

KENOSHA UNIFIED SCHOOL DISTRICT

KUSD Rightsizing Committee
Meeting #3

KUSD Mission: Provide excellent, challenging learning opportunities and experiences that prepare each student for success.

August 7, 2023



Agenda

- Feedback Summary
- School Board Meeting Update
- School Leadership Input
- Presentation of Scheduling/Learning Formats
 - Elementary Enrollment Simulation
- Project Timeline Update



Path to Decisions

- December, potential Board decisions regarding rightsizing KUSD
- For the Board to review quality scenarios, Davis Demographics will need time to develop those scenarios.
- Those scenarios need to have some priorities and parameters.
- Goal to have the Board provide (vote on) initial priorities and parameters at the August 31, Special Board meeting.
- To have those by August 31, have the KRC refine the working list and review those through different vantage points and identify potential areas for consideration (August 7 & 29 meetings).



Feedback Summary

- Based on the initial discussions from the first two meetings.
- Review the summary areas for nonnegotiables, priority areas and considerations.
- Ask follow-up questions, discuss potential impact.
- Refine this list for School Board recommendations.



Feedback Summary

Code	Organization	Count
C	Consider K-8 programs (ex. Combine elementary with middle as a K-8)	4
C	DO NOT transition to K-8 schools	
C	Ensure manageable start and stop times	
C	Combine two schools into one, names stay the same like Reuther/Harborside	
C	Change HS boundary - give to disperse population equally	
C	Consider full day 4 Year Old Kindergarten	
C	Minimize any loss to Title 1 funding	



Elementary Staffing

- **Class Size policy 6432** (handout)
- **Enrollment projections** used to staff future year (January)
 - Section Gain, Lose, Remain Same
 - Registration monitored closely
 - Review continuously through 3rd Friday count day
 - Comparability report ensures we are meeting state/federal guidelines
- 2021-22, 2022-23, and 2023-24 **ESSER \$ to relieve** split classes K-2
 - Smaller class sizes
- DPI recommended **General Education/Special Education ratio**
 - Use DPI guidance 70/30
 - Administratively determined based upon need of students



Current Sections

- **6 Section Schools**
 - Dimensions, Brompton
- **8-17 Section Schools**
 - Bose, Brass, EBSOLA CA, EBSOLA DL, Forest Park, Frank, Grant, Grewenow, Harvey, Jefferson, Jeffery, KTEC E, KTEC W, McKinley, Prairie Lane, Southport, Stocker, Vernon
- **18+ Section Schools**
 - Nash, Pleasant Prairie, Roosevelt, Somers, Strange, Whittier



Elementary Support Staff Staffing

- Counselor/Social Worker at one school
- Instructional Coach at one school
- LMT shared between two schools OR at one school
- Specialists shared between two schools OR at one school
- Band/Orchestra teacher shared between many schools
- OT/PT/ST/AT/SDPE/HI/VI shared between many schools



Impact of Shared Services and Support

- Scheduling limitations
 - 12 schools have 3 sets of specialists
- Sense of belonging
- Commitment to school initiatives
- Travel time
- Programs/projects shared with other specialists
- Collaboration with grade level or other specialists is hindered
- Participation on school teams is limited
- Not a desirable schedule for specialist, difficult to retain staff



District Programs - Impacting Capacity

- Dual Language-6 classrooms
- Enrichment-4 classrooms
- Even Start-3 classrooms
- Self Contained
 - EBD-6 classrooms
 - ID-9 classrooms
 - Speech Impact-1 classroom
 - Early Learner-6 classrooms
 - DHH-1 classroom
- Headstart-10 locations
- Sensory rooms-1 classroom at each school
- 4K-Every school (12 classrooms)
- Interventionist - 1-2 classrooms



Sample Elementary Staffing Worksheet

School	Projected Enrollment Grade 1	Teacher FTE	Class Size Grade 1	Projected Enrollment Grade 2	Teacher FTE	Class Size Grade 2
Sample A	46			47		
Sample B	53			56		
Sample C	51			41		

- Referencing the Board Policy, assign the number of teachers and determine the class size(s) for each grade and the whole school.
- Do this first individually for three schools and then compare at your table.
- Discuss your rationale for any differences.



Middle School Scheduling

- **House Model: Teams of teachers supporting a group of students.**
 - Family and Team atmosphere well suited to MS learners
- Allows for common expectations and procedures among all academic teachers.
- Grade levels go 'out' for two elective periods each day.
- This allows time for "House" (Core Academic) teachers to collaborate, plan, problem-solve and attend meetings together during school day.
- Flexible model, rearrange student groups and personalities as needed.
- Annually, can configure number of teachers in the House teams and number of teams needed based on grade level enrollment.
 - Teacher licensure/certification, however, can be a challenge.
 - Teachers may only teach what they are licensed/certified to teach.



An Ideal House Team Scenario

220 - 7th graders
 $220 / 8 \text{ Teachers} = 27.5 \text{ per class}$

110- 7th Graders

Teacher 1: Teaches 4 sections of English (K-8 Cert)	Teacher 2: Teaches 4 sections of Math (Math only cert)
Teacher 3: Teaches 4 sections of Social Studies (K-8 cert)	Teacher 4: Teaches 4 sections of Science (K-8 cert)

110- 7th Graders

Teacher 1: Teaches 4 sections of English (K-8 Cert)	Teacher 2: Teaches 4 sections of Math (Math only cert)
Teacher 3: Teaches 4 sections of Social Studies (K-8 cert)	Teacher 4: Teaches 4 sections of Science (K-8 cert)



Next Year Grade 7 Enrollment Drops

188 7th graders
188 / 7 teachers = 27 per class

108 7th Graders

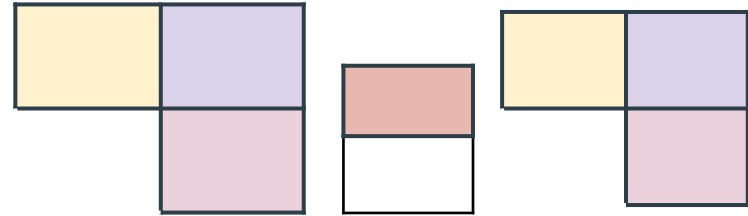
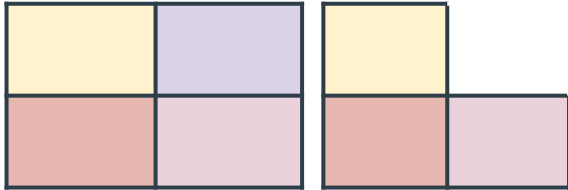
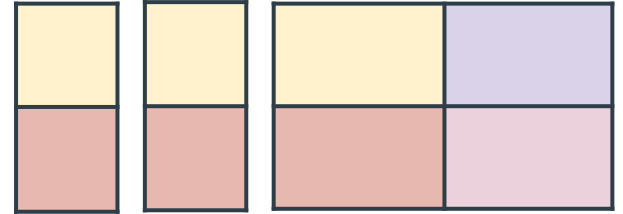
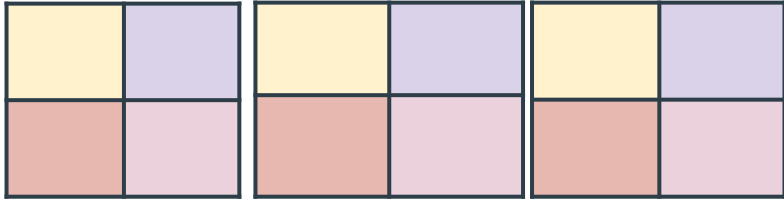
80 7th Graders

Teacher 1: Teaches 4 sections of English (K-8 Cert)	Teacher 2: Teaches 4 sections of Math (Math only cert)
Teacher 3: Teaches 4 sections of Social Studies (K-8 cert)	Teacher 4: Teaches 4 sections of Science (K-8 cert)

Teacher 1: Teaches 3 sections of English & 1 section of Soc St (K-8 Cert)	Teacher 2: Teaches 3 sections of Math & 1 section of Soc St (Math only cert)
Teacher 3: Teaches 3 sections of Math & 1 section of Soc St (K-8 cert)	Teacher 4: Teaches 3 sections of Science & 1 section of Soc St (K-8 cert)



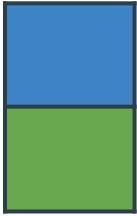
Various House Configurations





Electives: 2 Periods Per Grade Level

Grade 6



Quarters: Music, Art,
World Language,
Tech Ed, Family
Consumer Sciences,
PE (2Quarters).

Grade 7



Semesters: Music,
Art, World
Language, Tech Ed,
Family Consumer
Sciences, PE.

Grade 8



Semesters: Music,
Art, World
Language, Tech Ed,
Family Consumer
Sciences, PE.



High School Scheduling

- More complicated.
- More course choices for students
- Designed to allow students to specialize, whether that is via AP classes or higher-level courses with pre-reqs.
- The trick of HS Master Scheduling is to place all the student requested courses during different periods to fulfill the greatest number of course requests possible with least “conflicts” between courses.
- 7 classes per day (max) x 2000 students = 14,000 course requests to make happen.



More HS Certification Constraints

- Mostly K-12 Electives, with some variation
- English (any English course)
- Math (any Mathcourse)
- All Sciences are specialized certs: Physics, Biology, Chemistry, Earth/Space Science, etc...
- All Social Studies are specialized certs: Gov.& Pol, Broad field Social St, Geography, Psych, Sociology, Astronomy, History,etc...
- Most Science/Social St teachers will hold multiple certs, but none hold all the certs for a content area
- Not unusual for schools to have only one teacher who can teach a specific course



High School Scheduling

High School Scheduling is all about:

- Honoring 14,000 Course Requests as much as possible
- Ensuring that you have teachers who are certified to teach that course.
- Managing teacher FTE utilization by ensuring that you have enough course requests to make a full class.
- Contracted teachers consistency (employed full -time, instead of part-time one year, full-time the next).
- Because it is a moving puzzle, every piece (course, student, or request) you move impacts multiple other pieces in the puzzle.



Utilizing FTE: 1 section at a time

A 1.0 Teacher is assigned 6 instructional sections and is provided one period for prep (planning lessons, grading, IEP and other meetings, parent calls, etc..)



Course 1 Section 1 28 students	Course 2 Section 1 27 students	Course 2 Section 2 28 students	Course 1 Section 2 25 students	Course 3 Section 1 32 students	Course 1 Section 3 29 students
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Course 1 Section 1 28 students	Course 2 Section 1 27 students	Course 2 Section 2 29 students	Course 1 Section 2 25 students	Course 3 Section 1 32 students	Course 1 Section 3 29 students	AP Class 4 Section 1 11 students
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Diagram illustrating the utilization of FTE (Full-Time Equivalent) for a teacher assigned to 6 instructional sections. The teacher is provided one period for prep (planning lessons, grading, IEP and other meetings, parent calls, etc.). The sections are:

- Course 1 Section 1 (28 students)
- Course 2 Section 1 (27 students)
- Course 2 Section 2 (29 students)
- Course 1 Section 2 (25 students)
- Course 3 Section 1 (32 students)
- Course 1 Section 3 (29 students)
- AP Class 4 Section 1 (11 students)

Arrows indicate that the AP Class 4 Section 1 is a separate section, and a question mark arrow points to the Course 1 Section 3, suggesting it may be a new or additional section.



High School Scheduling Takeaways

Projected enrollment numbers matter

- Projections are educated guesses but numbers can fluctuate.
- They're how we determine FTE: how many teachers a school gets for the next year.
- HSs are bigger, therefore, fluctuations can be exponential.
- HS scheduling flexibility comes from their FTE allocation.
- HSs need enough FTE to manage the moving puzzle, handle unexpected enrollment changes, and provide for as many classes as possible...all while being fiscally sound.
- 1 kid may want AP Biology but you must have the FTE to offer it.
- Flip side, 40 kids don't actually fit in a classroom.



District Programs - Impacting Boundary Enrollment or Building Capacity

- Bullen Dual Language continuation grades 6-8
- Mahone: built for MS pods of 4 teacher House.
- ITHS Academies
- ITHS Kenosha Military Academy
- Specialty Choice/Charter Program Needs
- Self Contained or ID programs
- Sensory or Calming Rooms
- Intervention or Resource Rooms
- Specialty Gym Areas (weight room, “upper gym”, pool, etc..)



Upcoming Dates

- August 7, 2023, KRC Meeting #3
- August 16, Davis on site with KUSD Administration, community development review
- August 22, Regular School Board Meeting
- August 29, 2023, KRC Meeting #4
- August 31, Special School Board Meeting (Davis to participate)
- Davis is currently ingesting over 2.2 million points of data covering the previous 4 years of enrollment, demographic and KUSD related information. Geocoding with current boundaries.

THANK YOU

Any questions?

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A blurred photograph of a classroom. In the foreground, there are several white rectangular desks with blue chairs tucked under them. The desks are arranged in rows. In the background, there are more desks, a chalkboard on the left wall, and large windows on the right wall. The room is brightly lit, and there are various educational supplies and decorations visible on shelves and desks. The overall scene is a typical classroom environment.

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