Conducting a District Staffing Review

TASPA 2011 Summer Conference

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Where the Money Goes
Operating Expenditures

- Salaries & Benefits: 80%
- Supplies & Materials: 9%
- Contracted Services: 9%
- Other: 2%

Source: Moak-Casey & Associates
Where the Payroll Money Goes

Source: Moak-Casey & Associates

Three Steps to Control Staffing Costs

1. Begin with an objective review of current staffing practices.

2. Develop staffing standards through formulas and guidelines.

3. Develop a long-range staffing budget plan and adjust annually.
Begin with an objective review of current practices

• Collect and verify data
  – From principals and department heads
  – PEIMS and AEIS data
  – Position control files
  – Master schedules & manning tables

Compare to benchmark data

• AEIS peer data reports
• Common practice in Texas schools
• SACS accreditation standards
• TASBO E-Facts
• TEA guidelines
• APPA / ASBO
• Natl. Food Service Management Institute
• Other sources?
Using AEIS Data

• Select criteria (51 different criteria)
  Examples—Teachers per 1,000 students
  Number of students
  Secondary English class size

• Examine benchmarks
  • Peer districts
  • Your district
  • Peer average
  • State average

Examine instructional and administrative support staff by category

• Campus administrators
• Central administrators
• Counselors
• Library staff
• Central clerical

• Campus clerical
• Instructional aides
• Technology support
• Health services
Examine classroom teachers by campus, grade level, and classroom

- Elementary
- Middle school
- High school
- Coaches / PE
- Core academics vs electives
- Secondary master schedules

Examine special education by population needs and caseloads

- Percent students identified
- Teachers
- Aides
- Diagnosticians / LSSPs
- Speech language pathologists
- Residential placements
Examine child nutrition by student needs, operating efficiency, and productivity

- Meals per labor hour
- Type of meal service
- Work schedules and serving schedules
- Percent qualified for free/reduced meals

Examine facilities by district needs, skills, benchmarks, and operating efficiency

- Special facilities
- Cleaning schedules
- Maintenance – skilled trades vs. general
- Custodians per square foot
- Grounds & athletic fields
A staffing review reveals opportunities

Cost savings – expenditures that can be reduced through current or future budgets

Cost avoidance – items that would normally increase in future budgets but growth can be reduced or eliminated

Operational efficiency – practices that could improve operations but may not have an immediate budget impact

HR impacts quantity and quality of staffing

• Incentives to resign early
• Early release of new & replacement positions
• Transfer policies and practices
• Recruiting and staffing schedule
• Processing time to hire
• “Grow your own” programs
• Hiring standards and screening processes
Elementary Teachers

- Class size in K-4 is capped at 22:1

- Students/Teachers = Class Size
  Ex. 500 students ÷ 25 teachers = 20 students per class

- Students/Class Size = Teachers or FTEs
  Ex. 500 students ÷ 20 students per class = 25 teachers (FTEs)

Elementary Teachers

- FTEs determined independently by grade

- PE, Music, Computer, and/or Art
  Teachers added to basic FTEs to:
  - Meet TEA requirements (PE minutes)
  - Broaden the curriculum
  - Provide conference periods for grade level teachers
Secondary Teachers

• Scheduled by course, rather than by grade

• All teachers used to provide conference period coverage for each other

• A student takes more courses than the average teacher instructs

Secondary Mathematical Model

• Consider a high school with 1800 students and 90 teachers

• Apparent Class Size

\[
\frac{1800 \text{ Students}}{90 \text{ Teachers}} = 20.0 \text{ students per class}
\]
Secondary Mathematical Model

- **Real Class Size** depends on schedule

Suppose the high school is using an A-B block schedule
1. Students take 4 classes per day
2. Teachers instruct 3 classes per day

\[
\text{Courses Taken} \times \text{Students} = \text{Class Size} \quad \text{Courses Taught} \times \text{Teachers}
\]

\[
4 \times 1800 = 26.6 \text{ students per class} \\
3 \times 90
\]
### Secondary Mathematical Model

1800 Students & 90 Teachers (in each case)

<table>
<thead>
<tr>
<th>Schedule Model</th>
<th>Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/3</td>
<td>26.6</td>
</tr>
<tr>
<td>6/5</td>
<td>24.0</td>
</tr>
<tr>
<td>7/6</td>
<td>23.3</td>
</tr>
<tr>
<td>7/5</td>
<td>28.0</td>
</tr>
</tbody>
</table>

### Schedule Model

Teachers needed for same class size (26.6/class)

<table>
<thead>
<tr>
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<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/3</td>
<td>26.6</td>
<td>90</td>
</tr>
<tr>
<td>6/5</td>
<td>26.6</td>
<td>81</td>
</tr>
<tr>
<td>7/6</td>
<td>26.6</td>
<td>79</td>
</tr>
<tr>
<td>7/5</td>
<td>26.6</td>
<td>95</td>
</tr>
</tbody>
</table>
Use Models in Budget Planning

• Are you projecting staffing costs 3-5 years in the future?

• Do you have a mathematical model for analyzing secondary schedule formats?

• Does your staffing model allow for uniform staffing increases or decreases, as needed, to account for changes in student population and/or budget adjustments?

In Conclusion …

• Conduct or contract for an objective staffing review in your district.
• Move to mathematical staffing formulas to control internal and external equity.
• Develop a long-range staffing and budget plan, similar to facilities planning.
For more information, contact…

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