

Title: Resource Allocation Advisory Committee Meeting

Date/Time: August 23, 2018 – 4:00 PM

Location: HISD Board Auditorium

I. Welcome – Silvia Trinh, Chief of Staff

- Committee Member Introductions
- A suggestion was made to add teachers to the Resource Allocation Advisory Committee (RAAC). Ms. Paula Kinch, Special Ed Teacher at Ortiz Middle School, was randomly selected and will attend the next meeting on September 6, 2018.

II. Presentation – Glen Reed, Officer of Budget & Financial Planning

- Recap of items discussed during the last meeting on August 7, 2018.
- **PowerPoint Presentation**
 - Discuss the Norms
 - Focus on Problem-Solving
 - Participate through problem-solving and asking questions.
 - Bring Your Best
 - Make contributions that advance our purpose.
 - Own the Process and Outcome
 - Focus on our collective work.
- **Homework Assignment Discussion.**
 - Each member was asked to submit their definition of the following terms before the August 23 meeting. HISD staff provided the dictionary definitions of each word:
 - **Equitable:** Dealing fairly with all concerned. —*Fair, Just, Objective.*
 - **Adequate:** Sufficient amount of money to meet needs. —*Sufficient, Enough, Satisfactory.*
 - **Essential Personnel:** Staff members necessary to meet basic student needs. ---*Basic, Necessary, Important.*
 - **Opportunity:** Favorable circumstances; a good chance for advancement or progress.
 - **Support:** To promote the interests or cause of. ---*Bolster, Stand, Reinforce*
 - **Services:** Contribute to the welfare of others. ---*Assist, Benefit, Boon*
 - Definitions of *Equitable* mentioned by RAAC members:
 - Finance model developed with consideration to the unique needs of campuses, as well as students.
 - Impartial and just balance of power without prejudice or outside influences based upon factual information.
 - The certainty that all students have equal access to supports, services and opportunities regardless of size of school.
 - Equal is making things available to everyone, no matter the circumstances.
 - Providing resources based on the amount of supports needed by students to have an equal opportunity to reach the strategic vision of the district
 - Anticipates that unequal groups require different amounts of resources.
 - Schools and students receive the level of resources necessary to move them to the standard we expect for all.

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- **Question from HISD staff:** Someone wrote impartial and just balance of power without prejudice or outside influence based upon factual information, how did you come up with that definition? It's profound. What was your thought process?
RAAC Member's Response: When I think about equitable and the choice of power, I refer to the fact that a lot of times we acquaintance money with power. Talking about school finance in particular, people think that if you're talking about adding more money to a situation, that it fixes the situation, which is not the case. We've seen that in magnet programs and small school subsidies. So, when I use that, we want to find a standard among our students and the standard within what we consider right and just without prejudice based upon actual factual information. It is not a one size fits all. Some schools will require more money. We have to look at everything based upon the information that was given to us, as opposed to just arbitrarily saying that money should be thrown at a problem.
- **Comment:** We have not trained principals on how to effectively use what they have and to share their resources. Those are some things we should talk about, as well as how do we promote efficient and effective use of the resources that we have and how do we share the resources.
- **Comment:** Another RAAC member submitted a policy brief that has so many ideas and suggestions on finding equity. Link is provided down below.
<https://www.oecd.org/education/school/39989494.pdf>
- **Comment:** We can't build up new schools by tearing down old schools or tearing down what works. If we have schools that are working, we can't tear those down because we are taking money away from the good schools. It is important the order that we are defining things. *Adequate* and *Essential* must come first in order to define *Equitable*. You will see inequity when a school has a teacher and a teacher assistant yet there are kids that are not getting special needs services that they need, or their classroom has a leak in the roof. We must define what is adequate and essential first and step one is to make sure they have those things. How can we allow HSPVA and Carnegie to have so much when other schools have so little? It can't possibly be because one kid deserves it more than another. Nothing can cause one child to deserve more resources in terms of adequate and essential than another.
- **Comment:** We need to think about what happens outside the school setting or the education setting impacts what happens in the school setting.
- **Comment:** Equal and equitable are two very distinct, very differently defined issues. They still get intermingled without having a sharp contrast as to what they are trying to accomplish. We need to spend time looking at visuals. We understand what equitable is when one kid gets two boxes, another kid gets one box and another kid gets no boxes because one is tall enough to see over the fence. That runs afoul of what was being said about tearing down schools that are successful because we don't share enough information for people to truly understand that we are making some of those schools successful. When we have concentrations of kids that have a built-in factor within the numbers where we are concentrated on either vanguard or GT numbers, where we have skewed them so that they are higher of course there is a reason why they are working.

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When much lower factors are put in for high concentration of LEP, SPED and SES students of course there is a reason that they're not working; that should be confronted and discussed in a meaningful way so that people understand that it is not taking away or taking down their school, it is that frankly in a lot of ways they've had an advantage for a long time and we need to figure out how to then have a conversation about how we can share a little bit better.

- **Comment:** It is a challenge for principals to serve the children and meet their needs because of funding.

III. Group Activity: Divide into two groups to discuss what is “essential” and “adequate” in terms of funding and personnel.

- **Summarization of the group discussion.**
 - Trying to separate “Adequate” and “Essential” is unnatural and to a certain extent unnecessary.
 - Sufficient is a synonym for both terms.
 - We need to establish a base line set of standards so that beyond the definition, we have operating actionable policy decisions that can be made when we define adequate school personnel, interchangeably with essential. Which means an art teacher, music teacher, PE teacher, a counselor, nurse and a librarian. Those are both adequate and essential. This will be driven by the needs of individual schools.
 - Every individual school needs to have adequate funding to meet the needs of the whole child.
 - Their needs are identified based on data and not by STAAR scores. For example, using a wraparound specialist to determine what each community needs.
- **Homework suggestion for the Administration**
 - Administration should provide the committee with a set of recommendations about how they define safety, infrastructure and services. What those baseline standards would be when we think about funding adequate for every campus.