



Staffing Enrichment Workgroup

November 15, 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

OSPI Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefit their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and **actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our 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."



Introduction & Organization



October 24 Meeting

Review Draft:

- ✓ Accurate
- ✓ Clear
- ✓ Supported



Today's Meeting

1. Public feedback
2. Discuss and resolve items
3. Discuss advocacy



Katy Payne
Public Feedback



Phase 1 (4 elements)

SEL/ESA Bucket (need Politically viable title)

SEL/ESA lines on the current PTSM maintained, but put into a bucket for allocation purposes that is flexible only w/ that bucket. These PTSM lines are immediately brought up to full 1351 funding levels (+ enhancements).

• Need to bring counselor & nurse FTE allocations into line with current research & Δing student needs (i.e. 1351 says 800/1 counselor ratio at elementary. This is not sensical)

• Need to recommend the allowable uses are defined broadly enough to include Contract services & Classified Staff

→ Additional line in PTSM: CSI Coach

PD

- PD follows REW lang.
- Mandated Racial Equity
- PD is a priority.
- PD is comprehensive across all staffing categories

• 4 days (total) for both CIS and CLS + some % allocation + a menu of req. topics that could be embedded or follow other models for PD & cover a variety of PD related costs.

LAP flexibility in Categorical Fund

- School-wide
- Behavior
- Mental Health
- 504 support
- Allowable uses include district-wide uses. (Such as a PBIS trainer for whole district)

*Not high Cap

In General

We are on the same page for phase 1

Phase one is finished & ready to implement for the 22-23 school year

Workgroup Member Contributions to 10/24 Draft

Background

- ✓ Lorrell Noahr

Process

- ✓ Simone Sangster

Values

- ✓ Kurt Hatch
- ✓ Tammy Campbell



Contributions to 11/15 Final Draft

- ✓ WSBO
- ✓ WEA
- ✓ WASA
- ✓ State Board of
Education



11/15 Draft: Confirming Shifts or Questions

Professional Development

- ✓ Racial Literacy & Cultural Responsiveness required
- ✓ PD for 260 staff
- ✓ How much PD? For whom? When?
- ✓ Fidelity to Washington PL?

Timelines

- ✓ Workgroup reconvenes?
- ✓ F&RPL, annual or three year average?
- ✓ What & when is Phase I, Phase II?



Break

10 minutes



Table Group Discussion Protocol

- ✓ Assign roles
Timekeeper, Process Monitor & Reporter
- ✓ Discuss one item (up to 5 min.)
- ✓ Summarize (1 min.)
- ✓ Group clarification
(up to 4 min.)



7 items x 10 min. each = 70 min.



Has the Workgroup shifted its position that Racial Literacy & Cultural Responsiveness training should be required?



- ✓ Discuss (up to 5 min.)
- ✓ Summarize (1 min.)
- ✓ Whole group clarification (up to 4 min.)



Would a PD allocation provide for adding hours/days for staff who are less than year-round and address PD costs for staff who are already 260?



- ✓ 5 min.
- ✓ 1 min.
- ✓ 4 min.



- A. At full implementation, how many total days of PD will be recommended for CIS? CLS? CAS?
- B. Does the Workgroup intend the same for CLS who are not serving students directly?



- ✓ 5 min.
- ✓ 1 min.
- ✓ 4 min.



Do the recommendations need to address fidelity to Washington's Professional Learning Standards so PD quality increases? Is that what Continuous Improvement Coaches are meant to do?



- ✓ 5 min.
- ✓ 1 min.
- ✓ 4 min.



Will the Staffing Enrichment Workgroup reconvene in future years? How frequently?



- ✓ 5 min.
- ✓ 1 min.
- ✓ 4 min.



What should be the eligibility standard for high poverty class size in phase II?

Option 1: Prior year RFPL > 50%

Option 2: Three year rolling average of FRPL > 50%



- ✓ 5 min.
- ✓ 1 min.
- ✓ 4 min.



Has the Workgroup shifted its thinking about when Phase I ends? When does Phase II end?

*show 9/18 notes



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- ✓ 1 min.
- ✓ 4 min.



Working Lunch

Approach to Advocacy



Finalizing Workgroup Report



Thank you!

OSPI Team

