



Staffing Enrichment Workgroup

May 30, 2019

Office of Superintendent of Public Instruction

Chris Reykdal, State Superintendent



Vision:

All students prepared for post-secondary pathways, careers, and civic engagement.

Mission:

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

Values:

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child

Welcome

1. history/experience with this topic?
2. one 'pearl of wisdom' or tip you would offer the group based on what you know?



Making a Case for Equity

Latifah Phillips (Tohono O'odham), Director
OSPI's Office of Native Education



Understanding and Recognizing Tribal Sovereignty

- Washington state is home to 29 federally recognized American Indian nations.
- Each is a politically independent, self-governing entity that operates according to its own constitution.
- Each has a government to government relationship with the federal government of the United States of America.
- For centuries, the Federal Government's relationship with tribes has been guided by a trust responsibility to protect the unique rights and help ensure the well-being of tribes, while respecting their tribal sovereignty.
- The Centennial Accord (1989) and Millennial Accord (1999) affirm Washington's intent to enhance the government to government relationship between state agencies and federally recognized Tribes.





2016–17 Categories for AI/AN Data Collection

Pre-K–12 Students in Washington

Native Race Category	Number of Students (state reporting)	Number of Students (federal reporting)
AI/AN – Non Hispanic	17,330	17,330
AI/AN – Hispanic	32,620	0
AI/AN – Two or more Races	20,636	0
Total	70,586	17,330



American Indian/Alaska Native Student Outcomes

Subgroup	Projected 2017 ELA Proficiency Rates (%)	Annual Target for Improvement (%)	Projected 2027 ELA Proficiency Rates (%)
All	61.9	2.8	90
American Indian /Alaskan Native	31.6	5.8	90
Asian	76.6	1.3	90
Black/African American	44.6	4.5	90
English Learners	19.2	7.1	90
Hispanic/Latino	44.9	4.5	90
Low Income	47.3	4.3	90
Native Hawaiian /Pacific Islander	41.3	4.9	90
Special Education	24.1	6.6	90
Two or More Races	64.7	2.5	90
White	68.2	2.2	90



American Indian/Alaska Native Student Outcomes

Subgroup	Projected 2017 Math Proficiency Rates (%)	Annual Target for Improvement (%)	Projected 2027 Math Proficiency Rates (%)
All	53.1	3.7	90
American Indian /Alaskan Native	23.5	6.6	90
Asian	72.8	1.7	90
Black/African American	33.9	5.6	90
English Learners	20.7	6.9	90
Hispanic/Latino	36.4	5.4	90
Low Income	38.8	5.1	90
Native Hawaiian /Pacific Islander	32.9	5.7	90
Special Education	20.7	6.9	90
Two or More Races	55.5	3.5	90
White	58.8	3.1	90



American Indian/Alaska Native Student Outcomes

Subgroup	Projected 2017 Graduation Rates (%)	Annual Target for Improvement (%)	Projected 2027 Graduation Rates (%)
All Students	79.1	1.1	90
American Indian/Alaskan Native	60.6	2.9	90
Asian	88.6	0.1	90
Black	70.7	1.9	90
English Learners	57.6	3.2	90
Hispanic/Latino	72.3	1.8	90
Low Income	69.4	2.1	90
Native Hawaiian/Pacific Islander	68.2	2.2	90
Special Ed	58.1	3.2	90
Two or More Races	77.9	1.2	90
White	81.5	0.8	90



Thoughts?

- Surprises?
- Questions?
- Potential Connections to the Workgroup?



Today's Workforce

Consider your current context (e.g., building, district, connection to K 12, etc.)...

1. In what ways is the workforce confident and prepared to meet the needs of students?
2. Where do you know that the workforce does not have the capacity, skills or training to meet the needs of students?



A Word on Staffing



“I’m tired of hearing...easy associated with “affluent” schools...& difficult w/ “diverse or high-needs”. When education is funded & staffed equitably (not fairly) so that all kids have what they need to be successful...ALL will be exhausted everyday from challenging ALL students EVERYDAY.”

Denisha Saucedo

ESD 121 Regional Teacher of the Year

Federal Way Public Schools



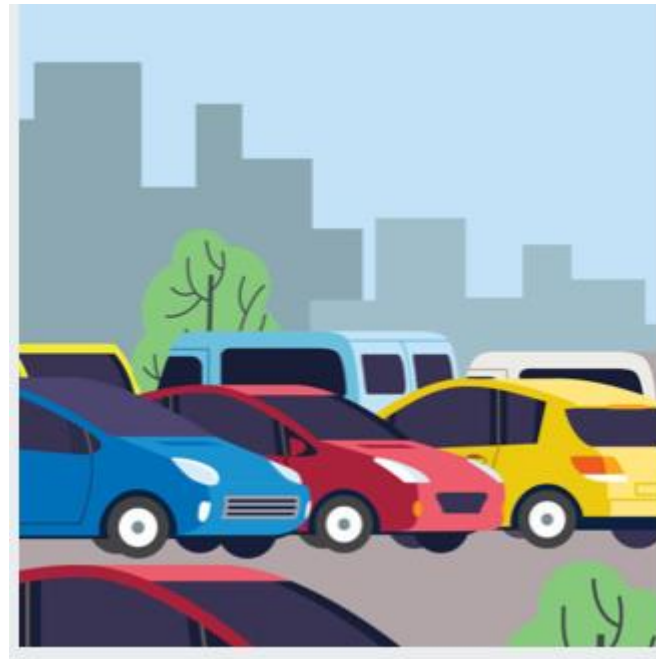
Our Charge

“...make recommendations to the legislature on a possible phase-in plan of staffing enrichment that prioritizes the enrichments that are research or evidence-based strategies for reducing the opportunity gap, assisting struggling students, enhancing the education outcomes for all students, or strengthening support for all school and school district staff.”



Charge-ing Ahead

To routinely provide services to students and meet their learning needs, the prototypical model must ...



Break



Superintendent
Reykdal



Working Lunch



The Context for Basic Education Funding and Staffing Enrichment



Questions to Answer

- How does this work fit into our state's K-12 education funding discuss and recommendation history?
- How have prior workgroups, taskforces, etc. defined “full funding”?
- In the last ten years, what were some of the education policy changes that have impacted needs for staff?



What do we want for students?

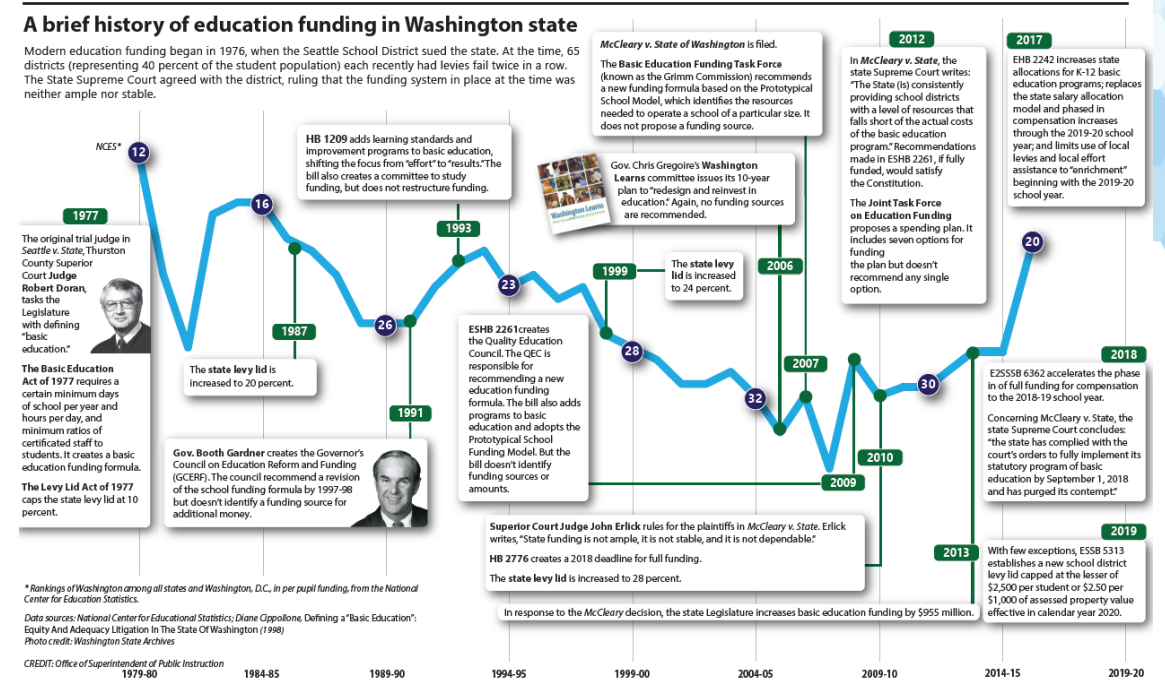
Washington's Basic Education Goals

- ✓ Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings and with a variety of audiences
- ✓ Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness
- ✓ Think analytically, logically, and creatively, and to integrate technology literacy and fluency as well as different experiences and knowledge to form reasoned judgments and solve problems
- ✓ Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities



Review: A Brief History of Education Funding in Washington State

- Which items affirm what you already know?
- Which items stand out as something new?





Previous “Enriched” Staffing Proposals

Joint Taskforce on Basic Education Finance 2009

Grade Level	Class Size General	Class Size High Poverty	Students
Grades K–3	15	15	400
Grade 4	25	22	400
Grades 5–6	25	22	400
Grades 7–8	25	23	432
Grades 9–12	25	22	600
CTE 7–8	19	19	100
CTE 9–12	19	19	100
Skill Centers	16	16	100



Previous “Enriched” Staffing Proposals

Joint Taskforce on Basic Education Finance 2009

School Level Staffing	Elementary (K-6)	Middle (7-8)	High (9-12)	Staff Type
Base Enrollment	400	432	600	Student
Principals	1.2	1.3	1.8	CAS
Teacher Librarians	1.0	1.0	1.0	CIS
Guidance Counselors	0	1.0	1.5	CIS
Student Health, Social Workers, and Others	1.0	1.0	1.0	CIS
Teaching Assistance*	0	0	0	CLS
Office Support	3	3	3	CLS
Custodians	4	4	4	CLS
Student & Staff Safety	1.0	1.0	1.0	CLS
Parent Involvement Coordinators	na	na	na	CLS



Initiative 1351 – “Class Size Initiative” 2014

Grade Level	Class Size General	Class Size High Poverty	Students
Grades K–3	17	15	400
Grade 4	25	22	400
Grades 5–6	25	23	400
Grades 7–8	25	23	432
Grades 9–12	25	23	600
CTE 7–8	19	19	100
CTE 9–12	19	19	100
Skill Centers	16	16	100



Initiative 1351 – “Class Size Initiative” 2014

School Level Staffing	Elementary (K-6)	Middle (7-8)	High (9-12)	Staff Type
Base Enrollment	400	432	600	Student
Principals	1.300	1.400	1.900	CAS
Teacher Librarians	1.000	1.000	1.000	CIS
Guidance Counselors	0.500	2.000	3.500	CIS
School Nurses	0.585	0.888	0.824	CIS
School Social Workers	0.311	0.880	0.127	CIS
School Psychologist	0.104	0.024	0.049	CIS
Teaching Assistance	2.000	1.000	1.000	CLS
Office Support	3.000	3.500	3.500	CLS
Custodians	1.700	2.000	3.000	CLS
Student & Staff Safety	0.000	0.700	1.300	CLS
Parent Involvement Coordinators	na	na	na	CLS



What education policy changes have impacted needs for staff?

- 2009

- ✓ E2SHB 2261 Concerning the state's education system

- Outlines expanded minimum instructional hours
 - Requires the phase-in of 24 credits for high school graduation

- 2010

- ✓ SHB 2776 Regarding funding distribution formulas for K-12 education

- Phases in class size reduction in grades K-3

- ✓ E2SSB 6696 Regarding Education Reform

- Requires development of a new teacher and principal evaluation system



What education policy changes have impacted needs for staff?

- 2013

- ✓ SHB 1541 Nasal spray/school employees

- Adds nasal spray to the list of medications that school districts can provide for the administration of for students
 - Requires that if a school nurse is available a legend drug nasal sprays must be administered by the school nurse

- ✓ ESB 5104 Epinephrine autoinjectors

- Permits school districts to maintain a supply of epinephrine autoinjectors at school sites
 - Permits school nurses or trained school personnel to use the school supply of epinephrine to respond to an anaphylactic reaction



What education policy changes have impacted needs for staff

- 2016

- ✓ 4SHB 1541 Implementing strategies to close the educational opportunity gap

- Requires schools to provide student with the opportunity to receive educational services during a period of suspension or expulsion

- 2017

- ✓ 2SHB 1170 Truancy reduction efforts

- Revises school truancy processes to include conferences with parents, use of certain assessments, and requires districts to coordinate work on excessive absenteeism and truancy



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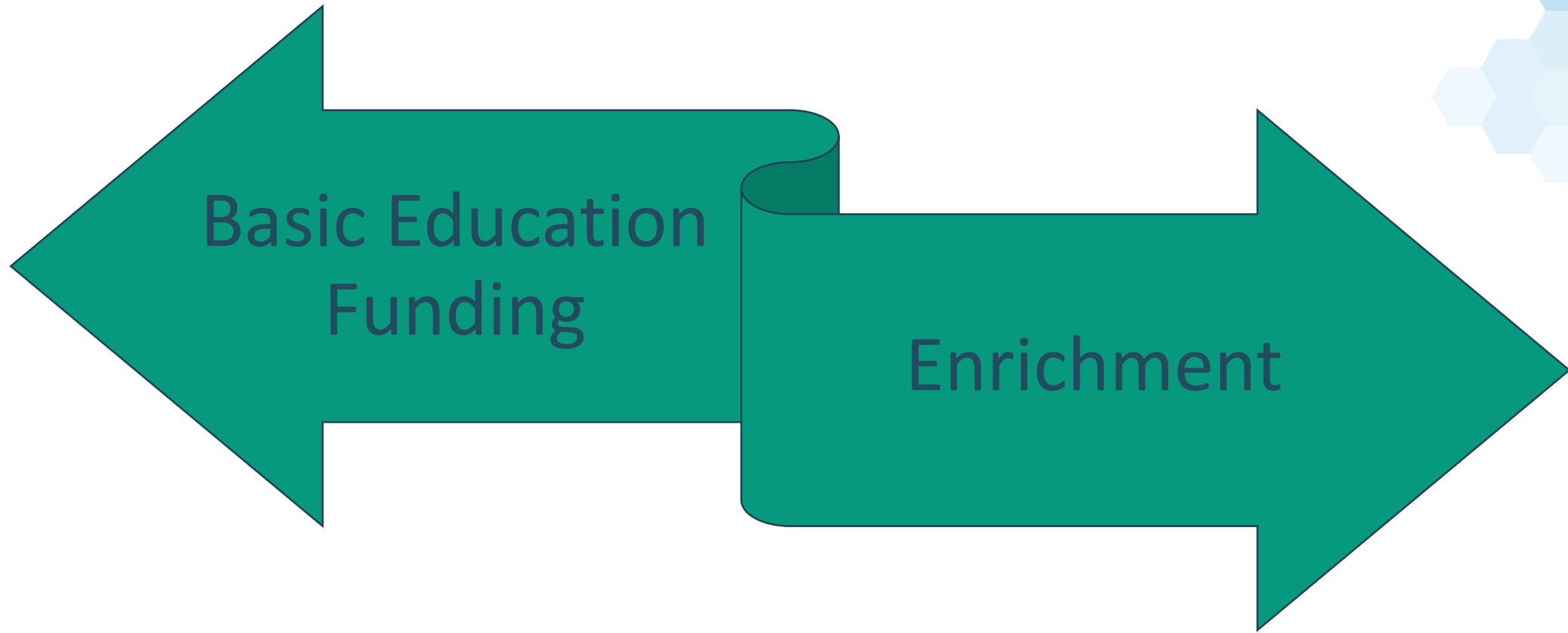
- 2017

- ✓ 2SHB 1170 Truancy reduction efforts

- Revises school truancy processes to include conferences with parents, use of certain assessments, and requires districts to coordinate work on excessive absenteeism and truancy



What is the “most significant” context shift?



Break



Questions to Answer

- What is the prototypical school funding model?
- How were the staffing ratios in the prototypical model determined?
- What changes have been made to the prototypical school funding formula since its initial implementation year?
- What role does staffing compliance play in the funding system?



History of Prototypical School Model

- SHB 2261 passed in the 2009 Legislative Session, and established a new funding structure.
 - ✓ Established a prototype funding model.
 - ✓ Established the new prototype structure which was implemented for the 2011-12 school year.
 - ✓ Transition from old to new structure was required to be cost neutral.
- SHB 2776 passed in the 2010 Legislative Session:
 - ✓ Established new funding values from the current funding levels (*new structure, but no new dollars*).
 - ✓ Defined target funding ratios in the areas of MSOC, K-3 Class Size, and transportation.



What is the prototypical school model?

- The prototypical school funding formula is a method for allocating state funds to schools.
- It establishes a series of staff ratios or per student funding amounts which vary by grade level, program, or school type.
- It is primarily driven by student enrollment on a full-time equivalent or headcount basis.
- Other factors that impact state allocations include poverty percentages, programmatic offerings of a district, property values, and the specific needs of the students enrolled (i.e. students with disabilities).



For Allocation Purposes Only.....

- The initial SHB 2776 legislation states that the prototypical school funding formula is for allocation purposes only.
- With few exceptions, such as categorical programs and special education, the allocation can be spent however the district deems best to deliver education to their students.
- Nothing in the law requires districts to provide any specific class size or staffing level.
- More on this to come later.....



What were the initial staffing ratios?

School Level Staffing	Elementary (K-6)	Middle (7-8)	High (9-12)	Staff Type
Base Enrollment	400	432	600	Student
Principals	1.253	1.353	1.880	CAS
Teacher Librarians	0.663	0.519	0.523	CIS
Guidance Counselors	0.493	1.116	1.909	CIS
School Nurses	0.076	0.060	0.096	CIS
Social Workers	0.042	0.006	0.015	CIS
Psychologists	0.017	0.002	0.007	CIS
Teaching Assistance	0.936	0.700	0.652	CLS
Office Support	2.012	2.325	3.269	CLS
Custodians	1.657	1.942	2.965	CLS
Student & Staff Safety	0.079	0.092	0.141	CLS
Parent Involvement Coordinators	0.0	0.0	0.0	CLS



What are today's staffing ratios?

School Level Staffing	Elementary (K-6)	Middle (7-8)	High (9-12)	Staff Type
Base Enrollment	400	432	600	Student
Principals	1.253	1.353	1.880	CAS
Teacher Librarians	0.663	0.519	0.523	CIS
Guidance Counselors	<u>0.493</u>	<u>1.116</u>	2.539	CIS
School Nurses	0.076	0.060	0.096	CIS
Social Workers	0.042	0.006	0.015	CIS
Psychologists	0.017	0.002	0.007	CIS
Teaching Assistance	0.936	0.700	0.652	CLS
Office Support	2.012	2.325	3.269	CLS
Custodians	1.657	1.942	2.965	CLS
Student & Staff Safety	0.079	0.092	0.141	CLS
Parent Involvement Coordinators	0.0825	0.0	0.0	CLS



How many student FTE are needed to generate one staff FTE?

Position	Elementary (K–6)	Middle (7–8)	High (9–12)
Student FTE	400	432	600
Principals	319	319	319
Teacher Librarian	603	832	1,147
Guidance Counselors	811	355	236
School Nurses	5,263	7,200	6,250
Social Workers	9,524	72,000	40,000
Psychologists	23,529	216,000	85,714
Teaching Assistance	427	617	920
Office Support	199	186	184
Custodians	241	222	202
Student and Staff Safety	5,063	4,696	4,255
Parent Involvement Coordinators	4,848	n/a	n/a



What about initial allocations for teachers?

$$\left(\frac{\text{Students}}{\text{Class Size}} \right) \times (1 + \text{Planning}) = \text{Funded Teacher Units}$$

Grade Level	Class Size	Students	Planning Time Assumptions	Funded Teachers
Grades K–3	25.23	400	15.5%	18.31
Grade 4	27.00	400	15.5%	17.11
Grades 5–6	27.00	400	15.5%	17.11
Grades 7–8	28.53	432	20%	18.17
Grades 9–12	28.74	600	20%	25.05
CTE 7–8	26.57	100	20%	4.52
CTE 9–12	26.57	100	20%	4.52
Skill Centers	22.76	100	20%	5.27



What are today's teacher allocations?

Grade Level	Class Size	Students	Planning Time Assumptions	Funded Teachers
Grades K–3	17.00	400	15.5%	27.18
Grade 4	27.00	400	15.5%	17.11
Grades 5–6	27.00	400	15.5%	17.11
Grades 7–8	28.53	432	20%	18.17
Grades 9–12	28.74	600	20%	25.05
CTE 7–8	23.00	100	20%	5.22
CTE 9–12	23.00	100	20%	5.22
Skill Centers	20.00	100	20%	6.00
Lab Science	19.98	600	20%	36.03



How many student FTE are needed to generate one teacher FTE?

Grade Level	Student FTE
Grades K– 3 (Class Size 17)	14.72
Grade 4 (Class Size 27)	23.38
Grades 5–6 (Class Size 27)	23.38
Grades 7–8 (Class Size 28.53)	23.78
Grades 9–12 (Class Size 28.74)	23.95
CTE 7–8 (Class Size 23)	19.17
CTE 9–12 (Class Size 23)	19.17
Skill Centers (Class Size 20)	16.67
Lab Science (Class Size 19.98)	16.65



Are these for allocation purposes only?

- SHB 2776 section 12 required OSPI to provide a web based comparison model such that, “...citizens are able to compare the state assumptions to district allocation decisions for each local school building.”
- Class size and guidance counselor compliance requires staff to be hired at a certain level in order to secure maximum state funding.
- So, the answer to the question is sort of.



District Allocation of State Resources

Portal shows the following information:

- Number of staff allocated by prototypical school position.
- Actual staff hired by prototypical school position.
- A student to actual staff FTE ratio based on the data reported.

Also included, but now shown here:

- Total state allocation in dollars by prototypical school position.
- Total cost of employing actual staff FTE shown.
- Cost per student of actual staff FTE hired by the district.

School Level Staffing			
Staffing	State Allocation	Actual Staff FTE	Students per Actual FTE
Classroom Teachers	49,702.25	47,692.37	21.74
Librarian	1,350.13	1,056.39	981.48
Counselor	2,123.95	2,274.99	455.75
Health and Social Services	266.24	608.84	1,702.95
Teaching Assistance	1,861.31	1,948.38	532.15
Office Support	5,008.40	6,214.80	166.83
Custodians	4,239.61	5,121.59	202.44
Student and Staff Security	201.79	566.76	1,829.39
Parent Involvement Coordinator	120.36	91.01	11,392.33
Principal	3,025.77	3,260.20	318.03
Small School Bonus Units		State Allocation	
Certificated Instructors	608.84		
District Level Staffing			
Districtwide Support	State Allocation	Actual Staff FTE	Students per Actual FTE
Technology	606.58	1,196.55	866.51
Facilities, Maintenance, Grounds	1,751.17	2,116.13	489.96
Warehouse, Laborers, Mechanics	320.68	296.72	3,494.25
Central Admin		State Allocation	Actual Staff FTE
Certificated Administration	952.73	906.33	1,143.98
Classified	2,787.86	3,829.69	270.73



What allocations are subject to compliance?

- K–3 class size revenue is provide based on a calculated district specific class size, no lower than 17, as describe in rule (WAC 392-140).
- Elementary and Middle School Counselor enhancement for twenty schools for the 2019-20 school year is also subject to compliance.
- Essentially compliance requires that you hire a like amount or greater total amount of units as allocated in the prototypical school model, or you forego revenue.



Superintendent
Reykdal



Subgroup Work

1. Resources and/or data for the next meeting?
2. Revisit early ideas?
3. Concerns/questions to explore/keep in mind?



Thank you!

