

Weighted Staffing Standards (WSS)/ School Funding Workgroup -- Meeting Notes

2021-22 School Year

Meeting Date: October 22, 2020, 3:00 – 5:00 PM

Meeting via “Teams”

Attendees: JoLynn Berge, Sara Bonneville, Linda Sebring, Eric Anderson, Erica Ayer, Jeff Clark, Shannon Conner, Lief Esbenshade, Rina Geoghagan, Shelly Hurley, Stanley Jaskot, Debbie Nelsen, Sheila Redick, , Michael Stone, Farah Thaxton, Jennifer Matter, Rainey Swan

Agenda:

1. PASS to reach-out to constituent principals for discussion topics
2. Restorative justice positions
3. Update on 2020-21 enrollment and budget
4. Elementary Counselors for 2021-22
5. Equity Tier
6. Update Hispanic students that left FRL: students that returned to program, students that did not re-enter FRL program and are still enrolled
7. Exploring expanding the use of equity tier in the WSS

- (1) **PASS report on constituent topics:** Discussion of what PASS members have heard from other principals about their thoughts or concerns with the Weighted Staffing Standard (WSS) Model. Specifically, around elementary tiering, Assistant Principal allocations (e.g. that 0.5 allocations do not meet the needs of elementary schools), and elementary counselors. City Levy positions are not included in Asst Principal calculations. Can this topic be held over to next meetings, so that [we] can get better organized with input from other principals? Concerns about possible staff reductions. Asst Principal formula is no longer weighted; when AP formula was split from Elem Counselors, weighting was not included in the new formula. Change disconnecting AP from Counselors was for 2016-17.

Does it make sense for PASS to gather up Middle & High school concerns for future meeting?
Yes.

- (2) **Restorative Justice positions:** Conversations about budget deficit, participatory budget process, board meetings with various community group. On list of things important to them is restorative justice. Different ways to fund restorative justice (RJ) positions, repurpose dollars or give something up to add restorative justice resources.
- a. Take funding from security positions as they become available
 - b. Other options for repurposing resources to RJ
 - c. May be certificated, may be classified in that role
 - d. Ideas: Title I and LAP funding, security positions, counseling positions. From where can resources be repurposed.

- i. This is an area that SEA has had an interest, but don't want to take positions away from other areas (e.g. security professionals).
- ii. Don't jobs shift based on needs and involvement of the organization? Specific positions that have not changed in decades. Can this be an "and", a redefinition of what positions do. Have restorative justice positions been claimed by any union?
- iii. (Reminder – this is about brain storming what is possible, coming up with ideas; bargaining unit should not be focus of this conversation)
- iv. Think that restorative justice coordinators are essential to social equity in the district. There is no specific job title for restorative justice coordinator, and schools that staff RJ positions use other existing job titles in the district.
- e. On agenda for next meeting; what would be next steps?
- f. Comment: should not replace security positions with RJ coordinators. Different skills needed for the positions.

(3) **Update 2020-21 enrollment and budget:** Shared enrollment-by-grade-band comparison, showing difference of -1685 overall, actual Oct 1 (as of Oct 14) from Adopted Budget numbers.

- a. Thinking about next year; what adjustments will be made for next year for staffing if we return to in-person learning.
- b. We do not know that yet. Enrollment Planning team is looking into this , trying to anticipate what students might return, which might permanently move to on-line or other learning.
- c. Questions about current year enrollment and when any other staffing adjustments for secondaries might be coming
 - i. No secondary changes are planned at this time.
 - ii. Spec Ed changes are coming, most likely shifts between schools
 - iii. No ELL changes have been identified.
 - iv. Who can schools talk to if they have had increases and need added staff?
 - v. Talk to school's Education Director about master schedules

(4) **Elementary Counselor Allocations:** Review of Elementary Counselor allocation method.

- a. WSS formula for counselor/social worker/head teacher positions
- b. Plus 4.0 counselors added, based on equity tier, per SEA contract
 - i. Additional 4.0 were provided from central resources to avoid lay-off of counselors when positions were filled with social workers –these positions were held centrally and not allocated to schools, and so do not appear on the spreadsheet showing schools Elementary Counselor allocations
- c. Why did some tier 3 schools get counselors while tier 1 and 2 were allocated only a 0.5
 - i. Limit (cap) of 0.5 to school's with enrollment lower than 300 students.
- d. Why did some tier 1 and 2 schools get 1.0 while other schools in Tier 3 did not receive any Elem Counselors?
 - i. Going to full 1.0 FTE at higher equity tiers before moving down to other tiers.
- e. We can run modeling, for scenarios that this group would like to see.
- f. Re-group outside of this group to come up with metrics that want to be looked at.
 - i. Ask other school leaders for ideas.

Simplify this sheet and send it out as a look at what 2021-22 would look like if we used the same methodology. Get ideas for other ideas for distributing Elem counselors.

- (5) **Equity Tiers:** Review of equity tiering methodology materials from 10/8 meeting.
 Note: presentation is available on WSS workgroup's sharepoint site, under materials from the 10/8/2020 meeting.
- WSS Tiering definition for Underserved Students of Color
 - Strategic Plan definition of Students of Color Furthest from Educational Justice.
 - ... differences.
- Recalculating equity in December for 2021-22 budget development
 So we have time to address questions and options.
 Questions for Discussion:
- How do we address missing test score data from 2019-20?
 - 3 Options
 - Rollover of 18-19 data (least volatile)
 - Generate 18-19 results for currently enrolled
 - Do not count achievement in 2019-20
 - Achievement counts for about 1/3 of tiering measure
 - Comments: strong vote for option 1, as most appropriate response to Covid.
 - What is difference between option 1 and option 2?
 - Option 2 looks at test scores currently enrolled for whom there is prior test score data.
 - Should we align more closely with Strategic Plan definitions?
 - Comments: strongly disagree with excluding multiracial from WSS measure
 - About add/substitute "African American boys/teams as a group ...
 - ...Any substitute would have impacts.
 - Should we add more criteria; should Tiering method consider adding any other factors?
- Keep as simple as possible
 Difficulty in explaining to community
 Over-reliance on state testing can be problematic
- (6) **Update Hispanic Students and Free and Reduced Lunch(FRL):** trends in disenrolling students.
 Spike in 2016 consistent with hypothesis that Hispanic students disenrolling. Interest expressed in further research. Issues with FRL data sharing with outside research.
 Spoke to other researchers on student equity issues, and there is interest in further research on what is happening with students here in Seattle. Quasi experimental methods.
 Any questions about this prospective partnership proposal.
 Question – the families that we lost (dis-enrolled from FRL), did they ever come back?
 - that would be part of the proposed research.
 Will do that follow-up even if we do not pursue the research partnership
- (7) **Explore further use of Tiering in WSS formula:** Have had conversations (and have modeled) expanding use of Tiering in WSS. Do we want to look at this in a year where we are not expanding resources to schools (where changes might result in a shift in resources)?
 If we wanted to use Equity Tiers for allocating Equity dollars, we could use Equity Tiers as a proxy for allocating dollars. – Yes, could be converted to use as an index.
- Question about potential cuts to budget due to projected deficit, would all reductions be central departments and not touch the schools? Question: Equity Dollars are not based on Equity Tiers?

– No, Equity Dollars are based on FRL counts. Question: how does equity tier affect WSS for Middle School? None at this time; Equity Tiers have been used to prioritize new adds (e.g. elementary counselors), and cushion the effect of potential reductions (e.g. Tier 1 & 2 schools exempted from cuts in previous years). This discussion is about using Equity Tiering directly in the WSS funding formula for Equity Dollars. Evolving to more than an FRL factor in school funding. Questions about how this would work. Idea at the same time, look at dollar allocations by grade band, is it the right distribution of funds? Change dollar amounts per equity student? With state-based direct certification replacing paper applications, are numbers shifting between grade levels and are they now more balanced? If not changing overall pot of funds (not adding to Equity Dollar total allocation), this could result in a re-allocation from high FRL schools to high equity tier schools. Impacts for Title I schools?

Topics for next month.

- Scenarios for Assistant Principal allocation, methodology and history
- Scenarios principals want run for Elem counselors (Erika and Stan)
- Using equity tiering factors in Equity dollars calculations
- Pass will come back with list

Meeting adjourned.