

August 27, 2026 Board Meeting

Board Members' Questions and Staff Responses regarding BoardBook materials

Early Childhood Program

Board Member Question	Staff Response
As one of our key gateways to all things One91 for both young students and their caregivers, I am curious about declining enrollment of our ML students in Preschool (Slide 13). Understanding the local impacts of Metro Surge, what specific steps have been taken to boost enrollment among our Preschool multilingual families in FY27?	The demographics on slide 13 reference two preschool classrooms at Diamondhead that are a mixed-age fee program serving children ages 3–5. These are fee-based classrooms that provide an opportunity for inclusion for children who may not be eligible for VPK, as well as children who may benefit from a smaller-group setting to continue building foundational skills. For FY27, multilingual learners (ML) remain a priority area in our efforts to increase access to early learning opportunities. Specific steps we have taken include: • Prioritizing ML students for VPK and available scholarship opportunities. • Adjusting our early childhood program catalog to provide clearer information about the range of programming options available to families, including the different pathways into early learning. • Redesigning and placing early learning yard signs at every school building across the district to increase awareness and visibility of our programs. • Creating Early Learning videos that explain the ages served and provide families with a broad overview of the early childhood programs and opportunities available. We recognize that understanding and responding to the impact of Metro Surge is important as we look at enrollment patterns among our multilingual families. Our focus is on making sure families are aware of the options available to them, understand how to access those opportunities, and have pathways into early learning that meet their child's individual needs. Our team believes the decline in 25-26 was directly related to Metro Surge. Many of those families were on scholarship and the state did not provide a remedy around the absences tied to the scholarship. As an Early Learning team, the act of providing a virtual experience for this age group and program specifically was not in the best interest of students and families. We did reach many of those families

2.1 - Over the past three years, what percent of VPK students are 191 residents (VPK DEC vs VPK in-school)?

through other outlets - meal drop and materials drop off as well as prioritizing those eligible for Kindergarten the following year with personal invitations to attend Kindergarten Jumpstart.

Over the past three years the percentage of VPK students that are residents of District 191 is 93.5%.

In 2025-2026* DEC VPK classrooms were comprised of 87.5% (63/73) District 191 residents. VPK school sites were comprised of 94.5% (236/246) district 191 residents.

*Specifically in 2025-2026, there were ten total students in VPK at our eight elementary schools and ten total students at DEC that were not residents of our district. This means that 20 out of the 365 total VPK students enrolled in our system were not residents of District 191.

2.2 - Over the past three years, what is our retention rate of VPK students who attend DEC VPK vs in-school VPK over time?

Over the past three years, the enrollment rate of VPK students into District 191 Kindergarten classrooms remains steady at 72% through 2024-2025 overall (Slide 17). If we include the VPK school year 2025-2026 enrollment, the rate of VPK enrollment into Kindergarten classrooms is approximately 75%.

Over the past three years the enrollment rate of VPK students attending elementary school for VPK and DEC for VPK are listed below.

2025 VPK - Elementary	286	237	82.87%
2025 VPK - DEC	79	56	70.89%
2024 VPK - Elementary	256	194	75.78%
2024 VPK - DEC	49	31	63.27%
2023 VPK - Elementary	274	195	71.17%
2023 VPK - DEC	36	22	61.11%

3. Longitudinally, what is our retention of VPK students in One91? 5- and 7-years out?

In 2025-2026, 80.27% of all VPK students enrolled into District 191 Kindergarten classrooms. This is the highest level of continued VPK enrollment into District 191 Kindergarten classrooms in our VPK program history. If we look at the last three year average, approximately 75% enroll into Kindergarten classrooms. The graph in slide 17 in the presentation only shares VPK enrollment data through 2024-2025.

	Former VPK student enrollment is 62% after two years and 54% after three years. The biggest sustained decline in former VPK student enrollment occurs during the first 3–4 years after VPK. By year 5, former VPK student enrollment in District 191 is approximately 44%. By years 7–8, former VPK student enrollment appears to level off around 36%. Please see the table below for detailed information by year. Please see the detailed VPK program data by school year below for continuous enrollment information by school year.
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VPKGroup	Students Enrolled	Enrolled K	Enrolled K %	Enrolled 1st gr	Enrolled 1st gr. %	Enrolled 2nd gr	Enrolled 2nd gr. %	Enrolled 3rd gr	Enrolled 3rd gr. %	Enrolled 4th gr	Enrolled 4th gr. %	Enrolled 5th gr	Enrolled 5th gr. %	Enrolled 6th gr	Enrolled 6th gr. %	Enrolled 7th gr	Enrolled 7th gr. %
2026-27 VPK Totals (current)	265																
2025-26 VPK Totals	365	293	80.27%														
2024-25 VPK Totals	305	225	73.77%	188	61.64%												
2023-24 VPK Totals	310	217	70.00%	193	62.26%	173	55.81%										
2022-23 VPK Totals	283	202	71.38%	172	60.78%	153	54.06%	139	49.12%								
2021-22 VPK Totals	292	207	70.89%	164	56.16%	143	48.97%	137	46.92%	122	41.78%						
2020-21 VPK Totals	301	229	76.08%	202	67.11%	166	55.15%	149	49.50%	136	45.18%	129	42.86%				
2019-20 VPK Totals	333	237	71.17%	206	61.86%	173	51.95%	139	41.74%	129	38.74%	122	36.64%	106	31.83%		
2018-19 VPK Totals	323	220	68.11%	196	60.68%	170	52.63%	148	45.82%	131	40.56%	128	39.63%	120	37.15%	114	35.29%
2017-18 VPK Totals	222	159	71.62%	147	66.22%	123	55.41%	121	54.50%	103	46.40%	89	40.09%	79	35.59%	83	37.39%
2016-17 VPK Totals	114	85	74.56%	72	63.16%	66	57.89%	60	52.63%	57	50.00%	53	46.49%	48	42.11%	41	35.96%

Policy 621

Board Member Question	Staff Response
One question leading up to Thursday on this Policy. Depending on the response, this may be asked that evening. On page 621-4 > V. Identification and Report > A: Understanding that MSBA / MDE is allowing us to strike the language as noted, why would we not want the language to stand 'as is?' With the board indicating its preference to continue assessing students reading at grade level for reading difficulties including characteristics of dyslexia, without requiring a separate screening of each subcomponent of foundational reading skills. I would like to understand how striking this language might help our students and their learning? Conversely, I would like to understand how maintaining this language might impact our	These changes reflect an expansion, not a constriction, in expectations to support the students in relationship to the law. Beginning SY2026-27, universal screening requirements for second and third graders reverted back to the original 2023 READ Act language. Specifically, all second and third grade students will complete both nonsense word and oral reading fluency subtests in fall, winter, spring. This meets the READ Act requirement for universal screening of both foundational reading skills and characteristics of dyslexia in grades K-3. Moving forward, second and third grade educators will benefit from having complete screening data to ensure instructional precision and effective use of instructional time.

students and their learning, in your own estimation.	So, the policy language that was removed provided an 'out' for districts that no longer should exist.
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Casual Wage Scale

Board Member Question	Staff Response
Please elaborate on the new SpEd TOSA. I would like to understand our need for this role.	The role is not new. The addition to the casual wage scale is new, resulting from a cleanup effort, as it had been processed through miscellaneous pay for the previous couple of years. Once that came to the attention of HR, it was moved to the casual wage scale to align it with the normal process. A Special Education TOSA balances hands-on support, compliance oversight, and direct collaboration across the school building(s). Their responsibilities break down into these core tasks: Instructional Coaching & Staff Mentoring, Evaluation & Due Process Management, Facilitating Meetings, Leadership & Communication and Direct education assistant support.