selected “American Indian or Indigenous”
- 0.00% of respondents selected “Native Hawaiian or Pacific Islander”



IMPORTANT: Please note none of the quantitative nor qualitative data was separated out by race. This data was gathered for the sole purpose of helping the school board better understand which constituencies responded to the superintendent search survey, and which representative groups across the district were reached in the effort to gather data for purposes of this survey.

In addition, the survey asked respondents to list any other identities that are important to them, and eight people shared a mix of ethnicities, races, or occupations.

In summary, although no opt-in survey instrument is perfect, demographically-speaking these results do indicate that a cross-section of District 191 constituents were reached through the superintendent search survey process. Again, thank you to everyone who participated.

ADDITIONAL RESULTS: Quantitative questions regarding the next superintendent’s background, expertise, skill sets, personal characteristics, and experience were also asked in the survey, and results are summarized below.

Areas of Expertise: Those who responded to the survey were also asked to identify the top six desirable areas of expertise they believe the new superintendent must possess. The most frequently noted areas of expertise are listed below in order of preference.

- Collaborative Leadership
- Budget and Finance
- Diversity, Equity, and Inclusion
- Strategic Planning
- Curriculum Development/Evaluation
- Social/Emotional Support Services

Previous Experience: Respondents were asked if previous superintendent experience is important. Based on the results, 54.90% of the respondents selected “Yes,” while 45.10% of the respondents selected “No.”

Specialized Skills: The top six specialized skills the new superintendent must possess were identified in the survey results as shown below.

- Acts with honesty and in an ethical manner in dealings with the School Board, staff, and community
- Develops trust and works collaboratively with diverse groups and communities
- Develops and directs an effective leadership team
- Experience in implementing educational priorities and/or a strategic plan
- Effectively mediates and accommodates different perspectives; values teamwork
- Strong communicator with proven abilities in human relations and communications



Personal Characteristics: Survey takers were also asked to identify the top six personal characteristics they believe the new superintendent must possess. The most frequently noted personal characteristics are listed below in order of preference.

- Honest and ethical
- Effective communicator
- Problem solver
- Transparent
- Consistent
- Empathetic

The following tables provide another perspective of the quantitative data, categorizing each question’s responses by self-identifiers. The number of individual responses per category were:

- Staff Member (218)
- Parent/Guardian/Caregiver (147)
- Student (85)
- Community Member (23)
- Other (6)
- Business Owner/District Partner (6)

PREVIOUS EXPERIENCE REQUIRED

Staff Member (218)	Parent/Guardian /Caregiver (147)	Student (85)	Community Member (49)	Other (6)	Business Owner /District Partner (6)
Yes: 59.41%	Yes: 49.65%	Yes: 50.00%	Yes: 59.09%	Yes: 50.00%	Yes: 100.00%
No: 40.59%	No: 50.35%	No: 50.00%	No: 40.91%	No: 50.00%	No: 0.00%



TOP SIX AREAS OF EXPERTISE

Staff Member (218)	Parent/Guardian /Caregiver (147)	Student (85)	Community Member (49)	Other (6)	Business Owner /District Partner (6)
Collaborative Leadership	Budget & Finance	Budget & Finance	Collaborative Leadership	Collaborative Leadership	Budget & Finance
Budget & Finance	Collaborative Leadership	Diversity, Equity, & Inclusion	Budget & Finance	Budget & Finance	Public Relations
Diversity, Equity, and Inclusion	Curriculum Development/ Evaluation	Collaborative Leadership	Curriculum Development/ Evaluation	Diversity, Equity, and Inclusion	Business Partnerships
Strategic Planning	Strategic Planning	Social/Emotional Support Services	Diversity,Equity, & Inclusion	Personnel Management	Collaborative Leadership
Social/Emotional Support Services	Diversity, Equity, and Inclusion	Curriculum Development/ Evaluation	Public Relations	Strategic Planning	Diversity, Equity, and Inclusion
Contract Administration and Negotiations	Student Testing Results and Achievement	Strategic Planning	Strategic Planning	Student Testing Results & Achievement	Student Testing Results & Achievement

TOP SIX PERSONAL CHARACTERISTICS

Staff Member (218)	Parent/Guardian /Caregiver (147)	Student (85)	Community Member (49)	Other (6)	Business Owner /District Partner (6)
Honest and Ethical	Honest and Ethical	Effective Communicator	Honest and Ethical	Effective Communicator	Confident
Effective Communicator	Effective Communicator	Honest and Ethical	Effective Communicator	Honest and Ethical	Honest and Ethical
Transparent	Problem Solver	Problem Solver	Transparent	Inclusive	Consistent
Problem Solver	Transparent	Confident	Consistent	Personable	Flexible
Consistent	Resourceful	Sense of Humor	Problem Solver	Problem Solver	Problem Solver
Empathetic	Empathetic	Consistent	Empathetic	Resourceful	Effective Communicator / Personable

The following page directly compares the school board’s responses to the specialized skills question. These results do indicate significant alignment between the board and public, as board members prioritized many of the same categories as a majority of the district’s constituencies.



District 191 – Superintendent Search

Leadership Profile:

- **Ethical and Accountable Leadership:** Demonstrates honesty and ethical conduct in all interactions. Effectively delegates while ensuring accountability, cultivating trust, and creating and maintaining a culture of transparency.
- **Collaborative and Inclusive Vision:** Builds strong, collaborative relationships with diverse groups and communities. Works cooperatively with the school board, providing well-researched options and recommendations to assist the board in making informed decisions.
- **Equity-Focused Expertise:** Exhibits deep knowledge of and experience in addressing equity leadership challenges and opportunities. Committed to creating an inclusive and equitable learning environment for all students.
- **Strategic Communication and Human Relations:** Possesses strong communication skills, fostering positive human relations through clear, open, regular, and respectful dialogue.
- **Accessible and Visible Presence:** Focuses on maintaining open and consistent engagement opportunities with internal and external constituent groups across the district.

District 191 Hiring Criteria and Public Input Survey:

Specialized Skills - Board

1. Acts with honesty and in an ethical manner with the School Board, staff, and community
2. Delegates authority while maintaining accountability
3. Develops trust and works collaboratively with diverse groups and communities
4. Knowledge of and experience with equity leadership challenges and opportunities
5. Works cooperatively with the School Board; provides options and recommendations
6. Strong communicator with proven abilities in human relations
7. Visible and accessible to the School Board, staff, students, parents, and community

Specialized Skills – Public Input

1. Acts with honesty and in an ethical manner in dealings with the School Board, staff, and community
2. Develops trust and works collaboratively with diverse groups and communities
3. Develops and directs an effective leadership team
4. Experience in implementing educational priorities and/or a strategic plan
5. Effectively mediates and accommodates different perspectives; values teamwork
6. Strong communicator with proven abilities in human relations and communications
7. Visible and accessible to the School Board, staff, students, parents, and community

The following areas of expertise rose to the top in the public input survey:

- Collaborative Leadership
- Budget and Finance
- Diversity, Equity, and Inclusion

Is previous superintendent experience important?

Board: Yes =43%; No = 57% Public Input: Yes = 55%; No = 45%

All highlights are to show where there is alignment with both the school board and the community.



TOP SIX SPECIALIZED SKILLS

Staff Member (218)	Parent/Guardian /Caregiver (147)	Student (85)	Community Member (49)	Other (6)	Business Owner /District Partner (6)
Acts with honesty and in an ethical manner with the School Board, staff, and community	Acts with honesty and in an ethical manner with the School Board, staff, and community	Acts with honesty and in an ethical manner with the School Board, staff, and community	Acts with honesty and in an ethical manner with the School Board, staff, and community	Effectively mediates and accommodates different perspectives; values teamwork	A visionary, creative thinker
Develops and directs an effective leadership team	Develops trust and works collaboratively with diverse groups and communities	Develops trust and works collaboratively with diverse groups and communities	Develops trust and works collaboratively with diverse groups and communities	Acts with honesty and in an ethical manner with the School Board, staff, and community	Acts with honesty and in an ethical manner with the School Board, staff, and community
Develops trust and works collaboratively with diverse groups and communities	Experience in implementing educational priorities and/or a strategic plan	Effectively mediates and accommodates different perspectives; values teamwork	Strong communicator with proven abilities in human relations and communications	Experience in school district management practices	Strong communicator with proven abilities in human relations and communications
Visible and accessible to the School Board, staff, students, parents, and community	Develops and directs an effective leadership team	Delegates authority while maintaining accountability	Develops and directs an effective leadership team	Develops trust and works collaboratively with diverse groups and communities	Experience in implementing educational priorities and/or a strategic plan
Effectively mediates and accommodates different perspectives; values teamwork	Effectively mediates and accommodates different perspectives; values teamwork	Develops and directs an effective leadership team	Experience in implementing educational priorities and/or a strategic plan	Experience in implementing educational priorities and/or a strategic plan	Knowledge of and experience with special education needs
Experience in implementing educational priorities and/or a strategic plan	Possesses a strong academic background with experience in curriculum	A visionary, creative thinker	Delegates authority while maintaining accountability	Knowledge of and experience with equity leadership challenges and opportunities	Maintains a good working relationship with the media



Additional comments: Finally, respondents were given the opportunity to answer open-ended questions in the survey, and on average, 350 of the 489 respondents provided additional commentary. These qualitative results were then reviewed by MSBA representatives, with reappearing ideas identified and grouped into themes. These themes are highlighted below for each of the questions.

The superintendent search survey asked the following four questions:

1. What are some of the good things taking place in Burnsville-Eagan-Savage School District 191 today?
2. What challenges do you see for our district over the next five years?
3. What does the new superintendent need to know about the history of the school district and community in order to be successful?
4. Additional comments.

1. What are some of the good things taking place in Burnsville-Eagan-Savage School District 191 today?

<p>Survey respondents feel Burnsville-Eagan-Savage Public Schools offer a wide range of academic and extracurricular opportunities that support student success. There was particular praise for the district-wide implementation of the Pathways program, access to college credit in high school, strong arts and music programs, and inclusive activities that engage many different student interests.</p> <ul style="list-style-type: none"> • <i>Implementation of the Pathways program across all levels. (The Pathways program was mentioned 76 times.)</i> • <i>Pathways at BHS seem to be working.</i> • <i>Music, band, and orchestra.</i> • <i>AVID is something everyone should be proud of. It is a program that creates opportunity for our students. Our AVID students, 500+ in the district, are so impressive.</i> • <i>Multiple success pathways for post high school.</i> • <i>The pathways programs, student ability to try new things.</i> • <i>I think the AVID program schoolwide is beneficial for ALL students in the district. It is great the students have the opportunity to earn college credits while attending BHS.</i> • <i>Students have many excellent opportunities in our schools.</i> • <i>They have a variety of choices that groups of people who are diverse can feel comfortable and engaged in.</i> • <i>The ability for students to earn college credits while in high school.</i> 	<p>159 related responses</p>
--	------------------------------



- *College Pathways is a good program.*
- *Virtual Academy and AA degree program.*
- *The Pathways program. Also, the early childhood education programs.*
- *The ability for students to get college credit while at BHS. The ability to graduate with certification in some disciplines.*
- *The pathways program, the AA degree option*
- *The good program within the high school.*
- *After-school activities.*
- *The clubs and activities.*
- *I think that we offer a lot of opportunities for students to pursue their career goals as well as focus on taking college classes in high school.*
- *Many clubs and activities.*
- *Clubs and group activities run by students.*
- *We seem to have a lot of after school activities and events, and are pretty good about promoting them.*
- *Pathways, middle school sports is flourishing.*
- *Virtual Academy is a great resource.*
- *Pathways/student programming opportunities, lots of arts opportunities.*
- *Lots of opportunities for students.*
- *High school classes ready for college available.*
- *College courses at BHS, high school musical and plays, Makerspace, Blazettes, after-school opportunities.*
- *The performing arts program.*
- *College and technical skills curricula available at BHS.*
- *Development of sports programs that also develop student character.*
- *Strong programs at the high school.*
- *Sports are affordable and accessible.*
- *AVID and PBIS.*
- *Kindergarten Jumpstart, ECFE, and early childhood special education.*
- *Secondary ML programming. Affinity spaces. VPK programming. Summer school programming.*
- *Virtual Academy is a great asset to the district.*
- *Pathways program, middle school sports and activities, college courses at HS.*
- *The district does well promoting extracurricular.*
- *Pathways, CIS, PSEO, AP and honors classes.*
- *A lot of affinity groups and clubs that support students, honors classes for people who want more of a challenge.*
- *Music program is really good. Pathways at high school.*
- *Plethora of educational experiences from high school courses, arts, athletics and service opportunities.*
- *Various extracurricular opportunities -- chess club, band.*
- *The flexibility of virtual academy is important for the wellbeing of some students.*



<ul style="list-style-type: none"> • <i>Wide variety of opportunities for students, especially in secondary.</i> • <i>Opportunities in place for all of our students.</i> • <i>Very cool opportunities at the high school level with our Pathways model and college credit opportunities.</i> • <i>Community education programs.</i> • <i>Lots of clubs and strong elective programs.</i> • <i>Access to community ed services like Project Kids is great.</i> • <i>Great course choice. Lots of opportunities for kids to excel.</i> 	
<p>Also noted was that the district is widely recognized for fostering an inclusive, welcoming environment that celebrates the district’s rich diversity and prioritizes equity through strong DEI initiatives, culturally responsive practices, and a commitment to meeting the needs of all students and families.</p> <ul style="list-style-type: none"> • <i>Diversity, celebrates diversity, diverse students, our diversity, diversity in the community. (The diversity of the students and community was mentioned 26 times.)</i> • <i>We are taking efforts to focus on equity and diversity.</i> • <i>We take the education of diverse students more seriously, and provide more equitable during-school basic education to all. We have excellent staff training in Cultural Competence.</i> • <i>Our resilience & inclusivity.</i> • <i>I appreciate the inclusiveness of the district.</i> • <i>Focus on Inclusion.</i> • <i>Celebrating diverse groups of students and families within the schools and community.</i> • <i>Inclusion and equity.</i> • <i>The embracing of cultures and backgrounds district wide is a very positive thing. I think the increasing platform being given to these voices is incredible.</i> • <i>Inclusiveness.</i> • <i>The diversity in communities and more acceptance in students backgrounds, culture, religion, and Identity.</i> • <i>Our DEI policies and initiatives.</i> • <i>Equity work.</i> • <i>Diversity, equity, and inclusion initiative (CPSS).</i> • <i>Heading towards better inclusive practices.</i> • <i>Commitment to DEIA!!! I love the increase in DEI work started by current superintendent. Our community is inclusive and celebrates all students.</i> • <i>Strong commitment to diversity, equity and inclusion. Keep our district focused on supporting ALL students.</i> • <i>Language diversity, seems similar to immersion learning.</i> 	<p>156 related responses</p>



- *Committed to DEI and supporting diverse populations.*
- *The District is ensuring we are inclusive and flexible with different student needs.*
- *Equity and inclusion for all families. Many resources available for families with diverse needs.*
- *Inclusion of children and families from a variety of backgrounds and needs.*
- *The inclusion of all students, families and backgrounds is a priority in 191.*
- *Diversity is honored and represented among leadership.*
- *Inclusive schools.*
- *The district is very inclusive and cares a lot about their community.*
- *Welcoming to ALL and meeting them where they are as they come to us.*
- *It's great to see 191 prioritizing diversity, equity, and inclusion, as it really helps create a more welcoming atmosphere for everyone. When a school or district values these principles, students are not only exposed to different cultures but also learn to appreciate and respect the differences that make each of us unique.*
- *BES values diversity in the schools and in the community.*
- *I like that we are strongly committed to equity and our mission.*
- *Inclusion, diversity and equity or moving towards it.*
- *Work towards diversity, equity, and inclusion.*
- *The efforts to provide a quality learning experience for every student, no matter their background.*
- *Events for all the communities and cultures throughout the year.*
- *Our commitment to diversity is strong.*
- *Focus on equity and accessibility.*
- *It is clear that 191 is an inclusive school district that welcomes students, staff, and families from all backgrounds.*
- *We also are growing in diversity and seem to have good programs in place with Achievement and Integration and American Indian Education.*
- *Inclusiveness, focus on special needs students.*
- *I think the emphasis our school community puts on inclusion and that everyone matters is rare and sets us apart.*
- *The continued dedication to equitable outcomes.*
- *Diversity, inclusive and welcoming community.*
- *The students are generally very happy coming off the school bus, ready for a new day. To me, that means we are succeeding in making them feel welcome and loved.*
- *Positive interactions with all students and staff-Sense of belonging.*
- *Love and acceptance in the school.*
- *Welcoming and inclusive learning environments.*
- *Strong sense of community in the district.*



In addition, respondents cited ISD 191's staff as a strength, praising them as being exceptional, dedicated, and caring individuals who go above and beyond to support student success, build strong relationships, and collaborate effectively despite limited resources.

123 related responses

- *Excellent teaching staff*
- *Feels like teachers and staff really want students to succeed and many are willing to meet the students where they are.*
- *Wonderful teachers.*
- *Dedicated and hard working staff members at all levels.*
- *Dedicated staff doing their best with limited resources, time, and money.*
- *The increase in number of advance learning teachers across the district.*
- *Longevity of staff.*
- *Staff members support each other and work collaboratively.*
- *Teachers work hard to support the needs of students.*
- *The good thing is that every staff member tends to help every single student get to their success in the future.*
- *Teachers are working extremely hard with limited resources.*
- *Student-staff connections.*
- *The staff truly cares about the students.*
- *The teaching staff is wonderful.*
- *We have strong teachers and administrators who are working very hard to do everything they can to support students.*
- *Hard working teaching staff that are dedicated to their students success.*
- *You have really dedicated staff who would like to stay in the district.*
- *I think we have a great leadership team that is able to help the direction in which the school district is heading.*
- *We have amazing staff (teachers, support staff, custodians, lunchroom workers, etc...) that go above and beyond for our students.*
- *Teachers are great and love their job and students.*
- *Incredible, creative, hard-working teachers.*
- *Teachers are working very hard to provide diverse students the best education possible.*
- *Staff that cares about their students.*
- *The teachers are amazing!*
- *Teachers commitment to top notch education for their students.*
- *Very supportive staff.*
- *The teachers are amazing and talented.*
- *Amazing staff.*
- *Staff is experienced and dedicated, especially teaching staff and building support staff.*



<ul style="list-style-type: none"> • <i>Burnsville has a wonderful teaching staff of dedicated individuals. They tirelessly serve our community, families and students.</i> • <i>The teachers are incredible.</i> • <i>Excellent teacher and support staff.</i> • <i>Hard working staff.</i> • <i>High level of commitment among teaching staff.</i> • <i>Teams are innovative and collaborative.</i> • <i>Caring and competent teachers and staff.</i> • <i>The welcoming staff members.</i> • <i>Truly remarkable educators working with our students to help them become future ready.</i> • <i>Good teachers.</i> • <i>High quality, hard working, caring teachers.</i> • <i>Caring teachers.</i> • <i>Good staff.</i> • <i>Supportive staff and leadership.</i> • <i>An experience, dedicated staff.</i> • <i>Amazing teachers.</i> • <i>Relationships among staff members, student focused and passionate staff.</i> • <i>191 has great teaching and support staff.</i> 	
---	--

2. What challenges do you see for our district over the next five years?

<p>Survey respondents see a major challenge facing Burnsville-Eagan-Savage Public Schools in its declining student enrollment, with many families choosing to open enroll in neighboring districts. This raises concerns about competitiveness, student retention, and the long-term sustainability of district programs.</p> <ul style="list-style-type: none"> • <i>Declining enrollment. (The phrase “declining enrollment” was used 61 times.)</i> • <i>We have a dropping enrollment.</i> • <i>Figuring out how not to hemorrhage students and be competitive with the other south metro districts.</i> • <i>Declining enrollment and other districts continuing to get so many students from 191.</i> • <i>Loss of enrollment.</i> • <i>Enrollment fluctuation.</i> • <i>Navigating changes as student numbers decline.</i> • <i>Maintaining enrollment.</i> • <i>Getting families to return to ISD191.</i> 	<p>156 related responses</p>
---	------------------------------



<ul style="list-style-type: none"> • Continued issues with families in the district open enrolling out of the district. Need to be more proactive in getting and keeping students. • The possible continuation of declining enrollment/attendance within District 191. • Declining enrollment, families are leaving the district and going to Prior Lake, Rosemount, etc. • I see declining numbers as a challenge. • Dropping enrollment. • Shrinking enrollment. • Continued struggles with enrollment. • Keeping kids in the district. • Student population decreasing, class size increasing. • Continuing declines in enrollment. • Retaining students. • Enrollment of students continue to decline. • Students leaving the district. • Declining enrollment and more residents opting to open enroll their children out of the district. 	
<p>Additional challenges may also include how to improve academic achievement, address persistent achievement gaps, and ensure students are prepared for life after high school. This is especially acute amid concerns about low test scores, special education needs, and the effectiveness of instructional practices.</p> <ul style="list-style-type: none"> • Failing to address the declining student performance and not preparing the students for their next steps after high school. • I see the issue of education and the quality of education, as I fear that a majority of students are unable to learn. • I could see that students might not have an idea of what they want to do after high school, or might not try in school. • Helping students with learning struggles. • Students doing better with test scores. • We need to continue to work toward high test scores and student achievement. • Making the district a high achiever in academic excellence. • How to raise the standard for graduating while maintaining graduation rates. • Academic achievement of diverse students. • Equity and Achievement Gaps – While we’ve made great strides in ensuring equitable access to education, we must continue working to close achievement gaps and provide all students—regardless of background—with the support they need to succeed. 	<p>116 related responses</p>



- *Maintaining the enriching Pathways programs.*
- *The low test score of the students and the students being held accountable for their actions.*
- *Student's academic success. So many students are so far behind. How are we meeting all the students needs.*
- *Achievement gaps and lack of social-emotional programs.*
- *Continued poor student achievement results on state testing. The district needs to turn student achievement around. It used to be a premier district but is now a shadow of what it once was.*
- *Maintaining a high standard of learning and teaching despite the current political climate.*
- *Continuing to improve science of reading changes, special education increases.*
- *Focusing on helping ALL students learn and do better on national testing and learning metrics.*
- *Raising the bar and teaching students to achieve more.*
- *The district has minimal attendance requirements, poor academic performance and a dismal reputation throughout the state.*
- *Academic expectations of students continue to decline. This is a below average district with declining trends.*
- *Achievement and opportunity gaps.*
- *How to meet the needs of a diverse student body.*
- *Kids need to learn skills that will help them be successful in the workplace. Especially trades.*
- *Creating systematic changes in our delivery of curriculum and services to excel at the standards, engage students, and help them achieve on high-stakes tests.*
- *The need for old systems/techniques/assessments to change to support the way today's kids learn and interact/communicate.*
- *There are glaring issues within our "SPED" programs and curriculum, leading to an uneducated and under prepared youth.*
- *I foresee challenges in special education. Students not being placed in the settings that are best for them, extra stress being put on staff and students because of the poor mismanagement and understanding of what students with special needs need to be successful.*
- *How we best manage special education.*
- *Number of Special Education students are growing but there are not enough resources available to support these students or the support system needed to retain Special Education staff.*
- *Our students are being promoted without the necessary skills to be successful!*
- *Meeting academic and social needs of diverse population.*



<p>It is believed another key challenge for ISD 191 will be navigating significant financial pressures, as declining enrollment and insufficient funding threaten the district’s ability to sustain current programs and services.</p> <ul style="list-style-type: none"> • <i>Financial challenges may happen in the next years.</i> • <i>Funding. (This word was used 52 times.)</i> • <i>Budget. (This word was used 34 times.)</i> • <i>Finance. (This word was used 6 times.)</i> • <i>Financial trouble.</i> • <i>Having to do more with less.</i> • <i>Finances to continue providing current level of services.</i> • <i>Budget - especially with declining enrollment.</i> • <i>Sustainable financing.</i> • <i>Financial challenges that are unaddressed.</i> • <i>District finances and increasing finances to support our schools.</i> • <i>Funding changes.</i> • <i>Budget issues.</i> • <i>Less monetary supports leading to more cuts.</i> • <i>Funding not matching expenses.</i> • <i>Budget concerns</i> • <i>If we lose more students, that impacts our budget.</i> • <i>Dropping enrollment that will cause budget cuts.</i> • <i>Financial shortfalls.</i> • <i>We need to explore alternative revenue sources such as community-based fundraising initiatives, partnerships with local organizations and businesses, and a focus effort on identifying and applying for competitive grant opportunities.</i> • <i>Budget/funding challenges.</i> • <i>Reduced funding.</i> 	<p>98 related responses</p>
<p>Respondents feel the district will also face ongoing challenges with recruiting and retaining qualified staff due to issues such as burnout, rising workloads, uncompetitive salaries, and the need for stronger administrative support.</p> <ul style="list-style-type: none"> • <i>Maintaining quality staff.</i> • <i>Need more teachers.</i> • <i>Staff retention due to burnout. There is what feels like an extreme shortage of support staff (especially EAs and special education staff).</i> • <i>Not having enough staff or help for students.</i> • <i>Staffing loses.</i> • <i>Teacher retention.</i> 	<p>80 related responses</p>



- *I think that recruiting and retaining qualified and effective staff at all levels is and will continue to be a challenge.*
- *Need more staff.*
- *I see the district losing out on good employees to keep long employed not good employees.*
- *Lack of teachers and classrooms due to a high demand of students enrolling.*
- *Some members would start to retire, and stop working with the district.*
- *Special education staff (EA and teacher) retention.*
- *Consistent special education staffing for teachers and support staff.*
- *Retention of staff, especially staff of color and EA positions as well as special education.*
- *Keeping good staff. Low pay, lack of support from administration, & large population of students not caring about their education or their future are weighing heavily on staff.*
- *Competitive teacher and para paid when compared to other districts.*
- *Support for teachers.*
- *Improving salary for teachers to maintain talent.*
- *Make sure the district remembers to invest in it staff (trainings, development and provide opportunities to continue to create a staff at reflects the students and community we serve.)*
- *Lack of funding for staff, taking on students that need more help than we can provide.*
- *Staffing will be a problem if they don't get support, especially when it comes to outbursts from students and parents.*
- *Supporting teachers with a fair salary and benefits package. Ensuring that they feel valued and important, that includes financially.*
- *Recruitment and Retention of Educators – Attracting and retaining diverse, high-quality educators is essential. We must continue to create an environment where teachers feel valued, supported, and empowered to make a difference.*
- *Retention of good qualified teachers.*
- *Staff reduction putting further burden on current staff to do more.*
- *Teacher burnout.*
- *Salaries for staff aren't competitive compared to neighboring districts.*
- *Losing good teachers due to large class sizes & student behavior.*
- *Retaining teaching staff.*
- *Class sizes and caseloads continue to rise, impacting teacher efficacy and thus student learning.*
- *Staffing demands.*
- *The inability to hire the best educators.*
- *Workload and morale challenges for staff.*



Another challenge was reflected in growing concerns regarding student behavior, including discipline issues, bullying, phone use, and low attendance, with many expressing the need for clearer expectations, stronger accountability, and more support for both mental health and classroom management assistance.

70 related responses

- *Lack of discipline, especially in the high school.*
- *Bullying and fights.*
- *Staff are trying to be more strict which it isn't working. It's making the students be even more and more dreadful. Most students dread going to school now because we don't want to deal with how strict the policies are becoming.*
- *Its becoming a dumping ground that accepts behaviors that should not be tolerated and is not tolerated in surrounding districts. We have allowed behavior to get completely out of control and it needs to get resolved.*
- *I see that the new kids coming in have worse behavior than the last grade.*
- *Effectively addressing the issue of phones without being unfair.*
- *Getting students off the phone during class time.*
- *The broken "no bullying" policy.*
- *Low student attendance.*
- *I think that we are too easy on students and our attendance in the school is going to get worse as time goes on.*
- *Changing the total lack of discipline and accountability.*
- *Dealing with the escalating behavior problems in the schools that are drastically affecting children's learning.*
- *Kids being on there phones and not having good communication with other kids it is important to have kids out of there comfort zone.*
- *Student behaviors.*
- *Continued behaviors and trauma with students and families and not enough resources to support these needs.*
- *Unclear expectations for student behavior.*
- *Increased mental health concerns among students, including stress, anxiety, and depression, could impact their ability to learn and thrive.*
- *Safety concerns, gangs, mass shootings, physical altercations between peers, mental health concerns.*
- *Mental health needs and behavioral needs.*
- *Behaviors are out of control.*
- *Cell phones are becoming more and more of a challenge at the secondary level-we need those pouches that students have to put their phones in. Students simply cannot have their phones at school if we want any academics to get done.*
- *Behavior management in the classroom for teachers.*



According to survey takers, federal policy may also affect the district, along with political instability and potential reductions in federal funding. All of this could impact educational programs, equity efforts, and the availability of overall district resources.

63 related responses

- *Lack of federal funding and support.*
- *Dealing with federal policies.*
- *Changes coming down from changes in federal government and aftershock of the new administration.*
- *Federal administration eliminating funding leading to bigger class sizes, inequity, and loss of programs.*
- *The issues that the new administration are causing in relation to immigration...they are pushing people back into the shadows and the kids are feeling more anxious every day over what is happening.*
- *Changes at the federal government level with the potential dismantling of the dept of education.*
- *Federal government changes that could impact funding or inclusive environment/*
- *Challenges with current federal changes.*
- *Changes that the government might cause in our educational system.*
- *Federal influence on local efforts towards a more diverse, equitable, and adaptable school community.*
- *Dealing with the unknown given the current administration and the interest as the DoE is accomplished.*
- *With the recent reduction in federal funding, it is imperative that the district adopts a more financially strategic and creative approach.*
- *Most immediately, federal cuts and haphazard, scattershot, and often cruel executive orders are creating havoc, reverberating at the state and local levels to harm our ONE91 students, their families, and our schools.*
- *Political climate and legislative changes.*
- *Political upheaval.*
- *Continue to work to create a successful school with potential changes to funding from the government.*
- *Potential legislation, budget cuts, and political views.*
- *With the uncertainty around federal monies (funding/grants) we may need to do more with less.*
- *Federal instability.*
- *Continuing to grow our CPSS capacity especially in relation to disabilities, despite current political climate.*
- *Weathering divisive politics.*
- *With all of the unknowns there will probably be inevitable cuts to education and the cost of living increasing so drastically.*



Finally, respondents to the survey feel Burnsville-Eagan-Savage Public Schools may face the ongoing challenge of effectively supporting a diverse student population, particularly multilingual learners and students from low socioeconomic backgrounds, while balancing differing community perspectives on equity, inclusion, and academic expectations.

57 related responses

- *Supporting all students from all backgrounds, especially low socioeconomic status.*
- *Issues with exclusion. There isn't enough understanding and empathy.*
- *Discrepancy widening between white and not white students.*
- *Teaching teachers how to teach Somali children and work with families.*
- *Supporting, respecting, and nurturing a diverse student body.*
- *I think there is a bit of a warped sense that we are "helping" our diverse students by having lower expectations. That could not be further from the truth and the opposite of equity. We should encourage our students to experience "productive struggle" so that they can grow and not be enabled to be dependent learners.*
- *Pulling back and away from DEI agenda and focusing on helping ALL students learn and do better on national testing and learning metrics.*
- *Athletics and Burnsville's reputation as an overly inclusive school district. We have a poor reputation for over accommodating too much diversity that does teach structure, discipline, and positive vs negative consequences for students and parents to be accountable for their actions.*
- *Too much DEI. Lack of accountability for students who misbehave.*
- *Our district has faced many challenges surrounding diversity equity and inclusion and other socioeconomic issues.*
- *The district needs to work with kids/families facing language and cultural challenges while also providing excellent education to students who don't face these difficulties and/or need higher levels. It has to be full service.*
- *Very diverse community that needs intentional thought out process different from any community around us.*
- *Increase in Multilingual students and not effective programs to support these students. Let's think outside the box to support them.*
- *We will need even more SEL supports available.*
- *We also growing DEI concerns that need to be addressed.*
- *Having the supports in place needed for all of our students.*
- *Adequately serving multilingual students.*
- *Addressing inequality.*
- *DEI needs to end.*
- *Keeping the DEI with federal threats.*
- *Inclusivity is pushed ad nauseum ... the doors should be open to anyone who can come through and meet the academic and social standards.*



<ul style="list-style-type: none"> • <i>Federal influence on local efforts towards a more diverse, equitable, and adaptable school community.</i> • <i>Diversity is wonderful but making sure the school can help all the kids that come into the school so everyone has a chance to succeed.</i> 	
---	--

3. What does the next superintendent need to know about the history of the school district and community in order to be successful?

<p>Many survey respondents feel the next superintendent must understand that Burnsville-Eagan-Savage is a resilient, community-oriented district with a rich history of growing diversity amid shifting socioeconomic demographics.</p> <ul style="list-style-type: none"> • <i>It's surprisingly diverse for a suburban community. We need to maintain this.</i> • <i>We are scrappy, tough, real people. We don't have the shiny look of other districts, and I love that.</i> • <i>We are a diverse community and district.</i> • <i>Our strength is in our community and our diversity.</i> • <i>I feel like they need to understand the various different situations all students are in, and the diversification of everyone in Burnsville.</i> • <i>They need to know of the diversity of Burnsville and the amount of students who come from poverty and not the highest living standards.</i> • <i>There are many families are transient and move between schools.</i> • <i>That our district is a diverse district with many languages, cultures and races.</i> • <i>We are a strong community.</i> • <i>Our district is a true melting pot and this is why it is unique and beautiful!</i> • <i>We are an evolving community with changing needs.</i> • <i>Over the past 10-15 years the socio-economic status has changed drastically over the boundaries of the district. This brings in many new challenges that must continue to be addressed.</i> • <i>The history of our student body and community population- how it has changed and the needs of our students and families have changed.</i> • <i>Through the years I have been in the district, the community has become more diverse that has created both positive and negative effects in the community.</i> • <i>The diversity of our district.</i> • <i>The changes in the student composition over time.</i> 	<p>92 related responses</p>
--	-----------------------------



<ul style="list-style-type: none"> • <i>Understand the needs of the community and connections to the community.</i> • <i>Understand the shifts in the socioeconomic landscape of the city and the increasing diversity of the district, prioritize/promote continued need for whole person learning (academic and social/emotional).</i> • <i>Our district is resilient and forward-looking.</i> • <i>We are a diverse and hardworking community that is dedicated to our students.</i> • <i>That we are diverse and we change a lot.</i> • <i>We're on the back-end of major demographic shift from majority white to majority people of color.</i> • <i>The background of our students has changed significantly over the last 10 years, becoming much more diverse.</i> • <i>How the demographics are changing and what has been done to ensure all students succeed.</i> • <i>The community is not invested. It is not seen as a destination school district.</i> • <i>They should know about how rich the community is and help people thrive.</i> • <i>The community has historically been very supportive of their schools.</i> • <i>The community is super supportive.</i> • <i>The community cares about our school. We have a lot of retired people as well as families who do home schooling but they still care about our schools. I think Burnsville is a great community and a great place to live.</i> • <i>Strong partnerships with families, businesses, and community organizations have played a critical role in shaping the district's direction.</i> • <i>It is a great place to live and to send students to schools.</i> • <i>Generally I think the community is supportive of the district, but we still need more positive presence in the media to make this known beyond our district's borders.</i> 	
<p>Constituents also want the next superintendent to be a visible and ideally long-term leader who builds authentic relationships, communicates with transparency and compassion, values the district's diversity, and balances thoughtful change with a deep understanding of the community's needs and strengths.</p> <ul style="list-style-type: none"> • <i>This District needs a strong leader and manager of people and resources. Commitment to community and tax payers.</i> • <i>Change is hard but if they come in and try to build relationships with staff, honest, true relationships, making students, staff and community felt heard, seen and valued it goes a long way.</i> • <i>That the superintendent needs to have a seat at the table for the public.</i> • <i>Communication and compassion are critical in working with this district.</i> 	<p>57 related responses</p>



- *They have to like diversity, know the needs in the present and try to prevent needs in the future, work in base of the needs of the student population.*
- *It is important that everyone works together as a group; they make sure everyone has a voice, and is inclusive to other people.*
- *We need to keep moving forward, the past is just that. A new start is needed.*
- *Be flexible and make good decisions.*
- *Sometimes staff perceive that past superintendents have used our district as a stepping-stone to get into bigger districts. We appreciate superintendents who are invested in Burnsville long-term and here to stay.*
- *All communities need to be heard. There needs to be transparency and not feeling like things are being swept under the rug.*
- *Please choose someone who values risk-taking and diversity in classrooms and among teacher leadership. Choose someone who is loud and proud about our valuable, diverse community.*
- *The new superintendent must be someone who has had experience as a superintendent in another district. We need someone who can bring fresh ideas to manage our enrollment and strategic vision.*
- *Fresh perspective on leadership and structures.*
- *They should be in and around our schools. Connecting with families and students, so that the community understands the care behind the leadership. You cannot effectively lead an organization when you have limited relationships with your clients.*
- *New superintendents often want to make significant changes to make the district 'his/her/their' own. We don't need a new leader to take a heavy hand to changing programs and systems BEFORE understanding what they are and how they function and who they serve. Change is always needed; but with a scalpel, not a chainsaw.*
- *We have had many superintendents over the last few years. It would be nice to have someone who will be here for the long haul.*
- *They'll need to navigate a range of perspectives.*
- *Showing up matters to staff and families. Getting to know the various programs that serve the district.*
- *We need a strong leader who can navigate us during a pivotal time.*
- *Be visible and resourceful. Listen to the teachers and families and treat them well. Have accountability for principals and leadership.*
- *We need a superintendent that is going to work on rebuilding the trust and relationships with their educators. We need someone that will bring new ideas to fix the areas we are struggling with while appreciating and honoring the things we are doing that are working.*
- *We need a superintendent to do what's needed. It's a hard job.*
- *Just be smart and don't make the residents upset.*



It was also noted in survey responses that the next superintendent must understand diversity, equity, and inclusion are core values in ISD 191, viewed by many as the district's greatest strength and essential to fostering a supportive, respectful environment where all students and staff can thrive.

52 related responses

- *The value of DEI and how it strengthens our community*
- *Racial tensions and disparities need to improve.*
- *Keep politics out of schools.*
- *District 191 has made positive strides to close the achievement gap for its students, create an inclusive environment to receive feedback from school staff, parents, students and the community, but there is still a lot more work to be done. Don't settle and accept inequity or for status quo.*
- *That we are a community that loves, respects and recognizes the difference we have in this district.*
- *Our school district is deeply rooted in values like diversity, equity, and inclusion (DEI). New leadership that doesn't align with those principles can create friction and even undo progress that's been made. DEI isn't just a set of buzzwords; it's about creating an environment where all students feel seen, supported, and empowered to succeed.*
- *That while we say we are a culturally proficient school district, we have many ways that this needs to be strengthened. All departments and schools need to operating through the same lens and we currently are not doing that.*
- *Diversity, while a big strength, is seen as a negative to others not in the district.*
- *That we highly value the diverse perspectives that are offered in Burnsville.*
- *The diversity and equality of our school district is the secret for development of our kids.*
- *The new superintendent needs to know that our diversity in 191 is what makes us special. Our superintendent must champion the marginalized because that is who makes up our district.*
- *There's Students, staff, over all people of different identities. Identity is important and understanding, being empathetic to those who are different is very important. To be a clear safe space for students of ALL and Staff. School should be led by someone who has the best interest and listens to the needs of others.*
- *It is a very diverse and inclusive district.*
- *Our strength is our diversity.*
- *The school is very diverse and accepting.*
- *They need to understand our diverse population and how to ensure that all of the students' needs are met.*



<ul style="list-style-type: none"> • <i>The district values the worth and dignity of each individual and promotes equity and inclusion in each building.</i> • <i>Diversity is our strength, social/emotional is just as important as academics for today's youth.</i> • <i>Needs to understand the diversity and embrace cultural differences.</i> • <i>Diversity, equity and inclusion are at the core of 191. It is who we are.</i> • <i>Our diverse populations are the reason 191 isn't losing more students than it already is.</i> • <i>Diversity is highly valued and support from community is important. Our minority populations make our district what it is.</i> • <i>They should know that inclusivity is very important in our district.</i> 	
<p>Survey respondents also feel the next superintendent should be very aware of the district's history—including its past successes, challenges, and changes over time—in order to build on what has worked in the past, as well as avoid repeating mistakes.</p> <ul style="list-style-type: none"> • <i>Know the general history, values, goals, and objectives.</i> • <i>Everything that's happened in our district in the last 20 years.</i> • <i>The recent successes and failures so history does not repeat itself.</i> • <i>Understand what is working well, what needs improvement and how the districts finances have evolved.</i> • <i>How the history of the school started from beginning to now and to adapt to the latest years.</i> • <i>To know what has worked well in our district over the years and what has not.</i> • <i>On what happened in the school and how the future is going to turn out.</i> • <i>History about the schools community and tradition is important for the superintendent to understand.</i> • <i>They need to know what worked in the past and how to build on what might not have worked.</i> • <i>I think it's important for them to know about the financial history of the students in our district and about general backgrounds.</i> • <i>The superintendent should be aware of how students tend to think and the past actions towards the school.</i> • <i>Burnsville has a storied history. Lots of good, but definitely some challenges and bad press over the years.</i> • <i>Where we were, where we are and where we are headed.</i> • <i>Honestly, it would be nice for the new superintendent to know this area so they naturally know the change the district has gone through in the last 25 years. But from there, lets not dwell on the change. How can we truly move forward and give our kids the best education?</i> • <i>How far we've come and what we've done over the last 10 years.</i> 	<p>42 related responses</p>



<ul style="list-style-type: none"> • <i>Burnsville has a long and varied history. Do your research and don't believe all the negative. It is a great place to live and to send students to schools.</i> • <i>Our school has had ups and downs and it's up to the superintendent to make this school a safe and comfortable place for all students.</i> • <i>To succeed, a new superintendent in Burnsville, MN needs to understand the school district's and community's history, including key historical events, demographic shifts, and past successes and challenges.</i> 	
<p>To thrive, the next superintendent must prioritize the district's dedicated and hardworking staff through rebuilding trust with educators, valuing their input, and providing meaningful support amid ongoing challenges and limited resources.</p> <ul style="list-style-type: none"> • <i>We are a gem of a district with an amazing staff willing to do whatever it takes to help students succeed.</i> • <i>Staff work well together as a team. Respect that.</i> • <i>This is a strong district with effective staff and teachers.</i> • <i>There can be a lot of stuckness and rigidity to change among teachers in this district.</i> • <i>We have an amazing staff and a community that supports its teachers.</i> • <i>Our staff cares about students and families. We work very hard and go above and beyond to serve each student. We continue to work with fewer resources, even as our challenges increase. We are professional and compassionate. We are creative and dedicated. We give our hearts and minds to help students succeed in their endeavors.</i> • <i>Our strength is our staff.</i> • <i>Strong history and passionate teachers, inclusive of all the diversity and strong relationships.</i> • <i>The teachers and staff are really great.</i> • <i>We have a very dedicated staff in 191. Our goal is to do what is best for kids. However, there has also been a lot of mistrust between staff and admin due to many initiatives, a concern for staff/student safety, and what many feel is a lack of transparency from admin.</i> • <i>The past several negotiations between the Teacher's Union and the District have been hard to watch. Way too drawn out, disrespectful, untrustworthy, and harmful to relationships.</i> • <i>Our contract negotiations are not teacher/staff friendly, leading teachers to feel devalued.</i> • <i>A new superintendent needs to know that there has been a large turnover of teaching staff in the last few years because they are not feeling heard and/or supported.</i> 	<p>38 related responses</p>



<ul style="list-style-type: none"> • <i>Teachers are tired and don't always feel valued for what they work through every day.</i> • <i>Teachers are having to step in and "wear many hats" to maintain some structure and consistency for our students.</i> • <i>We have some very dedicated educators.</i> • <i>We are rich in diversity and we have an amazing, hardworking 191 staff who are committed to our students.</i> 	
--	--

4. Additional Comments:

<p>Overall, those who took the survey are seeking a leader who is visible, compassionate, and forward-thinking. To succeed in Burnsville-Eagan-Savage, it is desired to find someone who builds trust through open communication, values staff, embraces the district's diversity, and brings fresh ideas to support students, retain quality educators, and foster a culture of excellence and accountability.</p> <ul style="list-style-type: none"> • <i>Be open, be honest. Talk to teachers around the district to learn what's really happening on the inside and at ground level.</i> • <i>Burnsville is a powerful place right now and we need a leader who will institute change to bring us together with a standard of excellence we can be proud of.</i> • <i>Need leadership to support teachers, support staff and prioritize recruitment and retention.</i> • <i>Please pick a good superintendent we need someone who likes kids.</i> • <i>Need someone willing to get as much as possible out of the way of letting the great teachers teach & not be overwhelmed with policy, changing curriculums & overly large classes.</i> • <i>Please fight for all of our students, no matter the gender, whether of non-majority races, cultures, and religions, and members of LGBTQ+.</i> • <i>I think our next superintendent should put staff first. We need to have a good public image. We need to have collaborative relationships with community businesses and community groups. But we HAVE to retain good staff.</i> • <i>Hire a candidate with fresh eyes, ideas, and influences.</i> • <i>There are many issues that would benefit from a new perspective instead of the making the same mistakes.</i> 	<p>63 related responses</p>
--	-----------------------------



- *Please find an experienced superintendent that is focused the business of educating students.*
- *He she/he has to be a loving person, the thinks made with love are much different than without. When someone cares you can see the difference of his/her work.*
- *The next superintendent needs to be focused on raising the educational level of all students.*
- *Hire someone that will be a strong leader and bring back accountability for students and administrators.*
- *We need someone that represents the student population and can work with the rich diversity we have in Burnsville and get more out of our students.*
- *We need someone who is present and engaged in the interactions and situations happening right in front of them. We need someone with a strong background working in education that understands what teachers go through day to day and how to best support them.*
- *We need someone who values strong P/R and will cultivate relationships with all media outlets.*
- *Be more flexible and understanding as much as you can.*
- *I hope that this new superintendent will bring new and awesome changes to the district in the years to come.*
- *We need fresh ideas and viewpoints and someone with experience in leading a district our size.*
- *Want a great leader who values inclusivity!*
- *With our next superintendent, we need to see more visibility around the school district at all grade levels. We need this person to see what teachers and staff are dealing with on a daily basis.*
- *We need a leader who is visible, understands each individual building and their strengths and weaknesses. One that appreciates the people who work here.*
- *Superintendent needs to help create a safe and inclusive environment for all students. I would love to have someone who wants to celebrate special education like our diverse cultures are celebrated.*

