



Weighted Staffing Standards "WSS"

Meeting Minutes

December 17, 2024

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For questions and more information about this document, please contact the following:

Dr. Kurt Buttleman
Assistant Superintendent - Finance
krbuttleman@seattleschools.org

The following is a PowerPoint presentation.

Weighted Staffing Standards Meeting

WSS Review Project Plan

December 17, 2024

Whittier Elementary



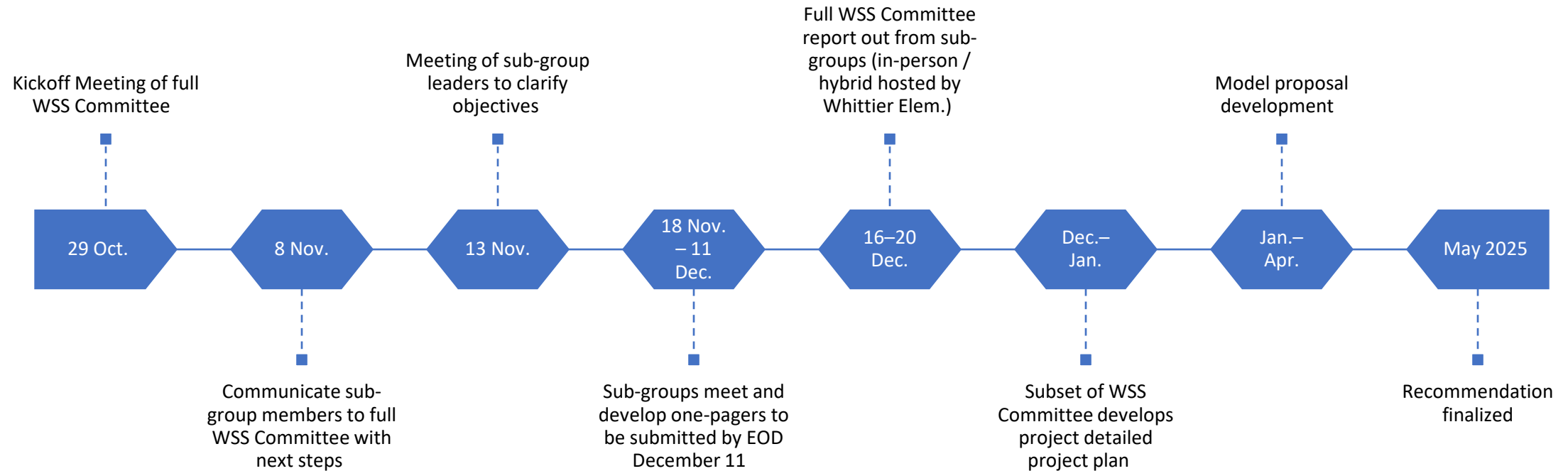


Objectives for Today

- Further the shared understanding of the current WSS Model
- Determine next steps



WSS Review Project Plan and Timeline





Seattle Public Schools' Context



Draft Goals & Guardrails

- Insert info from Board agenda on 12/16



Year Zero - Sustainability



Strategic Planning Process (Philanthropically Funded)

Goals And Guardrails

- Using student needs assessment, School Board establishes priority goals and constraints within which to achieve goals.



Resource and Strategy Analysis

- Analyze the system's current resource equity to inform opportunities for reallocation and prioritization.
- Articulate a theory of action and strategies to underpin the upcoming strategic plan.



Plan Development, Implementation Support

- Consolidate strategies into coherent plan with multi-year goals, metrics and progress tracking.
- Develop performance and project management systems for the process.
- Materials, marketing, and public perception support.

Strategic Plan Development

Spotlight: Education Resource Strategies—Resource and Strategy Analysis (Philanthropically funded)



Workstream	Workstream Goals	Deliverables
<p>I. Baseline Resource and Strategy Assessment</p> <p>December '24 – April '25</p>	<p>Equip SPS leadership with shared understanding of resource use and system strategy relative to best practice for improving student outcomes, to inform the prioritization of strategies in SPS' upcoming plan.</p>	<ul style="list-style-type: none">• 2 material sets containing findings on current resource use patterns<ul style="list-style-type: none">○ 1-2 material sets for internal working group○ Final report for external share-out(s)• Identified set of strategies to prioritize in strategic plan
<p>II. Build System Strategy Return on Investment (SSROI) Practices</p> <p>March '24 – May '25</p>	<p>Support strategy development, monitoring, and improvement by building momentum and district practices around ERS' unique SSROI approach.</p>	<ul style="list-style-type: none">• Documentation of each strategy's theory of action• Codified set of implementation metrics and leading indicators• Documentation of progress monitoring approach• Facilitation of cross-functional meetings to embed SSROI in district practices

Example Grounding Inquiries

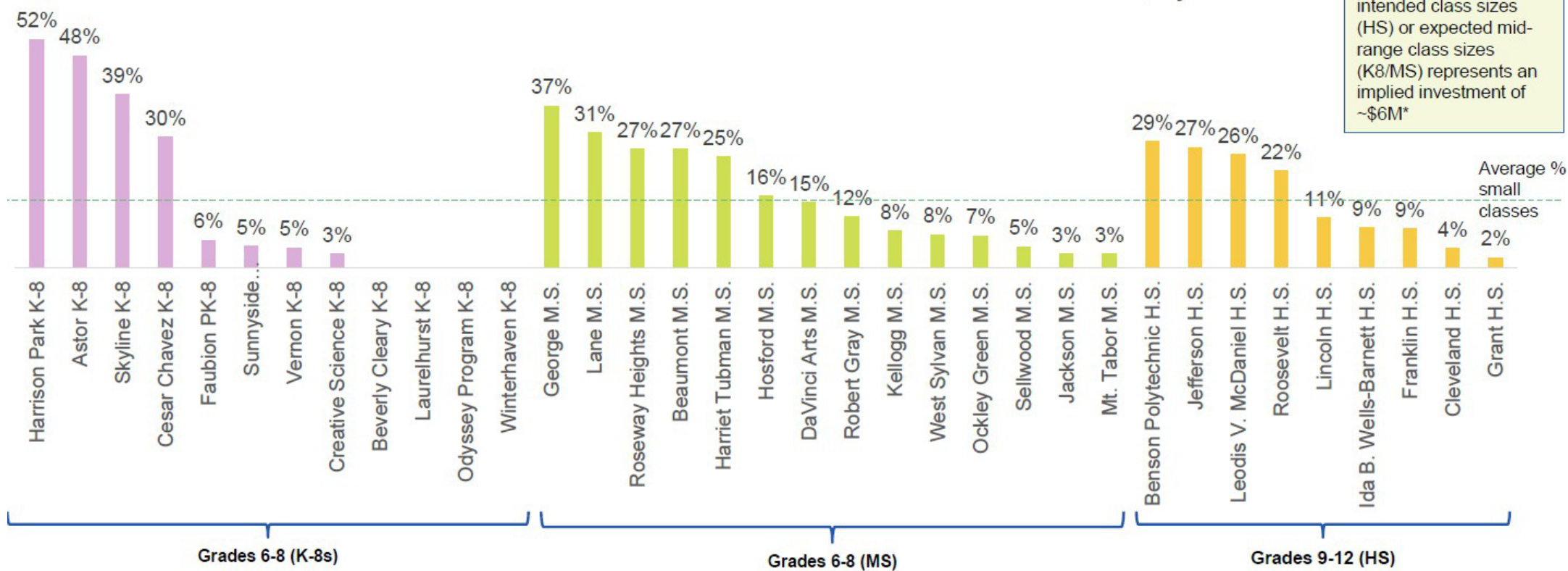
- How do the schools' resulting mix of staffing (ratios, position types, etc.), schedules, and budgets compare to other districts with similar funding levels?
- How do SPS' hiring and assignment policies play out in the distribution of excellent and/or experienced teachers and leaders across schools and students?
- How do compensation investments compare with best practices?
- To what extent does SPS provide sufficient instructional and operational support to school leaders that is tailored to varying school contexts and school leader needs?
- How can the central office engage in productive partnerships with schools as a strategy partner in promoting coherence and consistently sharing best practices, ensuring schools create excellent learning environments, as articulated in the strategic plan?

Example Findings (Portland)

EXAMPLE ANALYTIC SLIDE: PPS invests in a large portion of middle and secondary classes (~16%) with fewer than 18 students

Percent of Core and Non-Core Class Sections With <18 Students, by School

The total cost of maintaining these classes at lower than intended class sizes (HS) or expected mid-range class sizes (K8/MS) represents an implied investment of ~\$6M*



Source: PPS Course Schedule Data, SY21-22

*based on cost per pupil for classes below HS intended class sizes or expected mid range class size in grades 6-8 as defined by staffing rules

Example Findings (Portland)

EXAMPLE ANALYTIC SLIDE: This is partially driven by schools offering a wide breadth of course offerings across schools

These small “singleton courses” are under-enrolled compared to mid-point targets, with average class sizes of 13.1 students at both high schools and middle schools.

Their below average class size represents an investment^o of roughly \$4M.

	<u>Small Classes</u> Sections with <18 students	<u>Not Small Classes</u> Sections with 18+ students
High Schools		
Singleton Courses* (HS)	54% (221 classes)	20% (626 classes)
Non-Singleton Courses (HS)	46% (188 classes)	80% (2,421 classes)
Middle Schools (6-8)		
Singleton Courses (MS)	40% (106 classes)	13% (210 classes)
Non-Singleton Courses (MS)	60% (158 classes)	87% (1,334 classes)



Project Charter

- **Approvals**
 - <Add any roles who will approve this document and the date it was approved by that person.>
- **Project Purpose**
 - <Discuss what the project is for, and the benefits expected from it. Include a link to the Business Case created during the triage process.>
- **Project Value (Goals and Guardrails)**
 - <Include any of the various district goals or guardrails to which this project contributes.>
- **Project Scope**
 - In-Scope: <List of project deliverables that are in scope. Include any assumptions made when determining the deliverables.>
 - Out-of-Scope: <List of what is NOT in scope for this project. Include any assumptions made when determining the item was out of scope.>
- **Critical Success Factors**
 - <List of measurable goals which, when achieved, will make this project a success. This is a starting list and will change as the project goes through planning and requirements gathering.>
- **High-Level Project Milestones**
 - <Project Management phases with dates based on planned start and required end dates.>
- **Risks, Action Items, Issues, and Decisions**



Sub-group presentations

(further shared understanding)



Sub-groups

Research Other Models

- Dr. Kurt Buttleman, Facilitator, Asst. Sup. Finance
- Jeff Clark, Seattle World School
- Patrick Gray, Catharine Blaine K-8
- Justin Hendrickson, Principal Leadership Coach
- Amy Schwentor, TOPS K-8

CBA/Other Impacts/Constraints

- Dr. Sarah Pritchett, Asst. Sup. Human Resources
- Linda Sebring, Exec. Director, Budget
- Rainey Hartford Swan, PASS Exec. Director
- Keven Wynkoop, Middle College High School
- Girard Montejo-Thompson, SEA Vice President

Enrollment Model Inputs

- Faauu Manu, Director Enrollment & Planning Services
- Angela Clement, Bagley Elementary
- Brent Kroon, Enrollment demographer

Equity Tiers

- Eric Anderson, Director – Research & Evaluation
- Dr. Barbara Casey, Center School

Policy 0060

- Dr. Pam Faulkner, Director – Grants & Strategic Partnerships
- Cindy Watters, Whittier Elementary

Policy 6010

- Dr. Paula Montgomery, Jane Addams Middle School
- Pat Roe, Budget Manager – Schools



Policy 6010

Background

- School Board Policy 6010 affirms that the district uses budgetary formulas and staffing standards to determine school budgets and directs the Superintendent to implement a school funding model that provides a core foundation that supports academic success for all students.
- The policy includes eight guiding principles that should be used in developing the formulas.

Discussion

- The subgroup (Pat Roe, Paula Montgomery) began by discussing the scope of the project, identifying general areas of interest, and discussing how broad or narrow the project may be.
 - Reviewed the eight guiding principles provided by the board policy and identified some areas where the WSS model may or may not meet these principles.
 - discussed areas where additional research would be useful to help determine how the model aligns with the principles.
 - acknowledged that there would be some intersection between this subgroup and the CBA subgroup, since much of the WSS is based on contractual ratios.



Policy 6010 (continued)

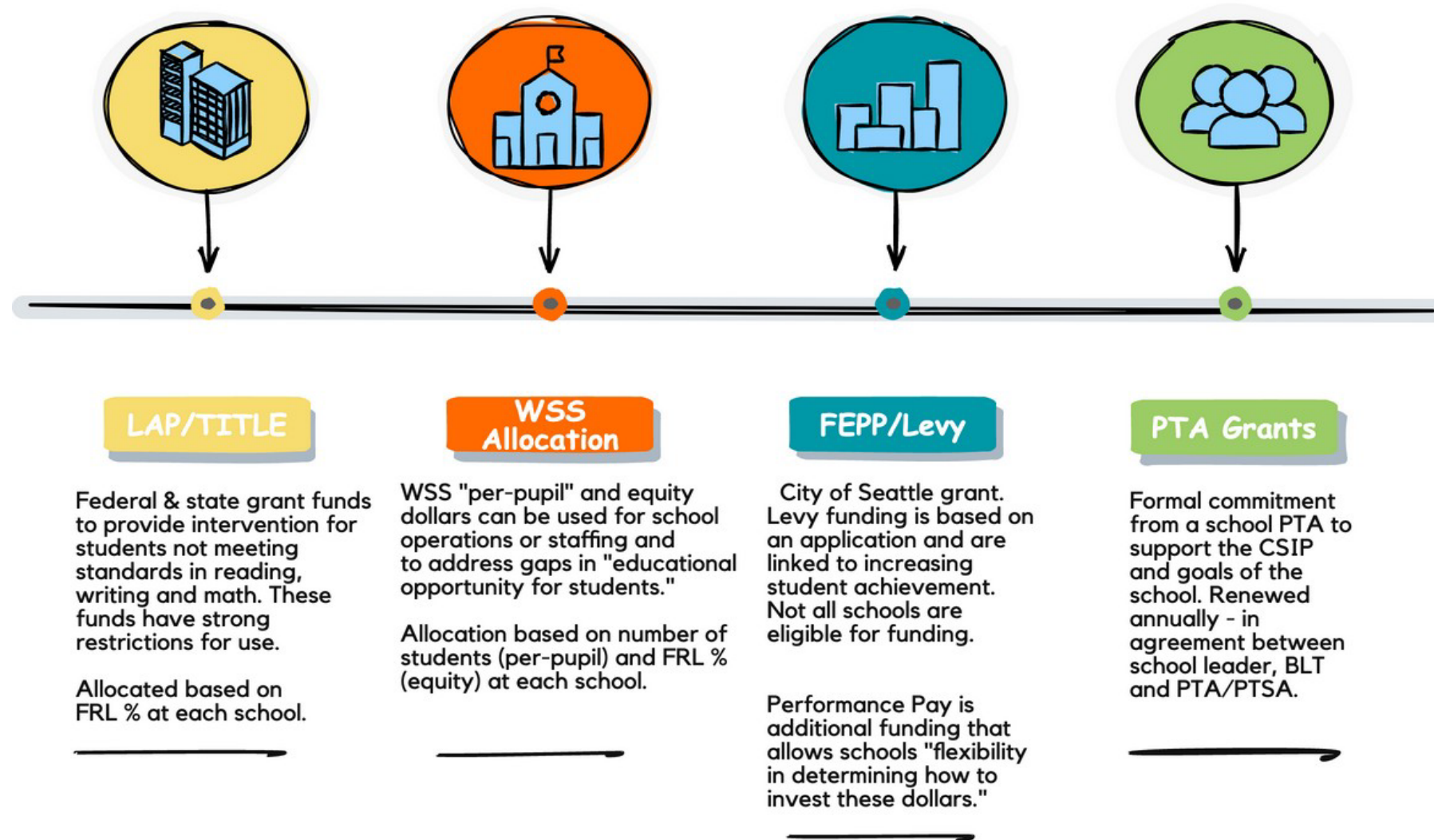
Immediate ideas for follow up / further research

- Questions about the Superintendent policy as well, is there interest in updating this?
- Questions about how “contact time” works and the need for additional transparency about how it impacts class size ratios at comprehensive middle and high schools.
 - Provide data on how contact time formula impacts K-8 versus comprehensive middle schools.
 - Longer term data analysis request to compare data by school on LRE and how that compares to contact time formulas
 - Longer term data on how contact time formula impacts SPS Racial Equity goals
- Need for further discussion on guiding principle around “basic staffing for schools”, what does that mean, is there a floor?
- Ongoing conversations about what data would be helpful, identified the "big sheet" as something that would be useful in the short term.

Types of School Funding



Policy 0060 – Financial Planning & Budgeting



Policy 0060 – Financial Planning & Budgeting



Intent of Policy 0060 #11 - **Conditions for Accepting Funding:**

- **Sustainability:** The funding must be **sustainable**—meaning it should not be a temporary source of money that might cause issues later (e.g., it shouldn't create financial obligations the district cannot meet in the future).
- **One-time Needs:** The funding can only be used for **one-time needs**. This means it should not be expected to cover ongoing operational expenses or programs but should be directed at a one-time purchase or project.
- **District Matching:** The funding must be **matched by the District**. The District must contribute an equal amount of money or resources to balance out the external funding, ensuring that the funding is consistent with the broader financial strategy. This matching must align with the **Board's goals** and the **district's strategic plan**.

In essence, the statement is a set of guidelines to ensure that any funding solicited or accepted by SPS is sustainable and aligned with the District's long-term goals. It seeks to avoid situations where outside funding could create financial instability, lead to inequities, or go against the district's strategic plans.



Policy 0060 – Continued

Intent of Policy 0060 #12 – **Equitable Access:**

- The district must **outline in its budget the financial strategies and procedures** that guarantee equitable access to resources within and among every building across the district.
- The Superintendent of Seattle Public Schools must ensure the budget clearly shows how the district supports student and parent organizations with equal access to educational and extracurricular opportunities, while maintaining transparent financial processes to promote equity across schools.

The overall objective is to create a more equal distribution of resources, making sure no school or group is disadvantaged compared to others.



Policy 0060 – Continued

Learning Assistance Program (LAP)

Intent of LAP Funding:

- LAP is a state-funded program designed to enhance educational opportunities for students who are not yet meeting academic standards through supplemental academic and nonacademic services.
- LAP services are targeted (tier 2) or intensive (tier 3) supports that are added to accelerate learning and remove barriers that prevent students from benefiting fully from universal instruction.

Seattle Public Schools' Current LAP distribution model is loosely based on schools' free/reduced lunch percentages with some provisions made for schools asking for funding under special circumstances.



Policy 0060 – PTA / PTSA

PTA/PTSA Impact of Policy 0060 #11

School leaders are permitted to solicit or accept funding in support of a building budget.

A review of the PTA/PTSA funded positions (through SAP) 34 schools have accepted funding for a total of 29.7 FTE.

- Approximately 35% of those positions provide Academic Interventionists Counselors or Social Workers in schools.

There is not a process to determine if PTA/PTSA funding (or other external funding) is sustainable and/or **matched by the district through a balancing mechanism** consistent with the board's goals and strategic plan as required by the policy.



Policy 0060 – PTA / PTSA

PTA/PTSA Impact of Policy 0060 #11

\$250,000 Total Value Limit for Grants/Gifts (including any taxes and benefits)

Currently, donations to Self-Help are not counted. No monitoring of Self-Help deposits. (2024 = \$470,000)

Three PTA Alliances with their own Fiscal Sponsors:

- 1) West Seattle Public School Equity Fund (Alliance for Education)
- 2) Central & North Seattle Schools PTA Alliance (Alliance for Education)
- 3) Southeast Seattle Schools Fundraising Alliance (FS Southeast Seattle Education Coalition)



Policy 0060 – Continued

Findings & Recommendations

After **review of Policy 0060**, two concerns of non-compliance became apparent:

- **LAP allocation process:** The current model is not equitable and needs to be abandoned for a more transparent and fair distribution of LAP resources.
- **PTA/PTSA funding:** There is no defined process to ensure PTA funding is sustainable, for one-time use and/or matched by the district through a balancing mechanism consistent with the board's goals and strategic plan.

Actions Recommended:

- 1) **Weighted LAP Allocations:** Implement a weighted approach to LAP fund distribution that targets the most at-risk students and schools, ensuring equitable educational support.
- 2) **Uniform Hybrid Model for PTA Funding:** Adopt a uniform hybrid model to allocate PTA funds based on student need and school population characteristics. Research Portland Public Schools, Oakland Public Schools.

Enrollment Model



- The annual projection is based on state funded students (P-223 count) created from trending data over past years that includes:
 - Progression ratios, show rates, and Birth-to K ratio
 - Enrollment within attendance area schools is modeled, considering option school seats, and program choices, program eligibility and other factors such as housing information
- Classroom configurations related to projections
 - Some degree of variance between the projected headcount forecasted in the spring and the actual headcount recorded in October.
 - EPlanning will fill empty seats in classrooms, rather than restricting enrollment to the number of initially projected students to balance enrollment as needed.

Cod	Service_A	S	O	School Name	Lettr	Oct	AAF	BilgC	SpEd Resource (combined) AA headcot	FR	BO	BOC	Focus Class 5 (Lev)	(formerly Moderate Intensive, and before that SM2) Clas (Lev4a)	Resource Classes at K-5 (formerly Acc and S	Resource Classes at 6-12 (formerly Acc and S	Social / Emotional I Clas (Lev)	Distinet Clas (Lev)	SM4i Clas (Lev)	Medically Fragile Clas (Lev)	Deaf/Hard of Hearing Clas (Lev)	18-21 Transition n Clas (Lev)	Transitio n Kindergar ten Clas (Lev)	SpEd PreK Clas (Lev)	PreK DHH Clas (Lev)	PreK Med. Frag (Lev)	F1 Stude in Octo 202	e.SCH.e.COHO RT_GR. COUNT(SPP PI	AAF
270K	Madison	270	SC	Genesee Hill	0	K	72	72	4	1	6	0	0		2		0	0		0	0	0	0	0	0	0	0	0	0	100.0%
2701	Madison	270	SC	Genesee Hill	1	1	68	68	4	2	10	0											0	0	0	0	0	0	0	100.0%
2702	Madison	270	SC	Genesee Hill	2	2	67	67	2	6	12	0											0	0	0	0	0	0	0	100.0%
2703	Madison	270	SC	Genesee Hill	3	3	83	83	3	6	5	0											0	0	0	0	0	0	0	100.0%
2704	Madison	270	SC	Genesee Hill	4	4	74	74	2	11	9	0											0	0	0	0	0	0	0	100.0%
2705	Madison	270	SC	Genesee Hill	5	5	84	84	1	8	9	0											0	0	0	0	0	0	0	100.0%
289K	McClure	289	BL	Catharine Blaine	0	K	53	53	1	0	0	0	0		0		0	0		0	0	0	0	0	0	0	0	0	0	100.0%
2891	McClure	289	BL	Catharine Blaine	1	1	39	39	0	2	1	0											0	0	0	0	0	0	0	100.0%
2892	McClure	289	BL	Catharine Blaine	2	2	50	50	2	2	3	0											0	0	0	0	0	0	0	100.0%
2893	McClure	289	BL	Catharine Blaine	3	3	47	47	1	3	1	0											0	0	0	0	0	0	0	100.0%
2894	McClure	289	BL	Catharine Blaine	4	4	46	46	0	5	4	0											0	0	0	0	0	0	0	100.0%
2895	McClure	289	BL	Catharine Blaine	5	5	46	46	3	4	6	0											0	0	0	0	0	0	0	100.0%
2896	McClure	289	BL	Catharine Blaine	6	6	58	58	3	9	2	0											0	0	0	0	0	0	0	99.3%
2897	McClure	289	BL	Catharine Blaine	7	7	55	54	1	7	4	0											0	0	0	0	0	0	0	99.0%
2898	McClure	289	BL	Catharine Blaine	8	8	52	52	1	6	5	0											0	0	0	0	0	0	0	99.4%

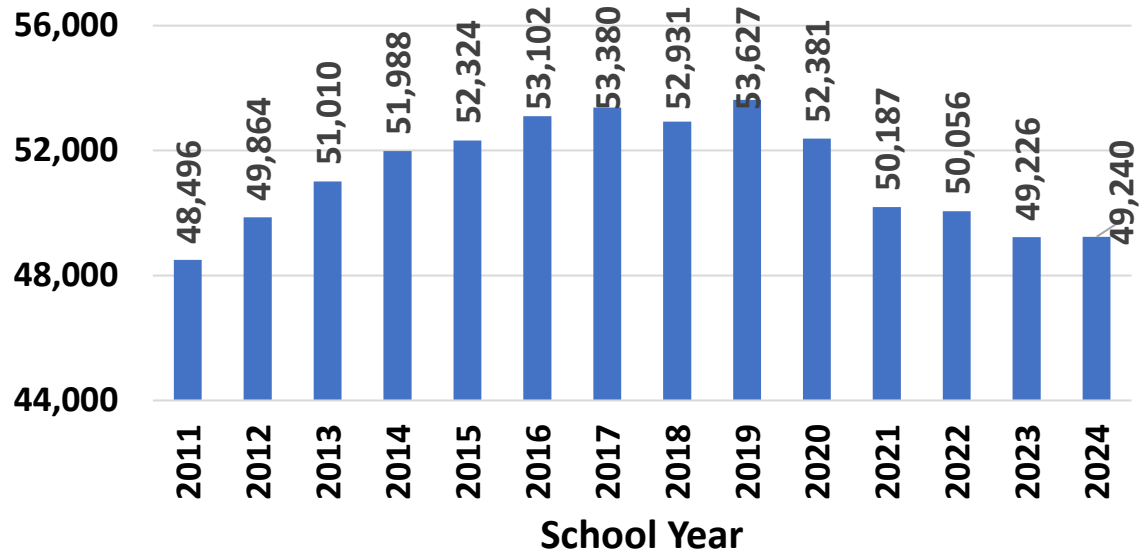


Fig 1. SPS Historical Enrollments

Birth Year	School Entrance Year	Number of Births	Kindergartners (by entrance year)	% Births to Enroll Kindergartners
2006-07	2011-12	6,555	4,615	70.4%
2007-08	2012-13	6,943	5,015	72.2%
2008-09	2013-14	7,030	4,893	69.6%
2009-10	2014-15	7,142	4,913	68.8%
2010-11	2015-16	7,221	4,781	66.2%
2011-12	2016-17	7,164	4,600	64.2%
2012-13	2017-18	7,128	4,659	65.4%
2013-14	2018-19	7,234	4,641	64.2%
2014-15	2019-20	7,328	4,662	63.6%
2015-16	2020-21	7,246	3,942	54.4%
2016-17	2021-22	7,563	3,968	52.5%
2017-18	2022-23	7,399	3,926	53.1%
2018-19	2023-24	6,962	3,714	53.3%
2019-20	2024-25	6,991	3765	53.45%

Table 1: Births and kindergarten enrollment in SPS

Table 2: SPS annual grade progression rates

Grade	2013-14 to 2014-15	2014-15 to 2015-16	2015-16 to 2016-17	2016-17 to 2017-18	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21	2020-21 to 2021-22	2021-22 to 2022-23	2022-23 to 2023-24	2023-24 to 2024-25
K to 1	100.20%	99.20%	100.20%	101.30%	97.70%	100.20%	95.90%	95.80%	102.70%	99.69%	101.10%
1 to 2	98.40%	97.40%	98.30%	97.20%	97.00%	98.40%	94.90%	91.70%	100.20%	99.16%	99.62%
2 to 3	97.80%	97.20%	97.60%	98.10%	96.90%	98.60%	94.20%	91.10%	98.80%	98.40%	98.65%
3 to 4	97.80%	98.30%	98.10%	98.60%	98.20%	98.50%	95.40%	94.10%	100.60%	99.03%	100.14%
4 to 5	98.80%	98.30%	98.30%	97.10%	96.30%	98.30%	95.10%	93.40%	99.50%	98.51%	98.87%
5 to 6	91.90%	91.40%	92.50%	89.40%	90.00%	90.70%	89.40%	85.80%	90.60%	90.66%	90.96%
6 to 7	98.80%	99.00%	99.10%	98.60%	98.00%	100.30%	97.60%	94.00%	100.60%	97.81%	99.75%
7 to 8	99.40%	97.50%	100.50%	98.40%	98.60%	99.70%	98.90%	95.00%	100.40%	99.59%	99.80%
8 to 9	101.60%	98.90%	102.50%	99.00%	97.80%	101.40%	100.00%	97.50%	102.00%	99.63%	99.42%
9 to 10	103.80%	100.50%	101.30%	101.70%	99.70%	103.80%	101.90%	98.00%	102.30%	101.56%	101.13%
10 to 11	96.80%	96.00%	98.50%	96.80%	94.30%	95.90%	95.20%	95.30%	99.60%	96.31%	97.35%
11 to 12	113.10%	107.20%	108.70%	106.30%	103.50%	104.60%	103.80%	106.50%	106.20%	103.32%	101.74%



Enrollment Subgroup Takeaways:

Angela, Faauu, Brent

- Engage school leaders through surveys to incorporate detailed insights of school leader perspective impacting enrollment to foster trust and stronger relationships
- Provide a clear comparison of the annual projections from February – June – October to highlight trends and differences with school leaders.

See atlas link below for further breakdown by school.

- Track world events to local impacts with ML migration and where they are housed
- Further consideration of FRL/Tiering approach for additional staff needs



Equity Tiers

Origins of Equity Tiers

- Developed by the Weighted Staffing Standards (WSS) Committee in 2018-19
- *Original purpose:* equity-based criteria for supplemental staffing adjustments after annual enrollment counts – i.e., to identify priority schools for protection (avoid loss of staffing) or increased staffing if adjustments proved necessary.
- Separate from annual school budget allocations based on the WSS formula.
- Not the same as “Equity Dollars” in the WSS formula, which are still based on FRL.



Equity Tiers

Methodology

[See handout for summary of methodology]

- Original intent: use factors other than FRL such as race that account for historical disparities in student outcomes and opportunities in SPS
- Strategic Plan (2019-2024) centers African American Males (AAM) and Students of Color Furthest from Educational Justice (SoCFFEJ) – which leaders felt should be centered in the equity formula.
- Research & Evaluation provides technical guidance and options for calculating Equity Tiers consistent with the WSS Committee’s criteria.



Equity Tiers

Expanding Use Cases for Equity Tiers

- There are two CBA requirements that specify the use of Equity Tiers
 - Article IX, Section J, 3 Multilingual Education (ELL teachers and IAs)
 - Article IX, Section K, 8 School Counselors and Social Workers
- Equity Tiers are used as a weighted factor in Capital Levy scoring to prioritize schools for major capital projects (replacement, modernization).
- Equity Tiers are used by some Central Office departments for planning and decision-making – e.g., Facilities, Transportation, Health Services



Equity Tiers

Concerns and Considerations for the Future Use of School Equity Tiers:

- Equity Tiers is a homegrown tool that has not been externally validated by a third party We cannot make strong claims about its validity and reliability.
- There is no longer anyone at the cabinet level who directly sponsors or provides ownership, oversight, or supervision over the use of Equity Tiers.
- There is no training, guidance or support provided for departments.
- There has been very limited community engagement about Equity Tiers.
- SPS Legal Department has surfaced some degree of legal risk.



CBA/Other Impacts/Constraints

- No current state level funding constraints impact the Weighted Staffing Standards Model (WSS). The Collective Bargaining Agreement (CBA) with the Seattle Education Association is more restrictive than state staffing requirements.
- Current CBA language has some restrictive staffing language however much of the staffing language provides remedies for overage



Research Other Models

- The Research sub-group (Kurt Buttleman, Jeff Clark, Patrick Gray, & Amy Schwentor) is poised to guide further work on researching allocation models from other school districts and states.
- Having clear guidance from the new Strategic Plan will be integral to providing focus for these research efforts. Questions to guide future research efforts include:
 - What does the national research say?
 - Is there appetite at SPS for radical ideas (i.e., longer days, less days in a week, part-time principals, team teaching)?
 - How are other districts managing their staffing models? What are “successful” districts doing on this topic?
 - There may be an opportunity to partner with Educational Research Strategies <https://www.erstrategies.org/> as a part of the work the Alliance for Education is sponsoring related to Strategic Plan Resource & Strategy Analysis.
 - Clarity on what is meant by “school staff” and “district office staff” is needed for this work.
 - Seattle Public Schools specific data similar to outcomes v. spending data will be useful.



Research Other Models (continued)

Some research (unscientific) was done by the group to help stimulate initial thinking.

- [San Francisco Unified School District](#) completed a new staffing model for FY 2024-25.
- [Mesa Public Schools](#) is moving a pilot staffing model to scale.
- [educationfirst Strategic School Staffing Landscape Scan](#) report.
- [State of Washington Prototypical Funding Model](#).

Actions Recommended: Engaging with ERS, SPS Researchers, and other districts will be necessary going forward.



What additional questions do you have?

- Text



Community Involvement

- Well-resourced schools' engagements
- Closure / Consolidations engagements
- Resource and strategy analysis has public component
- Year Zero Task Force (Board initiated)?

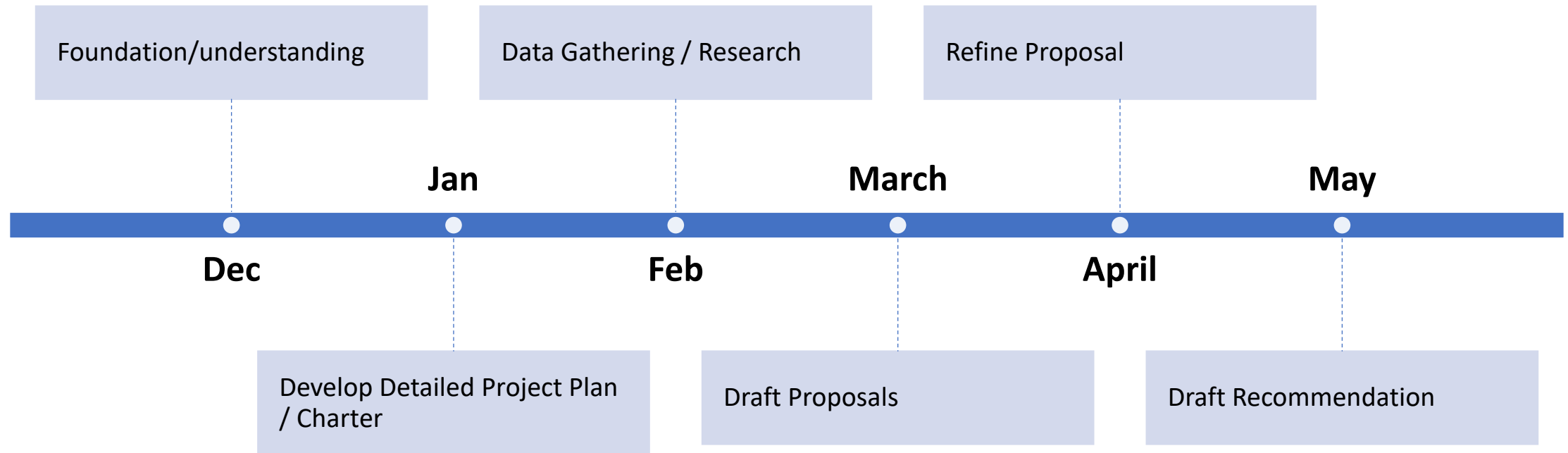


WSS Review Project Plan and Timeline

Date	Goal
October 29	Kickoff Meeting of full WSS Committee
November 8	Communicate sub-group members to full WSS Committee with next steps
November 13	Meeting of sub-group leaders to clarify objectives
November 18 – December 11	Sub-groups meet and develop one-pagers to be submitted by EOD December 11
December 17	Full WSS Committee report out from sub-groups (in-person / hybrid hosted by Whittier Elem.)
December - January	Subset of WSS Committee develops project detailed project plan
January – April	Model proposal development
May 2025	Recommendation to Board



Draft Project Timeline





Next Steps

Volunteers for steering committee to develop draft Charter document – finalize on December 20

Thank you!

