

## **Weighted Staffing Standards (WSS)/ School Funding Workgroup -- Meeting Notes 2021-22 School Year**

Meeting Date: November 5, 2020, 3:00 – 5:00 PM

Meeting via “Teams”

Attendees: JoLynn Berge, Linda Sebring, Sara Bonneville, Erica Ayer, Jeff Clark, Clover Codd, Shannon Conner, Laura Davis Brown, Diane DeBacker, Lief Esbenshade, Rina Geoghagan, Shelly Hurley, Stanley Jaskot, Debbie Nelsen, Sheila Redick, Pat Sander, Michael Stone, Farah Thaxton, Sara Mirabueno, Jennifer Matter,

Agenda:

1. Report on Middle School Principals’ Survey
2. Scenarios for Assistant Principal allocation, methodology and history
  - PASS list of requested scenarios/methods
3. Options for changing how elementary counselors are allocated.
  - Scenarios principals want run for Elementary counselors
4. Using Equity Tier factors for Equity Dollar calculations
5. Restorative Justice – next steps
6. Follow-up on Free and Reduced Lunch(FRL) Hispanic students that exited

- (1) **Presentation on Middle School principal survey** – Review of survey completed by middle school principals. Review of results and asks from middle school principals. Issues include limited staffing allocations, limited access to additional funding sources, questions about which groups are included in equity measure (different for Weighted Staffing Standard (WSS) model than for strategic goal measures). Recurring theme seems to be staffing. This seems to be a recurring theme with other grade levels too.
  - a. Comments: Middle Schools(MS) have the lowest per-pupil allocation of any of the other grade-level school groups.
  - b. How do other school districts provide additional staffing? Highline, as an example, seems to have extra staffing that Seattle Public Schools(SPS) does not. SPS has chosen to spend significantly more in English Language Learners(ELL) and Special Education than we receive from the state, and that is in our labor contracts. There have been discussions with Seattle Education Association (SEA) about shifting some staff from Spec Ed to Basic Education.
  - c. Comment: are there opportunities to provide training to staff that is already in schools so they can make some of the family connections that are needed?
  - d. Specific ask from MS, extra support beyond basic teaching staff; on agenda to discuss restorative justice.
- (2) **Scenarios for Assistant Principal (A/P) allocation** – Review of scenarios
  - a. 1<sup>st</sup> scenario that was prepared in 2019 looked at ensuring at least a 0.5 FTE A/P for every Title 1 school
    - i. Comments about how adding 0.5 to Title I elementary schools would impact A/P allocations to secondary schools

- ii. How does Title I impact A/P, if making that a criteria for A/P allocations?
  - iii. Questions about how enrollments and projections for next year will impact teacher and A/P allocations. Is there a plan for allocating additional A/Ps later in 2021-22 if enrollment goes up?
- b. 2<sup>nd</sup> scenario using Tiering for different rates
  - i. Adds in Tier 1 and Tier 2 schools, reductions in Tiers 3-4 only
  - ii. Uses Tiers so looks at total equity measure of schools, not just poverty
  - iii. Comments: concerns over including achievement results (testing) in Tiers that “punish” schools that improve by taking away funding when they move to a different Tier as their achievement goes up. Comment that achievement should be for incoming kids only (rising 6<sup>th</sup> graders, rising 9<sup>th</sup> graders.
  - iv. Other side of the coin; two-year rolling average to smooth out sudden changes. Don’t want to de-incentivize schools that improved achievement; worry that it might affect funding (decrease resources) after improvements are made.
  - v. Results of one test does not provide measure of educational justice.
  - vi. Discussions: What are most important elements in serving students furthest from educational justice? How is that factored in? We do use students furthest from educational justice and traditionally underserved SoC (Students of Color) in the Tiering measurements, not just poverty.
  - vii. Can we pull out achievement? Can we use just incoming student achievement?
    - 1. Other changes to be modeled: adding African American(AA) males in, other changes.
    - 2. Comment: would NOT like to see Kindergarten achievement as a measure for Equity. Development appropriateness of using SBA (Smarter Balanced Assessment) in primary grades.
- c. 3<sup>rd</sup> scenario reverting to pre-FY17 model
  - i. Reverting to this formula would have calculated 20.0 FTE fewer Assistant Principals than the formula currently in place
    - 1. Can adjust the funding points so that same number of A/P’s are allocated as in current formula.
    - 2. This shows needs based on student populations/services
  - ii. How does this differ from using Tiering, which includes special populations in the calculation of Tier?
  - iii. Feels more transparent, rather than less. But does not seem to address the Equity issues, students furthest from educational justice

Feedback seems that Asst Principals are a higher priority than counselors. How does this look when the race and equity tool is applied? Continue to ask those questions. Is there a way to look at what is ideal across all schools, different grade levels? Which has highest value (Asst Principals, Counselors, Restorative Justice positions). Have looked at three different scenarios or models. What do committee members feel about those?

Three models include:

- 1 Title I schools at least a 0.5
- 2 Use Tiers to adjust different
- 3 Pre-2017 weighted student count formula

Comments: unfair to take A/P from secondary schools in order to prioritize A/P at Elementary Title I schools. Preference for Option 2. Torn between 1 and 2. Not interested in #3 unless the cut-points changed; would like to see a model. Agree, special programs should be considered in allocating A/P. Agree with above, and also with first comment. Like version #2, but also likes version #3 if cut points changed. Noted that a 0.5 Assistant Principal is tricky to navigate. Why can't additional A/P be allocated if enrollment goes up in September. (Would reducing A/P where enrollment goes down go with this request). Do A/P roles and students furthest from educational justice align? Recommend looking at 2 and 3 (with different thresholds. Look at what is expected from A/P, educational justice, evaluations, disciplinary, a social emotional needs. Like 2 and 3, but with different thresholds, or adding a different factor (Tier level perhaps). Several agreed with comments above. A/P's play huge role in strategic plan and goal. Flexibility around staffing. How do we support schools that may be losing staff, including A/P?

If schools want adjustments in fall, it has to go both ways; if schools want added staffing when enrollment goes up, then staff has to be reduced when enrollment comes in below projected too.

Through-line between administration and supporting students furthest from educational justice. Difficult when only one administrator in building. Other comments regarding smaller schools needing some other support for the social emotional portion of the work, a right-hand person. Does not have to be an A/P in the smaller schools.

- (3) **Options for changing how elementary counselors are allocated** – Tabled, no discussion.
- (4) **Using Equity Tier factors for Equity Dollar calculations** – Review of analysis showing year-by-year underspend of Equity Dollars. Over \$2M unspent in 2019-20 that carried-over to 2020-21. A change in equity dollars should not be too burdensome given the amount of underspend.
  - a. Looking at shifting from Poverty measure (number of students enrolled in FRL program) to a model based on Equity Tiers calculations
  - b. Gradual change, shift only 25% in first year from FRL-based funding to Equity Tier funding.

Comments: There should be outcomes attached, when people are carrying forward excess amounts, a plan for spending carryover. Move toward equity as a measure, not just talking about it but using it in the allocations. This amount [of underspend] shows need for mentorship, directors or coaches helping principals use their resources. Multiple years shown on analysis because 2019-20 might be unusual for some schools. Plans required for Title I and LAP, but Equity Dollars are not under grants department and no plans are required for that allocation.

What are we trying to do here? Trying to address needs of “donut hole schools” that do not receive Title I or significant LAP dollars, and do not have a significant number of FRL students to generate significant Equity Dollars under current formula.

Also, looking at old model higher rates for Secondary Schools, based on belief that there were fewer students applying for FRL. In moving to Tiering, is there still a need for such different

rates for different grade levels? Should there still be differentiation in grade level or one rate for all?

- (5) **Restorative Justice** – Update on where board is going with participatory budget process. Community involvement at upcoming meetings. Inviting groups representing youths , Black communities, Native Americans, Community Based Organizations serving families of color, and Parent Teacher School Associations (PTSA) and family organizations. The School Board has chosen 3 areas of focus.
- a. Restorative Justice
  - b. Ethnic Studies, Black Studies, and American Indian Studies
  - c. Dual Language

What do principals feel about repurposing security staff? What does “more” mean to community groups, what does “success” look like? About culture and climate in whole building, not just positions. Multi Tier System of Supports(MTSS).

Can we make sure that there is a broad swath of students and community? We are asking 5-10 organizations in each of those groups to send one or two representatives to these meetings.

Comments: Restorative Justice should be an add, not replacing security or other staff.

- (6) **Follow-up on FRL Hispanic students that exited** – Update: Did any of these students (that exited the FRL program in 2017-18) come back to the program? Review of data, looks like maybe a third to half of the students came back.

Presentation has been requested and will be added to the share point site.  
May mean that we have a group of kids with unmet needs.

Topics for next month.

- Run different scenarios on A/P option 3; and decide where we want to be.
- Models of what 25% shift to Equity Tier calc for Equity Dollars would look like.

Meeting adjourned 5:06