MEXICO SCHOOL DISTRICT #59

SUPERINTENDENTS' REPORT

DR. TROY LENTZ, SUPERINTENDENT
JULIE (LOWER) WELCH, ASST SUPERINTENDENT

April 2026

Community Engagement

The following groups continue to be engaged: Bright Futures, Kiwanis, Chamber of Commerce, and Rotary.

Facilities

The tennis court is in use. We are monitoring a settling issue on the southwest corner. A section of concrete has been removed to investigate. A third party will evaluate the situation by x-ray, scoping drain lines, and scoping the new cavity. Depending on the results of the evaluation, a mitigation plan will be developed. The basketball court is on schedule. A construction pre-planning meeting for the high school work is scheduled for April 24.

PROJECT	BUILDING	STATUS	Contractor	WINNING BID	PAY APPS
HVAC	EF, MHS, MMS	Complete	Peters	$2,785,828.00	$2,885,611.80
Roof	MHS, EF	Complete	ASR	$1,311,620.00	$1,281,210.00
Playground	MELC, EF, HAW	Complete	B&J	$1,138,958.00	$1,144,838.01
Upgrades	MHS	In Progress	LDC	$2,259,707.00	$0.00
SB Field	MHS	Complete	B&J	$796,700.00	$870,461.00
TENNIS COURT	MHS	In Progress	Next Level	$2,375,829.00	$1,909,038.30
Upgrades	MMS	Complete	LDC	$3,442,334.00	$3,418,253.26
VO-TECH RENO	HCC	Not Started		$0.00	$0.00
FIRE ALARM	CO	In Progress	Meyer	$77,592.00	$0.00
HVAC	MELC, HCC, CO	In Progress	Peters	$1,951,445.00	$0.00
ELEVATOR A	MHS	In Progress	TKE	$207,485.97	$101,870.89
ELEVATOR B	MHS	Not Started		$0.00	$0.00
GYM FLOOR	MHS	In Progress	Missouri Floor	$493,700.00	$0.00
Emmons	MHS	Not Started	Sound Solutions	$129,538.00	$0.00
SUBTOTAL				$16,970,736.97	$11,611,283.26

Finance

To date the district has received $25,853,049 (86% of budget operating revenues) and spent $22,216,455 (70% of revenues). Five payroll cycles remain for teachers.

Since the March board meeting the following information has been made available regarding FY 27 revenues.

March 19 (meeting with assessor): At this time, it appears that no major changes can be expected for industrial equipment or PILOT.

March 26: The house passes budget. SAT projected to remain under $7,000.

April 2: Preliminary title allocations released. The FY 27 title I allocation is $561,728. The FY 25 preliminary allocation was $657,559.

April 7: Passage of SB 3 which provides tax credits to offset property tax assessments.

Preliminary FY 27 budgeted expenditures and revenues:

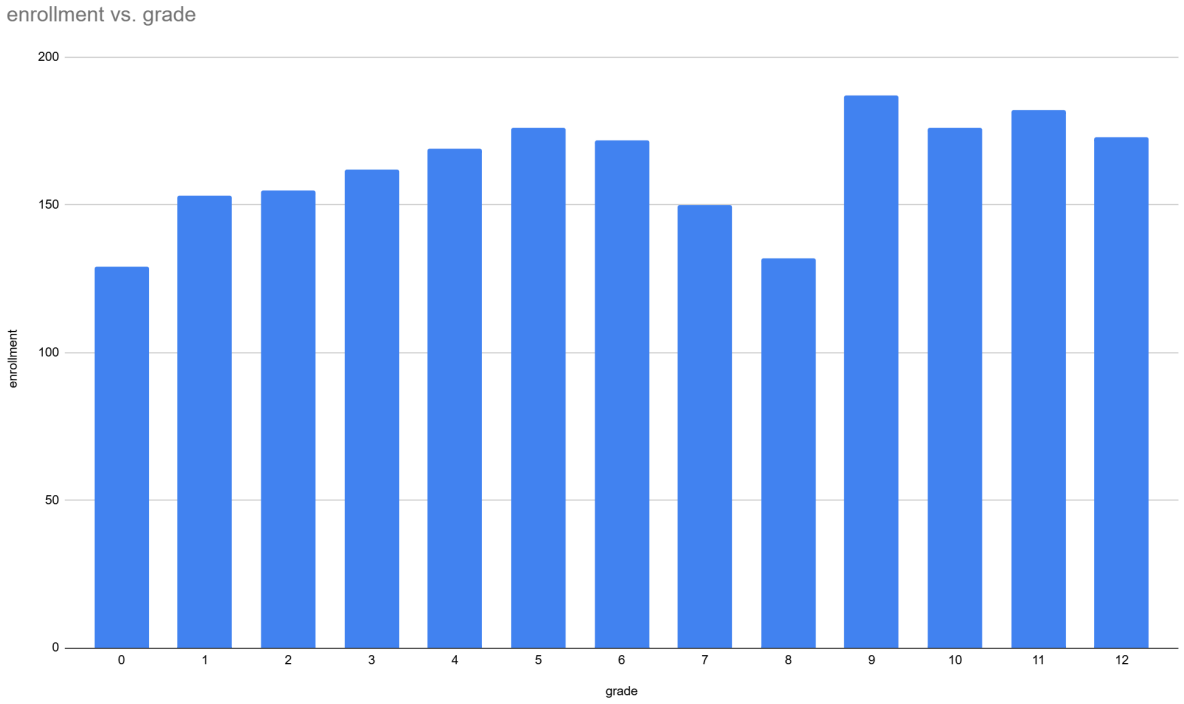
Projected Operating Expenditures

	certificated salaries	non certificated salaries	employee benefits	purchased services	supplies	sum
FY 25	$ 13,804,009.00	$ 5,391,704.00	$ 5,768,700.00	$ 3,626,685.00	$ 3,587,274.00	$ 32,178,372.00
FY 27	$ 13,354,322.00	$ 5,653,303.30	$ 5,702,287.59	$ 3,717,352.13	$ 3,676,955.85	$ 32,104,220.86

Projected Operating Revenues

	FY 27	FY 25	change
local	$ 13,575,555.00	$ 13,947,340.00	$ (371,785.00)
county	$ 2,473,489.00	$ 2,414,965.00	$ 58,524.00
state	$ 11,163,497.00	$ 9,903,049.00	$ 1,260,448.00
federal	$ 3,839,568.64	$ 5,178,840.00	$ (1,339,271.36)
sum	$ 31,052,109.64	$ 31,444,194.00	$ (392,084.36)

In the current budget environment, evaluating vacant positions will be important. The district has reserves to support deficit spending, but the only way to balance the budget will be to reduce the total number of employees through attrition over time. While the district's enrollment is not declining rapidly, we are enrolling fewer students than we graduate-matching statewide trends and birthrates. When the class of 2029 graduates, the district's enrollment will be noticeably smaller. All four high school grades have over 170 students. In grades kindergarten through eighth only two cohorts are over 170.



Summer School 2026

Summer school registration opened the first week of April, and enrollment is off to a strong start.

Building	2025 1st Day Enrollment	Current Enrollment after 3 Weeks of Registration
HAW K-2	262	123
EF 3-5	258	124
MMS 6-8	144	124
MHS 9-12	268	116

Elementary Math

Our elementary math team and instructional coach had two afternoons of release time, with another day planned after school is out, to continue aligning our module assessments with the MLS standards and our report cards. This has been a big lift, and our teacher representatives working on it deserve a lot of credit.

At the same time, our math instructional coach and team recently updated the summer school math curriculum, with a focus on geometry units.

District Literacy

Secondary representatives have been added to the Literacy Team, including the middle and high school lead principals, the instructional coach, and one ELA teacher from each secondary building. This formally transitions the Elementary Literacy Team into a K–12 District Literacy Team focused on continuous improvement in literacy instruction and intervention across all grade levels. As part of this alignment, students with Reading Success Plans (RSPs) currently in seventh grade will transition to the high school in the 2027–28 school year. The middle school has maintained a reading intervention model for several years and refined its approach this year to incorporate more targeted, skills-based group interventions, matching elementary practices. The high school has begun initial planning to implement a structured intervention model to support students on RSPs beginning in 2027–28.

While we feel good about the gains students are showing in phonics, we continue to collaborate on strengthening vocabulary development and reading comprehension, as well as more intentionally aligning writing instruction with comprehension.

Federal Programs

A new part-time position has been posted for a St. Brendan Reading Intervention (Title I.A) teacher. As we transition off the Title I.A Nonpublic Bypass, this will be a Mexico Public Schools position based at St. Brendan, with district hiring and supervision. The teacher will provide 4–6 hours of daily reading intervention services. Recruitment efforts have included outreach to retired teachers. If a qualified candidate is not available during the school day, we will consider utilizing a current MPS teacher to provide services after school.

The April Tiered Monitoring submission, due April 15, has been completed. This cycle required documentation demonstrating that our Title I.A program supports meaningful family engagement and includes an end-of-year evaluation with parents and stakeholders. It also included end-of-year evaluations for Titles II and IV, along with documentation of services provided to eligible nonpublic students.

District Assessment

Spring testing is here and in full swing. Our 3rd–5th graders wrapped up state MAP testing last week. During classroom walk-throughs, it was clear students and teachers were really locked in. Rooms were calm, quiet, and focused, and students were working hard. One student even caught Mr. Daly and me in the hallway to show off his perfect score report. He was pretty excited (and already thinking about that movie incentive!).

Our 6th–8th graders will take their MAP tests the last week of April and first week of May. At the high school, End-of-Course (EOC) exams run April 20 through May 2. Scores are promised to come back within five business days, and teachers can use those as a summative grade for the course.

All buildings will also give the spring i-Ready Assessment in reading and math in May. Elementary teachers will also be administering the required Literacy Tasks as the dyslexia

screener, and measuring their students' growth in phonics to report on grade cards using the PSI.

Elementary Domicile Imbalances

When we reorganized grades 1–5 by splitting the district along the railroad tracks—north to Hawthorne and south to Eugene Field—it created clear boundaries, but over the past two years it's led to noticeable class size imbalances.

Both schools are staffed for four sections per grade, but Hawthorne has needed a fifth section at times due to higher enrollment. Shifting teachers between buildings isn't a practical solution, and we don't have extra classroom space without impacting Title I services.

Looking ahead, the gap is growing. We're projecting 1st-grade class sizes of 20–21 at Hawthorne and about 13 at Eugene Field. Because of this, we're no longer able to approve transfer requests to Hawthorne, even for staff.

Academically, both schools perform similarly, with comparable i-Ready and MAP results and strong teaching in both buildings. However, we do see Hawthorne being favored, in part due to a longstanding community perception that the "north side of the tracks" is the better school and the "south side" is the rougher school. This perception continues to contribute to the imbalance and is something we will need to address moving forward.