

**Staffing Model and
Supplement Not Supplant Federal Funding Compliance**

The Hamilton County Department of Education (HCDE aka Hamilton County Schools, HCS) are staffed to make certain that state class size requirements and grade-level average class-size are met. For the school year 2019-2020, Hamilton County Schools adheres to the following statutory pupil/teacher ratios:

Grade Span	Funding Level (Average for Grade Span)	Maximum Class Size
K-3	20:1	25
4-6	25:1	30
7-9	30:1	35
10-12	26.5:1	35

The Hamilton County Department of Education (HCDE aka Hamilton County Schools, HCS) determines its basic education allocation for each school based on Average Daily Membership in a "title neutral manner." The adopted methodology ensures that Title I, Part A funds are added to (supplement) and do not replace (supplant) state and local funds. In addition, this methodology ensures that Title I, Part A funds are not used to provide services that, in the absence of federal funds, would be supported with state or local resources.

In determining staffing levels, HCS groups schools by elementary, middle, and high school grade spans. Schools that host special programming, such as ROTC, CTE or IB programs, in addition to basic instructional programming, are provided additional staff to implement these programs. Additional resources for EL or Exceptional Education students are provided based on student specific needs. HCS uses a base staffing model that considers ADM, scheduling, poverty levels, and special programming.

Staffing Model Overview

Rationale

- The Tennessee Department of Education (TDOE) now requires that every district verify how they staff schools to be in compliance with "supplement not supplant" provisions of ESSA and IDEA laws.
- In order to reduce variability in student outcomes and more equitably distribute resources, school ADM and the percent of economically disadvantaged students (using the TDOE definition) are the key drivers of school staffing.
- This newly developed school staffing model will be fully implemented over the next four fiscal years – FY20 through FY23 – to coincide with the Future Ready 2023 plan and the strategic finance plan.

Guiding Principles

- The higher the concentration of economically disadvantaged students in a school, the greater the needs of the students. These students will be more at risk in terms of academic outcomes and social emotional supports.
- The current staffing is the baseline for the HCDE staffing model. The target class size ratios and tiers based on economically disadvantaged students are the limiting factors in terms generating staffing allocations.
- Staffing allocations will be phased in over the next four years, such that no school should experience annual reductions to staffing of more than two (2) positions year.

- This is accomplished through maintaining a “stability” provision that will be used to avoid dramatic swings in staffing that would result from implementing the model versus changes in enrollment or demographics (as the model is intended).
- Staffing allocations are simply position allocations. The staffing model does not dictate schedules. Principals may decide to repurpose teaching positions for other roles.

Base Model Key Points

- The base model includes general education teaching positions, elementary related arts (music, PE, and visual arts), instructional support (interventionists and academic coaches), counselors, college and career advisors, assistant principals, clerical support (secretaries, registrars, attendance clerks, and clerical assistants), educational assistants (general education), and in school suspension monitors.
 - The base model does not include allocations for specific student populations including English learners, special education, gifted students, or students with 504 plans.
 - The base model does not include any federally funded positions from Title I or IDEA.
 - The base model does not include pre-K positions.
 - The model does not include social workers or attendance specialists. These are itinerant positions that are staffed by learning community using a different allocation strategy that is Title I neutral.
 - The model does not include bookkeepers, and the same discussion applies in terms of if we should allocate FTEs.
- The base staffing model assumes a self-contained classroom for K-5 (or 100% utilization). In grades 6-8, the model assumes a seven-period day with teachers teaching six sections (one period for planning or 86% utilization). In grades 9-12, the model assumes a four-block student schedule with teachers teaching three blocks per day (one planning block or 75% utilization).
- Combo schools with a kindergarten are included in elementary and combo schools with a 12th grade are included with high schools. Only pure grade 6-8 schools are included with middle schools.
 - However, class size targets for the appropriate grade level – K-3, 4-5, 6, 7-8, and 9-12 are applied in the staffing detail for combo schools.
 - Allocations that are specific to a grade band (e.g. related arts for K-5 and college/career advisors for 9-12) are driven by the ADM enrollment only for that grade band.
- The model rounds-up or down all classroom teaching allocations to generate a full-time position.
 - Counselors, college and career advisors, interventionists/coaches, and elementary related arts do generate partial FTEs. One day of support is .2 FTE and a half-time position is .5 FTE for those roles.
- Adjustment factors for magnet programming and small schools have been included in the model.
- A “stability” factor has been included to maintain the guideline that no school losing more than two positions in a single year, as described above.

Staffing Ratio Targets by Grade Level

Below we have detailed the **grade band targets** used to determine staffing for FY 2020. Note that the targets were adjusted for percent of economically disadvantaged (%ED) students in the school and included only general education funded teaching positions for regular instruction, career & technical education, and ROTC. These ratios excluded Title I, guidance, librarians, ELL, and special education.

Elementary Grades K-5 Targets

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Middle Schools Grades 6-8

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High Schools Grades 9-12

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