



KUSD's Review of the Proposed Charter
KTEC Expansion Proposal
4K-12 Model
November 2020

To: KUSD Board of Education

From: Dr. Sue Savaglio-Jarvis

Date: November 24, 2020

Re: Charter Proposal: KTEC High School Expansion

On November 16, 2020, Dr. Angela Andersson and representatives from the KTEC Charter School presented a proposal for KTEC to expand to high school grades (grades 9-12). This proposal was defined as an expansion of the existing KTEC program. A KUSD Charter Review Team consisting of 15 KUSD staff members listened and posed a variety of questions related to the proposed expansion. The KUSD Charter Review Team utilized a charter rubric comprised mainly from the current Wisconsin Charter application artifacts. This rubric was based on the current Wisconsin DPI Charter School Planning, Implementation and Expansion Application Benchmark Form (link below). This rubric was reviewed by Mr. Nick Pretasky, Associate Director of the Wisconsin Resource Center for Charter Schools, (CESA 9). Mr. Pretasky provided some additional feedback for consideration for the finalization of the rubric. All 15 members of the KUSD Charter Review Team completed the November 2020 anonymous survey. This rubric and survey focused on aspects of the planning, implementation and expansion tasks for proposing and developing a charter school expansion, and covered over 60 questions. In total, there were 63 select response questions and one open-ended question to help provide responses to the requesters as well as the KUSD School Board.

A booklet will be provided to each KUSD School Board member and the KTEC group that covered each response, as well as the full comments from the survey and the archived chat log from the virtual presentation. A listing of the KUSD Charter Review Team is shown below. Please refer to the “Wisconsin Charter School Authorizer Model Application Process” for any question you may have using the links in the resource section. The ultimate authorizer of KUSD’s Instrumentality Charter schools is the KUSD Board of Education.

Policy 8712 is included in the event the Board of Education is interested in a formal presentation from the KTEC group at a future Board meeting.

Sincerely,



Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Resources:

- Wisconsin DPI Charter School Planning/Implementation Application Benchmark
 - <https://dpi.wi.gov/sites/default/files/imce/sms/Planning-Implementation%20Reviewer%20Benchmarks.pdf>
- Wisconsin DPI Site: Resources for Charter Schools
 - <https://dpi.wi.gov/sms/charter-schools/prof-development>
- KUSD Policy & Rule 8712: School Board Meeting Agenda Preparation and Dissemination
 - <https://www.kusd.edu/sites/default/files/document-library/english/8712.pdf>

KUSD Charter Review Team (15 Members: Nov. 2020)

- Lorien Thomas (Data and Information Services)
- Kris Keckler (Data and Information Services)
- Susan Valeri (School Leadership)
- Tanya Ruder (Communications)
- Kevin Neir (Human Resources)
- Yolanda Jackson-Lewis (Diversity Family and Student Engagement)
- Suzanne Loewen (Brompton Charter Principal)
- William Haithcock (Harborside Charter Principal)
- Beth Ormseth (Lakeview Director)
- Cheryl Kothe (CTE Coordinator)
- Kim Fischer (Elementary School Leadership)
- Patrick Finnemore (Director of Facilities)
- Tarik Hamdan (Finance)
- Julie Housman (Teaching and Learning)
- Sue Savaglio-Jarvis (Superintendent)

POLICY 8712

SCHOOL BOARD MEETING AGENDA PREPARATION AND DISSEMINATION

The agenda shall be prepared by the Superintendent of Schools under the direction of the Board President. Except as otherwise specifically provided by Board policy or rule, the Board President may require a majority written request or vote of the Board prior to granting agenda requests by individual Board members.

Insofar as possible, advance information and recommendations on matters requiring action shall be supplied to all Board members for study before the meeting.

Complete agendas for regular Board meetings shall be distributed to each Board member, local news medium, division administrator and to those selected administrators requiring agenda information. A copy of the complete meeting agenda shall be available for public inspection at the Superintendent of School's office and each building principal's office prior to the Board meeting, and six copies made available for inspection at the Board meeting itself. Copies of the complete agenda shall be available at the Superintendent's office, on a single meeting basis, for those persons who make application by the Tuesday before the meeting, and who can demonstrate a need for the material. Such reserved copies shall not be distributed but may be picked up at the Superintendent's office 24 hours after they make the application.

LEGAL REF.: Wisconsin Statutes

Section 19.83 [Meetings of governmental bodies]

Section 19.84 [Public notice of subject matter of board meeting]

CROSS REF.: 8710, Regular School Board Meetings

8720, Special School Board Meetings

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: May 25, 1993 and June 8, 1993

REVISED: November 11, 1999

March 28, 2000

July 10, 2001

November 13, 2001

June 25, 2002

June 24, 2003

December 14, 2010

February 24, 2014

February 24, 2015

August 27, 2019

RULE 8712

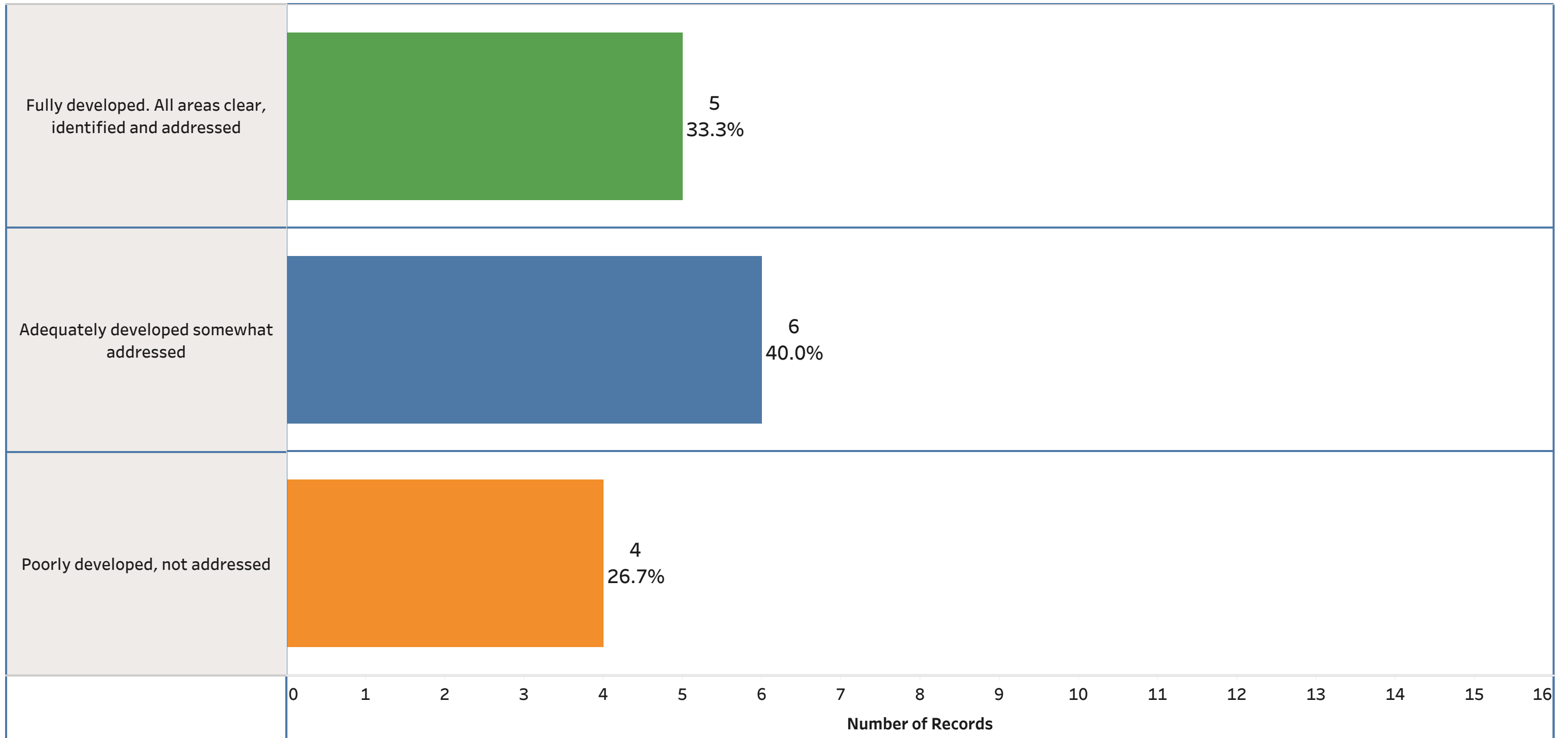
SCHOOL BOARD MEETING AGENDA PREPARATION AND DISSEMINATION

The regular School Board meeting agenda shall normally provide for the following order of business:

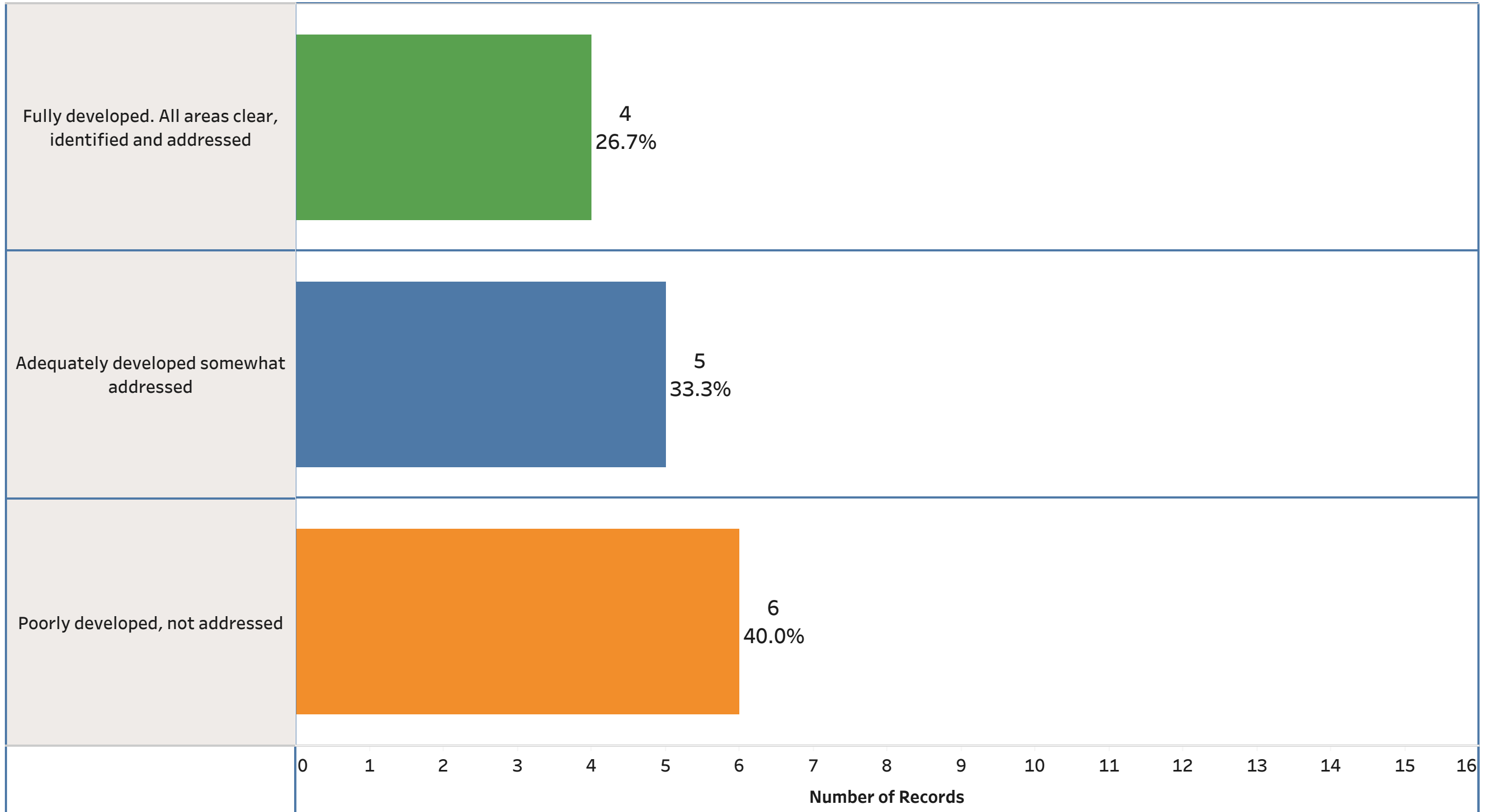
Pledge of Allegiance
Roll Call of Members
Introduction, Welcome, and Comments by Student Ambassador
Awards
Administrative and Supervisory Appointments
Superintendent's Report
Legislative Report
Views and Comments by the Public
Remarks by the President
Consent Agenda
Approval of Minutes of Previous Meeting(s)
Approval of Lists of Bills
Old Business
New Business
Other Business as Permitted by Law
Tentative Schedule of Reports and Legal Deadlines for Board
Predetermined Time and Date of Adjourned Meeting, If Necessary
Adjournment

D A T A

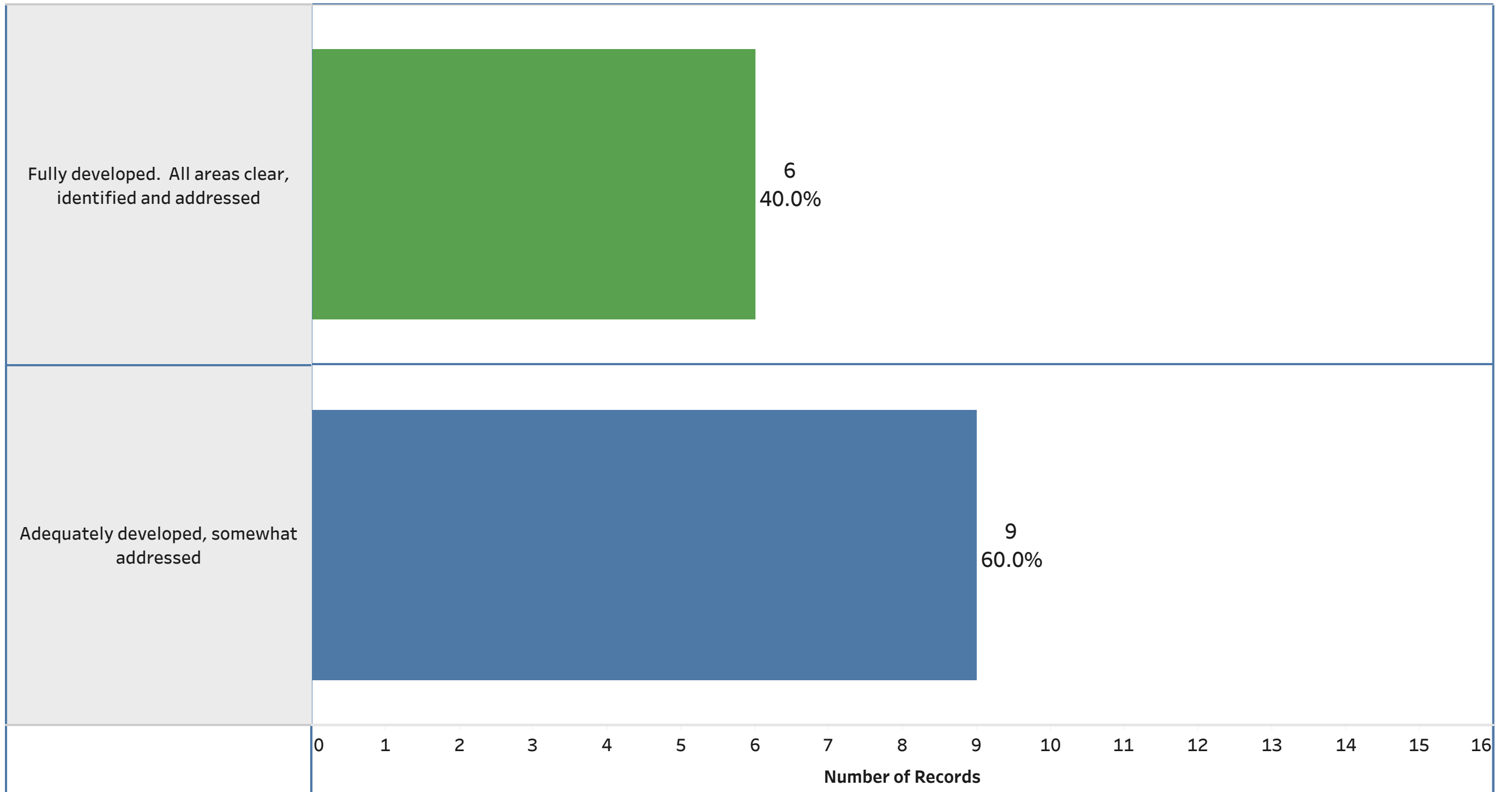
Q1. Described how the mission directly relates to at least two of the following: a.) Increasing access to educationally disadvantaged students b.) Reducing and eliminating the achievement gap for educationally disadvantaged students c.) Serving students at-risk of dropping out or who have previously dropped out d.) Increasing the overall graduation rate e.) Increasing career and college readiness.



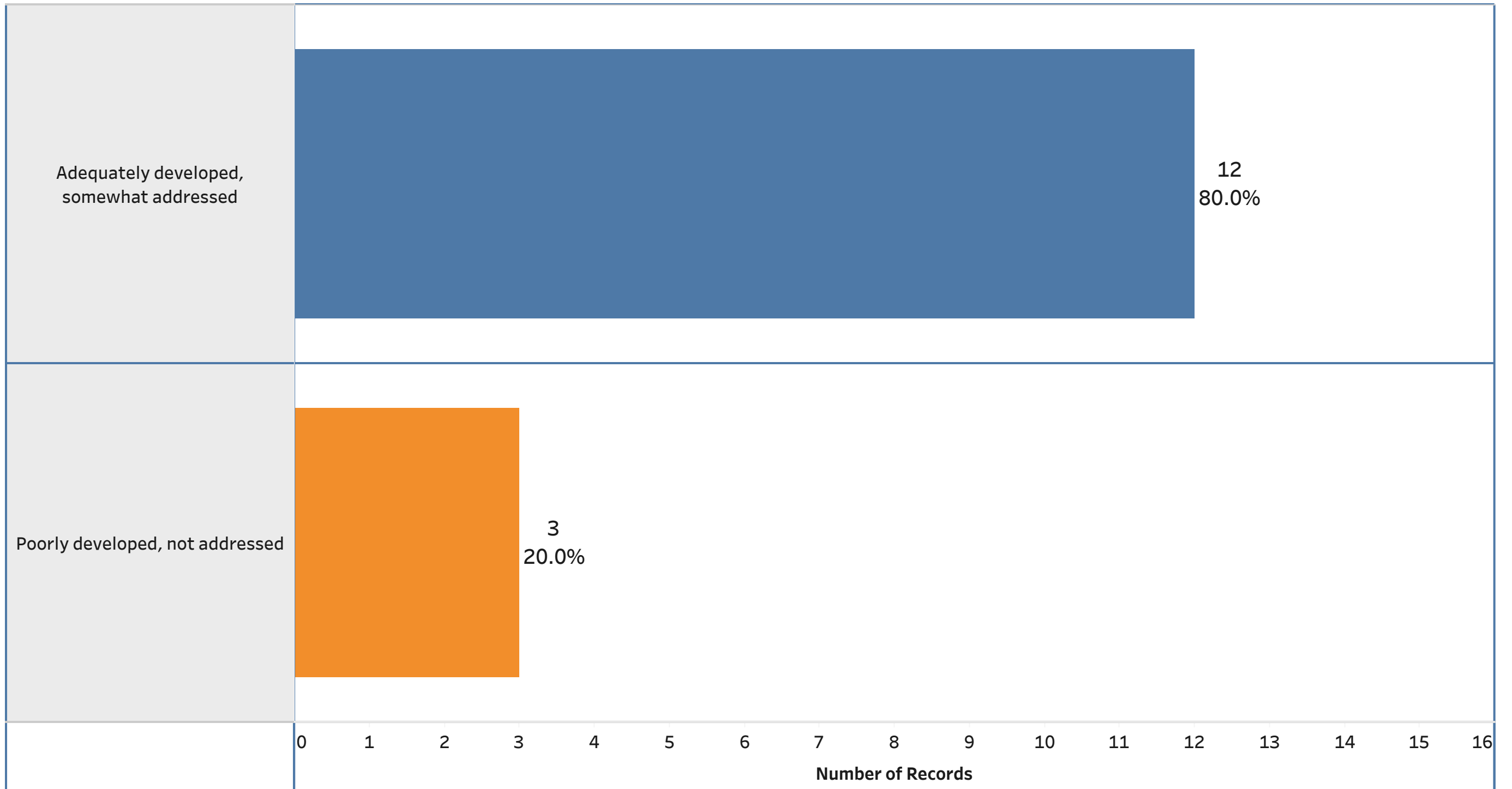
Q2. Described the educational/curricular model of the charter school being proposed, expanded, or replicated. Explain how the program promotes a diversity of educational options within the community served.



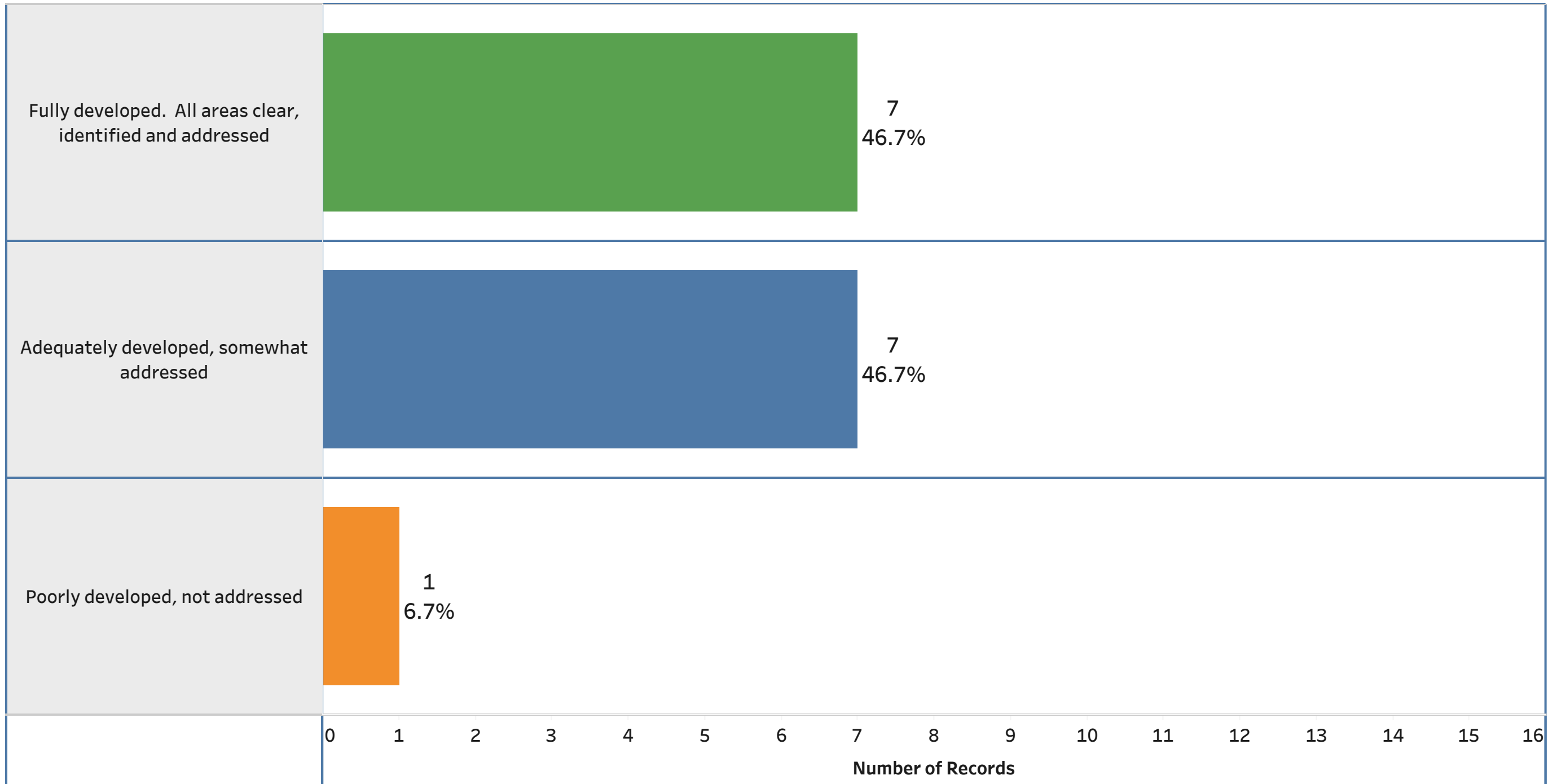
Q3. Used a timeline, described the present state of the planning process; the activities undertaken to date; the types of people involved in the process; the financial or other resources available; and the involvement of the authorizer, administration and staff. Provided a description of how families and other members of the community have been involved in the planning and design of the new or expanded charter school.



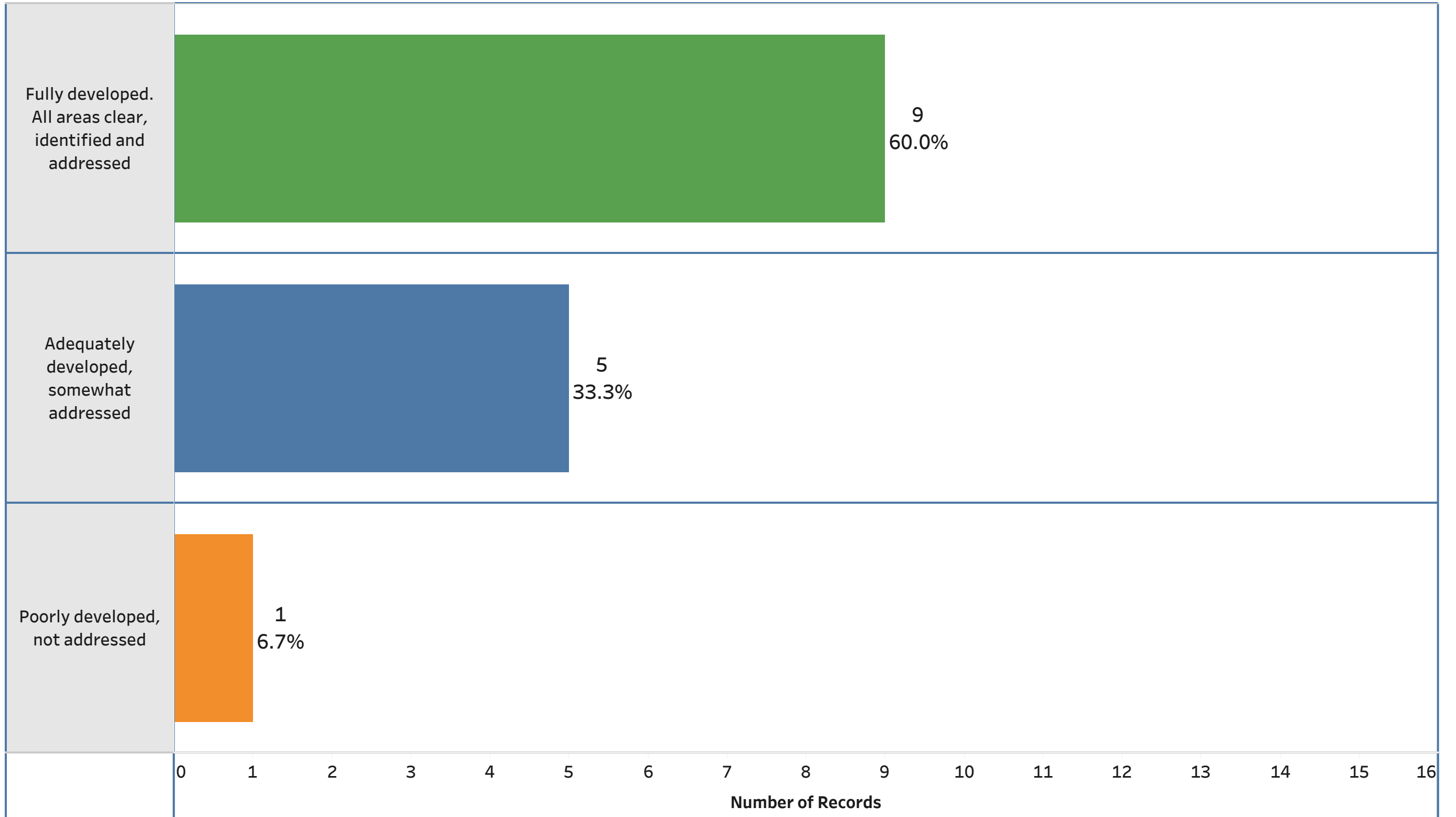
Q4. Described the community served and the level and extent of family and community support for the new or expanded charter school, including the need that the new or expanded charter school will meet. Explained how community and family support for the new or expanded charter school has been assessed.



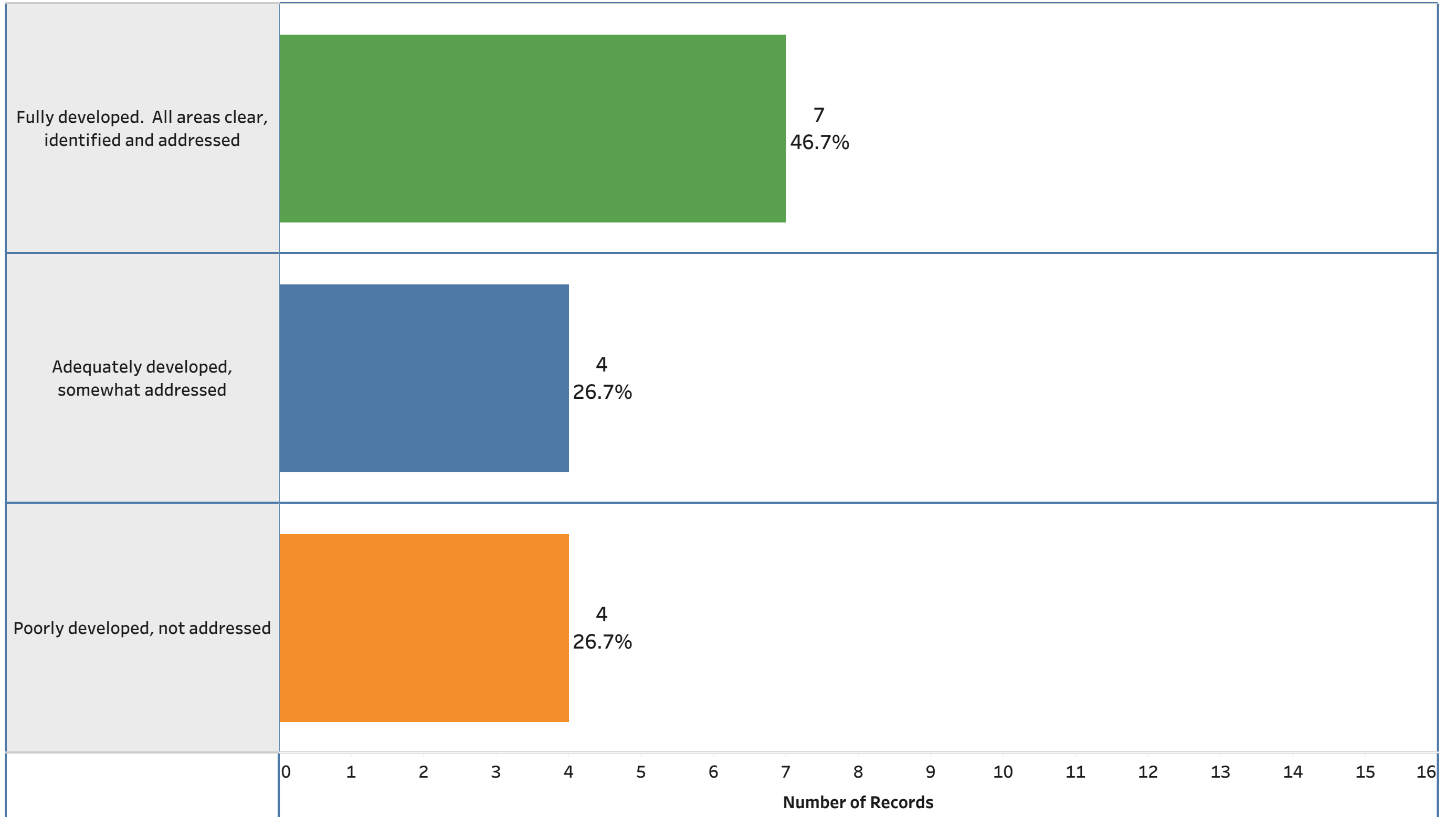
Q5. For each year of the grant, used one or more tables to provide the grades served and projected enrollment by grade level. Disaggregated student population data by ethnicity/race and by educationally disadvantaged student subgroups. Only included students attending on a full time basis. Explains the projections for expansion grant applicants must explain the projected significant increase in enrollment and/or grades to be added to existing high-quality charter school.



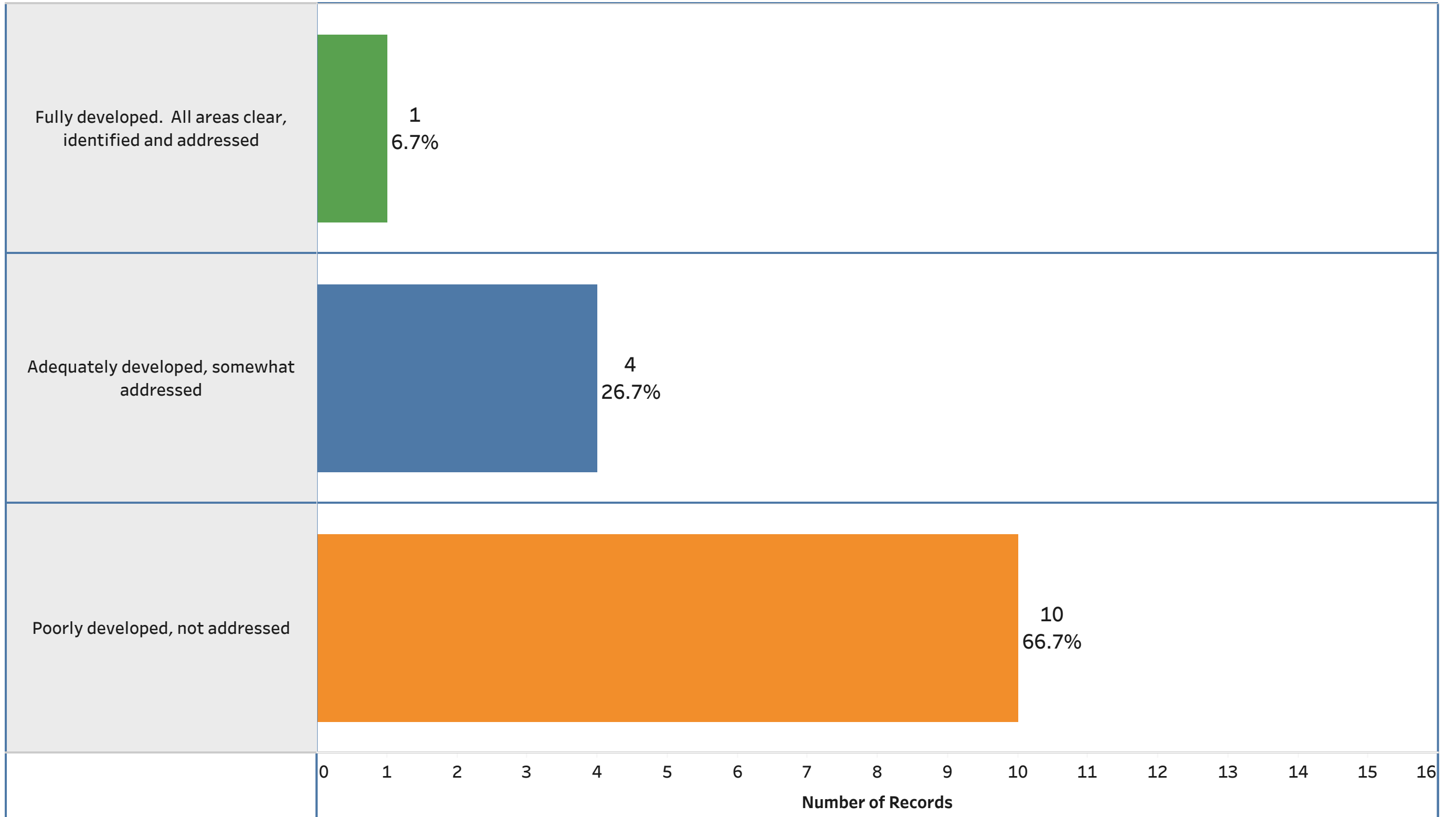
Q6. The proposed mission is clear and evident.



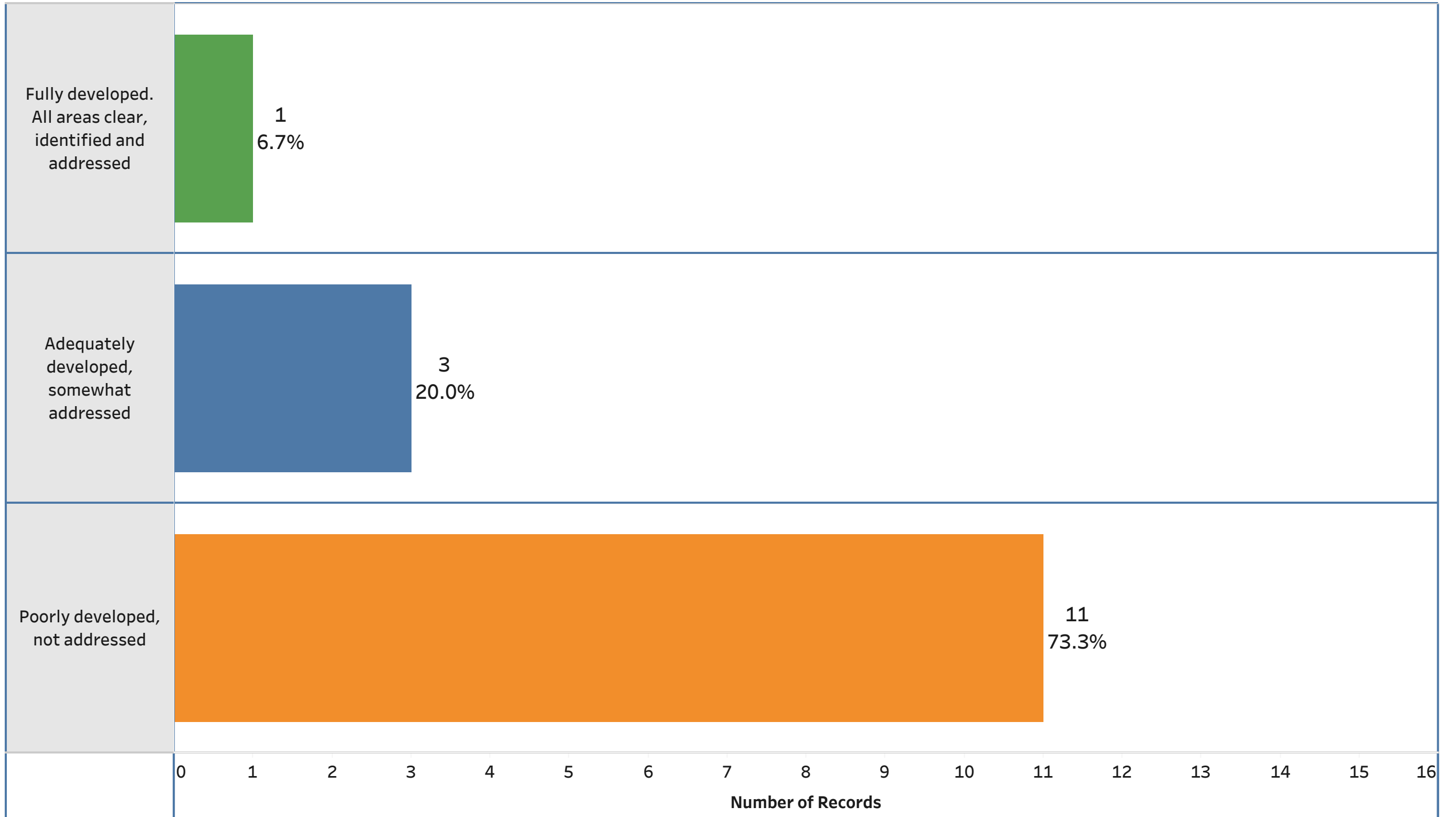
Q7. There is a primary instructional model plan for the proposed school.



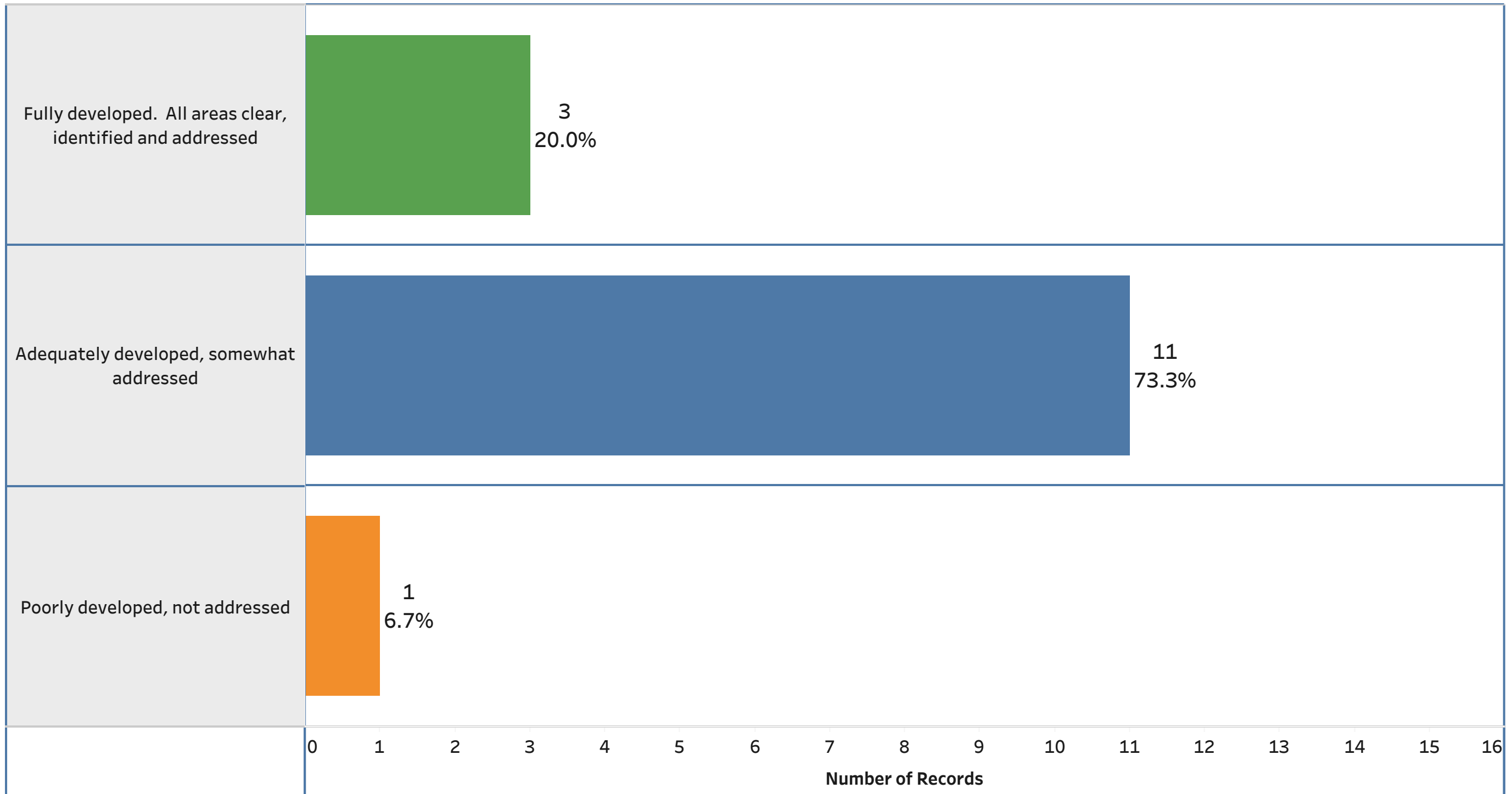
Q8. The model and mission is unique from other schools in KUSD.



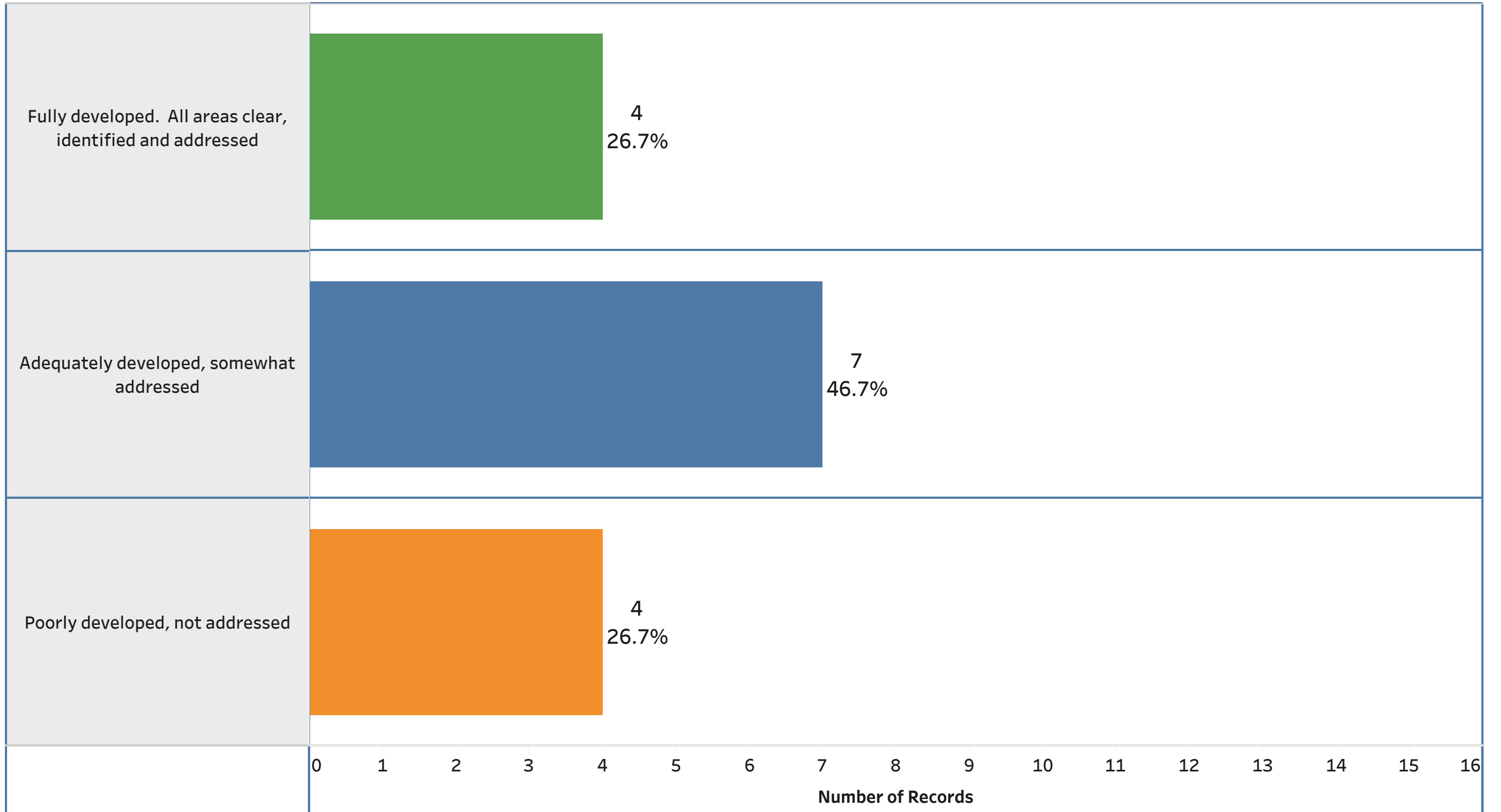
Q9. The proposal clearly identifies a need for KUSD, including how the district is currently not meeting this need



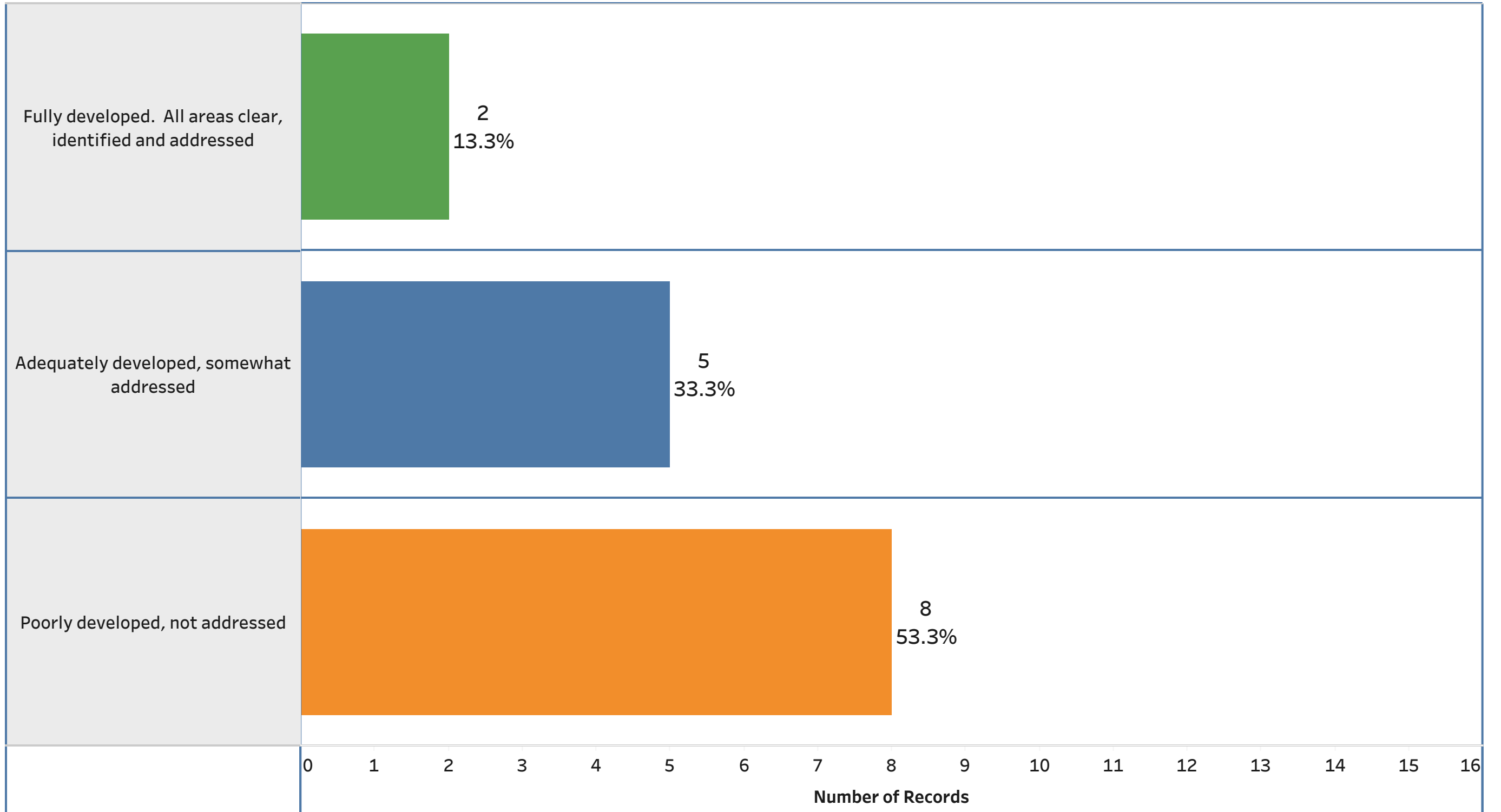
Q10. Described how student achievement will be measured each year. Identified the nationally standardized achievement test to be used in the fall and spring in reading and math. Explained how the assessment will be used to improve instruction and how it will be used to measure progress over time.



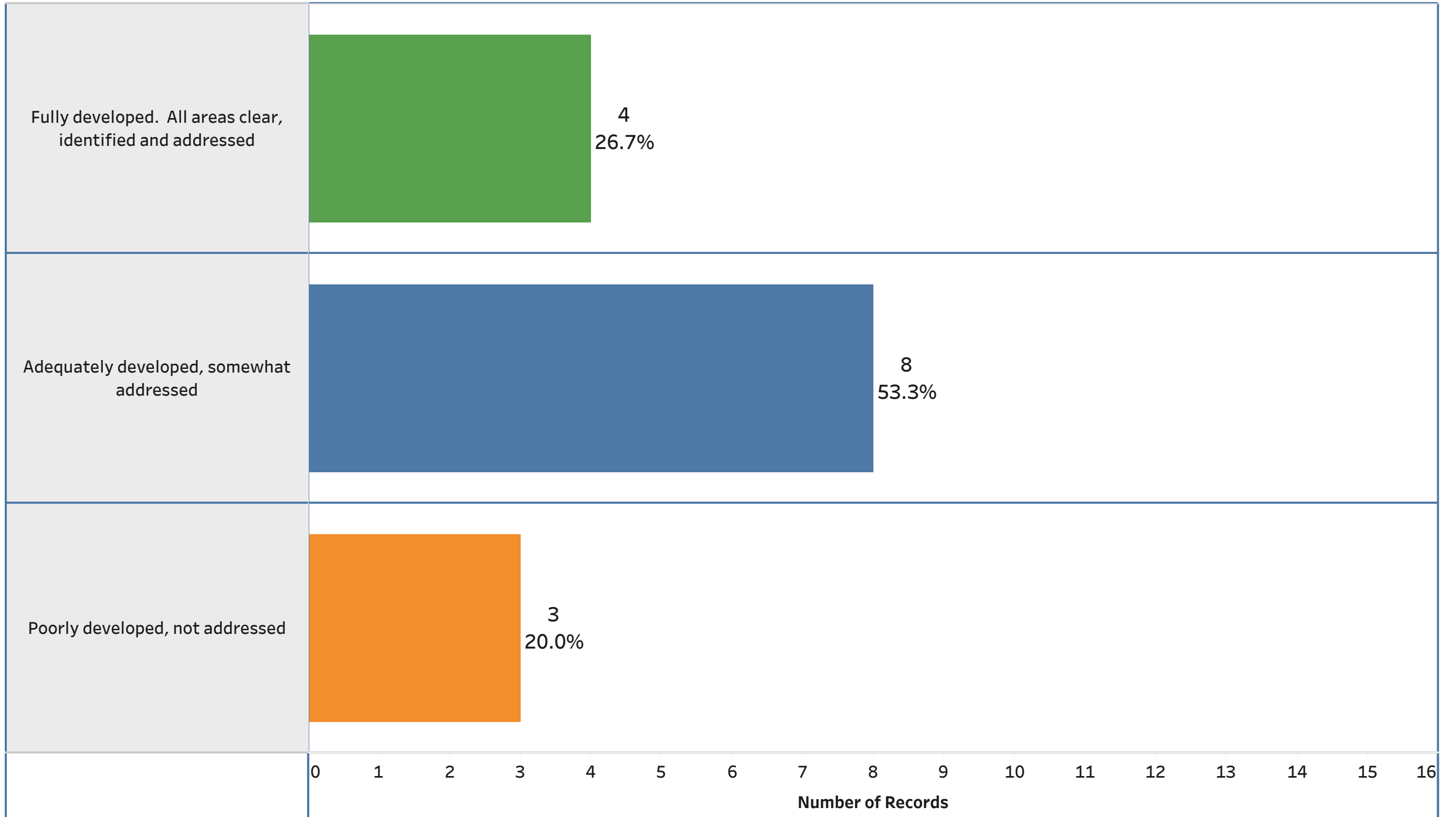
Q11. Performance measures for baseline data and annual targets have been addressed in the form of tables to identify specific measurable achievement.



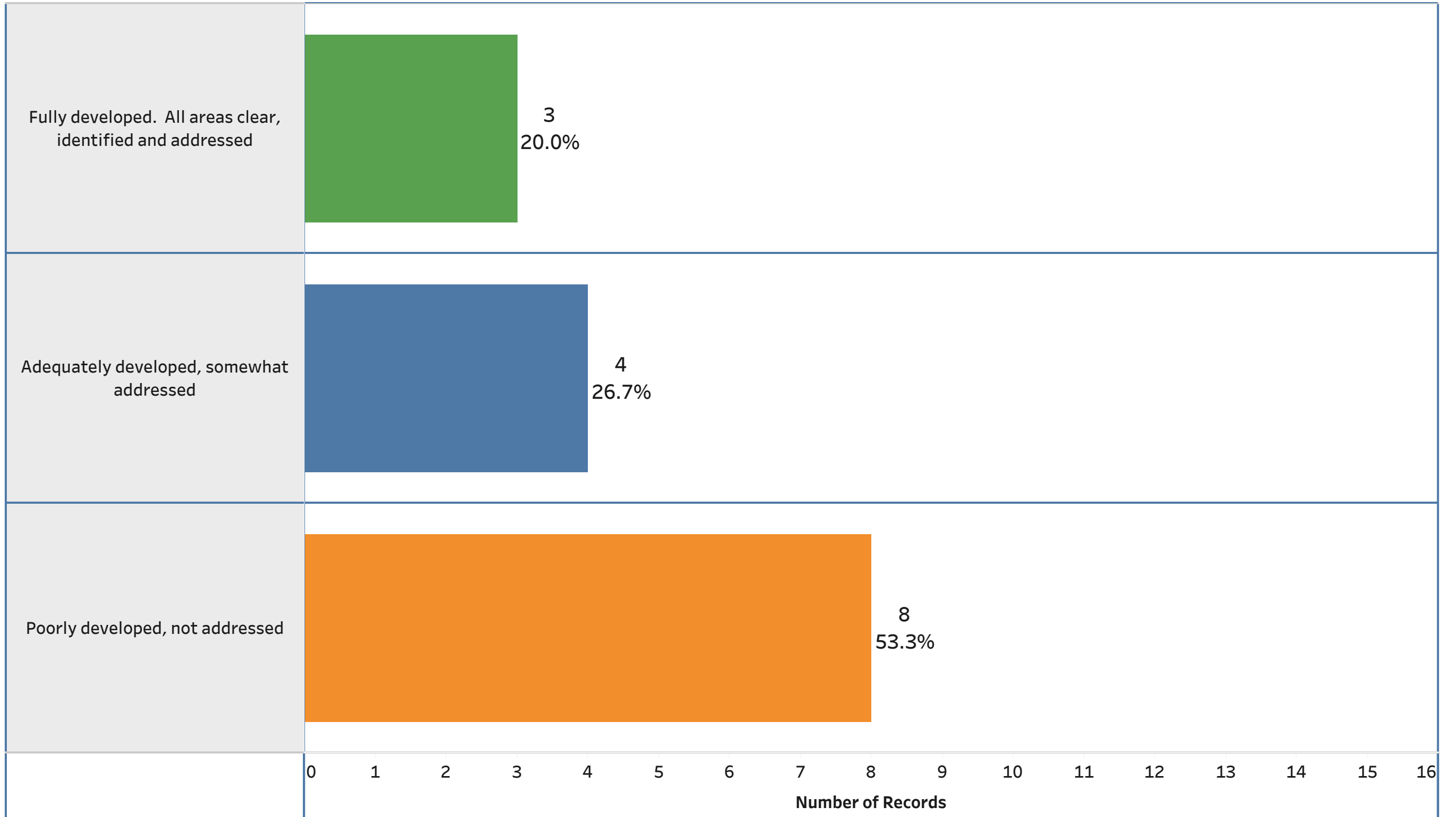
Q12. At least one performance measure specifically addressed activities designed to improve academic outcomes for educationally disadvantaged students.



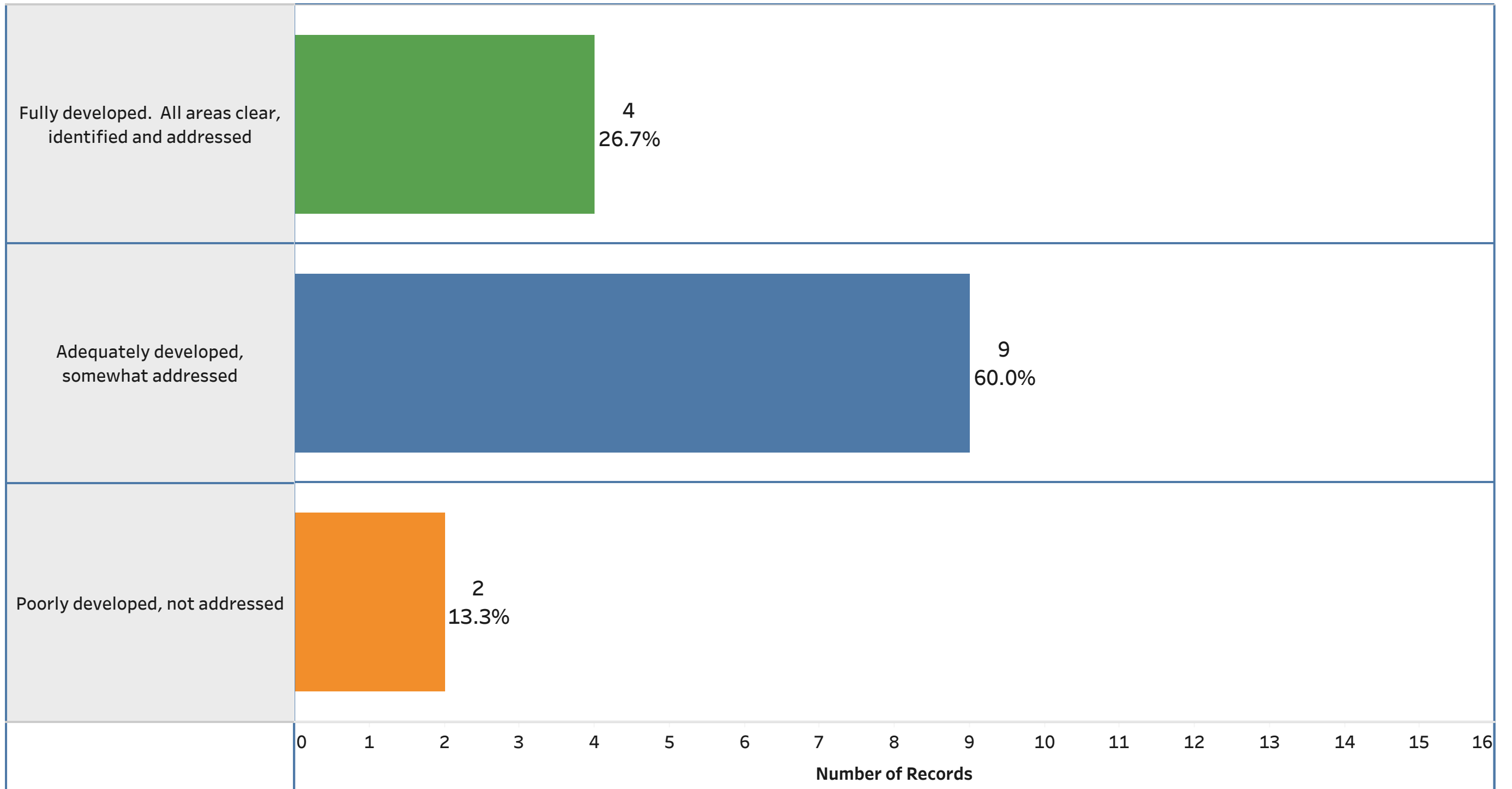
Q13. Performance measures have been set up to review twice annually.



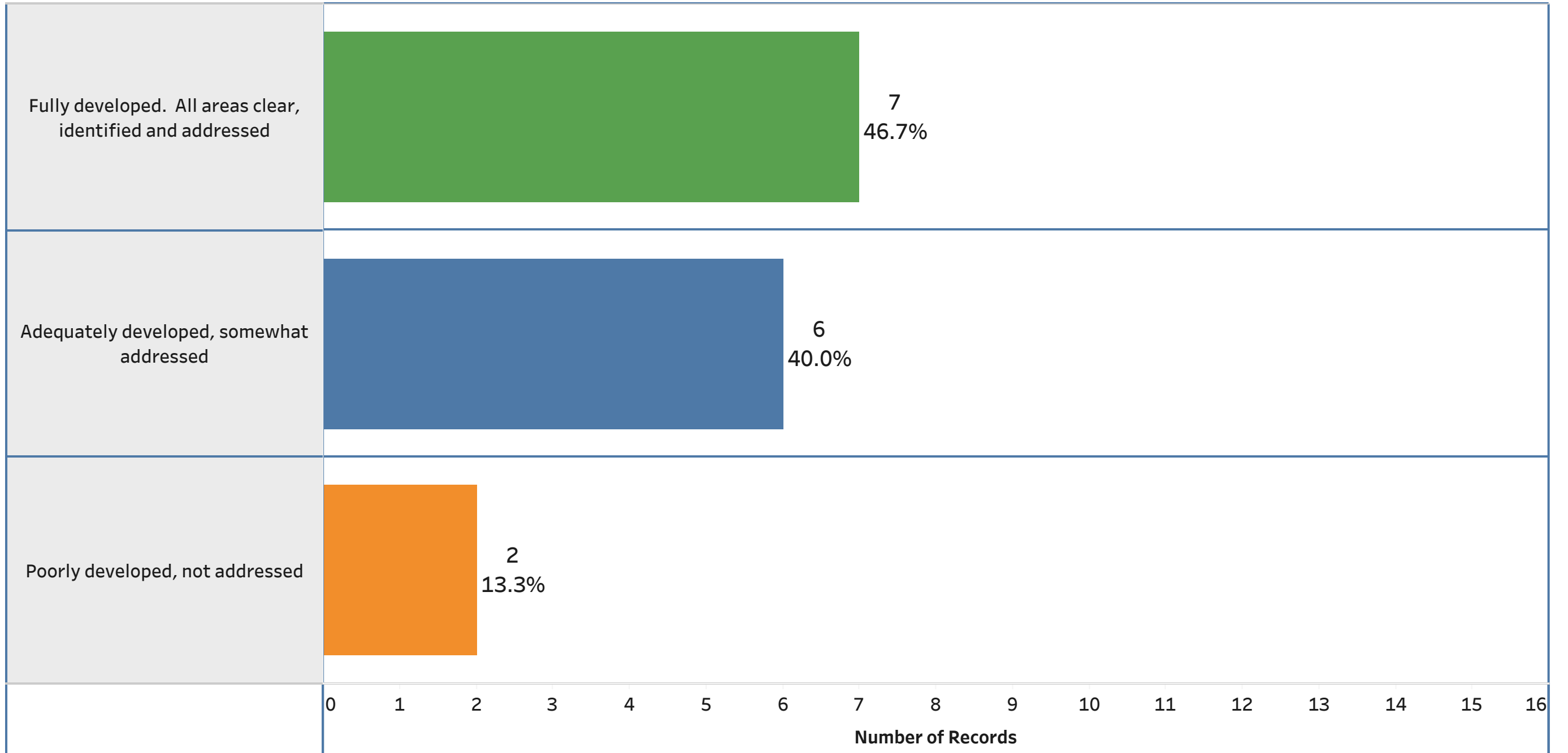
Q14. Described how the charter school will share best and promising practices with other charter schools and traditional public schools.



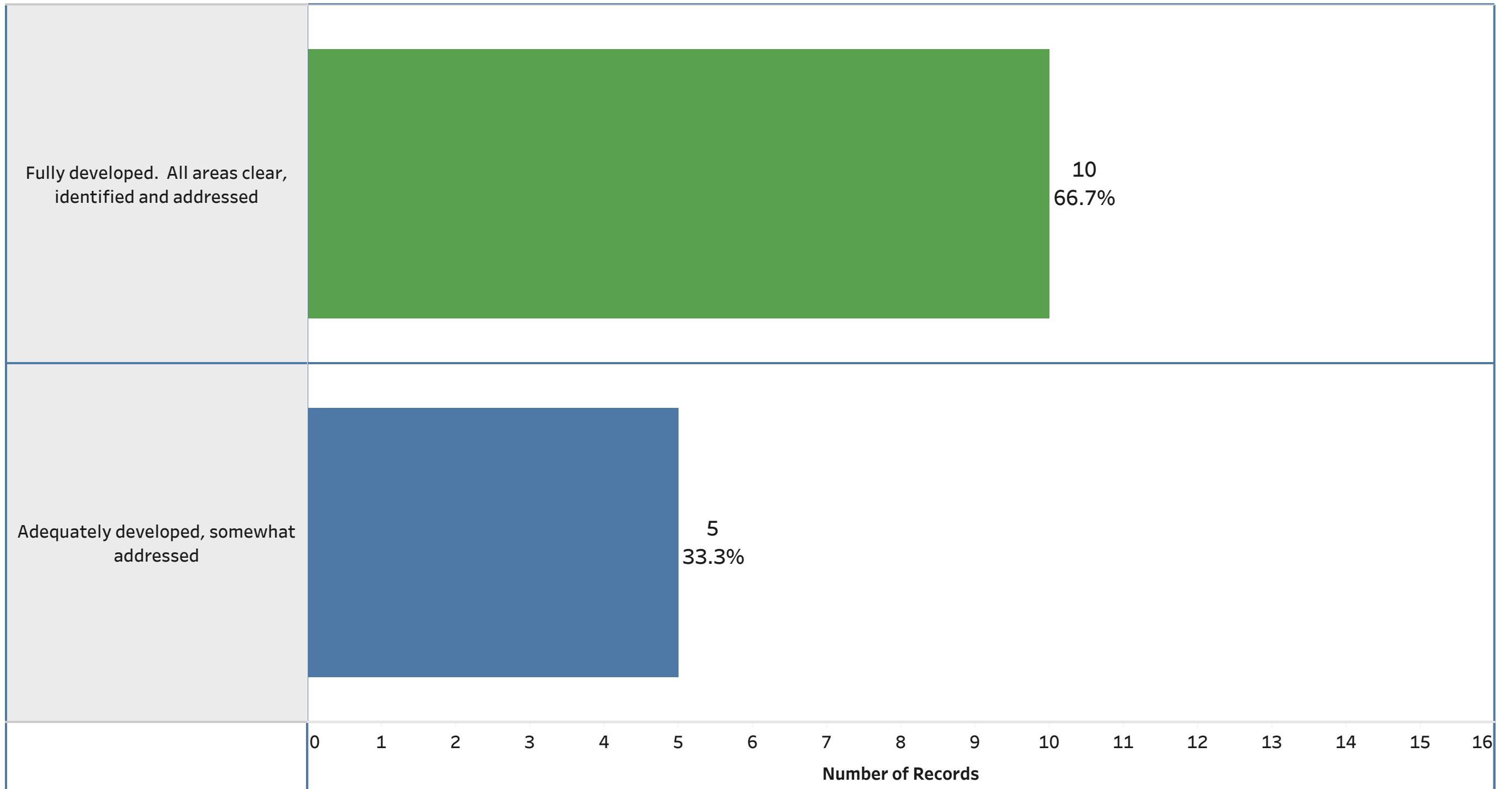
Q15. Described how grant funds will be used for training, consultants, coaches, curriculum development, purchases, outreach, student recruitment, staff recruitment, planning year salaries, extended contracts, and substitute teachers. Expenses must align with the activities described in this section.



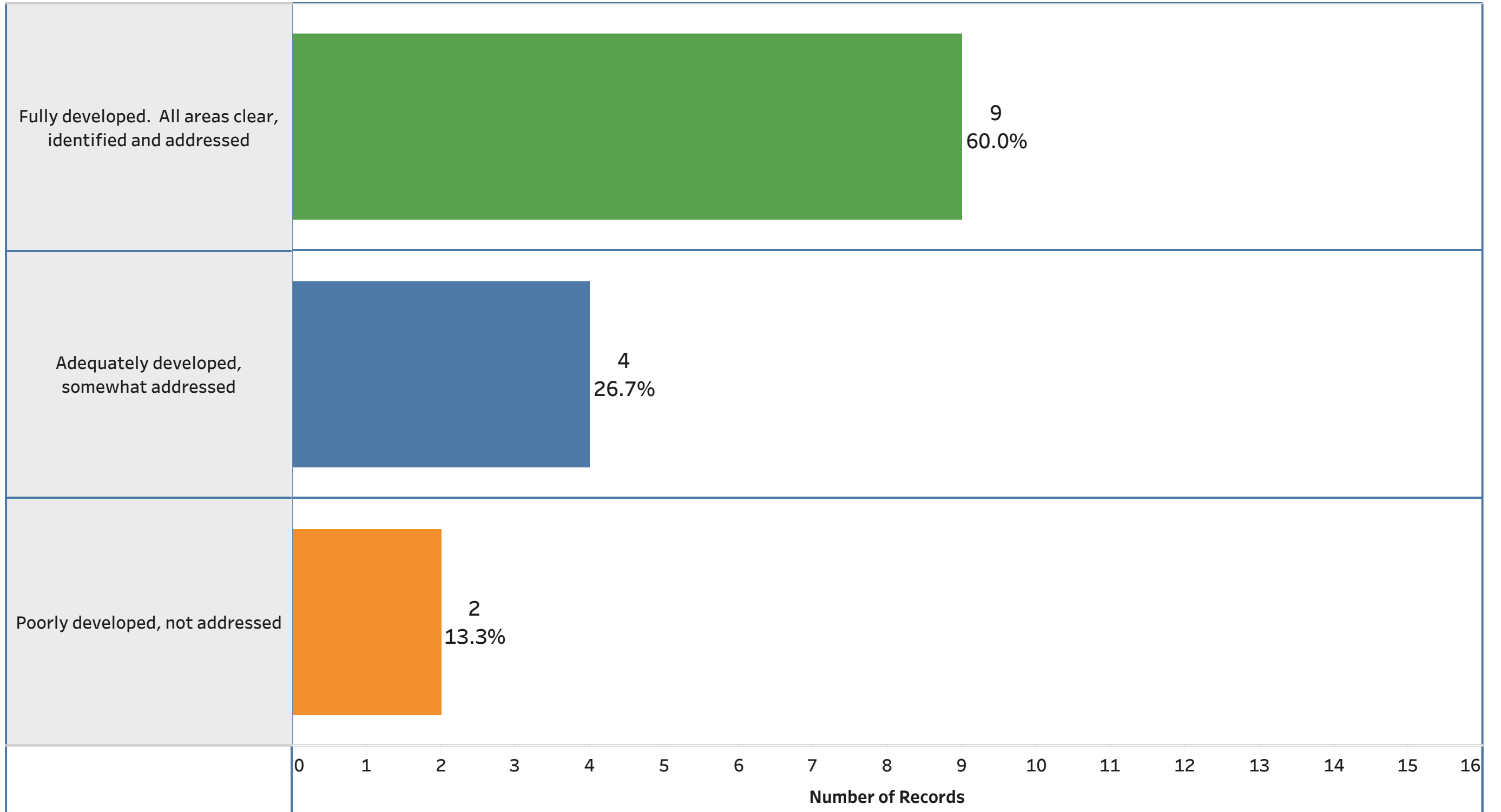
Q16. Described how the authorizer will monitor school performance and compliance with the contract and the quality controls agreed to between the charter school and the authorizer, including any performance agreements. Included how the charter school's performance in the state's accountability system and impact on student achievement will be one of the most important factors for renewal or revocation of the school's charter. Also, described how the authorizer will reserve the right to revoke or not renew the school's charter based on financial, structural, or operational factors involving the management of the school.



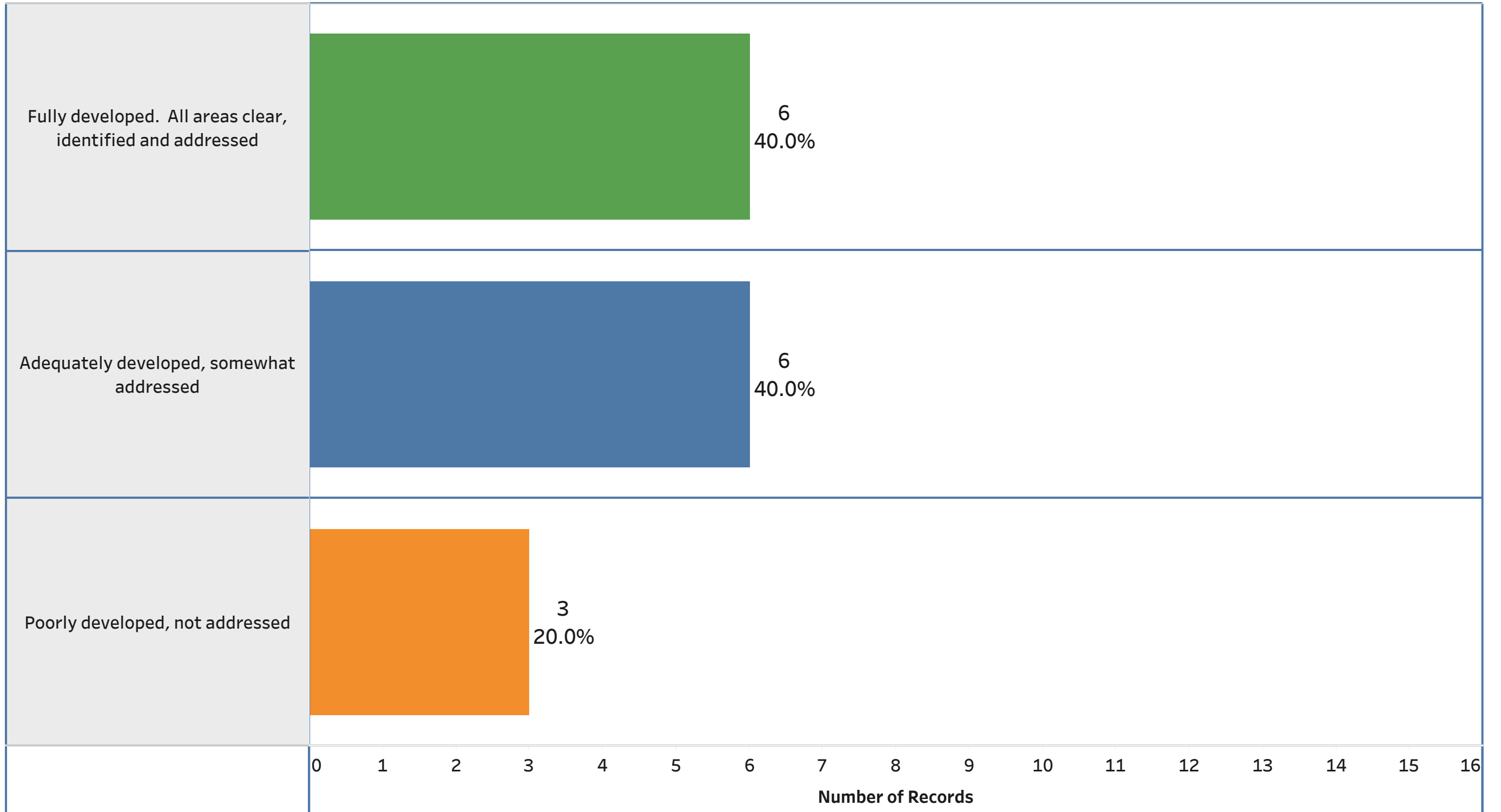
Q17. Charter schools must have a separate governance board that is legally able to contract with the authorizer. Under federal policy, no employees or officers of the authorizing entity may hold membership on the charter school's governing board. The governance board of a grantee must be a non-stock status and other required documents are provided.



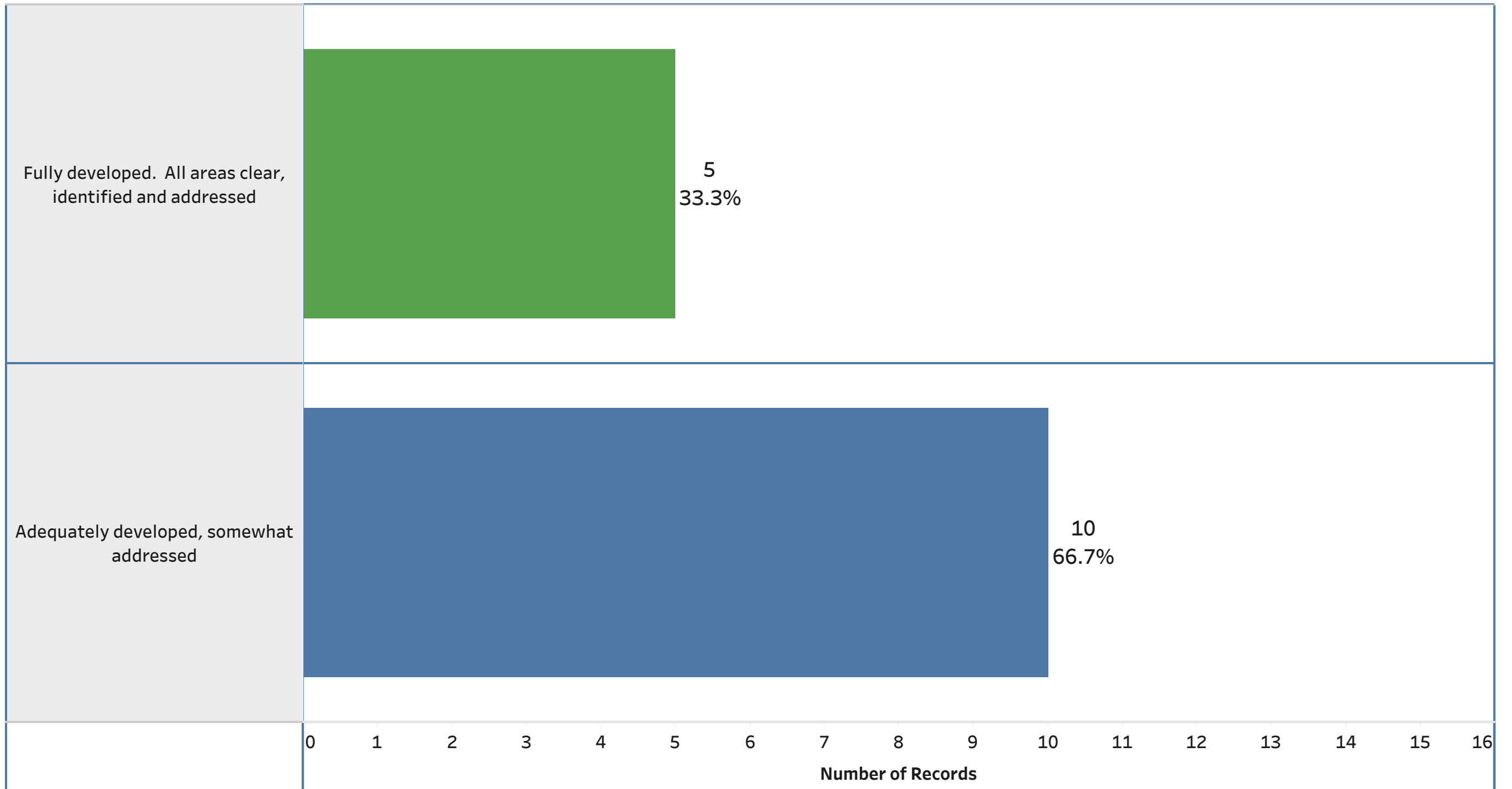
Q18. A written description of the governing board, including the roles of board members and the unique skills and diversity of perspectives sought was provided.



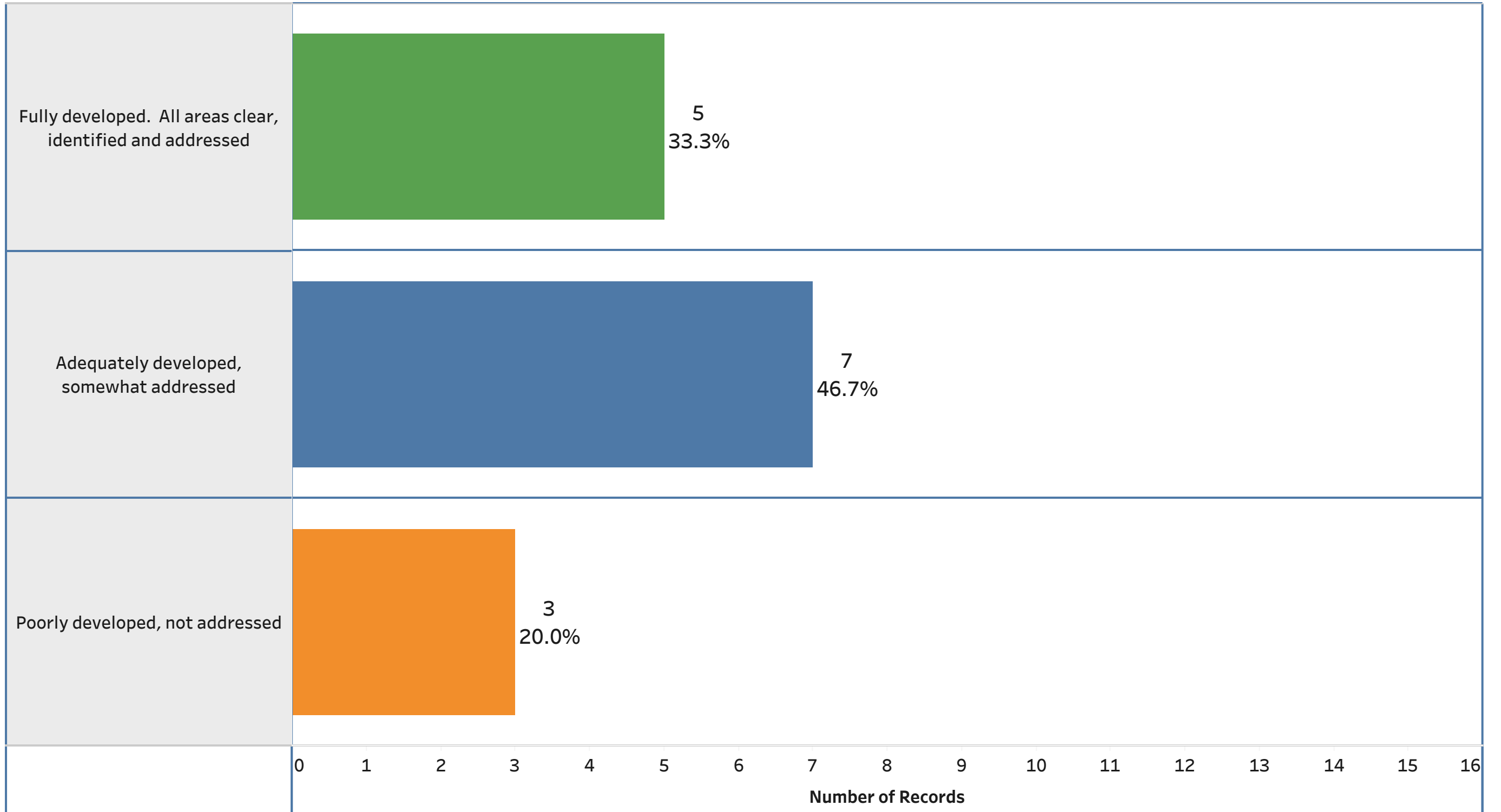
Q19. Described the election of members, length of terms of office, and frequency of meetings. Described how the governance board ensures arm's length transitions with the authorizer and all other entities transacting with the governance board.



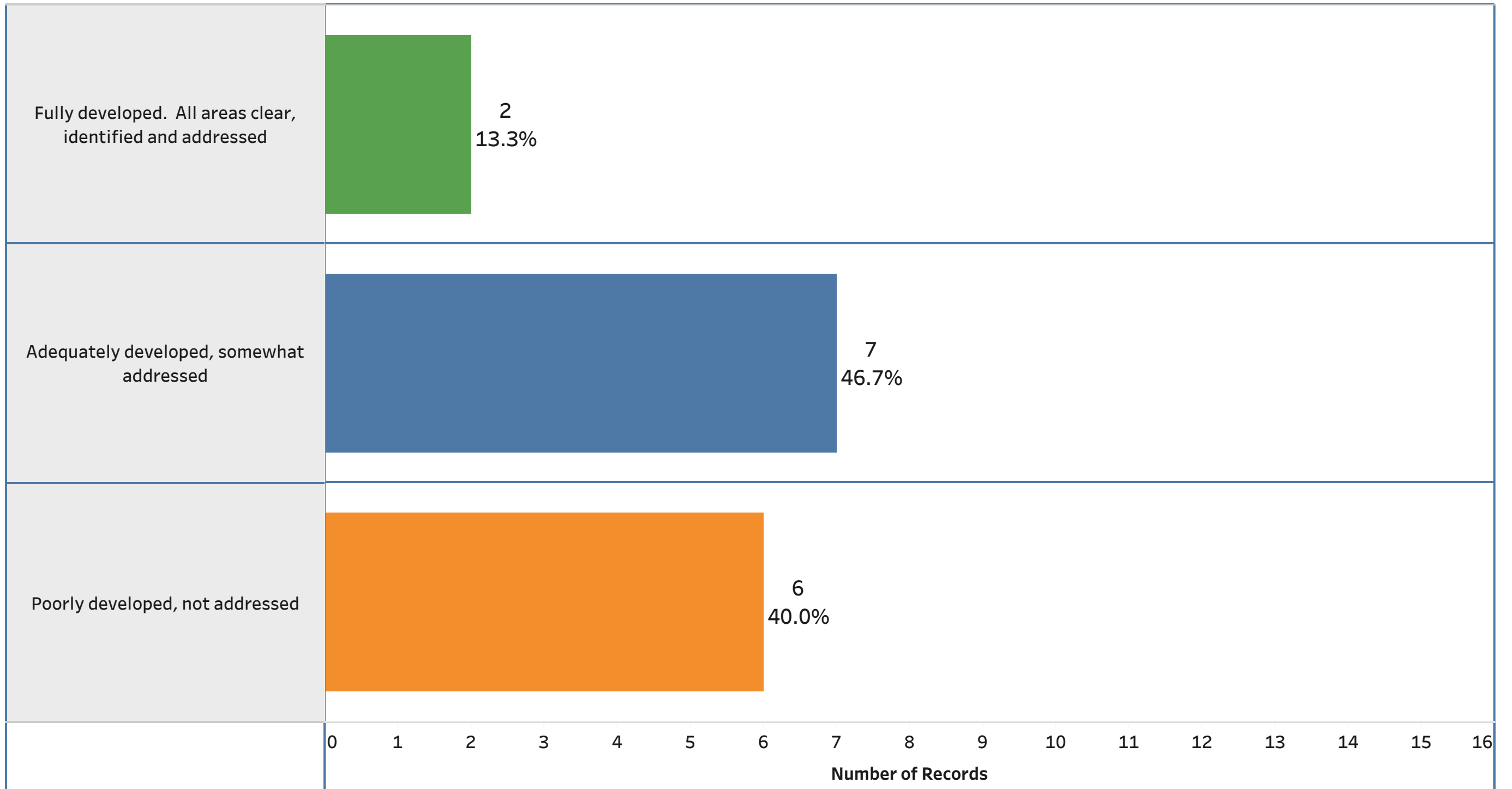
Q20. Described the authority this governing board made regarding decisions of the operation of the charter school including personnel, curriculum, local assessments, policy development, budget and expenditures, charter school personnel, and daily operations, and demonstrated how it will ensure that the governance board maintains a high-level of autonomy and independence.



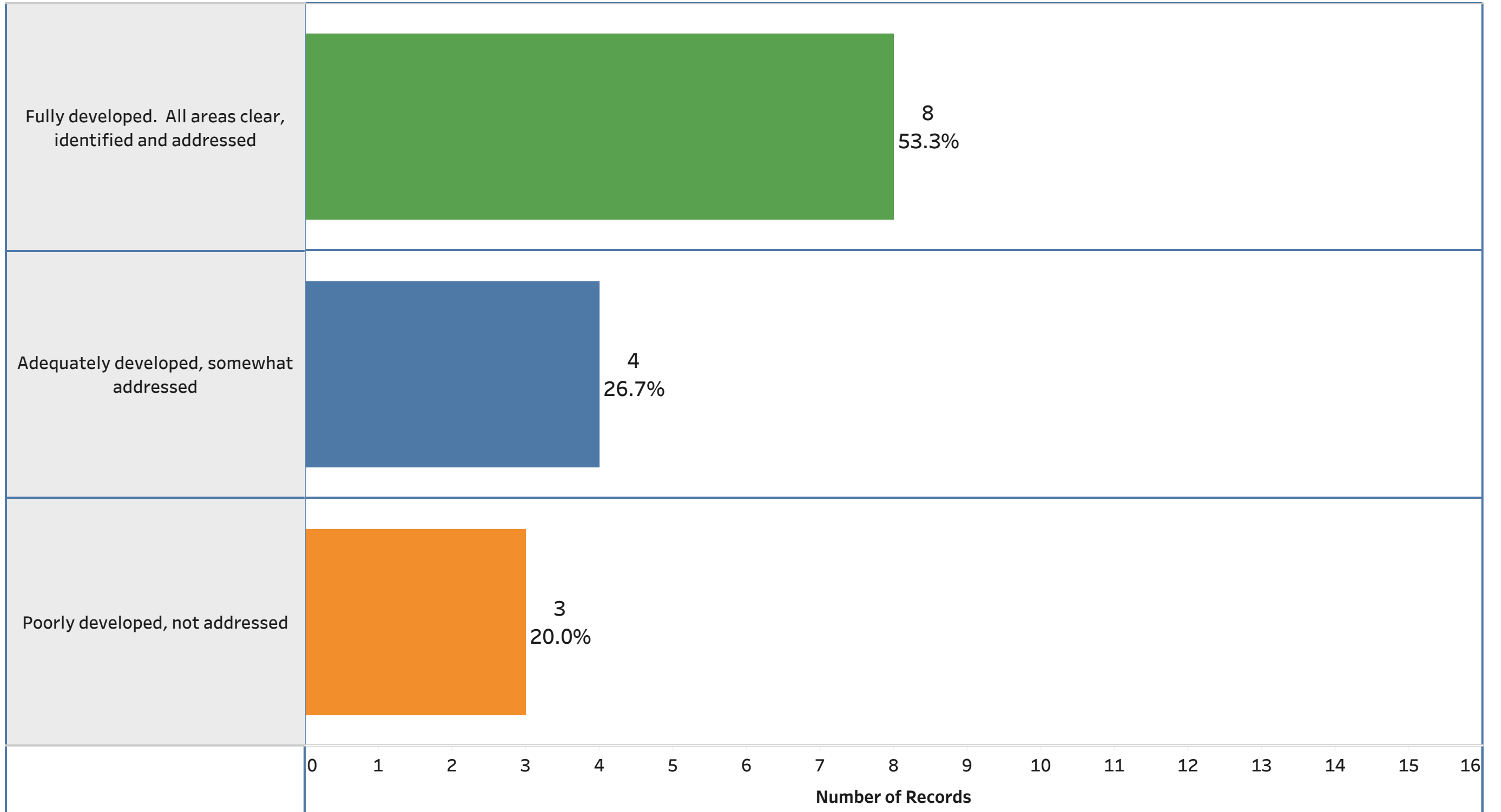
Q21. Included a description of the administrative relationship between the charter school and the authorizer. Described any service's the authorizer will provide the school and described how the charter school will be managed.



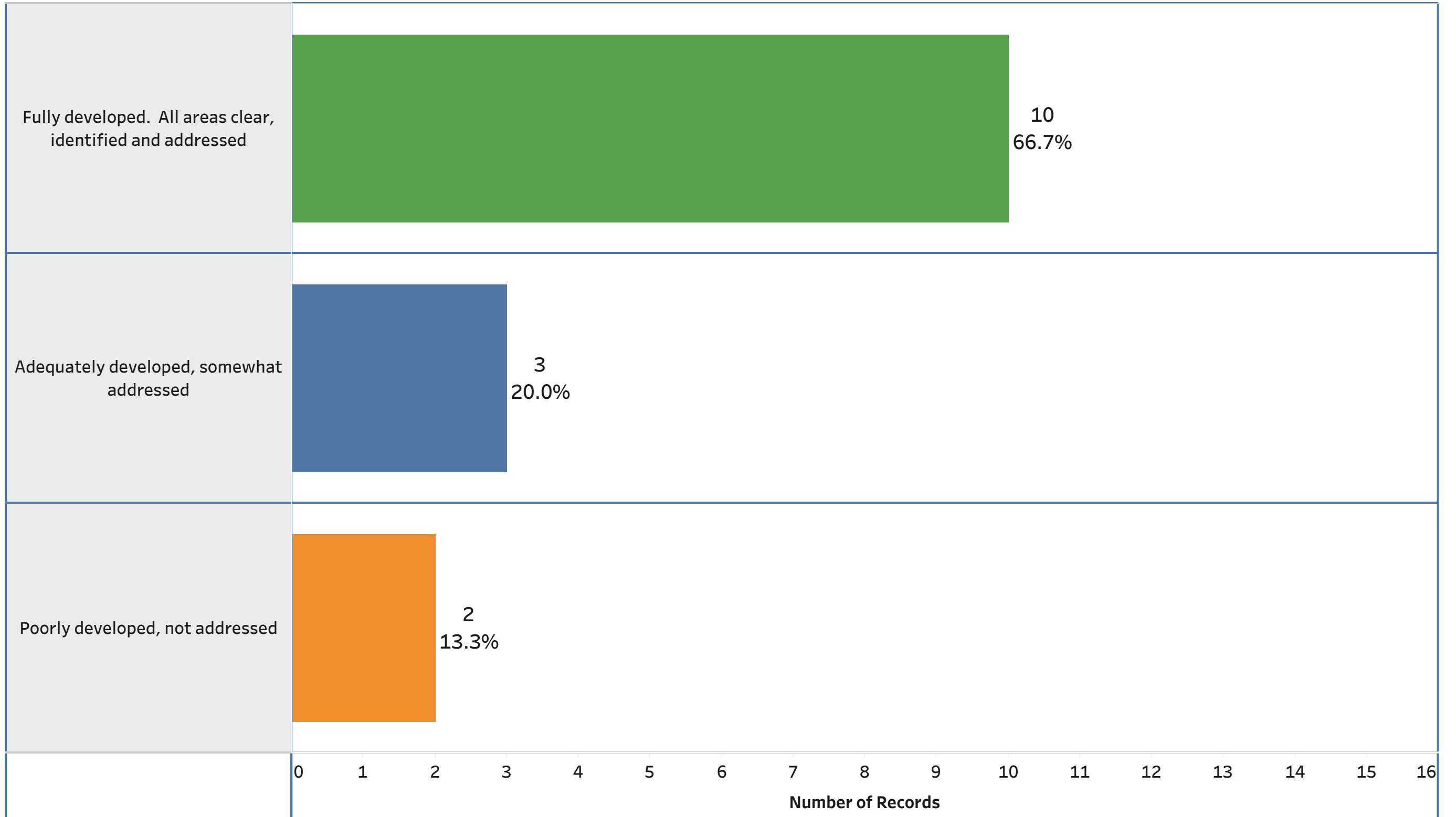
Q22. Described how the charter school will solicit and consider input from parents and other community members on the implementation, expansion, or replication and the operation of the charter school, including how the charter school will support the use of effective parent, family and community engagement strategies in its operation.



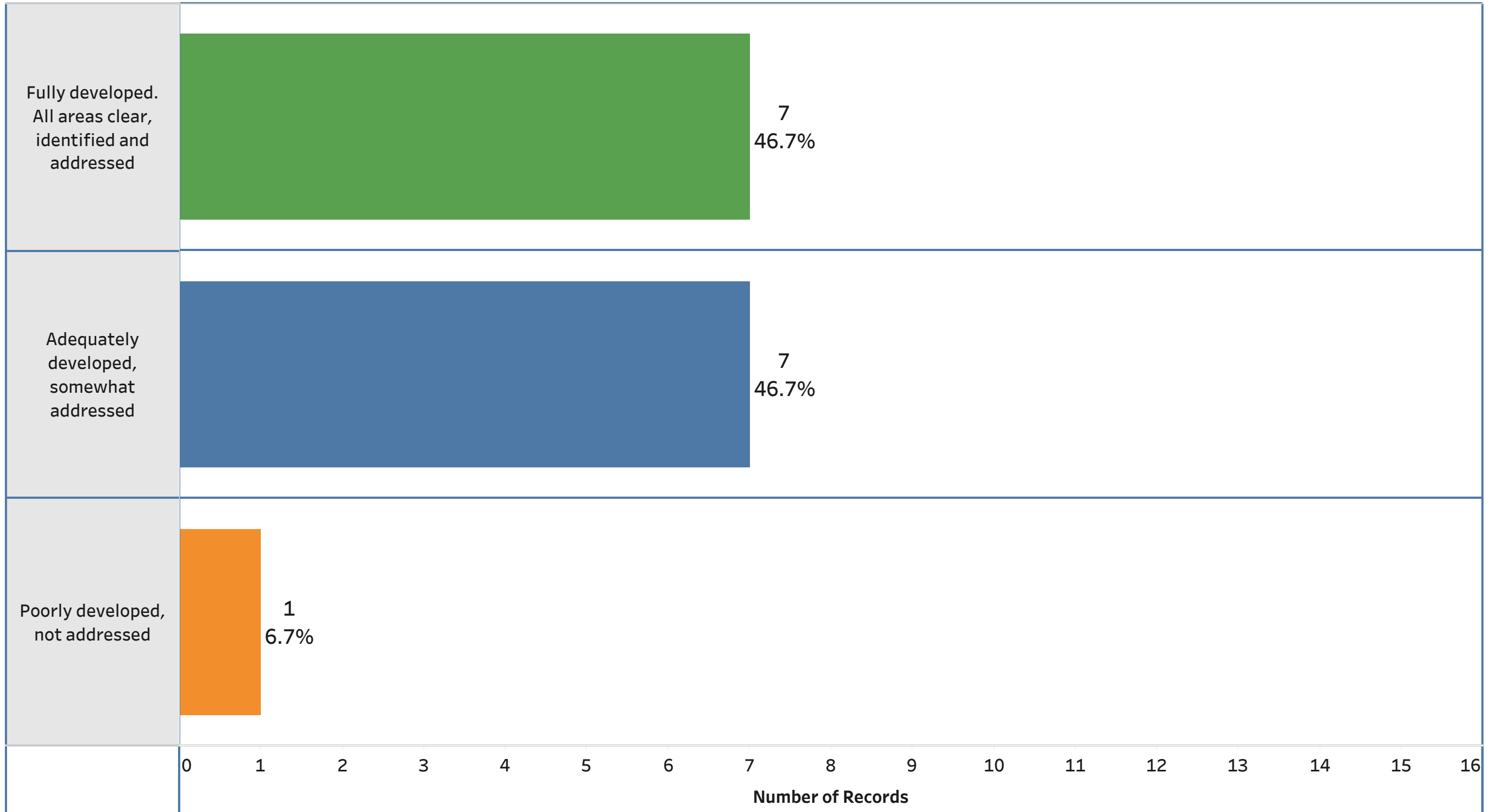
Q23. Documentation provided of how the governance board will be structured (number of members, terms of office, requirements of members, and how many members are already identified, etc.).



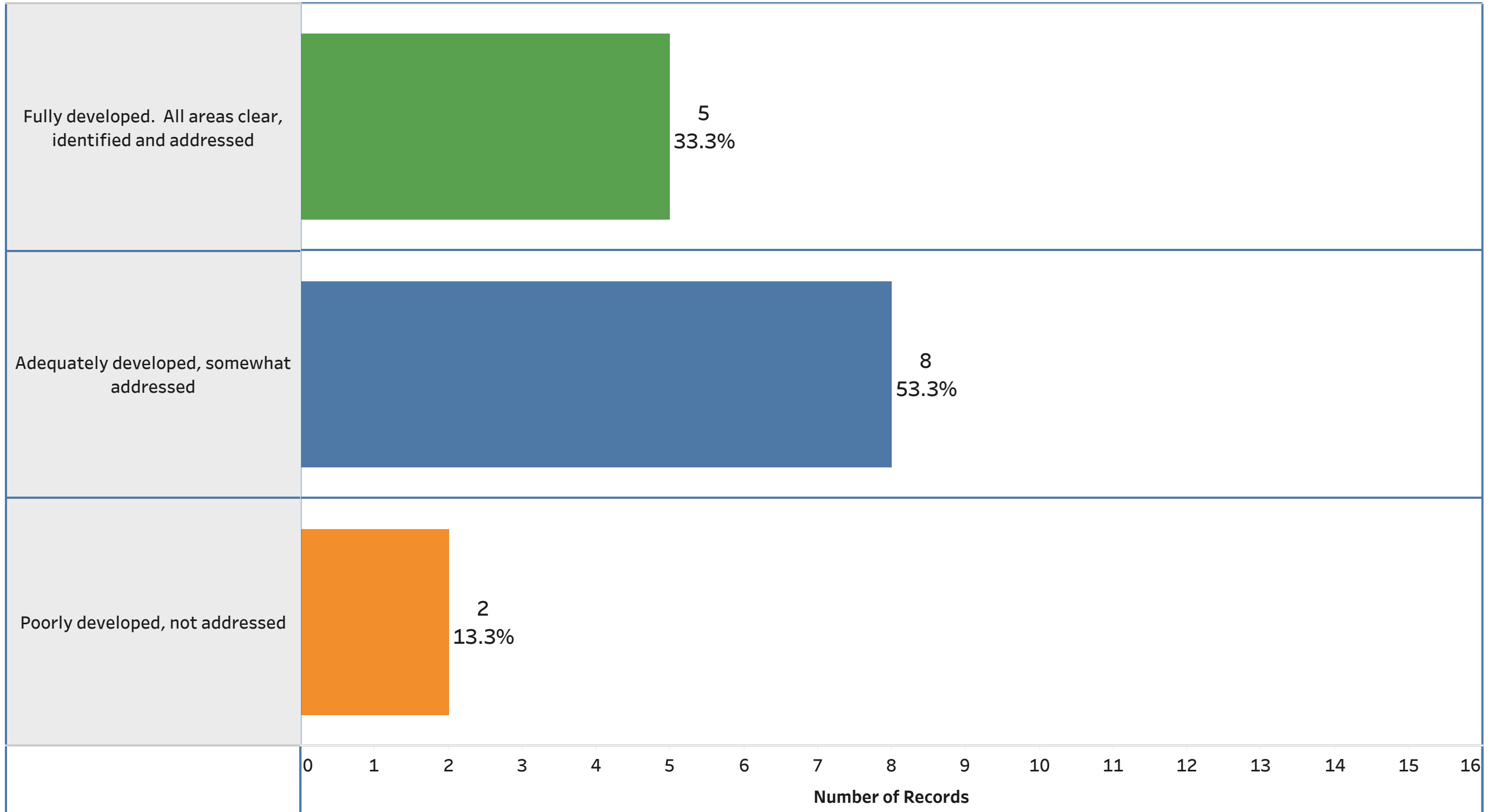
Q24. Described the division of governance and a management between the governance board and school administrator.



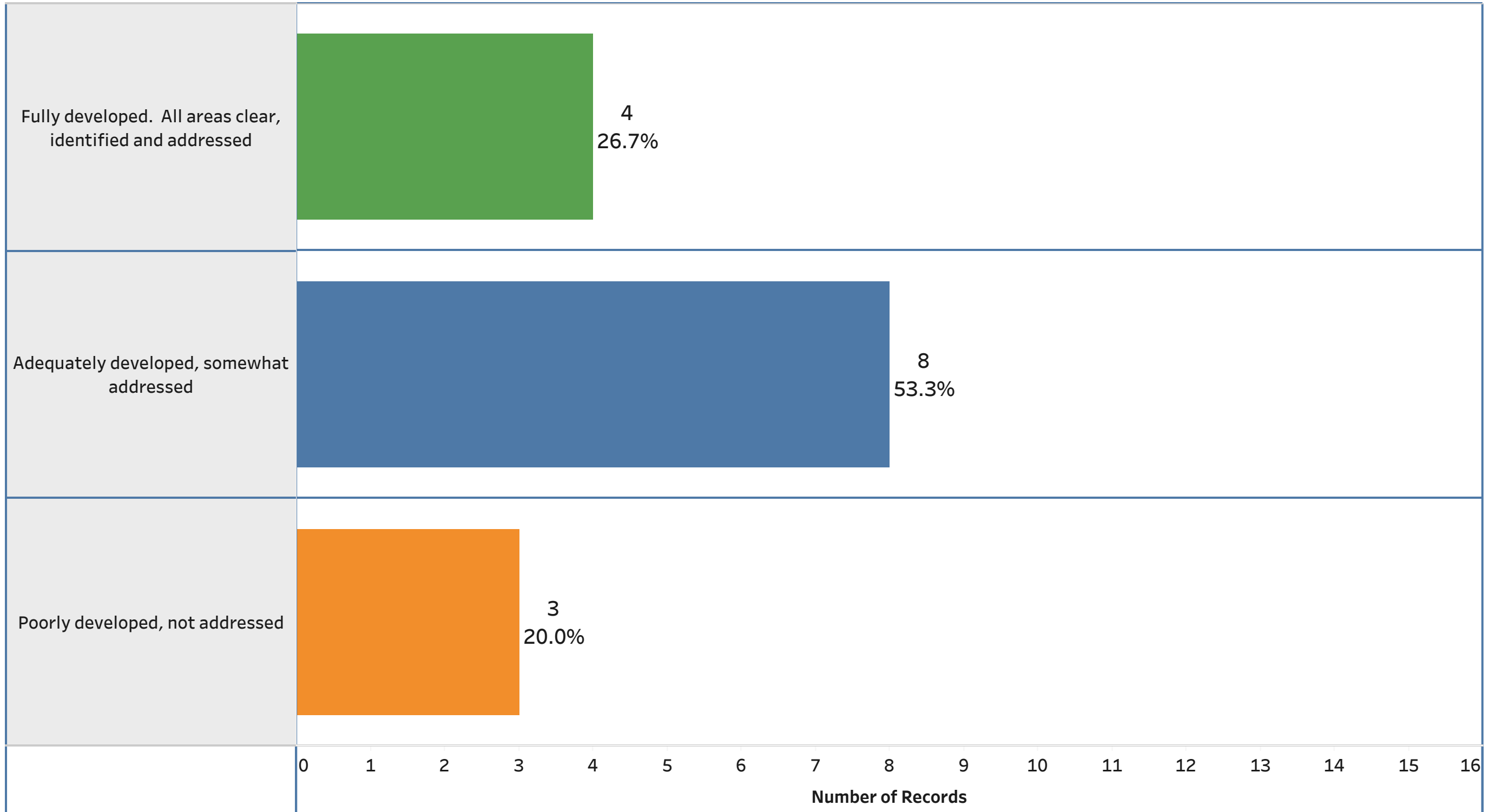
Q25. An administrator proposal has been arranged. The administrator possesses the qualifications to meet the demands of running a charter school. Should include the clear proposal of administrative positions and titles for all administrators.



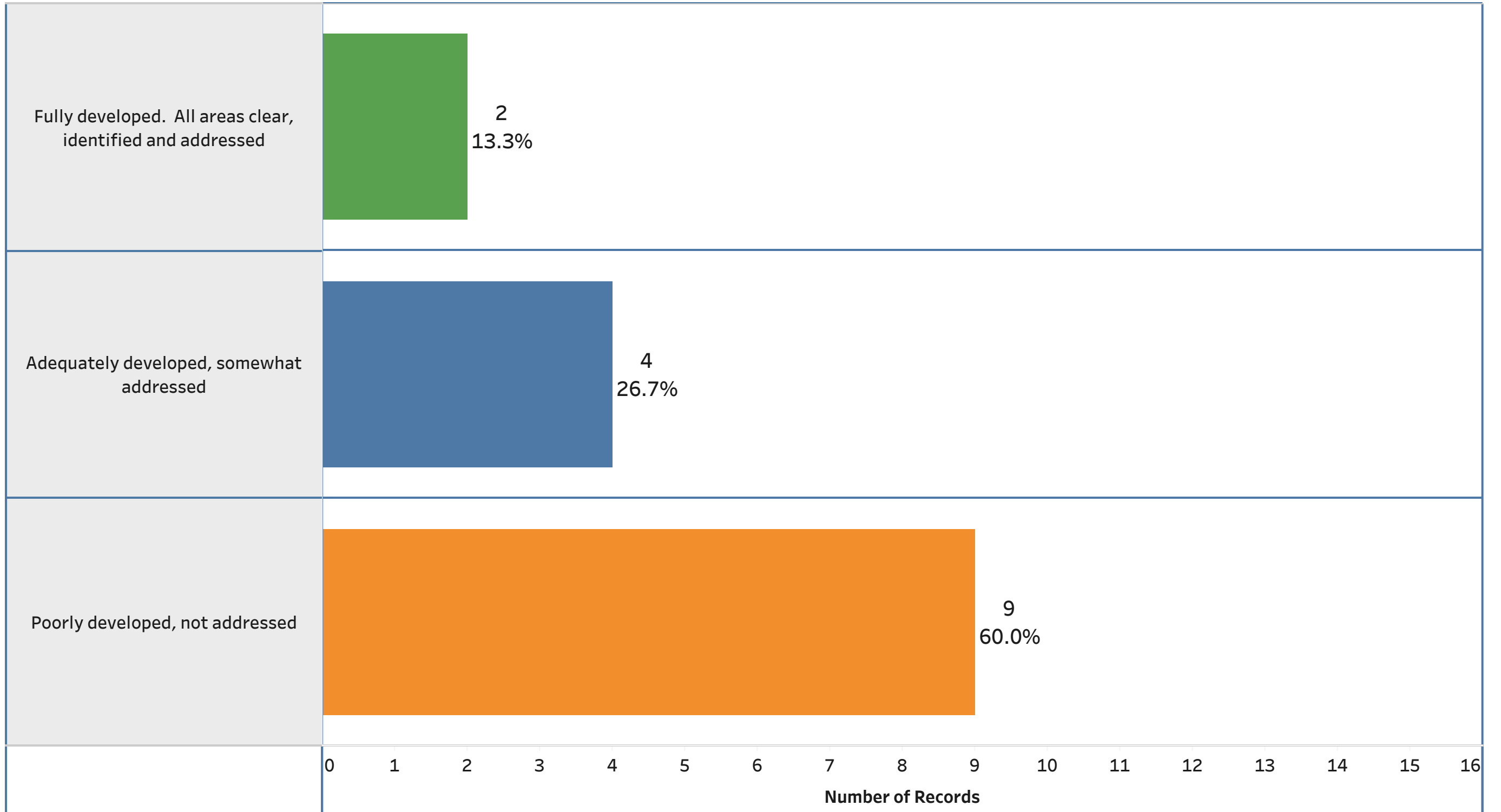
Q26. Provided a description of how the charter school assures equal access for all students regardless of sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.



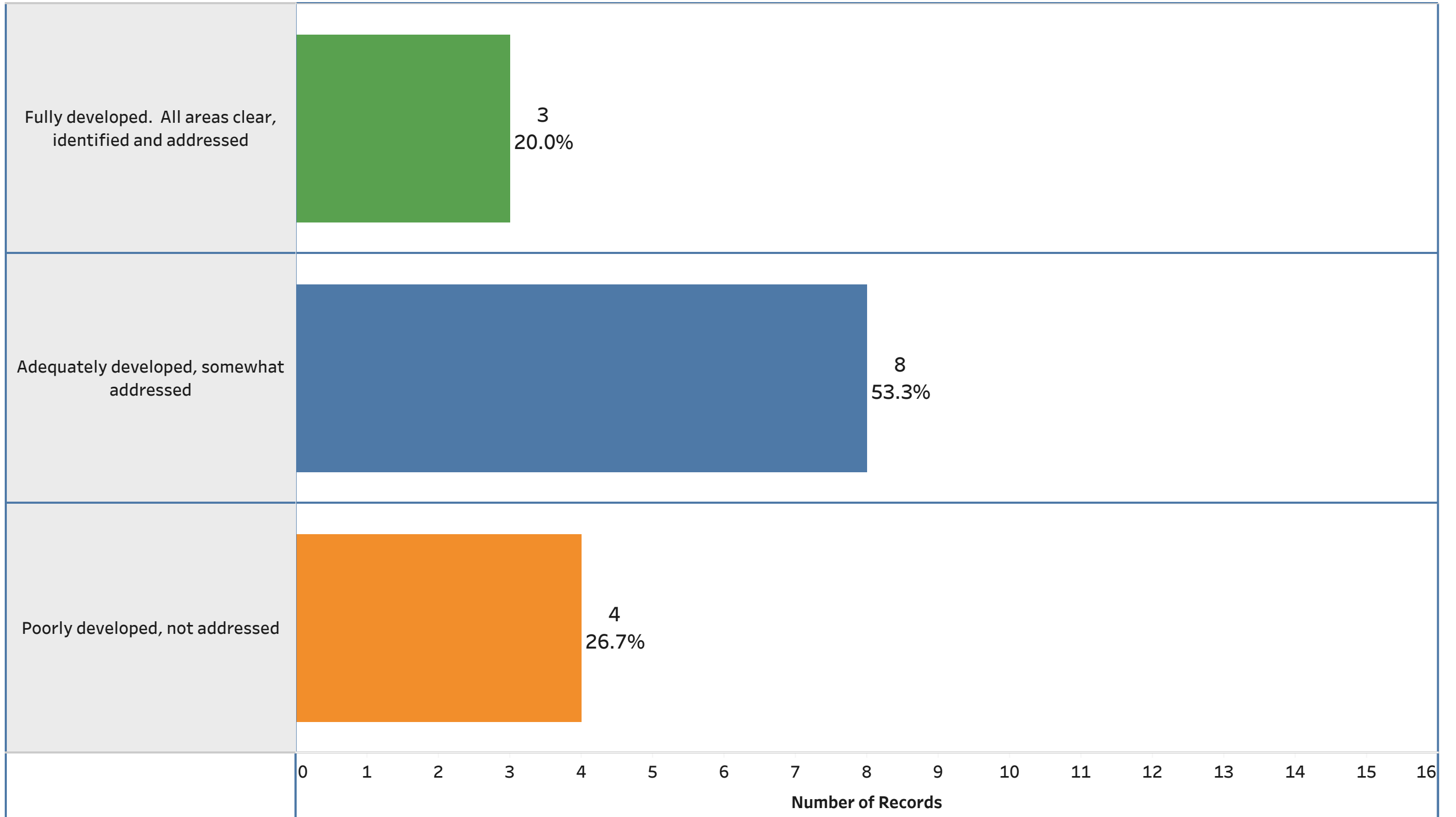
Q27. As required by section 427 of the General Education Provisions Act (GEPA), steps have been taken to ensure equitable access to and participation in the charter school.



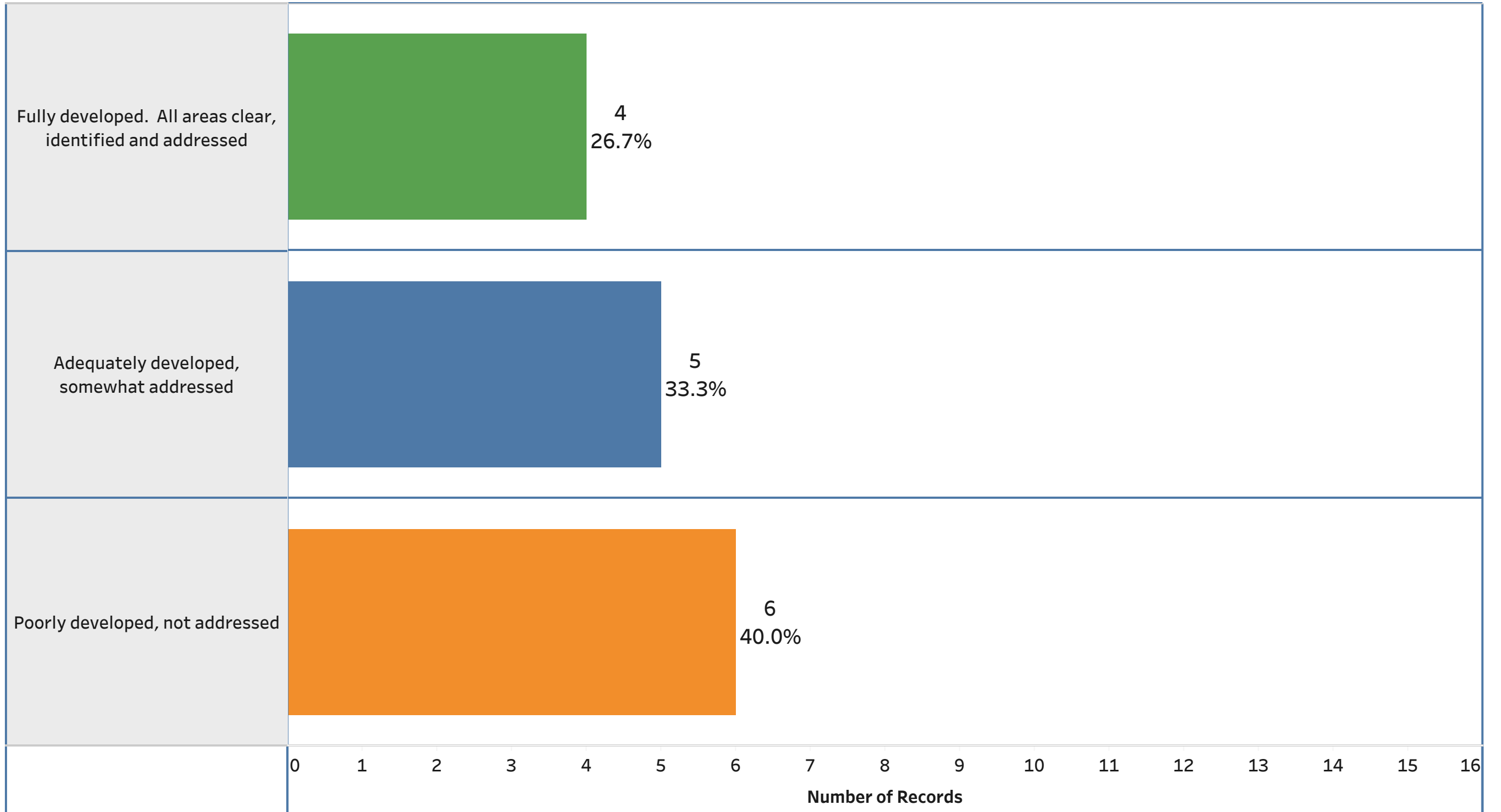
Q28. Described how the school plans to attract, recruit, admit, enroll, serve and retain educationally disadvantaged students equitably and meaningfully.



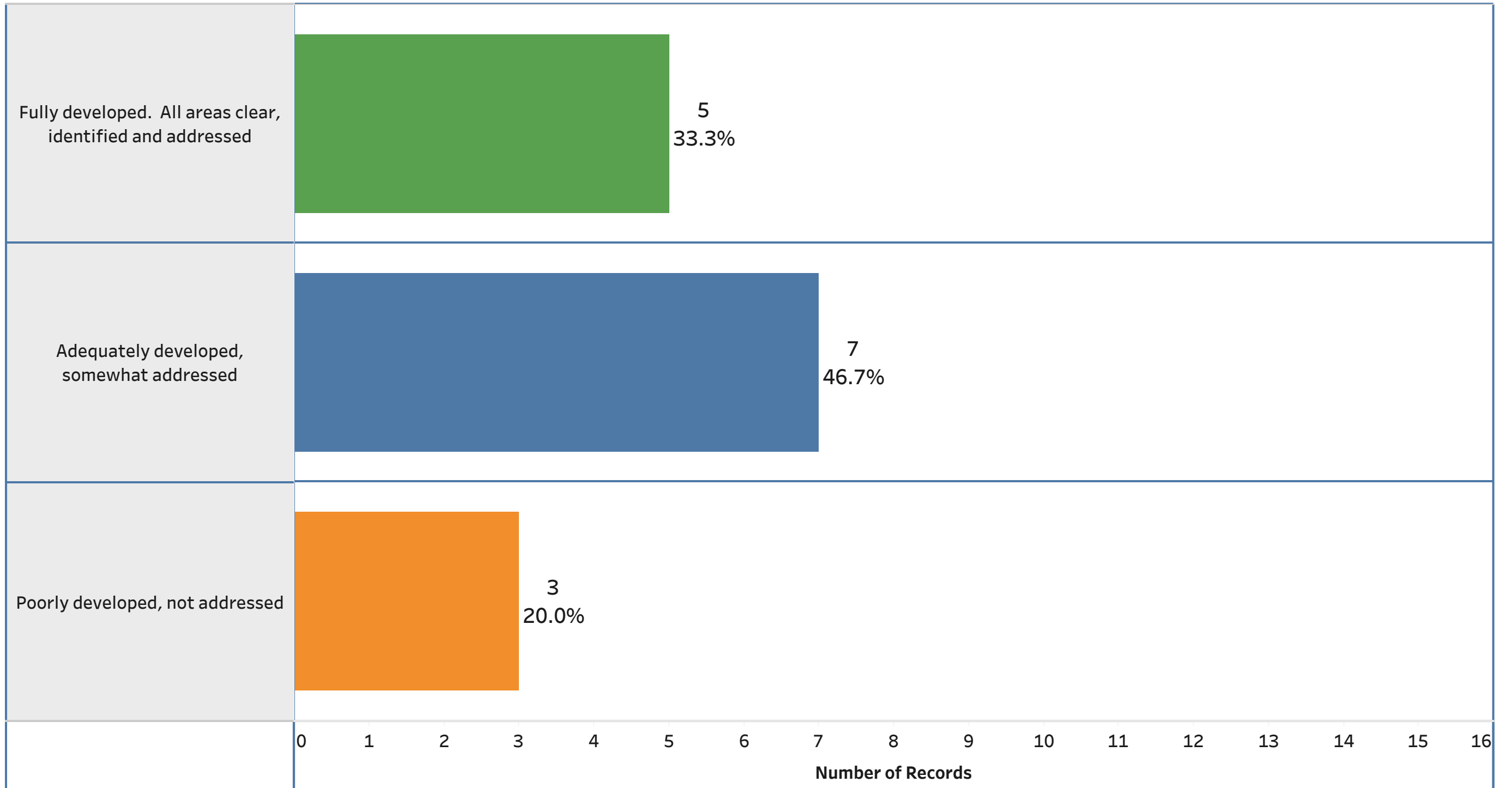
Q29. Described how students and families in the community are informed about the charter school and given an equal opportunity to attend.



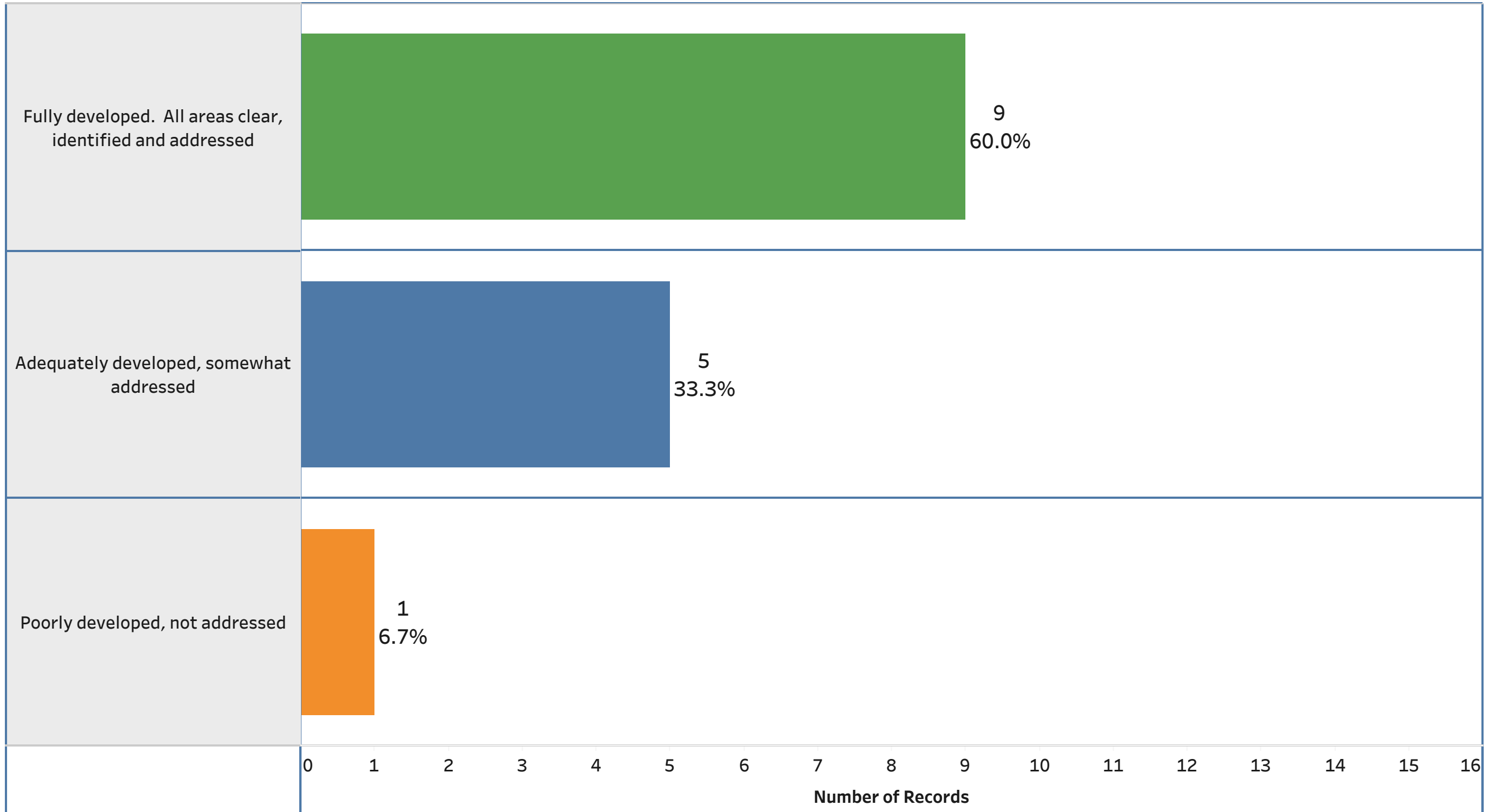
Q30. Described how the charter school will meet the educational needs of all its students, including children with disabilities and English learners.



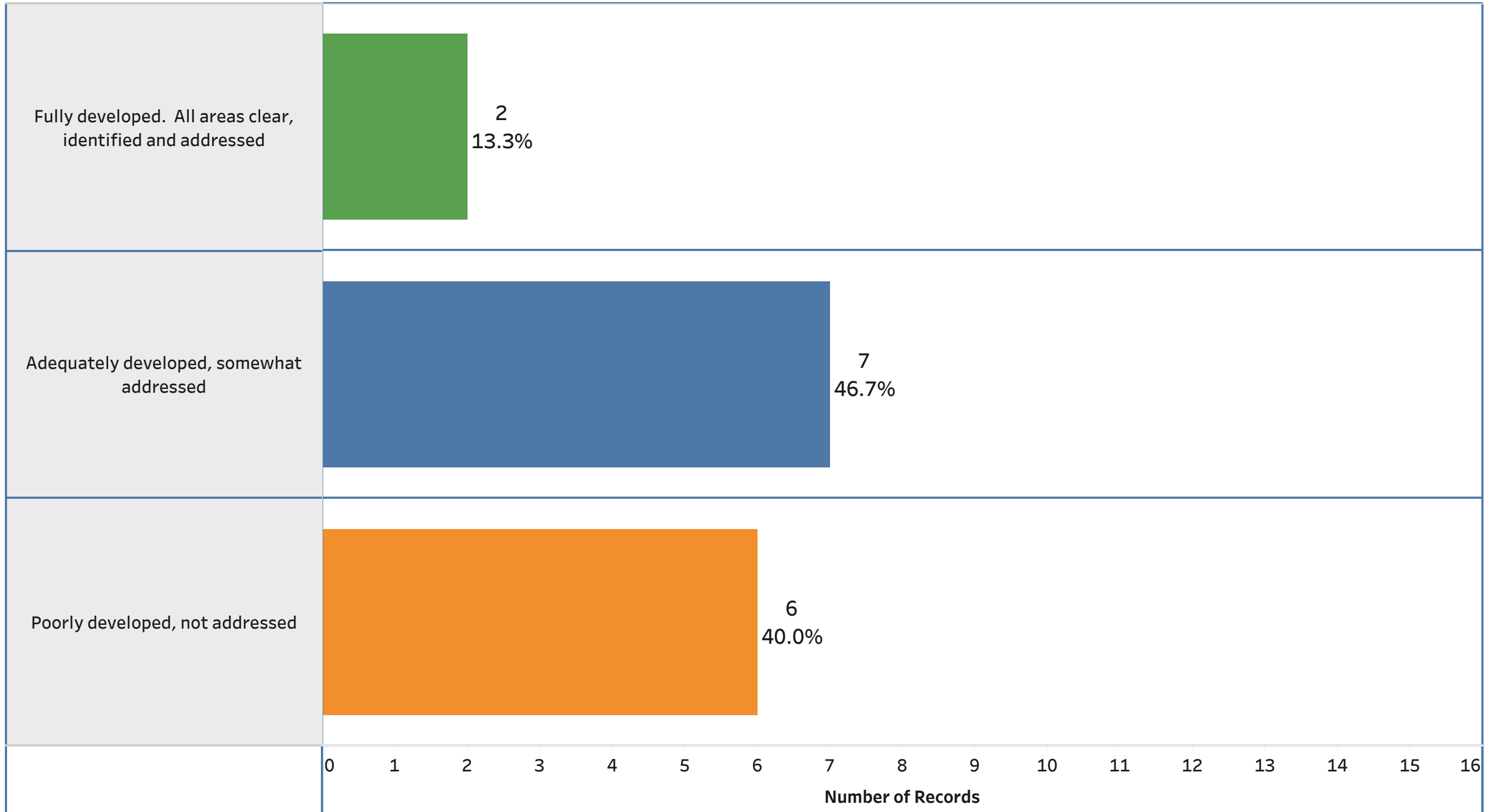
Q31. Provided the admissions policy for the school, including how the admissions policy is: (a) consistent with the statutory purposes of the federal charter schools program, (b) reasonably necessary to achieve the educational mission of the charter school, and (c) consistent with civil rights laws and Part B of the Individuals with Disabilities Education Act (IDEA).



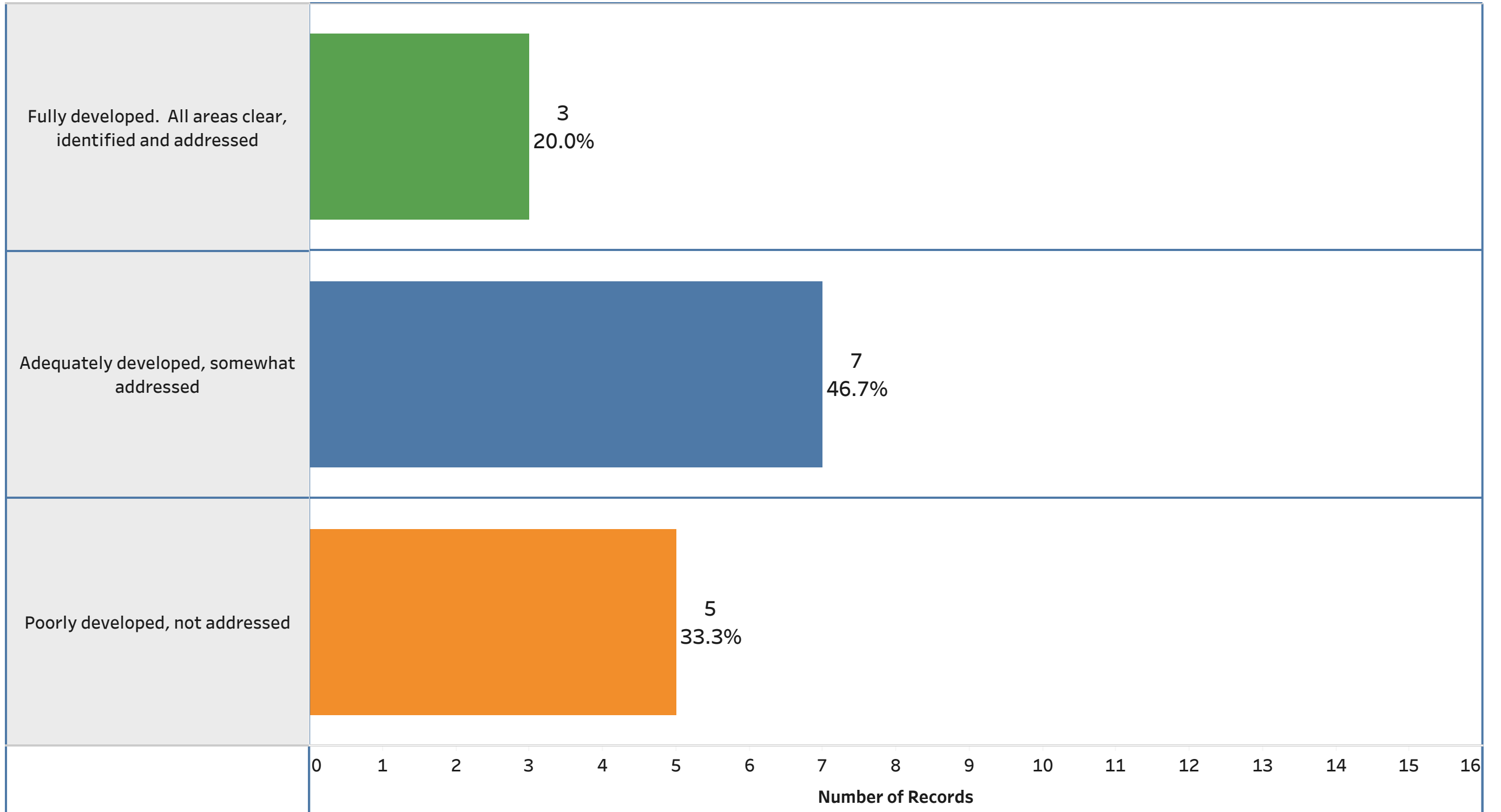
Q32. Provided a description of the random lottery process to be implemented if more students apply for admission than can be accommodated in the charter school.



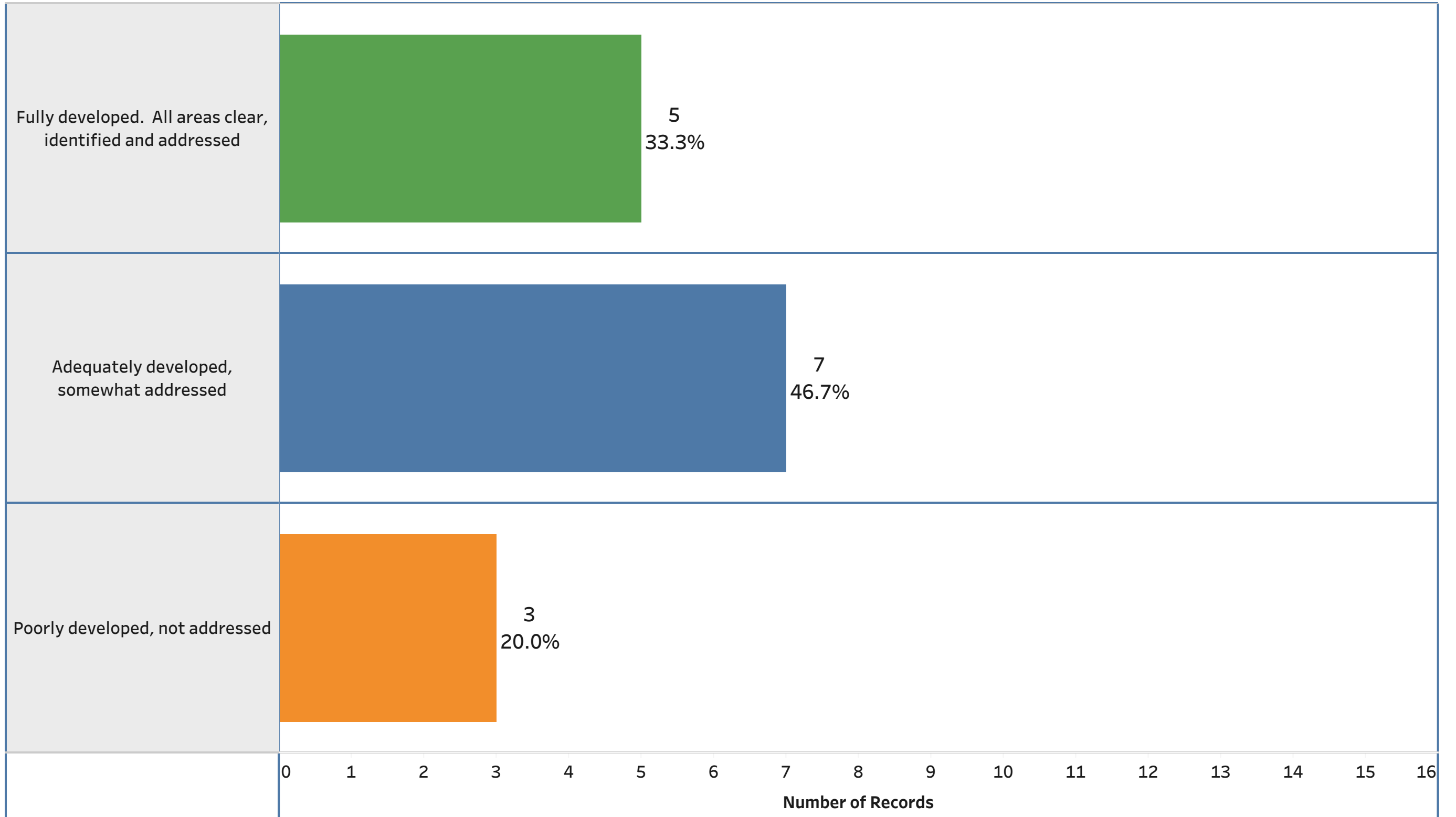
Q33. Described how the charter school governance board has considered and planned for the transportation needs of students. If the school does not or will not provide transportation, explained how the school will ensure access for students without means of transportation.



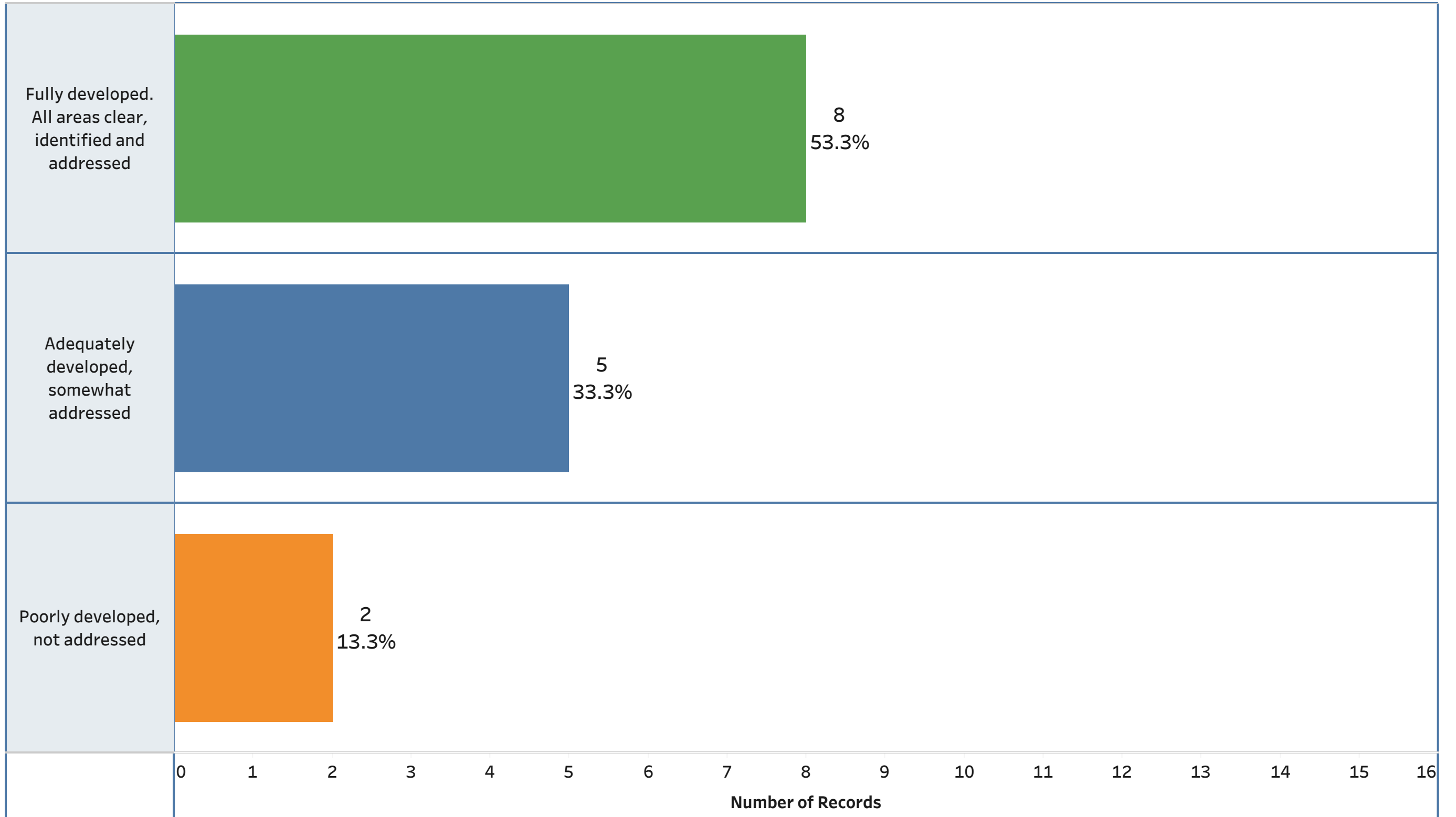
Q34. Provided an explanation of the costs justifying how they relate to opening and preparing for the operation of a new expanded charter school and why they are necessary. If requested a 12-month planning period, clearly indicated which costs pertain to the planning period.



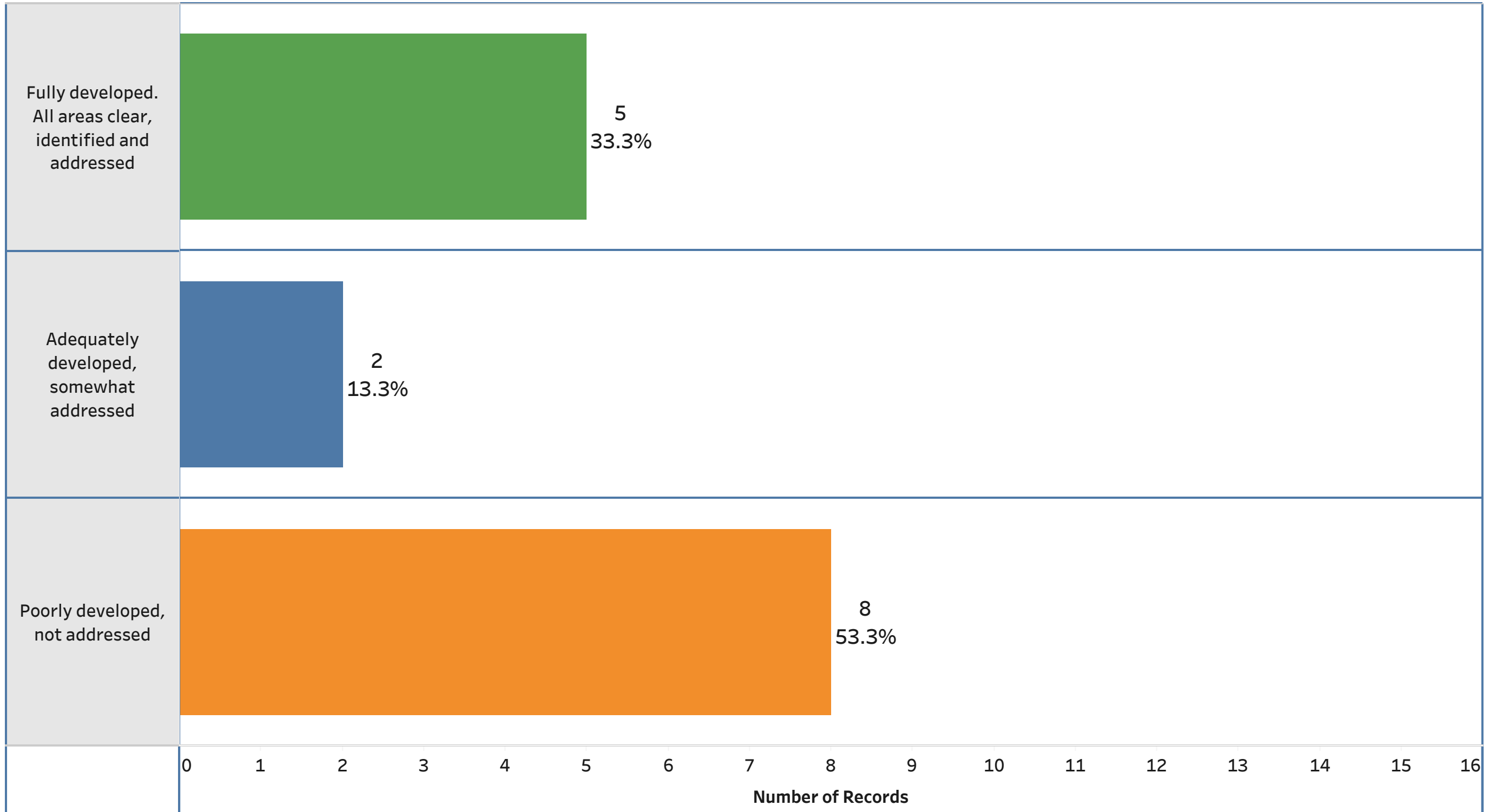
Q35. Described how the federal program funds available to the charter school; e.g. Title I and IDEA funds will be used.



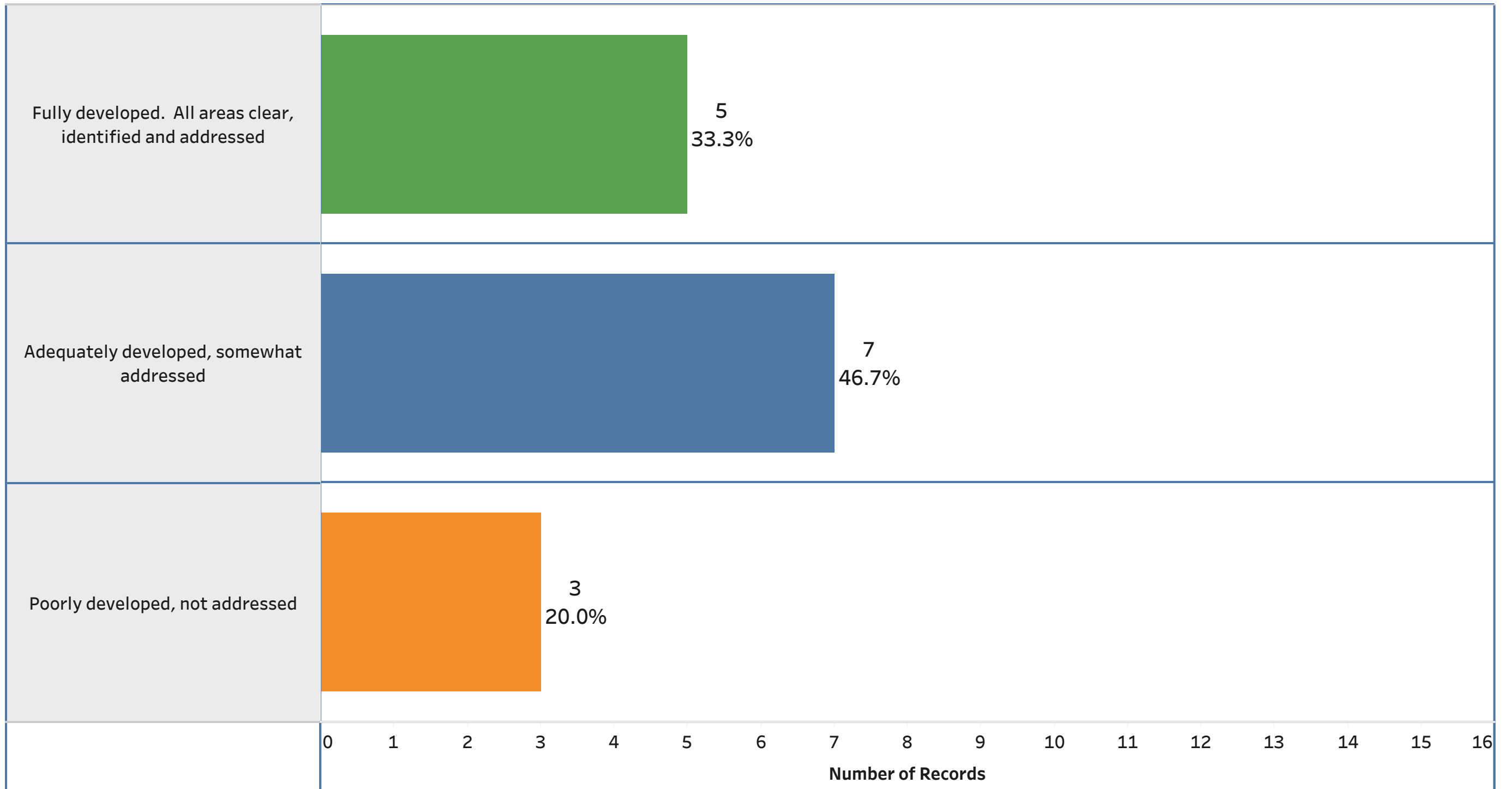
Q36. Described the method by which controls over expenditures and records of expenditures will be maintained.



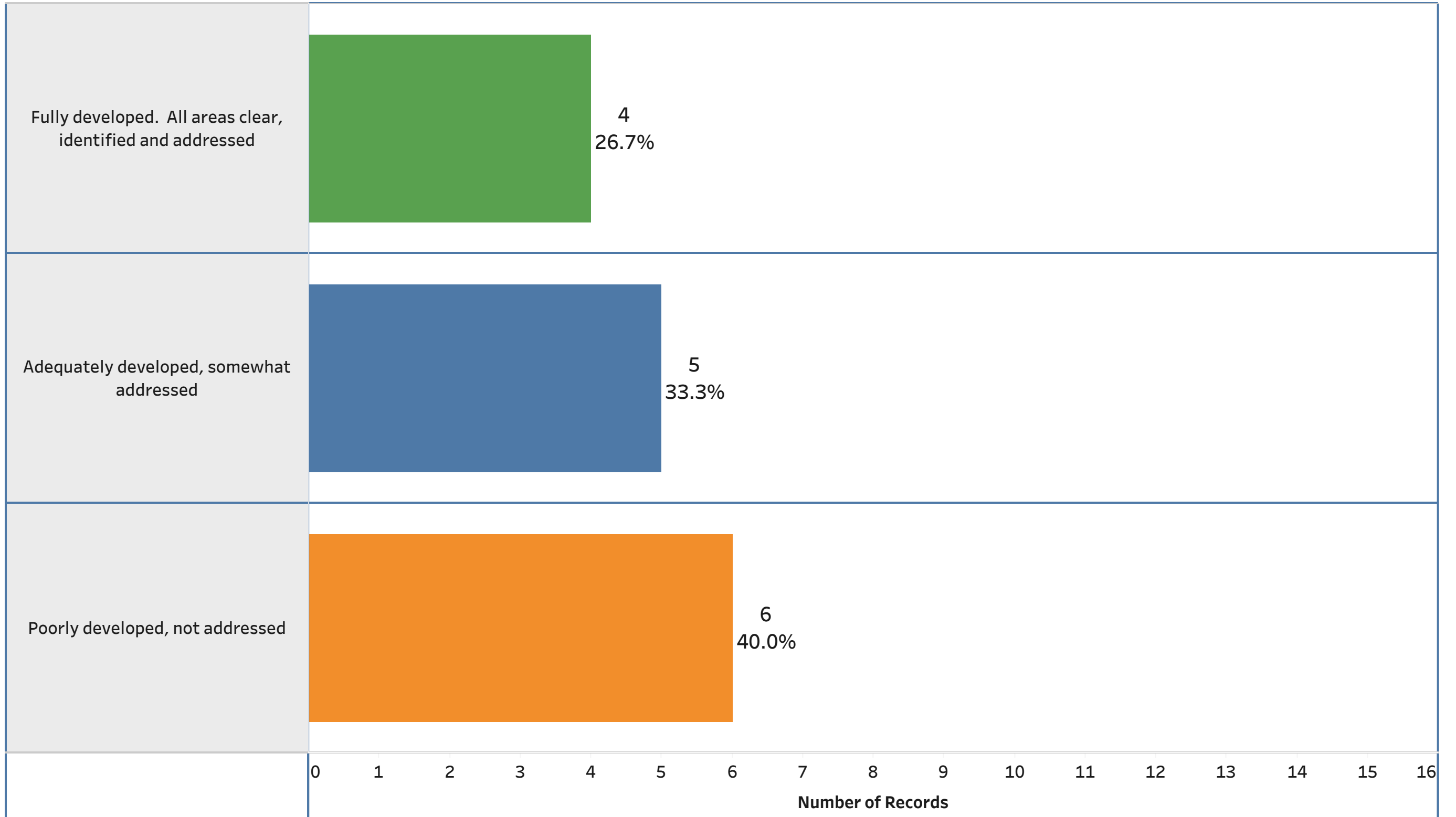
Q37. Provided a district budget impact analysis, combining expansion costs for KUSD based on projected enrollment figures and other annual related costs.



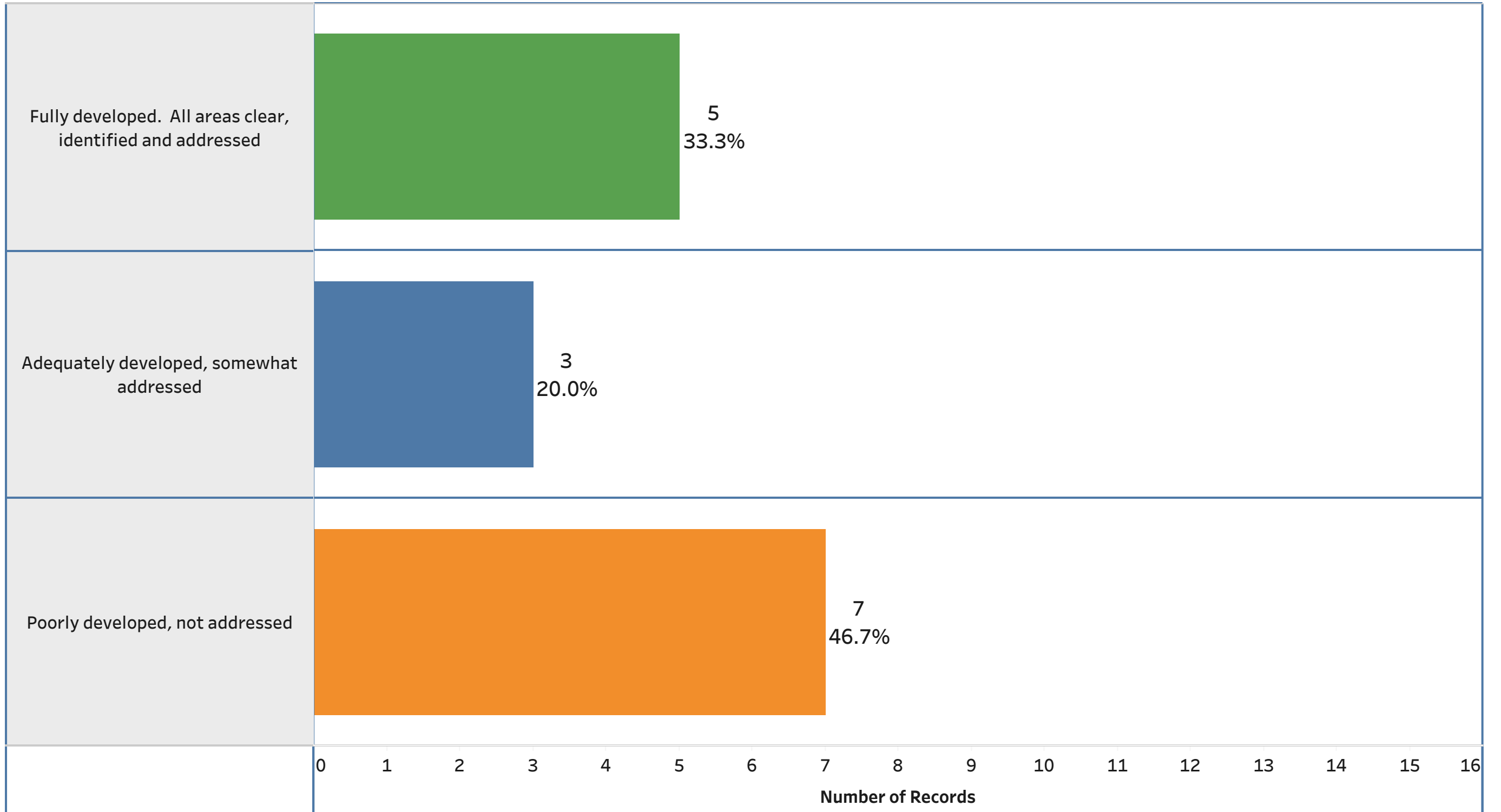
Q38. The charter contract identified school board policies that will be waived for this charter school and explained how the waiver(s) will support the operation of the charter school. The only KUSD school board policies that will not apply to the charter school are specifically listed in the charter agreement.



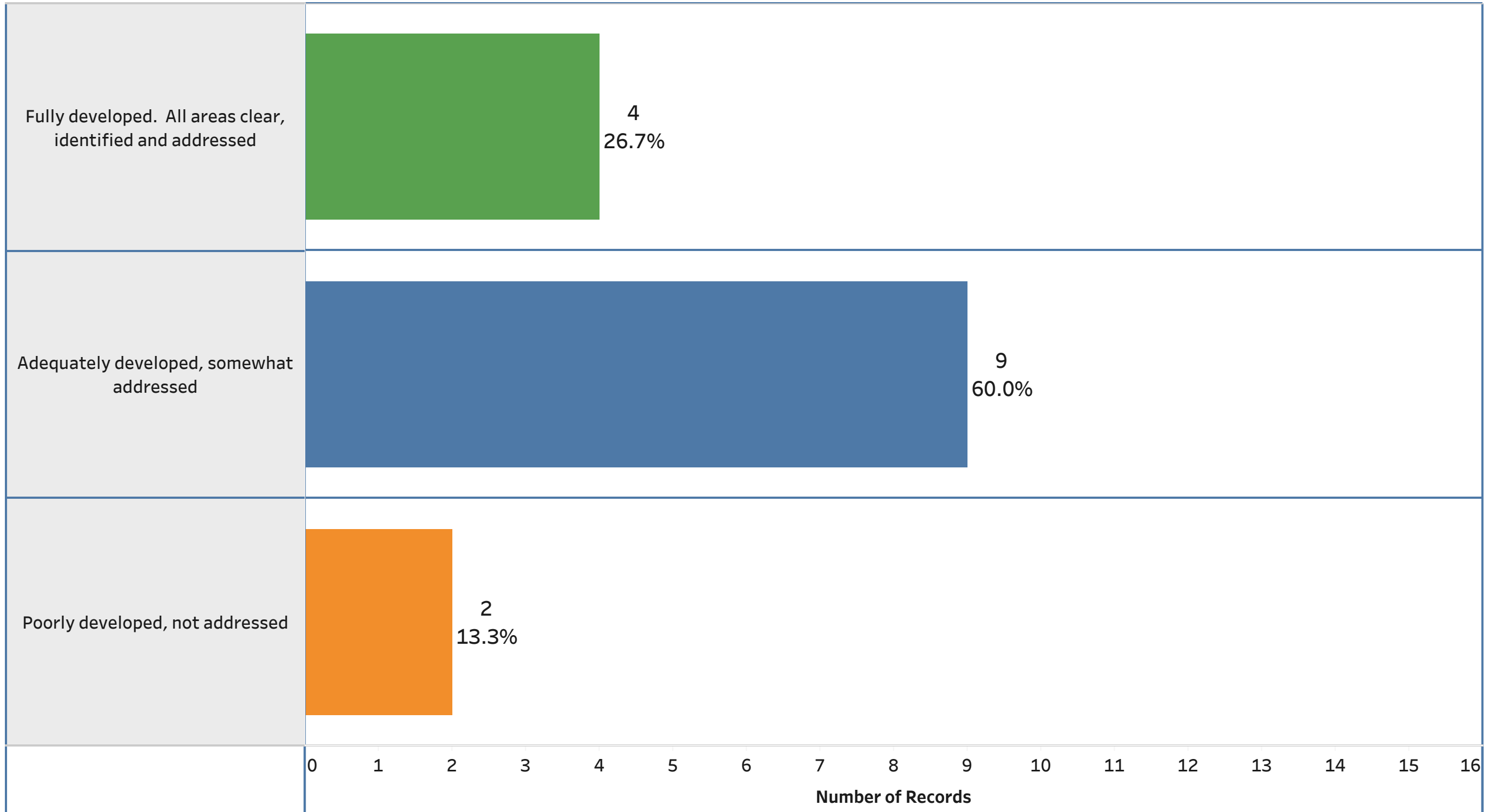
Q39. Provided a detailed 2-3 year professional and curriculum development plan to ensure teacher and administrator competencies.



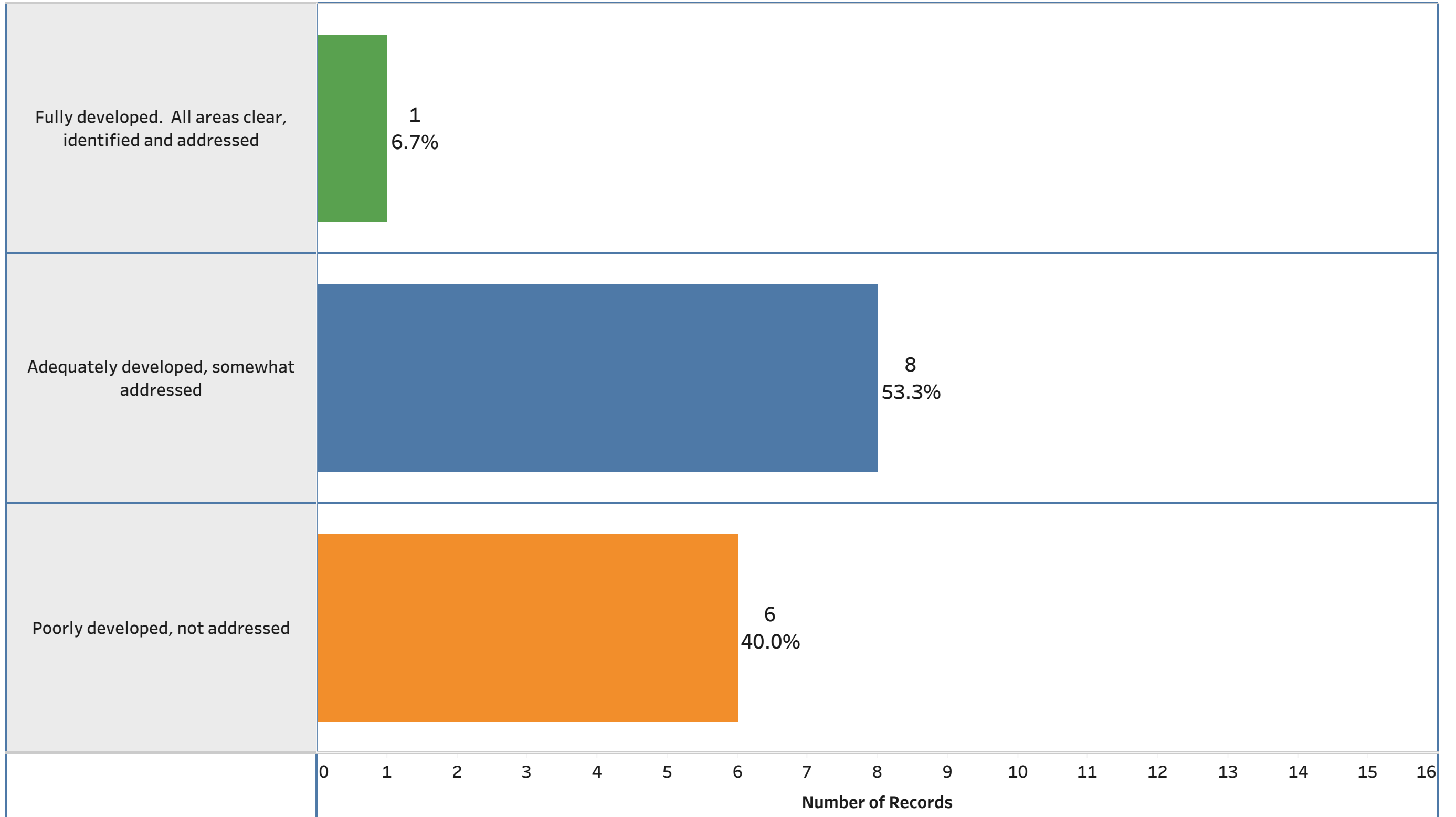
Q40. Described the training that will be provided to the charter board and when it will be delivered, e.g., governing authority, Roberts Rules, by-laws, finances/budges, fund raising, family involvement, polices/procedures, etc.



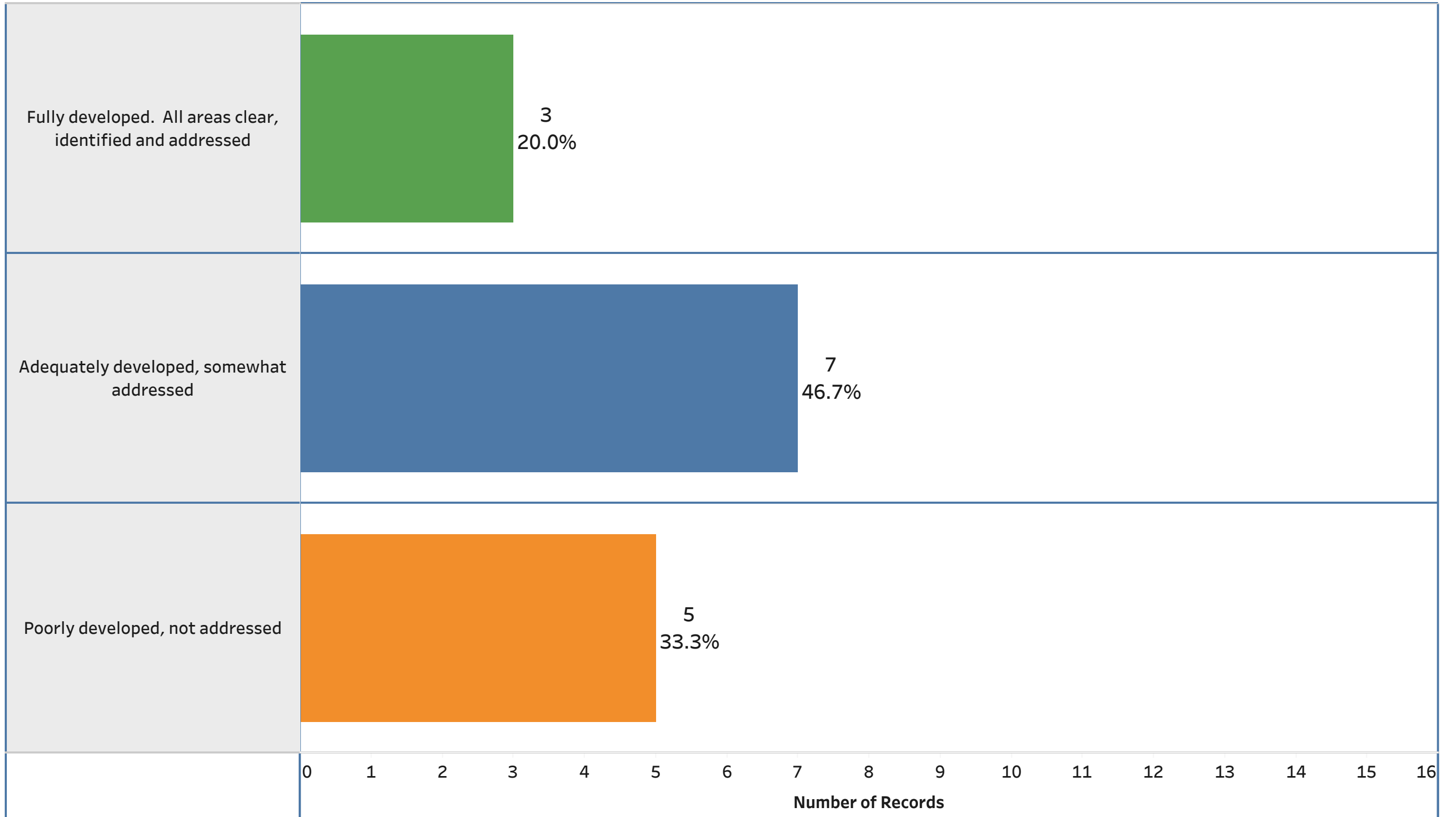
Q41. Described how the activities will lead to improved student academic achievement, including how the activities are grounded in evidence-based research and data.



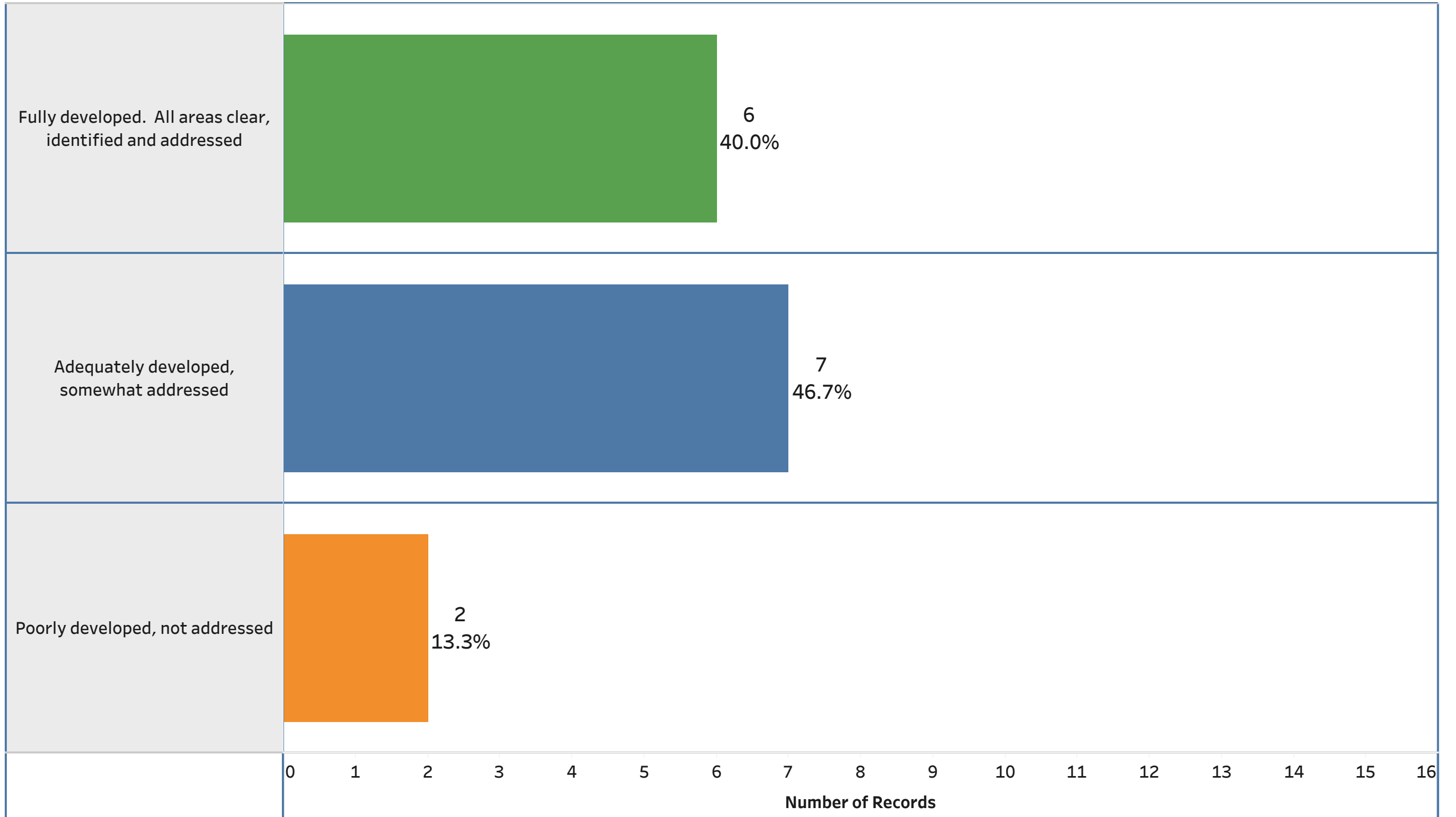
Q42. Included how student body diversity will be incorporated into best practices.



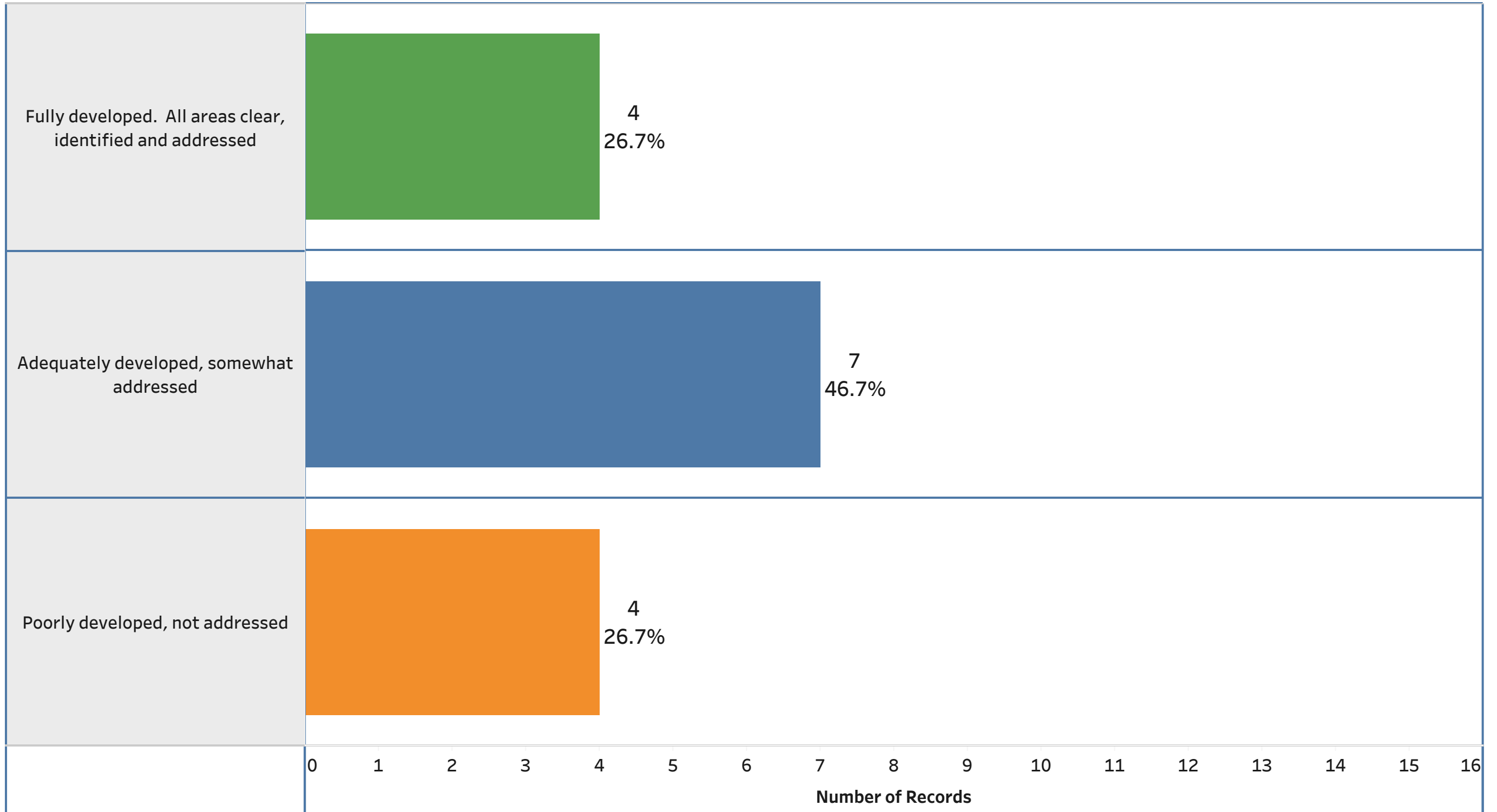
Q43. Described student discipline practices that are, or will be employed at the school.



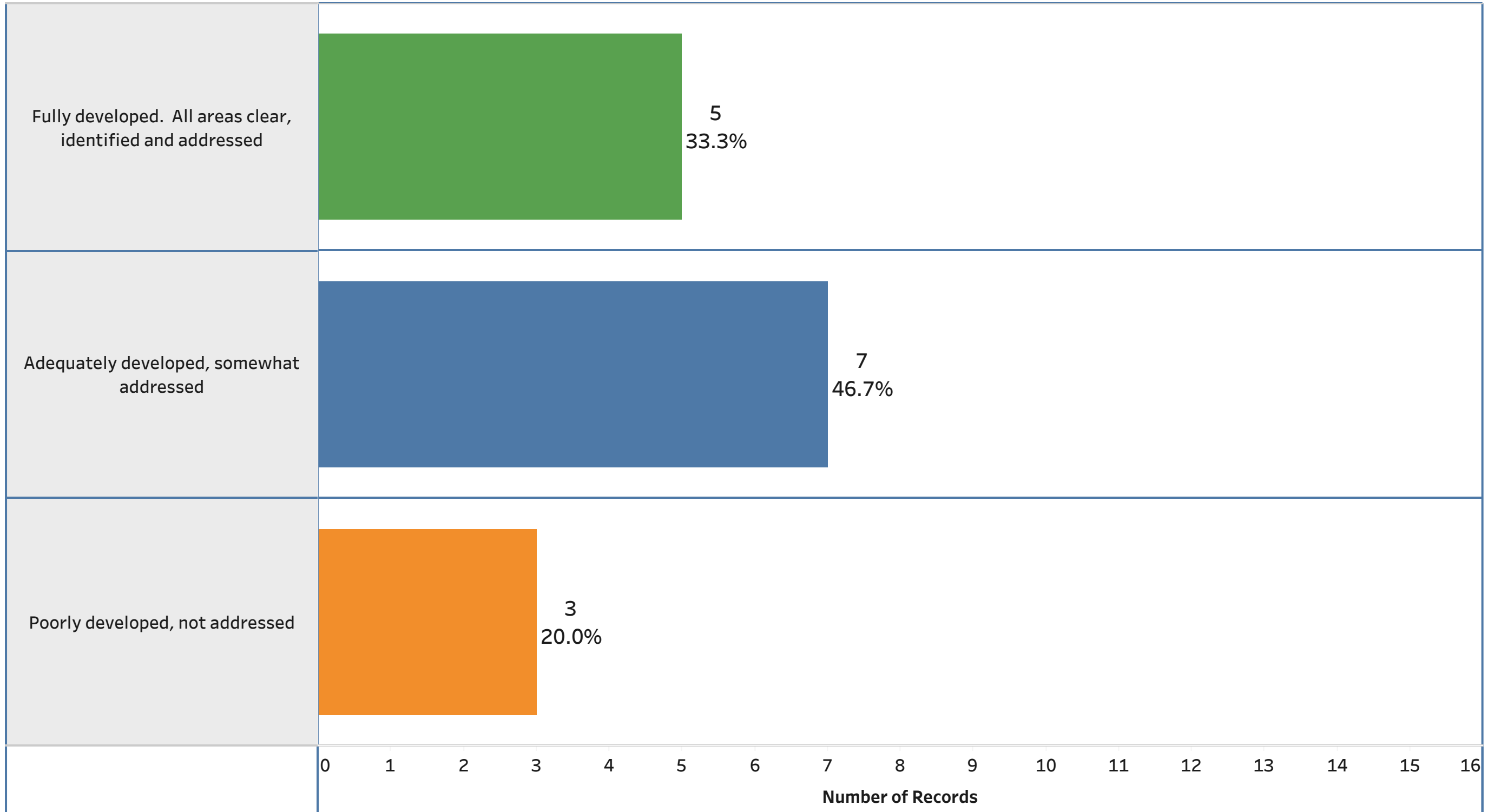
Q44. Measures of student achievement are in place for accountability and growth and achievement.



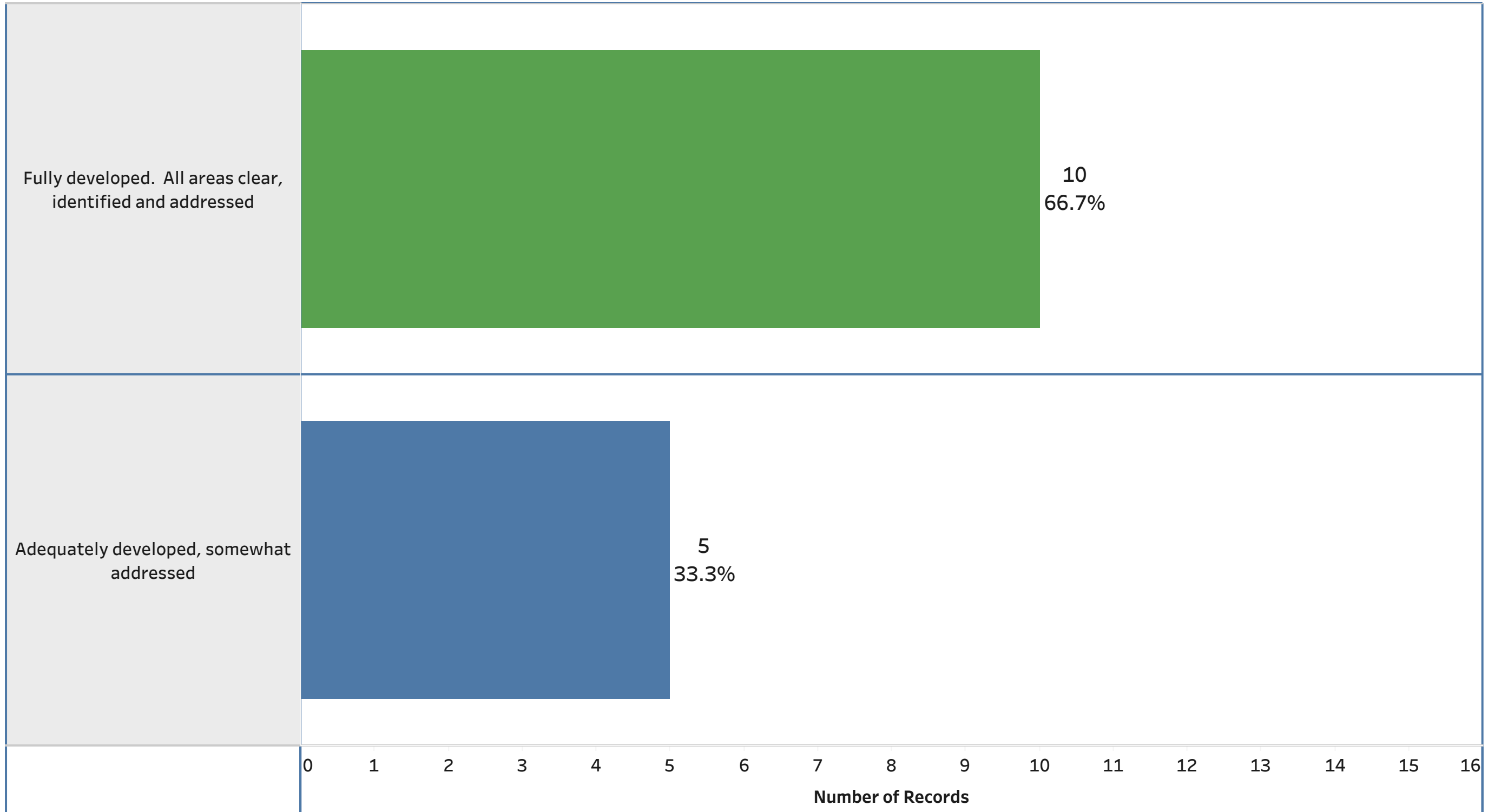
Q45. Outlined what a multi-layer system of support will look like for this school. The system covers students with disabilities and those that are English Language Learners.



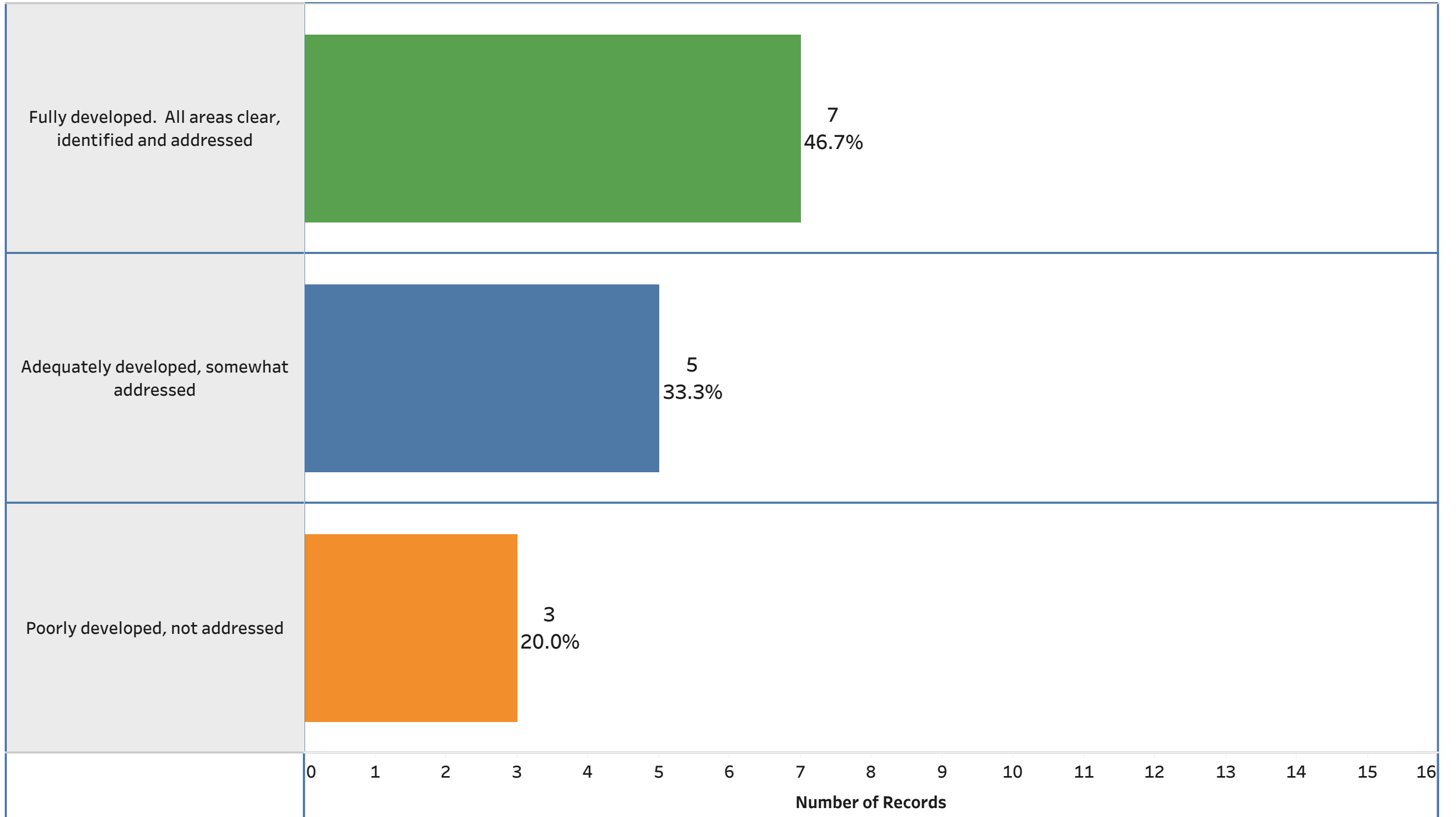
Q46. The school will remain financially sustainable after initial charter grant monies are no longer available. Described what other financial resources will be pursued, the percent of the annual budget to be held in a fund balance and priorities reflected in the budget.



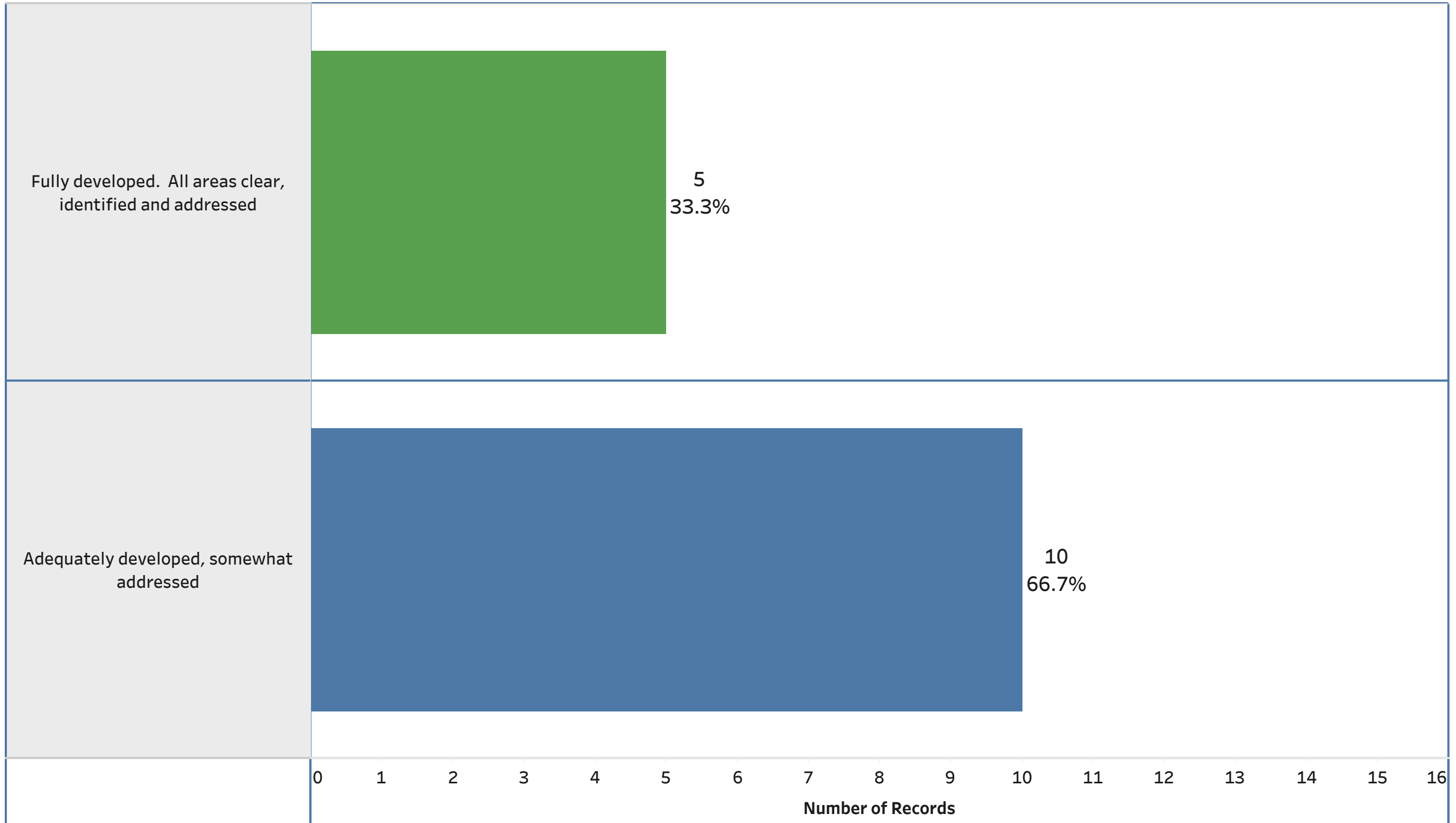
Q47. The proposal provided details of what the student enrollment will be at each grade level in each of the first five years and what will be the final enrollment projection by grade level when at full capacity.



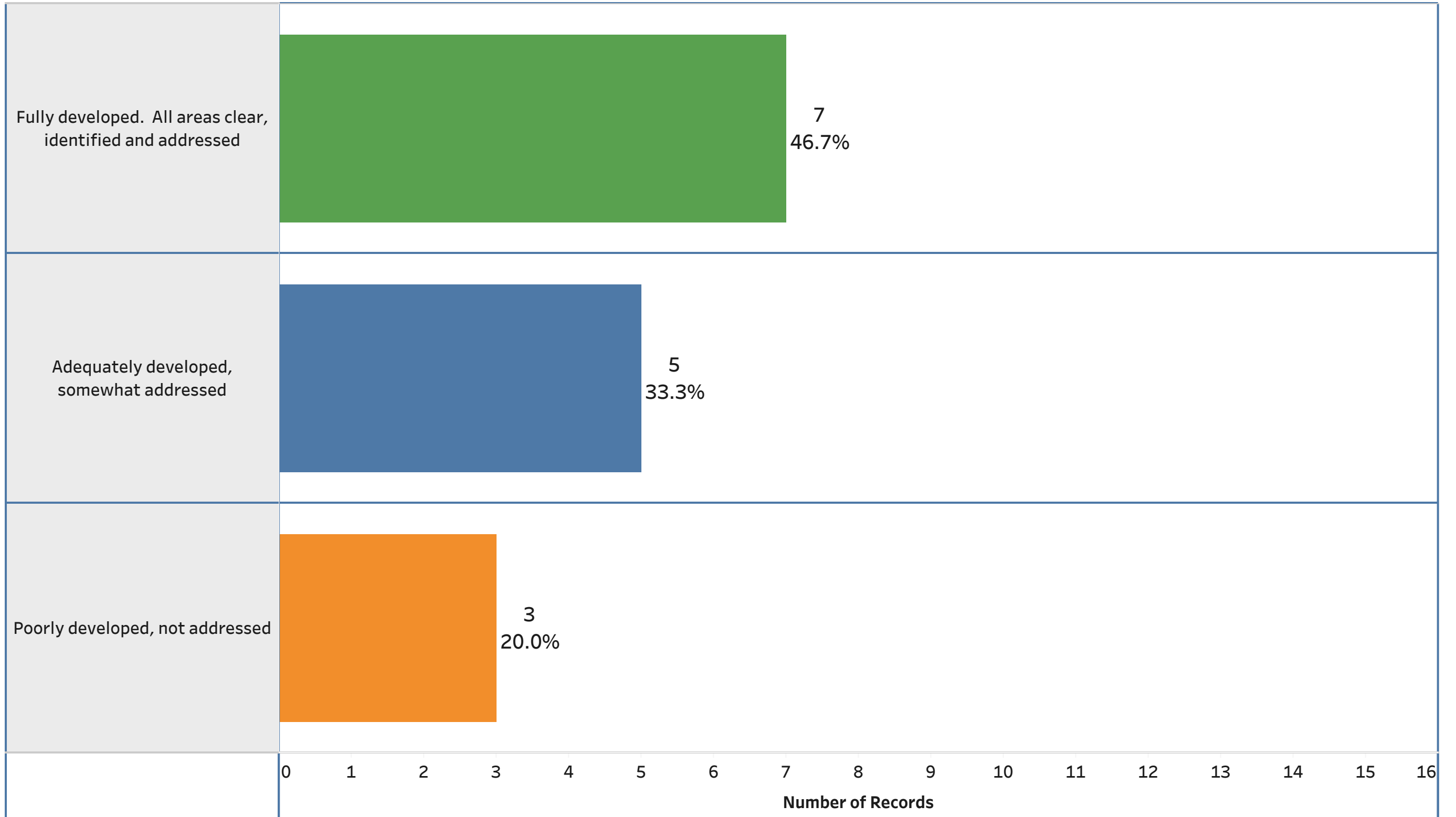
Q48. Provided method of student recruitment, lottery procedures if over or under subscribed expectations.



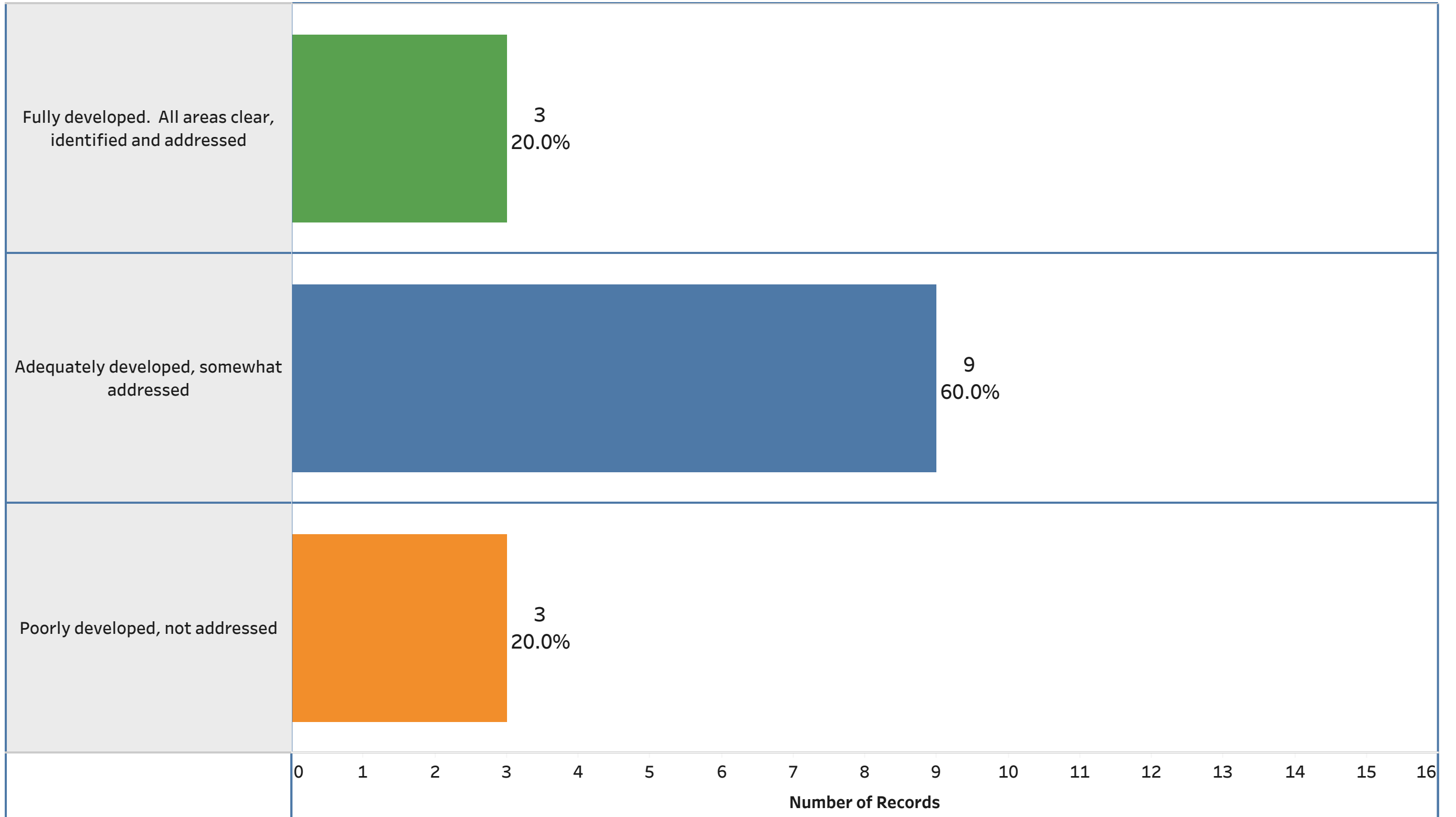
Q49. Provided timeline for planning and implementation. Community knowledge of the process set-up and major activities in place for the year.



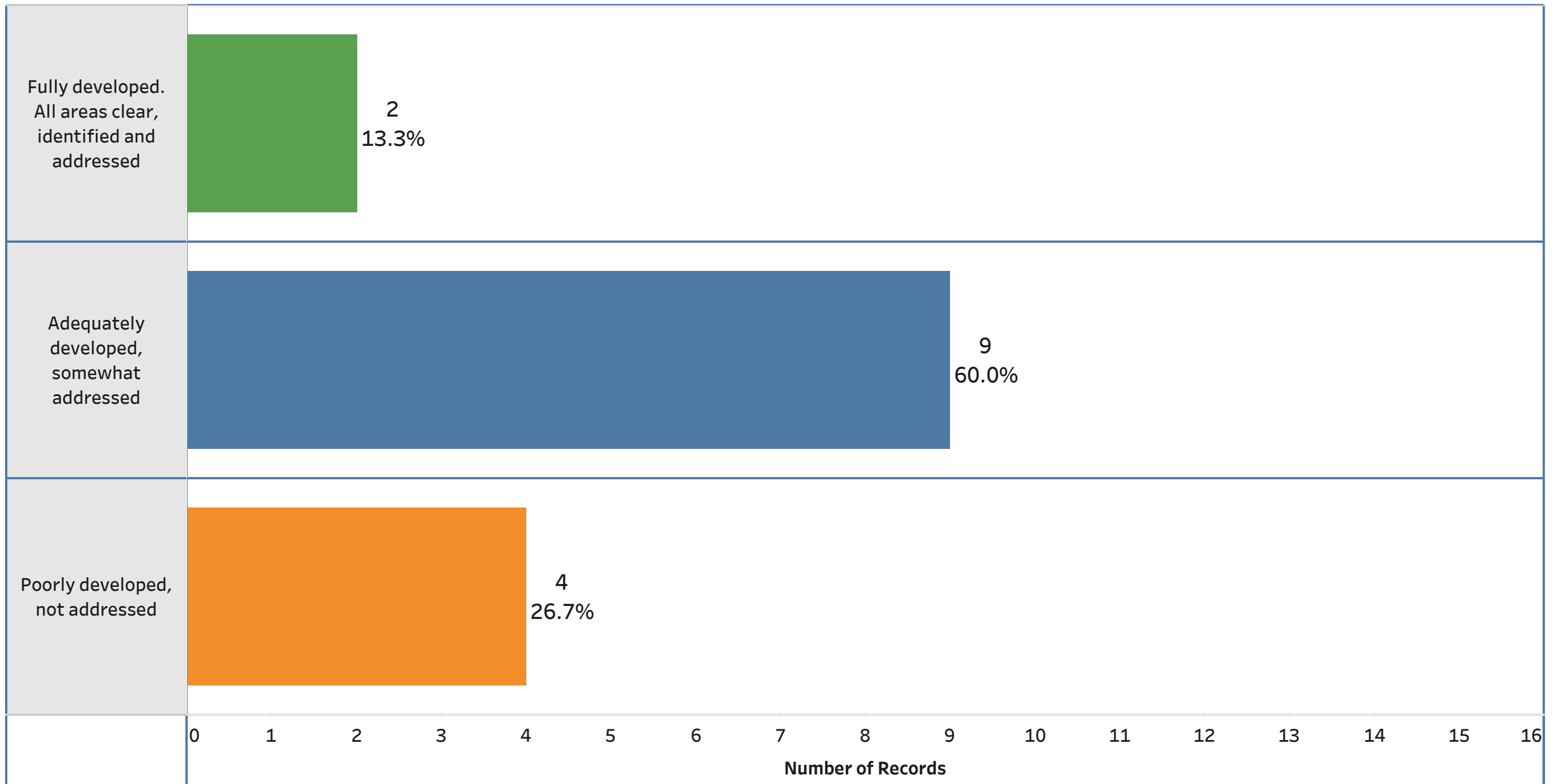
Q50. Special education and students with disabilities needs have been met along with legal requirements.



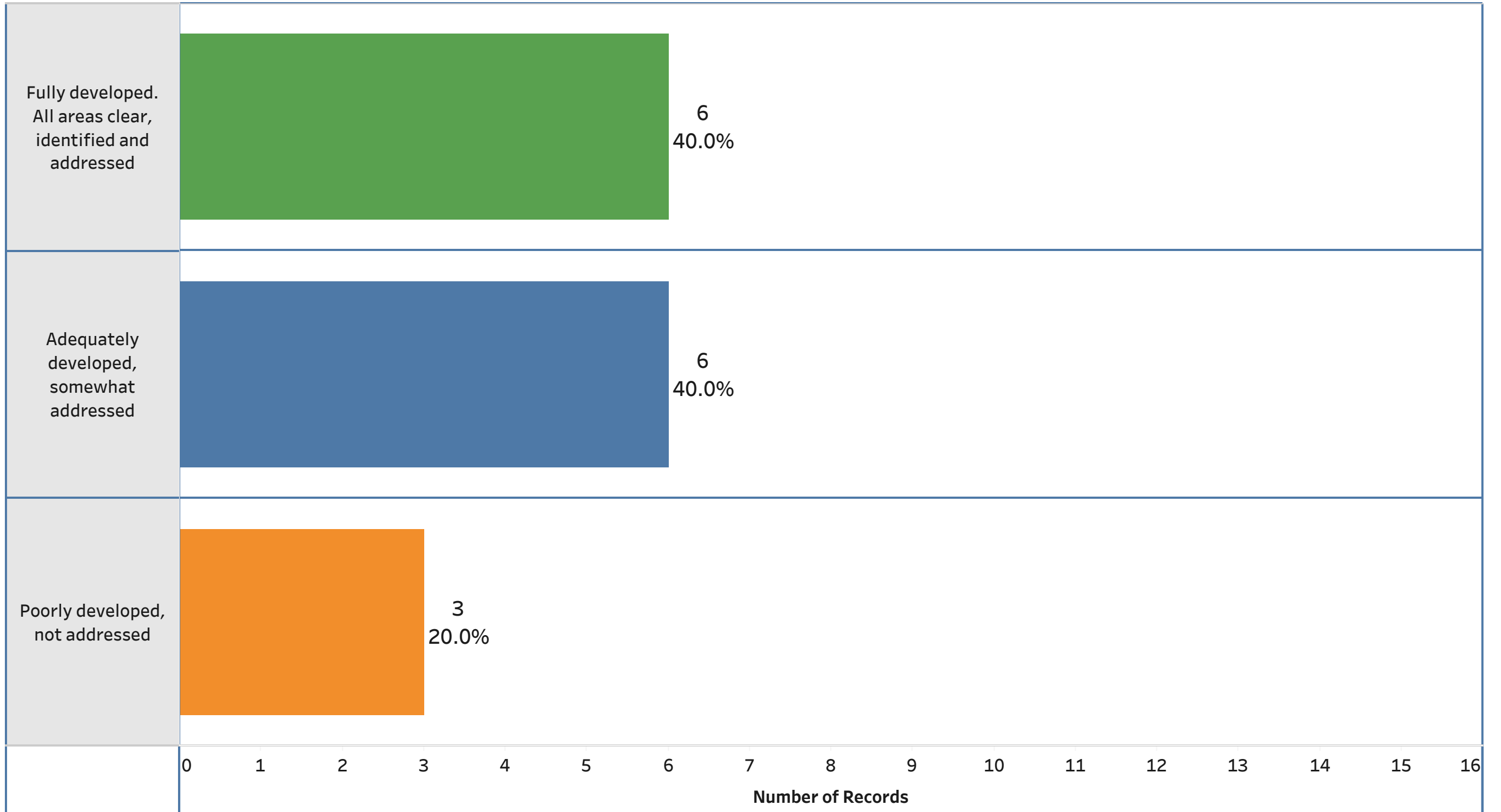
Q51. Plans are in place for parent involvement in the creation and operation of the proposed school.



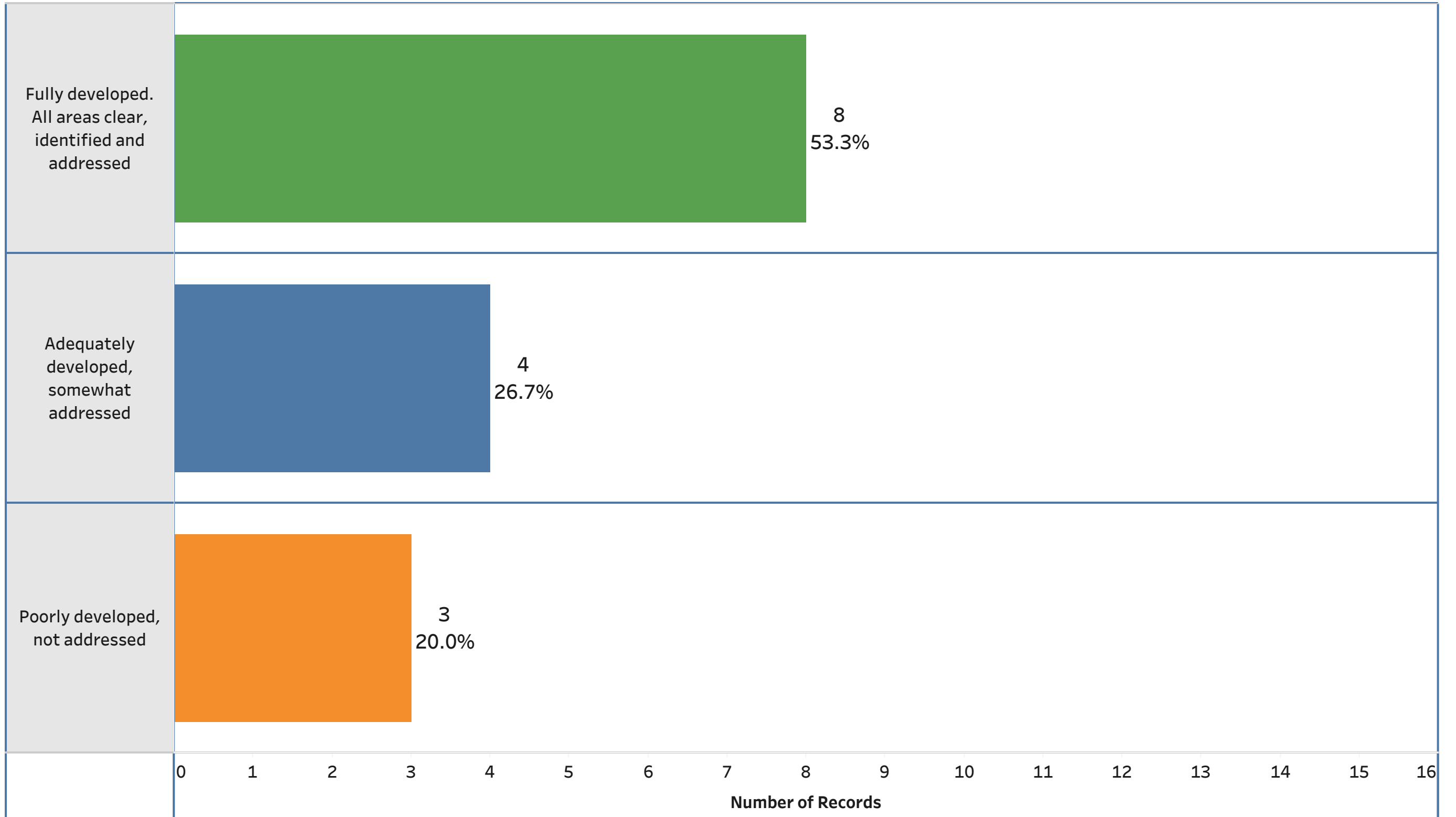
Q52. Provided data to demonstrate three years of evidence of the charter school's significant improvement in student achievement, including positive outcomes for each subgroup of students (economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English language learners) and for educationally disadvantaged students (economically disadvantaged students, students with disabilities, migrant students, English language learners, neglected or delinquent students, and homeless students).



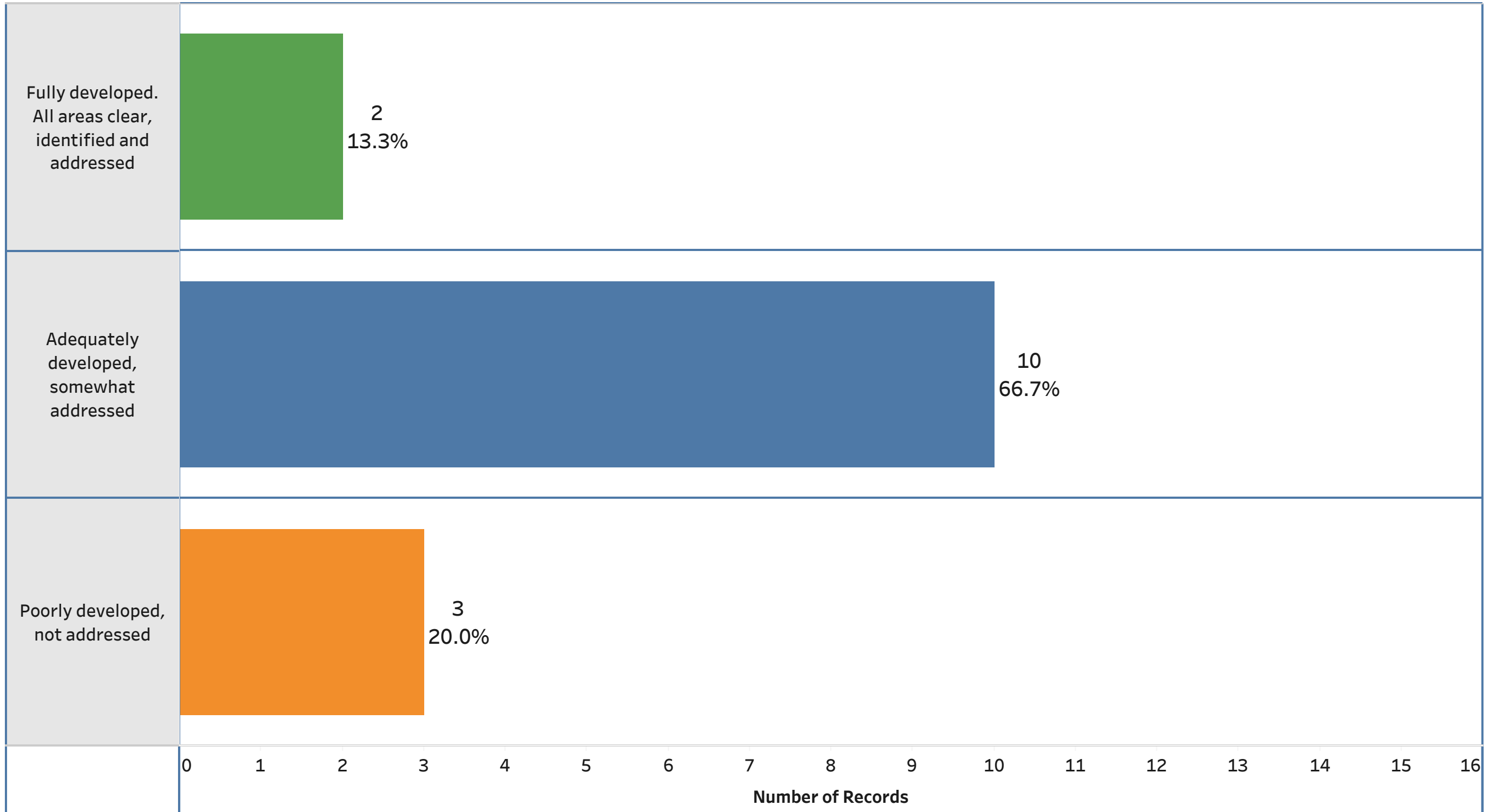
Q53. Provided attendance and student retention data for the three (3) most recently completed school years for all students and for each subgroup of students. Provides any explanatory information for the data.



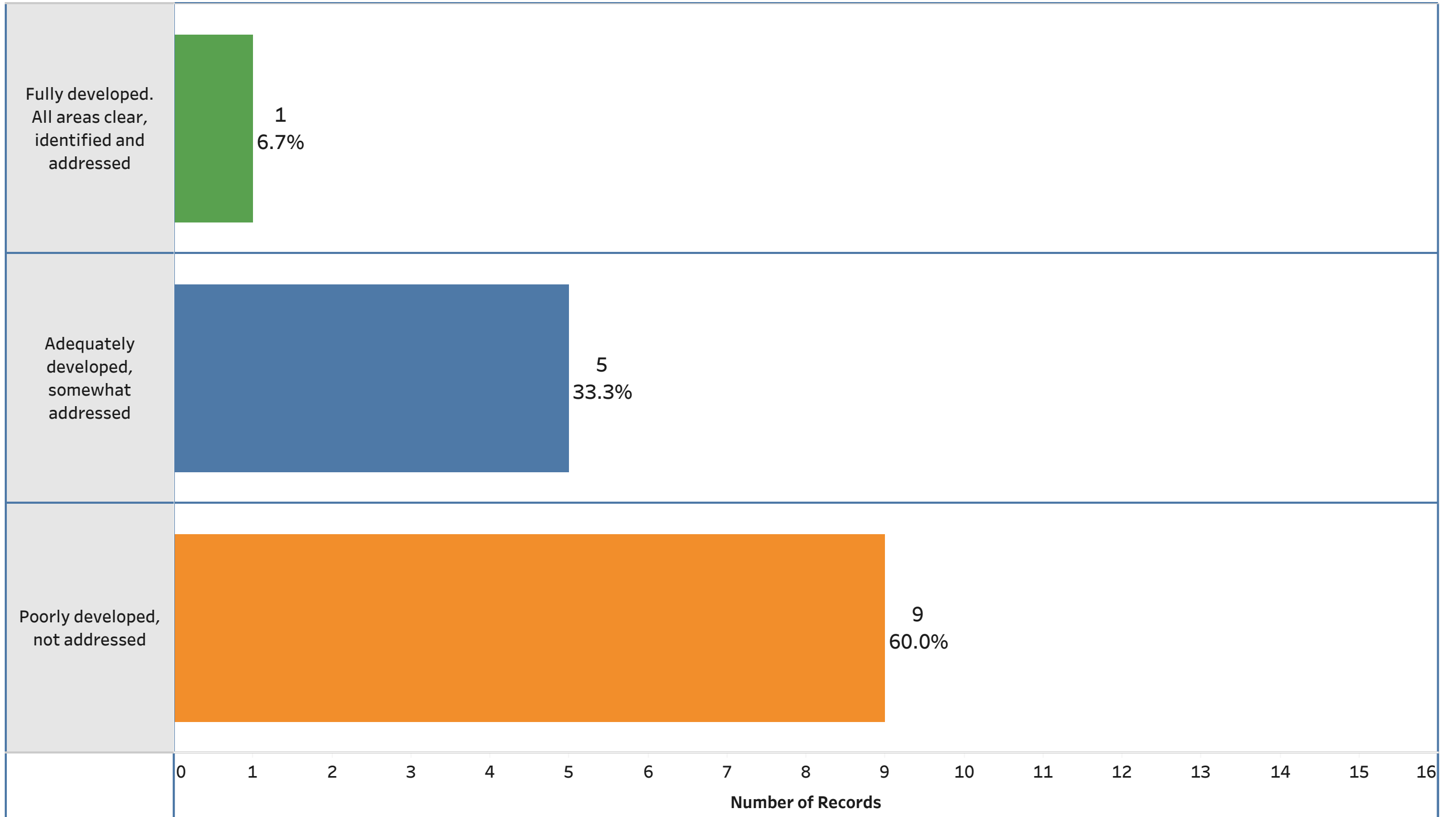
Q54. Provided Suspension and expulsion rates for the past three (3) years for all students and each subgroup of students.



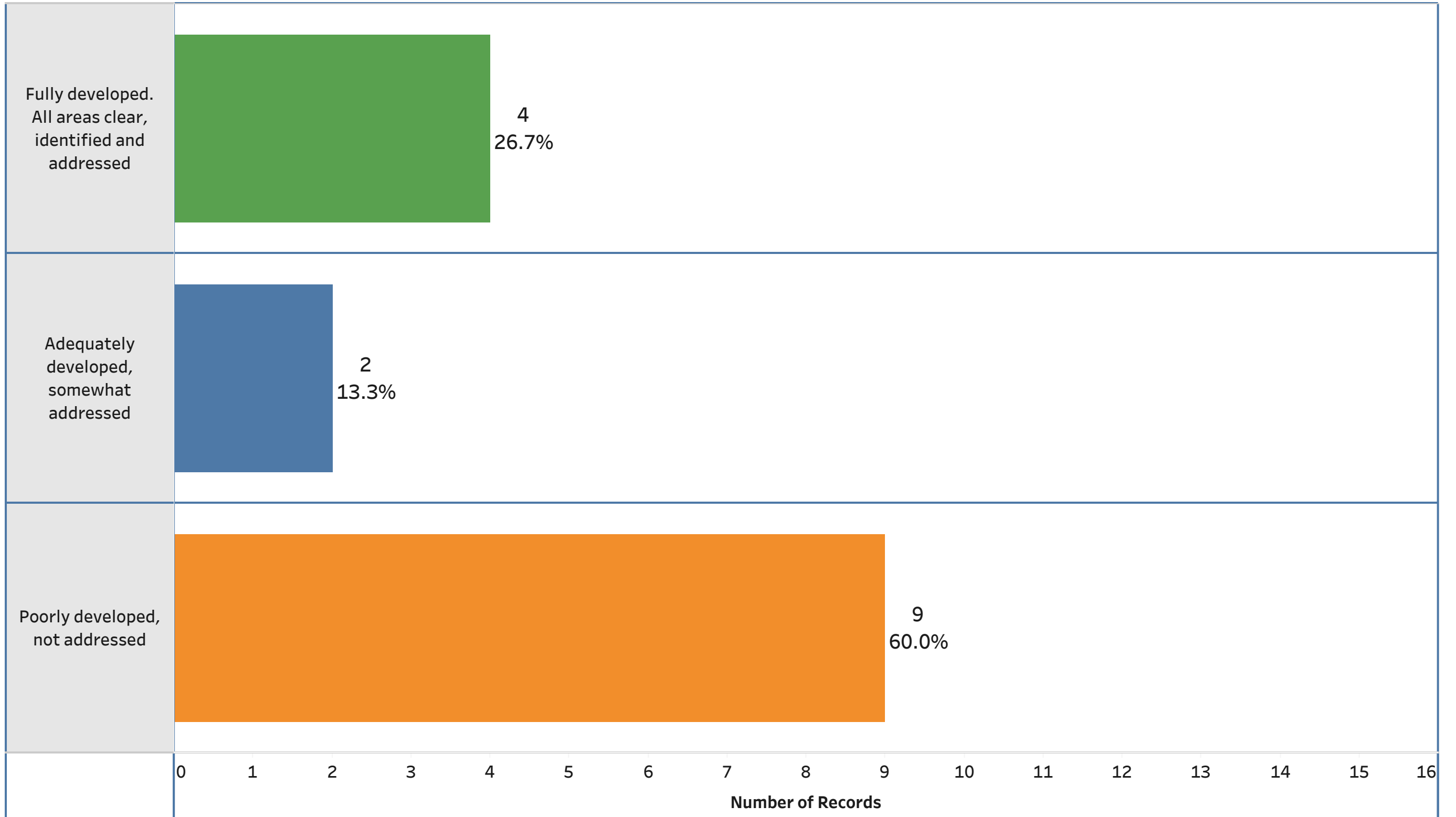
Q55. Any additional data as evidence of significant improvement in student achievement, including positive outcomes for students with disabilities and educationally disadvantaged students.



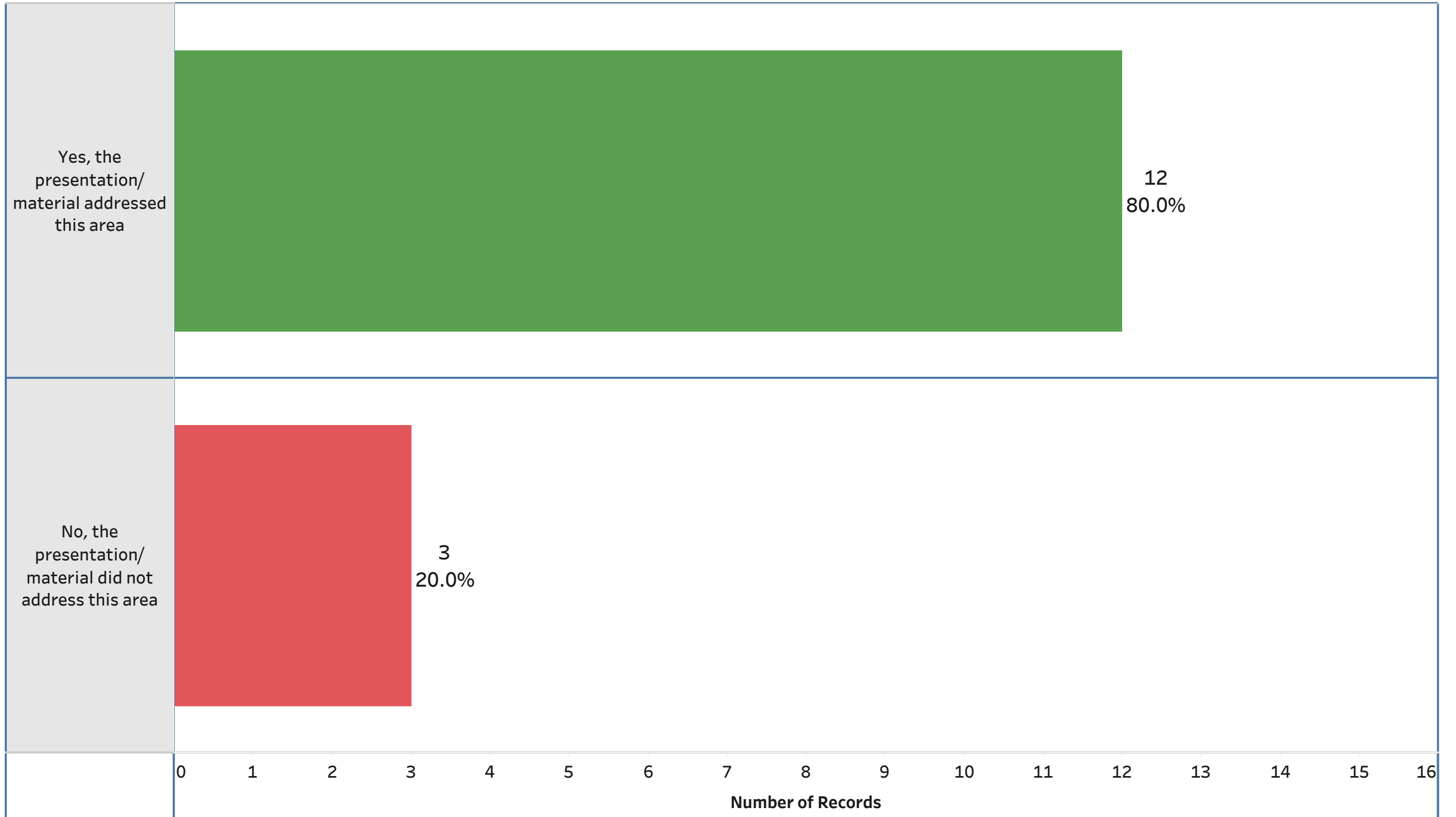
Q56. Provided a detailed expansion plan with regards to physical location, properties, and/or required related resources.



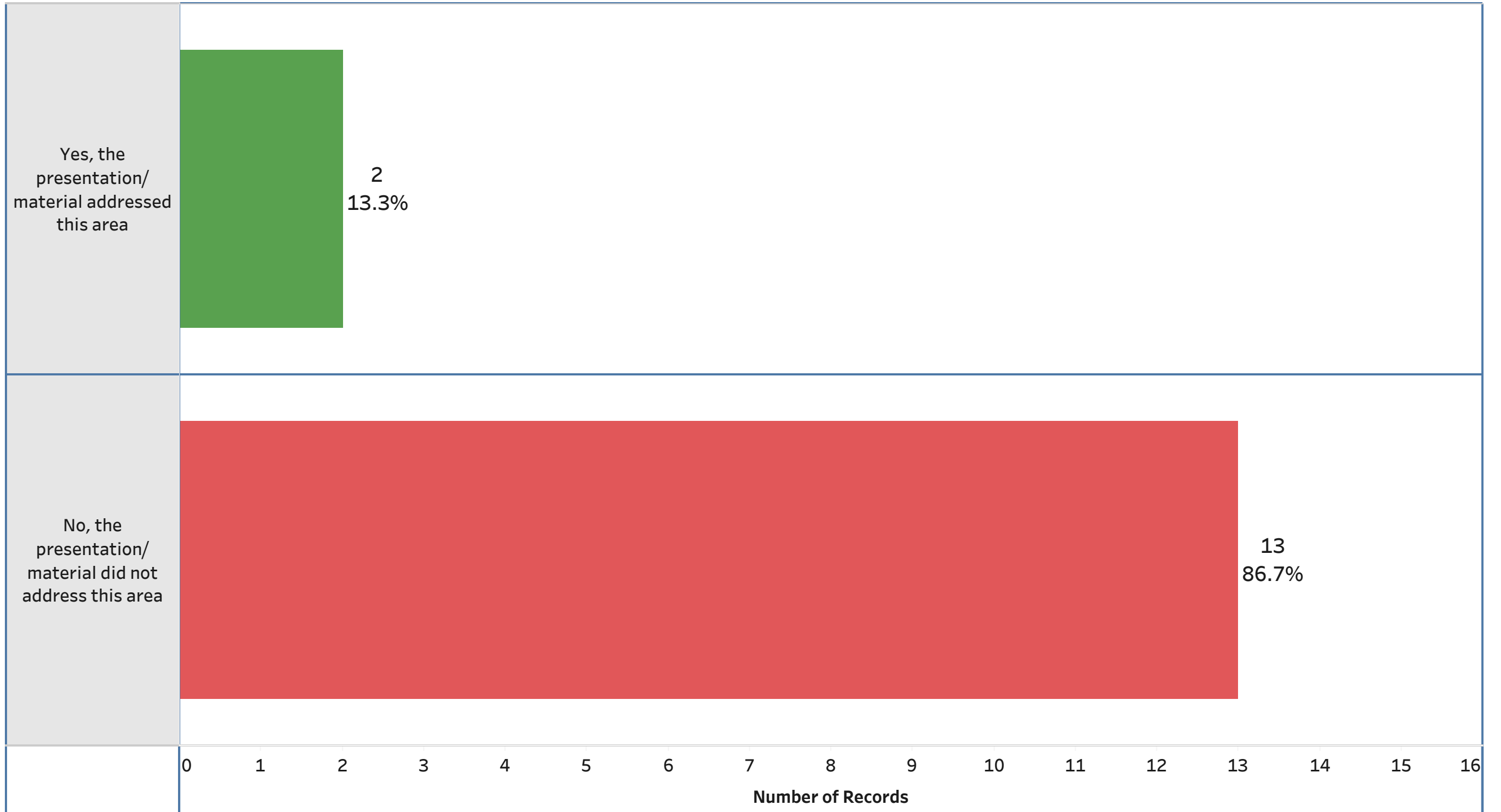
Q57. Provided sample teacher schedules and instructional load/professional responsibilities.



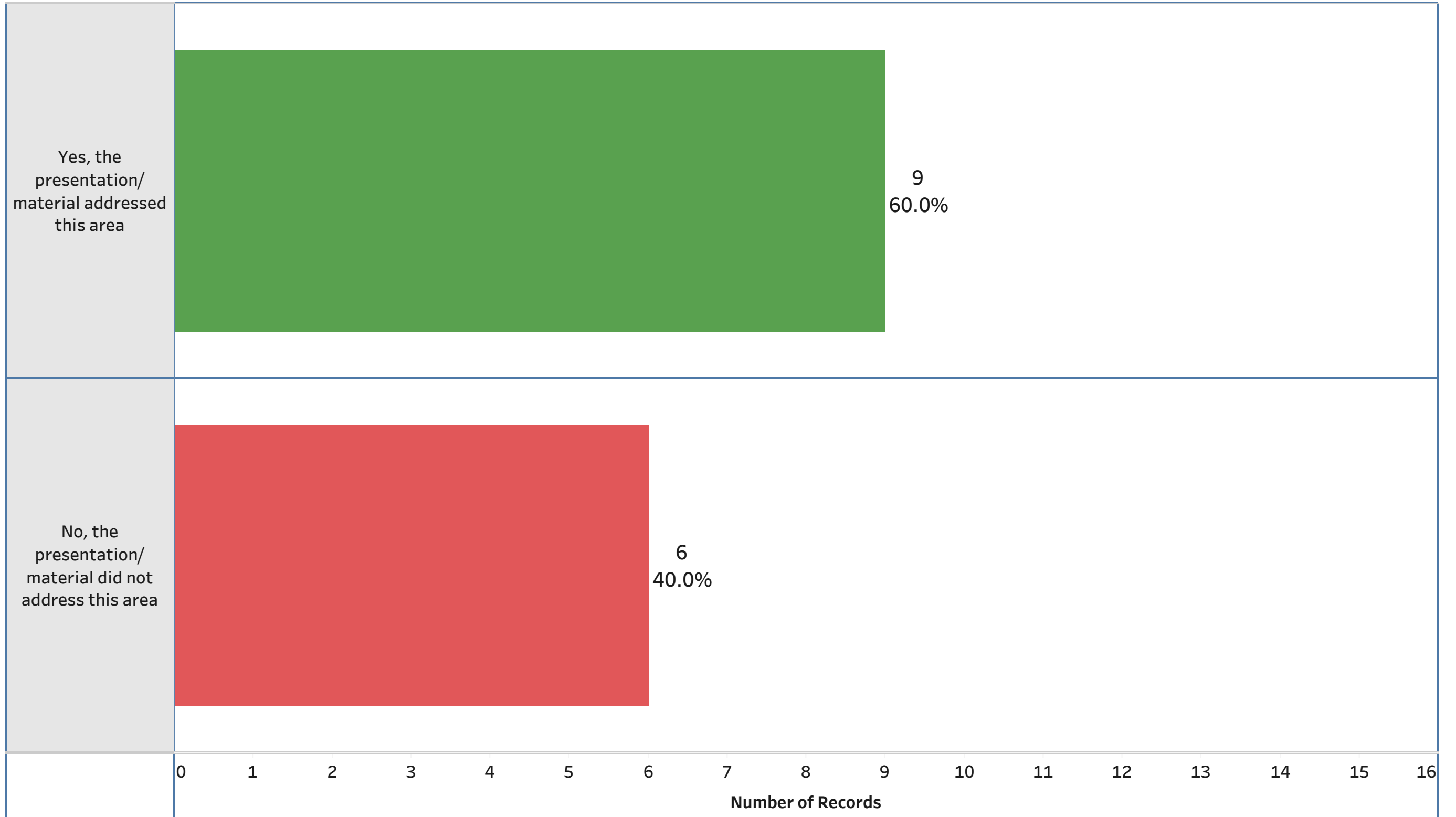
Q58. Did the proposed charter presentation/material show alignment with the current KUSD mission and vision?



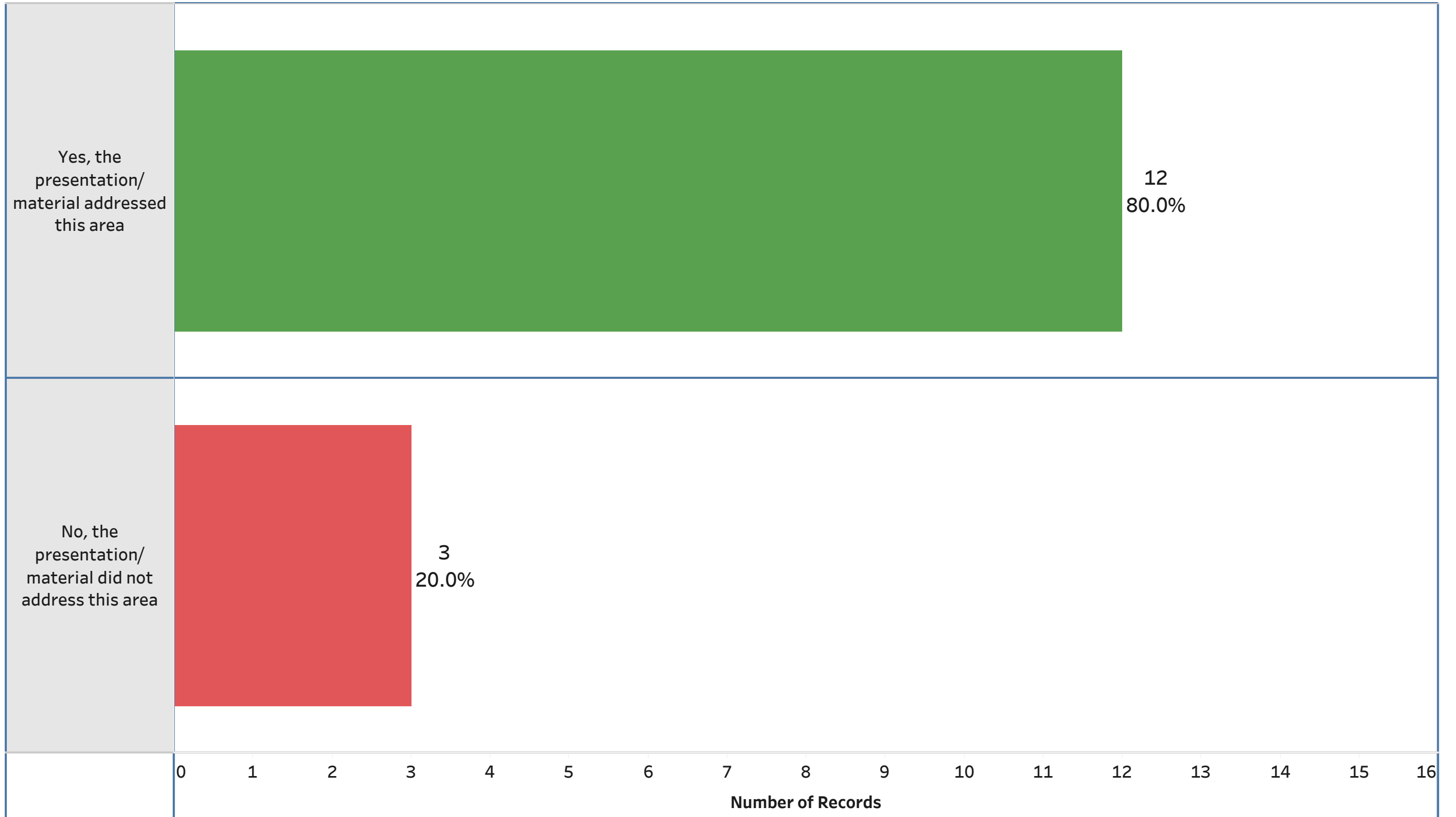
Q59. Did the presentation/material show that the proposed charter school would positively impact a clear need for KUSD that is currently not being met?



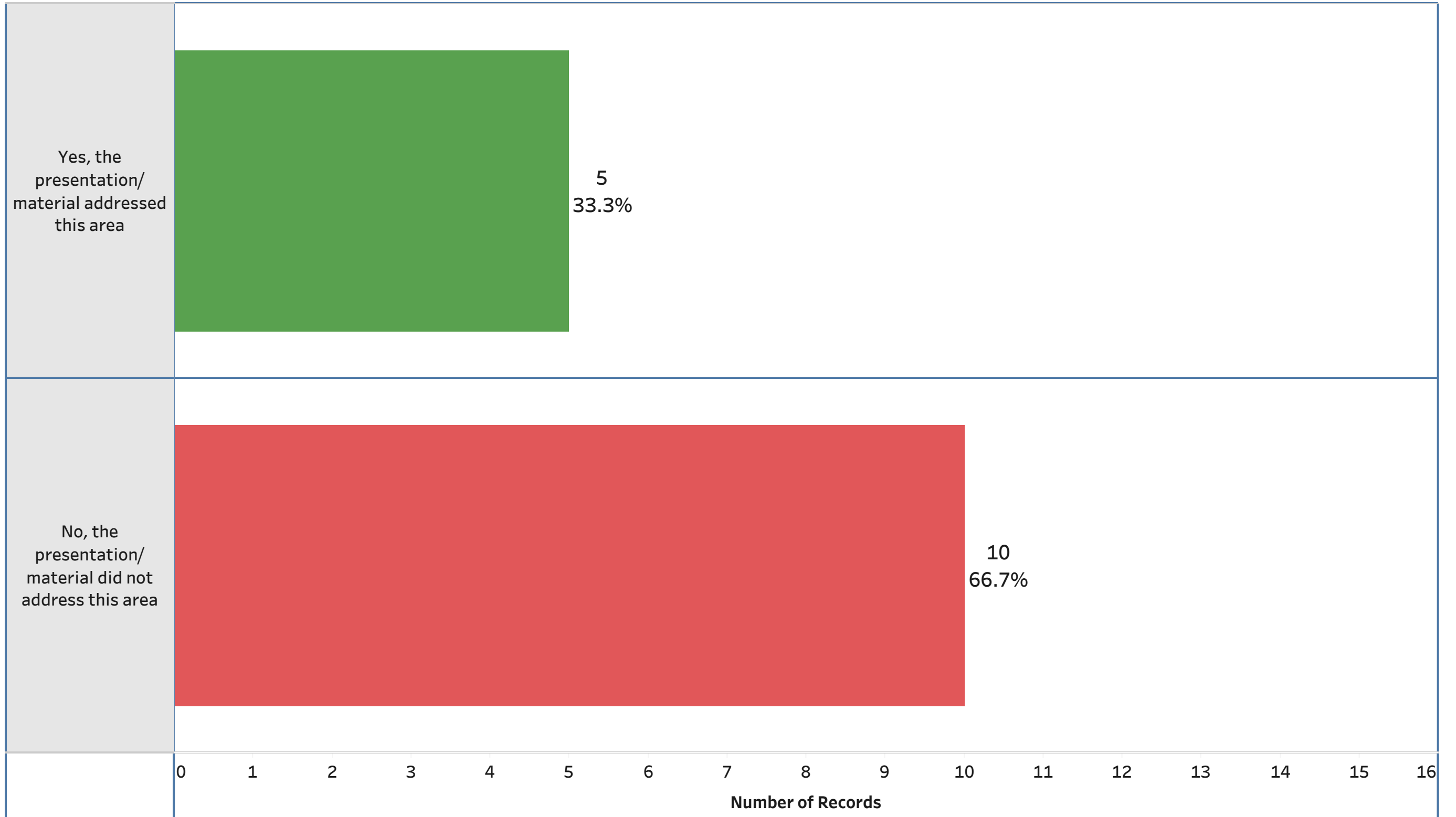
Q60. Did the proposed charter school's model and desired outcomes support the KUSD educational priorities?



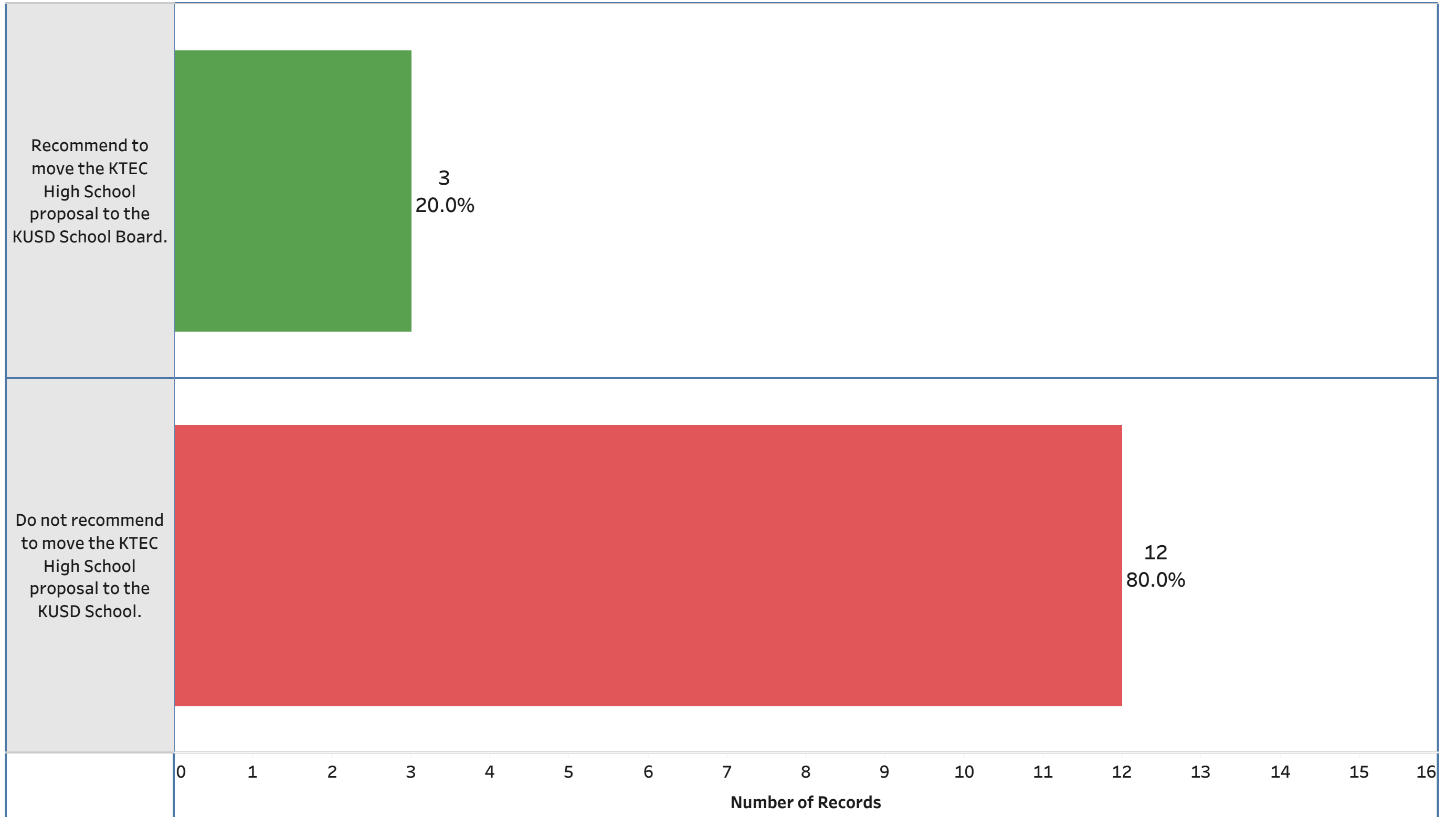
Q61. Does the applicant have the capacity to deliver the school model and governance?



Q62. Is there enough evidence of potential viability to proceed?



Q63. What would you recommend to the KUSD Board of Education?



COMMENTS

KTEC High School Charter Proposal Open Comments (Nov. 16, 2020)

From the question: “Please feel free to leave any comments you like related to the proposed KTEC High School presentation.”

Response 1: There was a lack of specifics as it related to the high school schedule beyond the tech classes and those are simply certification tests, not a curriculum.

Response 2: I would be concerned about placing further restrictions on a significant portion of our budget in a time of uncertainty and declining enrollment. Our experience with charter schools has been that we end with an overwhelming portion of the population being shifted from our boundary schools rather than attract new students to our district. This proposal would take KTEC from a \$10+ MM operation to a \$15+ MM operation. This would surely come at the expense of other KUSD programs as they lose both student enrollment and funding. From an equity lens, I also worry that the charter school model is inherently creating barriers for our disadvantaged students because attendance requires a high level of family engagement and commitment (no transportation is offered), if they are lucky enough to win the few lottery seats that are open every year. Siblings and children of staff members are exempt from the lottery process and have reserved spots. The demographics show that those current populations are not diverse, so logic stands that diversity will always be problematic.

Response 3: - No plan for physical location. This is going to take a big building.

- I understand the plan is to help students get manufacturing type certifications, but that is not a curriculum. In high school kids only take 7 electives. That is all the plan talked about. Truth is, most of the classes will be the same English, science and math classes that are offered at all the schools.

- Following the last comment, it is not clear to me why this needs to be a charter. (I also believe the plan duplicates programming that is already in place in KUSD.) We are talking about offering career path electives. These pathways are similar to the pathways offered at Lakeview already (not a charter) and the career pathways recently added to the comprehensive high schools.

- Please see declining enrollment chart. What organization expands when we are losing kids? 650 students going to a new place is going to create a huge sense of competition between existing high schools. Places like Lakeview, ITHS Academies, Reuther and Harborside are already struggling to fill up. If we are adding a high school that is 1.5 times the biggest of those schools, are we closing something else? (This potential KTEC addition will result in financial struggles and layoffs of staff for other schools.)

- These programs are being built at other area high schools. If KTEC believes their model is better because their students will get "certifications", then we should strive to have that happen at the other schools. (Not that it is happening already, it is just REALLY hard to find teachers who can teach college classes and high school classes at the same time.) In fact, I would say it is darn near impossible making many of the promises of this charter something that they will not be able to follow through on.

- Parts of this proposal (simulated work experience) feel like a duplication of the KUSD Student Apprenticeship program. We should not be adding programs to compete against ourselves. - Note that the one thing holding back student apprenticeship from expanding is identifying more community partners. We also don't want KTEC and KUSD competing to find places for internship type placements.

- I do not understand the financial plan completely. To add all of these manufacturing labs has to be an unreal cost. (But those were not explained.) - It was also pointed out at the meeting today that replacing 10th - 12th grade attrition of students is very hard. When asked how they are going to manage that situation, KTEC responded stating that they have good retention of their students now. (Keeping elementary and middle school kids in place is one thing, but when kids fall credit deficient in the high school, they transfer to places like Reuther. KTEC has never dealt with credit acquisition, but they do have kids fail classes. Failing grades in high school means credit acquisition trouble. It is going to create financial troubles in the future.

- No transportation plan leads to an equity/access problem for poor kids.

- Finally, I will point out that I was put off by the comment that KTEC plans to seek an outside authorizer should KUSD decline their proposal. They admit this program could and likely will be hurtful to existing programs, but if KUSD decides it is not in their best interest to approve it, they are going to go ahead anyway. Some thoughts:

- Can a KUSD staff member (s) co-lead a KUSD school and a non-kusd school at the same time? Would we allow that as a district?

- Where is this thing going to go? It is going to take at least a MS size building. If KUSD does not offer that, where will it go? Is KTEC going to ask to use KUSD carry over dollars to help fund a building? (If they are authorized by the state?)

- It is clear that a lot of time and thought went into this proposal. Now, there is a plan fully developed by a staff of people paid for through KUSD funding. Does that not make the plan KUSD's intellectual property?

- I wish that this proposal had come forward with communication with existing choice, charters and KUSD instructional departments. It did not. The duplication of other programs is one critical problem that could have been avoided. It is also just simply fact that the district is declining in enrollment and something like this would be incredibly hurtful to existing KUSD high school options. If we are going to approve a new school, then it should be decided up front what is going to close or shrink, because there are not enough kids to go around. This is a decent idea from caring people (except the duplication), but KUSD just does not need another high school right now.

Response 4: While KTEC is an existing and successful instrumentality charter school that operates in KUSD there are multiple areas of caution to be carefully considered

prior to making a final decision:

This proposal was done without collaborating with existing charter and choice program high schools as well as the Office of Career and Technical Education. As a result, the proposed high school expansion duplicates the offerings that currently exist. There is a great deal written in this documentation about sharing and working collaboratively yet none of that was practiced in developing this proposal.

The proposal shares that enrollment for students with disabilities and ELs has increased but those percentages are not near what the overall district enrollment is for both populations. Low socio-economic status and our black student population are not mentioned. The plan is to "roll-up" 8th grade students to 9th grade and this leaves little if any space available to further diversify and provide opportunities to increase the diversity of KTEC.

In 2019 KUSD had the largest number of certifications earned for any district in the state. KUSD understands certification programs and has been extremely proactive in increasing these opportunities for all students. The biggest challenge is finding teachers who are certified to teach the course AND has industry experience. Adding another high school offering the same certifications only increases the competition to hire and retain teachers who are qualified to teach these courses.

There was not any mention of the core high school curriculum program. Based on the schedule provided, the core programs will take the majority of the school day for students (as they do in current high schools), leaving 1 or 2 periods for electives that offer certifications. This is not different from what the District is offering.

We have declining enrollment in KUSD. The addition of a second charter high school creates competition for filling spots. From the onset of charter schools to the District, charter and non-charter principals have worked collaboratively with a focus on meeting the needs of our students. This plan is not innovative or unique. It replicates the purpose of Lakeview and the existing programs in the comprehensive high schools.

The CTE coordinator has actively recruited with many, many business in the community, including the partners referenced in this proposed expansion. The coordinator works closely with the school-based youth apprenticeship coordinators...they are at social events, going into the business, etc. all with a focus on finding spots for our students. After many, many hours we still have 40 students on a waiting list. The response from the employers is we would love to have them but we don't have the staff to support students right now. Despite connections with partners, who are also partners in the District CTE program, it is an uphill battle to find YA placements.

In the spring of 2021 there will be a ribbon cutting ceremony for a state of the art auto lab at Tremper. Through careful allocation of Perkins funding, grant writing, partner donations and reinvestment of the reimbursement received from student certifications

updates have been made to culinary, manufacturing, construction and auto labs across the District. The addition of another program dilutes our limited resources even further. Historically, partners "help" with equipment but the District also makes a large investment. Spreading our funding even further will only compromise the forward motion that is in progress.

The role of the District review team is to consider what is best for the entire District and how this proposal benefits the District as a whole. The concept is not innovative and the majority of what is being proposed already exists. There is declining enrollment and the addition of another option for high school student is likely to close a school. The programming overlap means that within the District we are competing for the same staff, the same grant dollars and we will have competing interests with long-term partners.

The KTEC proposal is focused on the 156 8th grade students that are not reflective of District enrollment and responding to the requests of parents seeking a smaller school and the continued opportunities that charter funding offers. We heard that KTEC responds to the needs of their students. ALL KUSD schools respond to the needs of their students. ALL KUSD schools have a system to respond when students do not learn. But... ALL KUSD schools do not have the same staffing configuration as KTEC or the same student body. To be a charter student an application is filled out months before the next school year and your family is able to provide transportation. Those first two items become huge barriers for many KUSD families.

The KTEC team affirmed that if the District does not support the charter they will seek a partner outside of the District. This raises many red flags including that this proposal was developed by District employees and hence intellectual property of the concept and KTEC name would need to be explored.

All KUSD comprehensive, choice and charter schools are successful. How will this proposal enhance what is currently offered in our District? After many years of limited focus in our CTE areas, and with a dynamic and skilled CTE Coordinator, the focus is on these programs at every high school. Amazing things are happening and adding another high school to provide the same opportunities is not in the best interests of the District.

Response 5: I am torn on this from a couple of different angles. On one hand, I don't believe that a clear need was identified, on the other hand I have no doubt that the school would be successful. I think there is definite overlap with other schools and programs, and that in conjunction with KUSD's declining enrollment is my biggest concern. I think there is a larger picture here that would need to be addressed before pursuing with the school itself and that this should be addressed as part of the planning grant for the school. We have three comprehensive high schools, the academy at Indian Trail, Lakeview, Reuther, and Harborside (in addition to the eSchool and Hillcrest) already serving a high school population that continues to decline. Adding another school and additional overhead without expanding the student population is a

very poor business decision for the district. So my recommendation would be that if the pursuit of the planning grant is authorized that the planning would involve a district-wide evaluation of high school offerings, enrollment and staffing, and the financial impact associated with the different options.

I also want to voice my displeasure with the statement from Angie that if KUSD doesn't authorize pursuit of the planning grant and I would assume the expansion to 9-12 eventually that the school would look to partner elsewhere and leave the district. We certainly have some imperfections as any large organization does, including segments of staff members that find fault in everything and make a scene anytime they do not get their way on an issue, I would not have expected a statement like that (i.e. basically saying that if I don't get my way on this I will look to go elsewhere) to come from Angie who is someone that I have always respected. This was very disappointing to say the least.

Response 6: Significant concerns exist regarding the benefit to all of KUSD via KTEC expansion. This reviewer believes that expansion will have a negative impact on existing charter/choice schools as well as comprehensive HS's. In an environment of declining enrollment, there are simply not enough HS students to support an additional school. Additionally, due to prioritization of K-8 existing students for HS enrollment, this reviewer believes that KTEC expansion will not be able to reflect the demographics of the entire Kenosha community. Additionally, the proposal does not provide a value-added program designed to foster innovation in the community to the benefit of all, but rather duplicates certifications and programming already in existence in KUSD HS's, thus creating competition and a resource drain for all of KUSD. While I agree that a college and career pathway in HS's is worthy of continued development, I believe that our resources are better used to expand existing HS programs -- duplicated in this proposal--that will benefit all students in KUSD, rather than a select few. Additionally, the proposal does not address HS programming and extra-curricular opportunities adequately, thus creating an additional drain on our HS comprehensives related to credit deficient students, extra and co-curriculars, as well as competition for technical programs currently available in our existing HS's. This proposal should not move forward as it does not benefit all of KUSD, but rather only a select community population that has chosen KTEC since elementary school.

Response 7: I think this is a good proposal but it does not provide a unique need in our community. Sustainability of all schools would be a problem. Can we incorporate this into our comprehensive schools, that would be the best option at this time. If we had a larger number of students that we could not accommodate in the district I would say yes to this proposal. As it is, I believe it would take away from our current schools.

Response 8: This work is being done through our current high schools and should perhaps be better promoted in order to allow families to choose the school that is right for them.

Response 9: Completely misrepresented the true needs not being met. It was clearly shown that the vast majority of the proposal would be a duplication of existing services and programs currently available within KUSD, and sometimes at multiple locations. The fact that the KTEC administration and Board feel that "their" students have a need not currently being met is a gross assumption. There are only so many students, and so many programs, and if the goal is to dilute some of the existing KUSD programs to a point of closure for existing school(s), then this would be a great option.

Lack of a true understanding of a high school format, and what the students truly need, was poorly presented. Nothing about sports, fine arts, other activities present at most high schools. Obvious that KTEC is looking to grow for their students, which would be something to consider if all other charter and choice programs were offered the same opportunity. I have no doubt that Brompton, Dimensions, Harborside, Lakeview, etc. would all like to expand, if it was warranted. KUSD has a long history of a variety of programs, but with caution to properly support those programs. No one likes to see something close, but that would be the result if all we do is duplicate existing programs.

I also found it extremely insulting that KTEC has been pursuing alternative charter authorization while still undergoing this process. You can't sit there and say the state charter group found the proposal to be really good and proper when it is misrepresented as a true need not being met. Grave concern that when areas of sharing the charter model with other schools, the presenter mentioned that KTEC has given a thousand tours and shared models with schools across the country. Can KTEC point to any KUSD school to show that they have truly impacted the achievement gaps. Can we look at Brass for the last four years of scores and say "those improved because of KTEC"? It's one thing to implement a charter school, it is another goal to then reinvest that investment within the authorizer that granted the implementation.

Overall, I would highly discourage the KUSD School Board to entertain this option, as it seemed to be developed not with a goal of addressing a DISTRICT need, but rather a misrepresented need for a very select group of students. This proposal is not district equity, this proposal is not addressing a district need, this proposal is not without serious consequences to the greater district. If KUSD does have 5MM to spend, is this the greatest area of need to commit those funds towards? My answer would be a clear "NO".

KTEC Charter Expansion Presentation Chat and Questions Log

9:00 am-11:00 am: Presentation to KUSD Charter Review Committee (Nov 16, 2020)

From Cheryl Kothe to Everyone: 09:19 AM

How much time are they spending on measurement in the middle school? Are they earning certifications in the Innovation Lab?

From Bethany Ormseth to Everyone: 09:27 AM

how is your career experience different from youth apprenticeship?

From Julie Housaman - Kenosha to Everyone: 09:30 AM

The Office of Career and Tech Ed works closely with all high schools and adjustments have been made to course offerings so that the opportunities and certifications being describe currently exist in KUSD high schools. What makes this a different opportunity?

From KUSD to Everyone: 09:31 AM

Would the KTEC School be the only school to offer these certification options?

From Cheryl Kothe to Everyone: 09:31 AM

Remember that we can only count one cert per senior so those #s are not true to what they earn.

From Julie Housaman - Kenosha to Everyone: 09:33 AM

Of the students who earned certifications, how many were KTEC students moving on these opportunities in existing programs? Would this really result in growth of certifications or shift the school in which they earn the certification?

From Kris Keckler to Everyone: 09:34 AM

If the KUSD HS students enroll in the KTEC School, what impact would that have on the other high schools?

If the existing KUSD High Schools offer any/most of these certifications, why would a student choose one school over the other?

From Kim Fischer to Everyone: 09:38 AM

This is an intriguing opportunity, but I wonder why we wouldn't work towards making this available to all students in KUSD? There has been excellent work to develop tech CCR pathways, why the switch to benefit only some KUSD students?

Or consider further development for additional CCR pathways as well. District 214 in IL has done some great work.

From Cheryl Kothe to Everyone: 09:39 AM

Do we have employers who have committed to the simulated workplace?

From Kris Keckler to Everyone: 09:42 AM

Which trades don't we have existing in our KUSD schools?
That you are mentioning.

From Julie Housaman - Kenosha to Everyone: 09:43 AM

Snap-on has partnered with KUSD/Tremper to build a state of the art auto lab at Tremper. Would this involve recreating an auto lab at another location? Is duplicating resources a wise use of resources and are there enough students to fill both programs or are we creating competition between locations?

From Cheryl Kothe to Everyone: 09:46 AM

We offer all 4 of those classes in Industry 4.0.
Love the portfolio. We do the CTE Showcase which is the same.

From William Haithcock to Everyone: 09:47 AM

It is very difficult to find people who are certified to teach transcribed credit courses at the high school level. (Requires HS teaching certificate and a master's degree in their content area. Most teachers have a master's degree in education and that does not count.) We are struggling greatly at the other high schools to find people certified to offer classes like this. My experience suggests that it is a great idea to offer transcribed credit classes for sure, but finding someone in these specific areas that qualify to teach at both levels is impossible, or near to it.

From Kim Fischer to Everyone: 09:50 AM

Do you anticipate that enrollment in the 9-12 program would be majority composition of students continuing from K-8?
what are your plans for HS students who may fall behind in credit acquisition? How would the Charter be able to accommodate that?

From Kris Keckler to Everyone: 09:50 AM

On page 27, you provide a general administrative model. If we assume you would be a Director, how would this proposed model align to the existing KUSD current structure where the Regionals in School Leadership supervise the principals?

From Julie Housaman - Kenosha to Everyone: 09:50 AM

Currently KTEC students enter high school programs like you are describing at Tremper, IT, Bradford, Lakeview and Harborside. What is the impact on enrollment in each of these high schools if KTEC students roll up?

From Cheryl Kothe to Everyone: 09:52 AM

NOTE: You cannot finalize the transcribed credit agreement until teachers are hired. Transcribed credit is only awarded based on teacher credentials.

From Kim Fischer to Everyone: 09:54 AM

Current enrollment impact has been provided Currently, 453 2023 and 2024 class KTEC 8th graders go Here: Bradford 64, Tremper 110, ITHS 137, Lakeview 84, Harborside 58.

From Lorien Thomas to Everyone: 09:54 AM

Will KTEC pay for the ACT Aspire test for their Gr 8 students? State covers KUSD ACT Aspire Gr 9 and Gr 10 students testing.

From Kim Fischer to Everyone: 09:56 AM

So a KTEC HS enrollment of 156 is projected that's approx. 1/3rd of the current HS population. Can our schools and District support that loss in a declining enrollment environment?

From Lorien Thomas to Everyone: 09:56 AM

Would students who are not on track to graduate be allowed to participate in the HSDO option with support from KTEC (i.e. IOWA Testing & ACT Workkeys Business Writing).

From Kris Keckler to Everyone: 09:56 AM

The enrollment projection for each HS grade level looks to match your grade 8 cohort group. Are we to assume that your promotion and advertising of district students for this HS will be limited solely to your existing KTEC students? How would a non-KTEC student look to enroll if this is the case?

From Cheryl Kothe to Everyone: 09:57 AM

Reminder: IEP's are not followed in transcribed courses. Y

From Kris Keckler to Everyone: 10:00 AM

Looking at the enrollment and the financial impact, and the high cost to launch these programs, do you have an idea of the impact on the current high schools and similar programs?

From Bethany Ormseth to Everyone: 10:01 AM

The transcribed courses, do you see those on your campus or will students be bussed to Gateway?

West-Mec is very different from this proposal. What aspects of West-Mec have been embedded in this proposal?

From Kim Fischer to Everyone: 10:02 AM

If KTEC is approved as a K-12 continuous program, what is the financial or resource impact of that enrollment loss.

From William Haithcock to Everyone: 10:04 AM

I understand the certifications that students would receive, but I am not sure what the curriculum would be. I also am not certain how that would look. Would these take place in the form of elective classes? What would be the curriculum for those classes? (Students take a totally of 7 elective credits while in high school over four years.) Would all kids be scheduled strictly into these classes as electives - no choice? — The rest of the curriculum would then be the same as other KUSD courses, right? — (Most of the curriculum in HS is required for graduation. If all that is the same as the comprehensive schools, then we are just talking about a small portion of the educational program being tech related.)

From Lorien Thomas to Everyone: 10:05 AM

Students of color enrollment is very low (i.e. black students)? How will you attract more students and parents to KTEC for equity?

From Kim Fischer to Everyone: 10:06 AM

Credit recovery programming is an integral component of our comprehensive HS's. Some Charters find credit deficient students reach a point where the charter cannot sustain the student and the student must return to the comprehensive, in a credit deficient state. What KTEC intends to do with this is something to discuss related to HS comprehensive graduation rate.

From Julie Housaman - Kenosha to Everyone: 10:06 AM

The current KTEC enrollment is not reflective of the diversity of the district. If current 8th grade students "roll up", how will the high school become more diverse?

From Kim Fischer to Everyone: 10:07 AM

I noticed that Lorien. Black student enrollment is not representative of the community. I'd be interested to know how KTEC will strive to increase that representation.

From Kris Keckler to Everyone: 10:09 AM

So for full clarity, do the existing KTEC PK-8 students have a guaranteed seat in the proposed KTEC HS? Or are all of the cohort seats open to lottery? If the existing students are already set, then seriously, how many "new" students do you think you would be able to enroll? You have multiple references to the high retention percentages.

From Lorien Thomas to Everyone: 10:10 AM

In addition to MAP, will KTEC participate in other local assessments (i.e. Naglieri, CogAT)?

From William Haithcock to Everyone: 10:10 AM

One of the biggest challenges Harborside faces is replacing students that choose to leave after 9th, 10th, or 11th grade. (Our financial model requires us to stay full.) - Can students join this program part way through high school? - If you can't add a kid into your 10th, 11th or 12th grade, it is going to create financial turmoil year to year.

From Tarik Hamdan to Everyone: 10:11 AM

Not unique to KTEC, but I believe all charter/choice schools have an inherent barrier when it comes to diversity. Yes, if they are open to everyone, but families must be highly engaged, provide personal transportation for their child, agree to additional conditions/fees to participate in the programs.

From Cheryl Kothe to Everyone: 10:11 AM

How much \$ is planned for equipment / lab updates? Just going through remodels lately, it is very costly.

From Kris Keckler to Everyone: 10:13 AM

How do you know your current staff support this proposal? Were they asked and given opportunity for feedback/input?

If the KTEC HS takes enrollments from existing KUSD schools, what are your considerations for existing KUSD HS staff they may have to be laid off?

From Cheryl Kothe to Everyone: 10:14 AM

Last year we had 60 students not placed with youth apprenticeship. Many of the jobs they wanted are construction and manufacturing. This year we have 40 students not placed. We are working with AGC, union trades and many other businesses that don't have the capacity to hire part-time students. How will the internships happen?

From Kim Fischer to Everyone: 10:15 AM

So, if I understand this, if current KTEC enrollment is 60% white, 6% black, and sibling enrollment is prioritized how would increase diverse and equitable representation?

Question: Declining SWD enrollment by Year 4?

From KUSD to Everyone: 10:16 AM

Thank you to Angie and the KTEC team for this presentation and the work that has gone into it.

From William Haithcock to Everyone: 10:17 AM

A 650 student high school is going to require a big building. (MS size building. I am not aware of a rentable space out there outside of KUSD - is there a good possibility out there? - If KUSD providing a building, where? Is something going away? (Should that be known before something new is approved?)

From Cheryl Kothe to Everyone: 10:18 AM

Based on our work with certifications since I have come to KUSD, the teachers have reported that students get tired of just doing certifications. Our curriculum is a balance between hands-on and the certifications. Have you talked to any students who do certifications within the high schools? Maybe when you have visited other schools?

From Kim Fischer to Everyone: 10:19 AM

Fair point, Tarik. It's the nature of Charter and Choice. That makes the impact of additional Choice/Charters on our comprehensive HS worthy of deep consideration.

From Cheryl Kothe to Everyone: 10:21 AM

We have a female student who has been trying to get a welding job. It is hard to break the barrier with employers. Very sad.

I hope you all saw our YA students in the social media this last week.

From William Haithcock to Everyone: 10:23 AM

Are you planning to offer transportation to HS students?

From Kim Fischer to Everyone: 10:25 AM

Good question. Importance of transportation on achievement for students of color is something we were just discussing with a KUSD/Building Our Future pilot.

From William Haithcock to Everyone: 10:27 AM

My biggest concern remains total available students. It is getting harder and harder to fill the choice schools that are already out there. With declining enrollment, I really worry that there are not enough kids to go around. Financially, this has the potential to significantly impact existing schools/programs that are already out there. (Admitting that I have a horse in this race, but I want to say publicly this scares me.) There are not enough kids to fill all these programs and is going to create a culture of competition. (Which I do not think is a healthy thing for several schools on the same KUSD team.)

From Tarik Hamdan to Everyone: 10:44 AM

At the macro level (district budget), my main concern would be that the while we continue to decline in enrollment, the expansion would not be providing new revenue to the district, rather it would be internal shifting of students from within our own boundaries and then place more restrictions on funds. The expansion would turn the \$10 MM KTEC operational budget into a \$15 MM operational budget after the 4-year expansion.