

September 10, 2026 Board Meeting

Board Members' Questions and Staff Responses regarding BoardBook materials

(Summer Programming)

Board Member Question	Staff Response
1. Slide 5 - Please detail location for each (e.g. I see PreK-5 is hosted at HB. Where are the other options offered?)	Slides 4 and 5 divide our Summer Programming offered through Community Education by site and grade level. On Slide 5, our Youth Enrichment programming was primarily offered at Harriet Bishop. Most of our Discover, Dream, Do programming serves students in PreK through Grade 5. Burnsville High School and Diamondhead Education Center served as additional locations for programming for students in Grades 6–12, as well as Blaze Sports programming. This slide is intended to show how we utilized multiple district facilities to provide programming for different age groups and program areas throughout the summer. It has been updated to reflect the multiple locations.
1.1 - PreK-5 enrichment programming is hosted consistently at the same site, or does it rotate to different sites? Please elaborate as to why.	Youth Enrichment summer programming locations may change from year to year rather than being hosted consistently at one site. Location decisions are based largely on district summer operations, including scheduled building projects, maintenance, and other facility needs. We work to identify sites that can best accommodate the programming while also considering building availability, program needs, and the overall summer operations plan. This flexibility allows us to continue offering a variety of enrichment opportunities while supporting the district's facility and operational needs during the summer months.
2. Slide 6 & 7 - How many (# & %) are in-district students? Please include this data in the slide, as it is relevant to both the BOE's and our community's understanding of students served.	Slide 6 & 7 refers to all programming offered by Community Education in the summer that require registration as a student. This would include Ready to Grow/Ready to Learn, ECFE, Youth Enrichment, Adult Enrichment, Project Kids, The Edge, Kindergarten Jumpstart, and all K-12 Summer school programs. Youth Enrichment 3D Discover, Dream, Do- We have reached out to Arux to figure out a way to retrieve this information. This is a request we will continue to work on.

2.1 Separately, a breakdown of in- vs out-of-district students served (# & %) by level would be helpful (elem, MS, HS).

3. Slide 8 - I imagine verbiage will elaborate and provide examples of how "Partnerships (align) to Pathways"

Summer Project Kids-

- 84.8% enrolled are District 191 students
- 15.3% are out of district students

The Edge-

- 31% enrolled are in District 191 students
- 69% enrolled are out of district

K-7 Summer School - 97.8% in district, 2.2% attended elsewhere

- 22 students attended elsewhere, of which 20 are within school boundaries
- 2 students were out of district.

Kindergarten Jumpstart -

- 89% in district
- 11% attended elsewhere
- 22 students attended elsewhere, of which 17 are within school boundaries
- 5 students were out of district.

8th Grade Summer Stem Success Academy and 9-12th grade Credit Recovery-

- All students are district 191 students.

Program	Number of In-District Students Served	% of In-District Students Served
Youth Enrichment (PreK-5)		
Youth Enrichment (Grades 6-12)		
Kindergarten Jumpstart	178	89%
K-7 Summer School	941	97.8%
8th Grade STEM Summer Success Academy	82	100%
9-12 Credit Recovery	243	100%
Summer Project Kids (Grades K-6)	289	84.8%
The Edge (Grades 6-10)	168	31%

Summer programming, whether it is fee for service or summer school, allows students to connect to District 191 Pathways by incorporating opportunities in areas such as community outreach, art, science, music, and athletics.

In the Tiered Pathways experience K-8 document, we were able to align ALC K-7 summer school specialists, to support students in art, music, physical education, culinary and science/STEM experiences. Field trip experiences offer students opportunities to engage in STEM activities and experiences as well as the theater arts and the outdoor classroom.

4. Is there a fee differential between in-district and out-of-district students to participate in our summer programs? If yes, please elaborate.	The only program that has a different rate for in-district and out-of-district students is Summer Project Kids.
Slides 11 and 12 - Learner Outcomes: I assume this is data for students participating in summer school? Are these outcome %'s for Summer 2026 growth? What is "pre-assessment" referring to because I would assume that any score would be coming from an assessment. How do you score something before the assessment is given? And what are we assessing? The need for summer school? Slides 13 and 14: What does this data represent? All K-7 grades' summer school programming (or specific grades/programs) in these time periods?	Yes Yes The term pre-assessment refers to an assessment that is administered to students at the beginning of summer programming, typically during the first week of Summer School. Students complete assessments in both Reading and Math, which provide a baseline measure of their skills at the start of the program. The purpose of the pre-assessment is to establish a starting point that can be compared with the results of a post-assessment at the end of summer programming. This allows us to measure student growth over the course of the summer and identify areas where students may need additional support. The pre-assessments and summer school curriculum are aligned with the district's grade-level guarantees. Pre-assessment results are used to inform instruction and help staff target areas of need throughout the summer. As part of the statutory requirements for Area Learning Center (ALC) programming, assessment information is shared with families at the conclusion of the summer program in the form of a Continual Learning Plan (CLP). Summer ALC assessments include math and literacy illustrated on slides 11-12. The data on slides 13 and 14 represent the data of a cohort of students that began summer programming in the Summer of 2021. This information was shared with the school board on May 8, 2025. This is a continuation of how these students are now performing in comparison to peers who did not attend summer school.

Or is this following a cohort of students from 2022 through 2026? I assume it's the former so it would be interesting to look at a cohort - if that's possible.

So 2nd graders in 2022 and how this same group performs in 3rd grade in 2023 and 4th grade in 2024, etc.

What kind of sustained benefit (if any) do students have that participate in summer school, especially in the earlier grades to have that foundation built? Granted, this might be difficult since students may attend summer school some years and not others -so it might not be that informative. Totally understand if this kind of information just isn't available or meaningful.

Slide 15

Do I have this correct - 595 registered students are the number of students participating in credit recovery during the school year (from Sept to June only) and then 234 students were in the summer credit recovery program. Some of the 234 might also be in the 595 number?

And some of the 234 are in-coming 9th graders?

This is a cohort of students who attended summer programming during the summer of 2021.

Yes, if a student was a first grade summer school student in the summer of 2021, they would be a 2nd grade during the 2021-22 school year.

The aReading and aMath data does provide an encouraging indication that students who participated in summer programming continue to demonstrate strong academic performance over time, including through MCA testing.

Anecdotal data from teachers indicates that students attending summer ALC programming do not regress and experience "summer slide". For example, just today (9.9.26), I received this message:

"I just wanted to send you a quick note to thank you for all of your work with summer school! As I have been doing diagnostic assessments the past few days, especially with our 1st graders, it is very clear that the students who attended summer school retained and gained new foundational skills. They still knew the letter names/sounds, sight words, and blending skills they had in the spring and knew more as well. There is such a difference for those who attended summer school! Have a good school year"
-Teacher/Learning Specialist

There are more teachers that share these sentiments on an annual basis. We also hear the same sentiments from parents.

Yes

No, none of the 234 students were incoming 9th graders.

Slide 16 Can we get pictures from this year's indoor graduation instead of 2025's outdoor ceremony? How many of the 46 students who didn't graduate on May 31, 2026 are in the 84 that graduated as of July 23rd? And by "graduated on May 31, 2026", does this mean "walked at graduation"? Slides 18 and 19 It would be nice to add which programs these are referring to when it isn't specifically mentioned in the feedback quote. Slide 20 What programs are being referred to with each of these bullets? Which ones have the staffing model of 2 adults per classroom, for example? Every educational program offered by 191 in the summer? Another example - for cultural liaisons, is it that they are available throughout the summer as needed or that they visited various learning sites on a rotation throughout the weeks?	Yes. The pictures have been updated on slide 16. All 46 students graduated. Any student who had more than 6 credits to complete were not allowed to walk at graduation. Information added to slides 18 and 19 • Kindergarten Jumpstart • K-7 Summer programming • 8th grade STEM Summer Success Academy In the Kindergarten Jumpstart and the ALC K-7 programs two adults were hired to support students in each classroom. In 8th Grade Summer STEM Success Academy there were two licensed teachers and one ML teacher in each classroom. Cultural liaisons were hired and stationed at ALC summer sites for the duration of programming.

